English Language Support Program

Handbook
2015 – 2016

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EMORY | LANEY GRADUATE SCHOOL
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August 2015

I am very pleased to welcome you to Emory University, and I hope your stay will be pleasant and successful. The English Language Support Program Handbook contains useful information to assist you during your time at Emory. You will want to read it carefully and ask any questions about parts you may not understand.

The Handbook describes the English language assessment requirement and the support available if you require assistance in improving your English language proficiency. All individuals are required to take an Emory-Specific English Language Assessment prior to registering for classes.

If you are a degree-seeking graduate student and the results on the assessment indicate the need for support, you will enroll in a series of support courses during your first year at Emory. Upon satisfactory completion of the course sequence, you will take a Post Speaking Assessment to show your degree of improvement and to receive recommendations for teaching in the Graduate School’s TATTO program. The assessment scores will be mailed to you and to the Director of Graduate Studies in your department.

If you are an Emory employee, you can enroll in one course per semester (either speaking or writing). Upon satisfactory completion of the speaking course sequence, you will take a Post Speaking Assessment to show your degree of improvement.

I encourage you to participate actively in the courses and to continue developing your language skills while you are in the U.S.

Best wishes for a successful year!

Sincerely,

Mackenzie Bristow
Program Director
FACULTY

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All **degree-seeking graduate students**, regardless of citizenship status or educational background, whose first language is not English must take the Laney Graduate School English Language Proficiency Test or receive an exemption **before** registering for degree classes or participating in TATTO. This assessment is not used in the admissions process, but for teaching recommendations and placement of students who need English language support. If scores indicate a speaking and/or writing course requirement, these courses must be taken in the first academic year, including first-session summer semester as needed. Assessment scores for graduate students are provided to the students and to the Directors of Graduate Studies.

**Emory research employees** who wish to enroll in an ELSP class must first take the test and then be advised into a sequence of class based on their scores. Scores for Emory employees are provided to the employees.

The test has two sections: speaking and writing.

**SPEAKING SKILLS:**

The **Initial Speaking Assessment** consists of a thirty-minute recorded conversation between a trained interviewer and a student. The speech sample is scored by two raters and measures patterns of strengths and weaknesses establishing the student’s level of consistent functional ability. A ranking system of **Novice, Intermediate, Advanced**, and **Superior** with **low, mid, and high** sub-categories within each level (except Superior) is used to describe the student’s oral proficiency.

Based on the score, a **graduate student** may be required to take ELSP support courses and will receive recommendations for participating in TATTO (see chart on next page).

Upon completing the required speaking course sequence, all students take the **Post Speaking Assessment**. The Post Assessment is similar to the Initial Assessment and shows proficiency in spoken skills after the coursework has been completed.
## ENGLISH LANGUAGE ASSESSMENT

<table>
<thead>
<tr>
<th>Levels &amp; Teaching Recommendations</th>
<th>Description of Speaking Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superior Level 4</strong></td>
<td>A superior speaker requires no more support than most entering graduate students.</td>
</tr>
<tr>
<td>Full Teaching</td>
<td><strong>Superior – No ELSP Required</strong> Communicates effectively in extended discourse on a wide range of topics from both concrete and abstract perspectives. Supports opinions and hypothesizes, and can handle linguistically unfamiliar topics and situations using native-like strategies. Sporadic errors may appear; however, listeners are not distracted from the message.</td>
</tr>
<tr>
<td><strong>Advanced Level 3</strong></td>
<td>An advanced speaker would benefit from direct speaking instruction, maximizing learning.</td>
</tr>
<tr>
<td>Supervised Teaching</td>
<td><strong>Advanced High – No ELSP Required; Recommended courses: 520 (fall), 597 (spring)</strong> Handles at least 50% of superior tasks, though patterned errors may appear. With some consistency can support opinion and provide structured arguments; however, performance will feature breakdown such as discussing topics more comfortably concretely, resorting to simplification through the use of description or narration in place of argument, or lacking the more sophisticated and precise language needed to adequately address the task.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Mid – Required courses: 517(fall), 518 (spring)</strong> Handles a large number of communicative tasks in paragraph length discourse with ease and confidence. Can discuss topics of personal and public interest, providing full accounts though with occasional difficulty and awkwardness. Often able to state an opinion or cite conditions but lacks the ability to consistently provide a structured argument in extended discourse.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Low – Required courses: 517 (fall), 518 (spring)</strong> Handles a variety of communicative tasks in paragraph length discourse though somewhat haltingly at times. Can discuss topics of personal and, to a lesser degree, public interest, and demonstrates ability to narrate and describe in major time frames, perhaps with noticeable self-correction and “grammatical roughness.” Conveys the intended message without confusion, and can be understood by listeners not accustomed to non-native speakers; however, repetition or restatement may be needed.</td>
</tr>
<tr>
<td><strong>Intermediate Level 2</strong></td>
<td>An intermediate speaker needs direct speaking instruction and consistent speaking practice.</td>
</tr>
<tr>
<td>High: Restrict to controlled teaching in small groups</td>
<td><strong>Intermediate High – Required courses: 505 (fall), 515 (spring), 516 (summer)</strong> Handles at least 50% of advanced tasks, though errors and hesitation may occur. With some consistency can narrate and describe in major time frames using connected discourse; however, performance will feature breakdown such as the failure to maintain the narration in the appropriate time frame, the disintegration of connected discourse, or the inability to be understood by listeners not accustomed to non-native speakers.</td>
</tr>
<tr>
<td>Intermediate Mid/Low:</td>
<td><strong>Intermediate Mid – Required courses: 505 (fall), 515 (spring), 516 (summer)</strong> Handles successfully a variety of communicative tasks in predictable social and work-related situations with strings of sentences and some paragraphing. With the advanced level tasks of narration and description, can provide information but has difficulty linking ideas, maintaining appropriate time frame, and using communicative strategies, such as circumlocution.</td>
</tr>
<tr>
<td>No teaching</td>
<td><strong>Intermediate Low – Required courses: 505 (fall), 515 (spring), 516 (summer)</strong> Handles a limited number of communicative tasks in predictable social and work-related situations with strings of sentences. Creates meaning with language, though often filled with hesitancy and inaccuracies while searching for appropriate grammatical structures and vocabulary. Can generally be understood by sympathetic listeners, especially those accustomed to non-native speakers.</td>
</tr>
<tr>
<td><strong>Novice Level 1</strong></td>
<td>A novice speaker needs intensive language instruction to meet the demands of graduate school.</td>
</tr>
<tr>
<td>No Teaching</td>
<td><strong>Novice – Students at this level are not anticipated.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>High:</strong> Handles at least 50% of intermediate tasks, but unable to sustain performance. Conversation restricted to a few predictable topics. <strong>Mid and Low:</strong> Communicates minimally and with difficulty.</td>
</tr>
</tbody>
</table>
**WRITING SKILLS:**

The **Writing Skills Assessment** requires the student to complete a one-hour essay on a designated academic topic. The essay measures writing competence and is evaluated and scored by two trained raters. A ranking system of **Novice, Intermediate, Advanced**, and **Superior** is used to describe the student’s writing proficiency.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Description of Writing Levels</th>
</tr>
</thead>
</table>
| Superior Level 4 Full Competence | Superior - No ELSP Required  
Contains all the qualities of clear and purposeful academic writing; effectively addresses the writing task; well organized and developed; shows consistent facility in the use of language even though the essay may contain a few errors. Student requires no more support than an average native speaker/writer. |
| Advanced Level 3 Competence | Advanced High - No ELSP Required  
Exhibits emerging characteristics of the superior level |
|                | Advanced Mid - No ELSP Required  
Contains most of the qualities of clear and purposeful academic writing; generally well organized and developed. Errors generally do not distract or obscure meaning. Student would benefit from peer/faculty support. |
|                | Advanced Low - No ELSP Required; Recommended courses: 510 (fall), 511 (spring)  
Demonstrates minimal control of the advanced level. Student would benefit from direct instruction and consistent writing practice for at least one semester |
| Intermediate Level 2 Minimal Competence | Intermediate High – Required courses: 510 (fall), 511 (spring)  
Exhibits emerging characteristics of the advanced level. Student needs direct instruction and consistent writing practice. |
|                | Intermediate Mid - Required courses: 510 (fall), 511 (spring)  
Contains some of the qualities of clear and purposeful academic writing; addresses the topic but may slight parts of the task; adequately organized and developed; possible inconsistent facility with syntax and vocabulary. Errors may distract reader from the message or obscure the meaning. Student needs direct instruction and consistent writing practice. |
|                | Intermediate Low - Required courses: 510 (fall), 511 (spring)  
Demonstrates minimal control of the intermediate level. Student needs direct instruction and consistent writing practice. |
| Novice Level 1 Little or No Competence | Novice High  
Exhibits emerging characteristics of the intermediate level. **Student needs intensive writing instruction.** |
|                | Novice Mid  
Demonstrates some developing competence in academic writing; lacks a central idea and a clear organizational plan; contains an accumulation of errors in grammar or word choice. **Student needs intensive writing instruction** |
|                | Novice Low: No Competence                                                                   |

Scale for test adapted from criteria developed for the TOEFL Test of Written English (TWE) and Advanced Placement International English (APIEL).
The English Language Support Program is designed to provide English language assistance for international **graduate students** during their first academic year. A core curriculum of courses helps students perform well in their academic classes and prepares students for future professional opportunities. The courses help **Emory employees** participate effectively in their work environment and profession. The goals and objectives of oral and writing skills courses have been established to fit the needs and requirements of the academic departments and the students. Each course listed below is described in detail in Appendix B.

Courses Offered:

<table>
<thead>
<tr>
<th>First-Year Required Course Sequence for Graduate Students (Open to Emory Research Employees)</th>
<th>Placement Scores</th>
<th>Fall</th>
<th>Spring</th>
<th>First-Session Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong>&lt;br&gt;Intermediate – Required&lt;br&gt;Advanced-Low – Recommended</td>
<td>ELSP 510: Fundamentals of Graduate Writing I 3 credits</td>
<td>ELSP 511: Fundamentals of Graduate Writing II 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate Speaking:</strong>&lt;br&gt;All Sub-levels</td>
<td>ELSP 505: Communication Skills for Intermediate Speakers I 3 credits</td>
<td>ELSP 515: Communication Skills for Intermediate Speakers II 3 credits</td>
<td>ELSP 516: Communication Skills for Intermediate Speakers III 2 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Speaking:</strong>&lt;br&gt;Low - Mid</td>
<td>ELSP 517: Communication Skills for Advanced Speakers I 3 credits</td>
<td>ELSP 518: Communication Skills for Advanced Speakers II 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong>&lt;br&gt;(Graduate Students &amp; Research Employees)</td>
<td>ELSP 520: Seminar in Professional Communication 3 credits</td>
<td>ELSP 597: Laboratory in Professional Communication 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Speaking:</strong>&lt;br&gt;High&lt;br&gt;(Open to students who complete an ELSP speaking sequence with a minimum 3.0 score on Post Assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong>&lt;br&gt;(Research Employees)</td>
<td>ELSP 502: Fluency Building I 3 credits</td>
<td>ELSP 503: Fluency Building II 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate Speaking:</strong>&lt;br&gt;Low-Mid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Before students register, they must first meet with faculty to pick up assessment scores and a signed registration form. Please note the advisement dates below. Please see appendix A, for more details.

Advisement & Score Pick Up
Suite 101, N. Decatur Bldg.
1784 N. Decatur Rd.

Monday, August 24
8:30am-1:00pm

Students will pick up assessment scores and be advised into course sections during the hours listed above. Confirmation of course sections will be given after all students have turned in a copy of their departmental course schedules to the program office. Every effort will be made to assign students to their first-choice section; however, since the schedule must conform to the needs of students in various departments, students may not always be placed in their preferred sections.

Students are responsible for checking the confirmed schedule in OPUS.
Courses are credit courses entered on a student's transcript (for both graduate students and Emory employees); however, the credits do not count toward degree requirements. Graduate students are expected to complete each course satisfactorily during their first academic year for participation in the TATTO Program and for graduation requirements.

Courses are graded as satisfactory or unsatisfactory. Upon completion of ELSP 516: Communication Skills for Intermediate Speakers III or ELSP 518: Communication Skills for Advanced Speakers II, students will take the Emory Post Oral Assessment. Scores and recommendations for teaching will be mailed to students and to the Director of Graduate Studies in their departments. Emory employees will receive their scores also by mail.

Students are encouraged to perform well in each course in order to meet the language proficiency requirements to pass the course and to participate successfully in an academic program and work environment.

ATTENDANCE POLICY

Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all classes.

If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the instructor will notify the director of the ELSP Program in writing. The instructor in consultation with the student and the Program Director will determine if s/he will be able to complete the class satisfactorily.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10</td>
<td>English Language Assessment Emory Research Employees</td>
</tr>
<tr>
<td>August 12</td>
<td>English Language Assessment Chemistry, Physics, Religion</td>
</tr>
<tr>
<td>August 13</td>
<td>Advising Research Employees</td>
</tr>
<tr>
<td>August 18</td>
<td>English Language Assessment Computer Science, Math</td>
</tr>
<tr>
<td>August 19</td>
<td>English Language Assessment Behavioral Sciences &amp; Health Ed, Bioethics, GDBBS, Nursing PhD,</td>
</tr>
<tr>
<td>August 22</td>
<td>Biostatistics 20</td>
</tr>
<tr>
<td>August 21</td>
<td>English Language Assessment All Other Departments</td>
</tr>
<tr>
<td>August 24</td>
<td>Score Results and ELSP Advising</td>
</tr>
<tr>
<td>August 26 &amp; 27</td>
<td>English Language Assessment (Latecomers)</td>
</tr>
<tr>
<td>August 31</td>
<td>ELSP Classes Begin</td>
</tr>
<tr>
<td>October 12-13</td>
<td>Fall Break</td>
</tr>
<tr>
<td>January 11</td>
<td>ELSP Spring Classes Begin</td>
</tr>
<tr>
<td>March 7-11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>May 16</td>
<td>ELSP First-Session Summer Classes Begin</td>
</tr>
</tbody>
</table>
Appendix B: 505 Syllabus

ELSP 505 INTERMEDIATE TRACK SYLLABUS
Communication Skills for Intermediate Speakers I
~ to communicate clearly with paragraph discourse structure ~

Objectives: ELSP 505 is designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ELSP speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible. In ELSP 505, students focus on:

- **language functions**: developing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- **fluency**: improving the flow of speech and developing the ability to use cohesive devices to connect sentences
- **grammar**: improving command of word endings, word forms and syntax
- **pronunciation**: improving articulation of sounds and building awareness of grouping and rhythm
- **vocabulary**: expanding vocabulary and lexical phrases used in academic speaking tasks
- **listening**: building awareness of patterns of spoken English to improve comprehension
- **self-study strategies**: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through the following major speaking tasks:

- scripted formal presentations related to your field of study
  - describing a process
  - providing an extended definition of a term
- seminar-style discussions of academic content
  - participating appropriately in formal discussions
- audio recordings focusing on specific features of speech

Grading:

- S (satisfactory)
- U (unsatisfactory)

In addition, students must:

- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 515

Students should remember that **consistent speaking and listening practice over time and outside of class** is required to develop the ability to participate effectively in interactive language activities.

ATTENDANCE POLICY: Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses three classes, the instructor will notify the director of the ELSP in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

PLAGIARISM: Deliberately or inadvertently using the words of another person without giving due credit is considered plagiarism (a serious offense in the ELSP on the Emory campus). Each student is responsible for understanding what constitutes plagiarism.
Appendix B: 515 Syllabus

ELSP 515: Communication Skills for Intermediate Speakers II
- to effectively communicate with your words and your voice -

Objectives: ELSP 515 improves communication skills of the intermediate (OPI level 2) students by focusing on:

- **accuracy / fluency**: advancing the ability to narrate and describe in various time frames and developing the ability to elicit, explain and support opinions

- **cohesive paragraph discourse**: solidifying the ability to link ideas into cohesive paragraphs using linguistic strategies such as organizational markers

- **pronunciation accuracy**: improving grouping (pausing, linking and focus), rhythm (word and sentence stress), intonation (vocal variety), and English sound articulation (individualized)

- **academic speaking tasks**: giving presentations and leading & participating in discussions to practice linguistic objectives and effective communication techniques

- **continuous learning strategies**: implementing learning techniques outside the classroom, and self-monitoring for language issues.

Plagiarism:

Using the words of another person without giving credit is considered plagiarism (a serious offense at the university). Each student is responsible for understanding what constitutes plagiarism.

Grading (on Graduate School transcripts): S = satisfactory (pass)  U = unsatisfactory (fail)

To receive an "S", a student must receive an overall satisfactory grade (80%).

Assignments (completed assignments & actively participated) ........................................... 20%
Presentation #1 (describing a line graph using PowerPoint) ........................................... 15%
Presentation #2 (describing a problem-solution using PowerPoint) ............................... 15%
Presentation #3 (mirroring project) .............................................................................. 15%
Recordings (5 are assigned) ......................................................................................... 25%
Recording (final) ............................................................................................................. 10%

In addition, the student should demonstrate an improvement in functional speaking ability as described in the objectives and a level of proficiency adequate for effective participation in ELSP 516.

Attendance Policy:

If a student misses three classes, the Instructor will notify the Program Director. The Instructor with the student and the Director will determine if the student can complete the class satisfactorily.
ELSP 516: Communication Skills for Intermediate Speakers III
- to apply effective communication skills in professional speaking tasks -

OPI (Speaking Assessment): On completion of ELSP 516, students take a speaking assessment similar to the one taken on entering the program.

Objectives: ELSP 516 is designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ELSP speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible. Students will focus on:

- **language functions**: advancing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- **fluency**: improving the flow of speech and advancing the ability to create coherent and linked paragraphs
- **grammar**: exhibiting more consistent control of word endings, word forms and syntax
- **pronunciation**: improving grouping (pausing, linking and focus), rhythm (word and sentence stress), intonation (vocal variety), and articulation of sounds as needed
- **vocabulary**: using precise vocabulary and lexical phrases in academic speaking tasks
- **listening**: noticing patterns of spoken English to improve comprehension
- **self-study strategies**: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through the following major speaking tasks:

- **academic, formal presentations related to your field of study**
  - mock interview; responding professional to questions
  - field of study topic with visual support
- **seminar-style discussions of academic content**
  - participating in and leading formal seminar-style discussions
- **audio recordings focusing on specific features of speech**

Grading:  
S = satisfactory  
U = unsatisfactory

ELSP courses and grades are included on GSAS transcripts. In order to pass this course, students must receive a grade of SATISFACTORY (“S”). In order to receive an “S”, a student must:

- attend class (refer to attendance policy) and receive satisfactory grades (see “ELSP 516 Grading”) for the following:
  - Recorded Presentations
  - Discussions – Leading & Participating
  - Classroom Assignments (Audio Activities, Textbook, Other)
- demonstrate improvement in functional speaking ability as described in the objectives

**ATTENDANCE POLICY:** Please contact me if you know you will miss a class. Support courses are developed around a very tight schedule making attendance in each class important for the student’s full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses two classes in a 2-credit course, the instructor will notify the director of the program in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

**PLAGIARISM:** Deliberately or inadvertently using the words of another person without giving due credit is considered plagiarism (a serious offense in the ELSP and on the Emory campus). Each student is responsible for understanding what constitutes plagiarism.
Objectives:
ELSP 517 is designed to improve the communication skills of advanced (OPI level 3) students. Advanced speakers can narrate and describe in the past, present, and future time frames in paragraph-length discourse. Although they may have varying degrees of fluency and accuracy, advanced speakers typically can convey their message without confusion and be understood by listeners not accustomed to ELSP speakers. However, they may lack the language to discuss topics extensively, participate in formal and professional conversations, and consistently provide a structured argument in extended discourse. ELSP 517 focuses on:

- **language functions**: solidifying the ability to narrate and describe in major time frames; and advancing the ability to structure, explain, and defend arguments and the ability to construct hypotheses
- **fluency**: improving the flow and flexibility of speech and the use of cohesive devices to connect extended discourse
- **grammar**: improving command of word endings, word form, syntax, and advancing control of complex structures
- **pronunciation**: improving word stress, grouping (pausing, linking, and focus), intonation (vocal variety), rhythm, and English sound articulation (individualized)
- **vocabulary**: expanding vocabulary from general to more precise and sophisticated word choice
- **listening**: building awareness of patterns of spoken English to improve comprehension
- **self-study strategies**: implementing learning techniques outside the classroom

These objectives will be practiced and demonstrated through the following major speaking tasks:

- informal and formal academic presentations with field of study content, such as an informal research talk, and two presentations demonstrating the effective integration of graphs/diagrams and use of PowerPoint
- seminar-style and panel discussions in which students lead and participate in both formal and informal discussions of academic content (textbook)

Plagiarism:

PLAGIARISM: Deliberately or inadvertently using the words of another person without giving due credit is considered plagiarism (a serious offense in the ELSP Program and on the Emory campus). Each student is responsible for understanding what constitutes plagiarism.

ATTENDANCE POLICY: Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses three classes, the instructor will notify the director of the program in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.
Appendix B: 518 Syllabus

ELSP 518: Advanced Track
Communication Skills for Advanced Speakers II
- to apply effective communication skills in professional speaking tasks -

Objectives: ELSP 518 is designed to continue to improve the communication skills of the Advanced (Level 3) student. Advanced speakers can narrate and describe in the past, present, and future time frames with varying degrees of fluency and accuracy and can be understood by listeners not accustomed to ELSP speakers. However, speakers may lack the language to discuss topics extensively, to participate in formal and professional conversations, and to consistently provide a structured argument in extended discourse. ELSP 518 facilitates movement from instructor-guided monitoring of communication patterns (as in ELSP 517) to self-monitoring during structured and spontaneous speaking situations.

ELSP 518 focuses on:
- **language functions**: solidifying the ability to easily and confidently narrate and describe in various time frames; advancing the ability to structure, explain, and defend arguments, and construct hypotheses
- **fluency**: improving the flow and flexibility of speech and the use of cohesive devices to connect extended discourse
- **grammar**: improving command of word endings, word form, syntax, and advancing control of complex structures
- **pronunciation**: improving word stress, grouping (pausing, linking, and focus words), intonation (vocal variety), rhythm, and English sound articulation (individualized)
- **vocabulary**: expanding vocabulary from general to more precise and sophisticated word choice
- **listening**: building awareness of patterns of spoken English to improve comprehension
- **self-study strategies**: implementing learning techniques outside the classroom

These objectives will be practiced and demonstrated through the following major speaking tasks:
- formal academic presentations related to field of study: unscripted
  - mock job interview: responding to professional/academic questions using extended discourse, formal language
  - presenting with visual support (data, images, etc) using PPT
- leading and participating in Seminar-style discussions of self-selected academic topics
  - choosing readings that are academic, field-related, and appropriate for a diverse scholarly group
  - developing questions to identify problems, pose potential solutions, and evaluate proposed solutions
  - using effective and appropriate strategies to open, lead, participate in, manage and close a seminar-style academic discussion
  - audio activities – unscripted, practicing and demonstrating formal academic language with extended discourse

Grading: S = satisfactory  U = unsatisfactory

ELSP courses and grades are included on GSAS transcripts. In order to pass this course, students must receive a grade of SATISFACTORY ("S"). In order to receive an "S", a student must:
- attend class (refer to attendance policy) and receive satisfactory grades (see “ELSP 516 Grading”) for the following:
  - Recorded Presentations
  - Discussions – Leading & Participating
  - Classroom Assignments (Audio Activities, Textbook, Other)
- demonstrate improvement in functional speaking ability as described in the objectives

OPI (Speaking Assessment): On completion of ELSP 516, students take a speaking assessment similar to the one taken on entering the program.

ATTENDANCE POLICY: Please contact me if you know you will miss a class. Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses two classes in a 2-credit course, the instructor will notify the director of the ELSP in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

PLAGIARISM: Deliberately or inadvertently using the words of another person without giving due credit is considered plagiarism (a serious offense in the ELSP and on the Emory campus). Each student is responsible for understanding what constitutes plagiarism.
ELSP 520: Seminar in Professional Communication

~ to communicate effectively in a real professional speaking event ~

OBJECTIVES: ELSP 520 is designed to improve the academic and professional speaking performance of the Advanced and Superior level students (OPI Levels 3.7-4.0) who may struggle with the speaking demands of their academic/professional environment. These speakers can provide a structured argument to support their opinions as well as construct hypotheses; they are able to explain in detail and narrate fully and accurately in all time frames with linguistic, ease, confidence and competence. However, when they are called on to perform complex tasks over a variety of topics, their language may break down or prove inadequate: patterns of error appear, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis. Although they may be able to discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, in general, they may be more comfortable discussing a variety of topics concretely.

To speak effectively in an American academic or professional setting or to present locally and nationally, international students must acquire a high level of spoken American English language skills. They must learn to use articulate speech, language cues for clear organization of material, voice quality and vocal variety (speaking with sufficient volume and stressing key points) while exhibiting self-confidence. They must learn to cope with unwritten cultural "rules" and sophisticated vocabulary and colloquialisms. The process for mastering all these skills requires time and effort. In response to these needs, this course will:

• offer support in oral communication concurrent with student’s initial teaching experience/professional speaking event
• ensure that students transfer speech patterns such as connected/paragraph discourse, pronunciation, voice quality, and vocal variety to the real teaching experience/professional speaking event
• guide student’s in monitoring and reflecting upon their speaking performance
• facilitate the learning and adoption of effective body language, voice, expression and behavior appropriate for American university classrooms, conferences, professional work environment
• provide learning strategies for successful interaction in and out of the class-room that can compensate for weak language areas
• provide an environment in which students practice speaking tasks with self-confidence
• enable students to develop habits and language skills necessary for self-directed growth

FORMAT: ELSP 520 will combine group discussion sessions/classroom activities and individual consultations to reflect upon video-recorded teaching/presenting performance. If applicable, participants will have the opportunity to be observed and/or video-recorded while teaching or presenting. Each observation will be followed by an individual consultation with the ELSP instructor.

Sample Tasks

- Micro-teaching / presentations
  You will be required to give a minimum of 3 micro-teaching /conference presentations during the semester (times to be announced). Each presentation will be a 5-7 minute mini-lecture or presentation from your field of study. Presentations #2 & 3 will use visual support (Power Point, Board, Handouts, etc).
- Organization strategies for lectures or presentations
- Asking and responding to questions
- Counter-arguing/evaluating arguments
- Seminar Discussions
  You will lead at least one seminar-style discussion based on a reading of your choosing from your field of study. The purpose of the seminar is to facilitate an in-depth understanding of the topic chosen. (Times to be announced: see Calendar of Activity)
- Strategies for speaking clearly
- Explaining visual information
- In-depth of analyses of discussion topics

GRADING: S/U
Objectives:

ELSP 597 offers support to international graduate students and professionals who are Advanced-High/Superior speakers (OPI Levels 3.7-4.0), or have completed the ELSP course sequence requirements with an Advanced-Low score (OPI 3.0) or higher, or they have completed the summer TATTO course (if required). Advanced-High and Superior speakers can provide a structured argument to support their opinions as well as construct hypotheses; they are able to explain and narrate fully and accurately in all time frames with linguistic, ease, confidence and competence. However, when they are called on to perform complex tasks over a variety of topics, their language may break down or prove inadequate: patterns of error appear, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis. Although they may be able to discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, in general, they may be more comfortable discussing a variety of topics concretely.

This course will focus on the enhancement of spoken skills required in a professional and/or teaching environment. To continue to build professional speaking skills and learn beyond the classroom, students need individualized practice and feedback, and training in self-monitoring. In this course, students will monitor their individual communication patterns during classroom performance and/or video observation of themselves while conducting professional speaking tasks. These tasks will be followed by individual consultations with the ELSP instructor.

In the ELSP 597 course, the students will learn to:

- develop language and classroom/professional behavior that enhance teaching and/or professional speaking
- adopt strategies to improve weak areas
- effectively self-monitor and self-correct targeted areas

Sample Tasks

<table>
<thead>
<tr>
<th>Conference Presentations</th>
<th>Hypothesizing and Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Abstracting, Expanding, Defending Arguments</td>
</tr>
<tr>
<td>Discussions</td>
<td>Responding to Questions</td>
</tr>
<tr>
<td>Reporting</td>
<td>Organizing Poster Presentations</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Interviewing/Patient Histories</td>
<td>Discussing Non-Verbal Visual support</td>
</tr>
</tbody>
</table>

Format:

ELSP 597 offers small group activities, and one-on-one consultations, and work and/or classroom related observations.

In order to pass the course, students must receive an ‘S’ (satisfactory). To receive an ‘S’, students must:

- attend all scheduled consultations
- complete all the assignments on time
- meet the objectives listed above

Support classes are serious and rigorous graduate school courses. When you enroll, you must commit the time and energy to complete the class satisfactorily. Attendance is mandatory; you cannot miss more than 2 classes during the semester without affecting your grade.
Appendix B: ELSP 510 Syllabus

ELSP 510: Fundamentals of Graduate Writing I
- to write effectively for an academic audience -

OBJECTIVES:
The purpose of ELSP 510 is to prepare students to write effectively for an academic audience. The course:

- emphasizes the importance of writing communities and the assumptions of English-speaking writers
- presents the basic qualities of writing expected by writers in U.S. academic settings
- targets learning strategies to help you write easier, faster, and smarter
- provides a variety of tasks to practice writing skills
- highlights synthesis and documentation of information without plagiarizing
- focuses on individual learning by targeting specific areas most critical to your advancement
- directs students to evaluate, revise, edit and proofread your writings with on-going instructor feedback

Students will:
- Apply basic (assumptions) of academic writing (Audience Purpose Style) through a variety of academic structures
- Analyze purposes and features of common academic genres and scholarly writings
- Apply a scholarly academic tone
- Apply self-learning strategies (corpus, portfolio, editing)
- Demonstrate through a variety of academic structures the ability to apply macro and micro organizational strategies
- Identify plagiarism
- Employ summarizing and paraphrasing strategies

Content Areas:

<table>
<thead>
<tr>
<th>Academic Writing Communities</th>
<th>Process Writing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic Assumptions</td>
<td>• Self-Editing Skills</td>
</tr>
<tr>
<td>• Targeting Audience</td>
<td>• Parts of Speech</td>
</tr>
<tr>
<td>• Academic Language</td>
<td>• Subject + Verb + Object</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>• Phrases and Clauses</td>
</tr>
<tr>
<td>Flow of Information</td>
<td>• Sentence Types</td>
</tr>
<tr>
<td>• Cohesive Devices</td>
<td>• Verb Forms</td>
</tr>
<tr>
<td>Reader Expectations</td>
<td>• Nouns and Articles</td>
</tr>
<tr>
<td>• Claim</td>
<td></td>
</tr>
<tr>
<td>• Macro Structure</td>
<td></td>
</tr>
<tr>
<td>• Credible Support</td>
<td></td>
</tr>
<tr>
<td>Outside Sources</td>
<td></td>
</tr>
<tr>
<td>• Paraphrasing</td>
<td>• Problem-Solution</td>
</tr>
<tr>
<td>• Citing Sources</td>
<td>• Comparative</td>
</tr>
<tr>
<td>• Summarizing</td>
<td>• Commentary</td>
</tr>
</tbody>
</table>

Writing Portfolio

To meet the objectives of the class, students will be required to:
- attend class and participate in class activities
- complete all assignments in a timely manner
- complete all quizzes
- complete 2-3 drafts of the writing assignments; receive a B or higher on final drafts
If a student receives a grade of Unsatisfactory, she or he will not continue with ELSP 511 spring semester and will repeat ELSP 510 the next fall semester.

ATTENDANCE POLICY:
Courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the Instructor will notify the director of the ELSP in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

PLAGIARISM: Deliberately or inadvertently using the words of another person without giving due credit is considered plagiarism (a serious offense in the ELSP and on the Emory campus). Each student is responsible for understanding what constitutes plagiarism.
Appendix B: ELSP 511 Syllabus

ELSP 511: Fundamentals of Graduate Writing II
- to write effectively with professional writing conventions displayed in research articles-

Prerequisite: Satisfactory Completion of ELSP 510

ELSP 511 is designed to expand the written communication skills of international graduate students who have a basic understanding of effective academic writing. The purpose of this course is to prepare students for academic research writing. The course will focus on:

- the synthesis and documentation of information
- expanded strategies for rewriting compositions for content, style, cohesion, grammar
- the use of critical thinking skills and development of informed views
- presentation of research findings in a group publication

OBJECTIVES: to write effectively with professional writing conventions displayed in research articles

Students will submit research articles to the ELSP 511 Class Publication published annually by all sections. The publication will showcase articles focusing on current and relevant research incentives of interest to the students.

Students will be expected to work cooperatively with peers (as is often the case in research projects) and to collaborate in open discussion and writing activities. The research theme and topics will relate to students’ areas of research interest.

Collaborative, or team, writing is required to publish the class journal. The group members must agree on the nature and scope of the writing project; develop a precise plan to complete the project; communicate with each other effectively; divide responsibilities equally, and exhibit thoughtfulness, courtesy, and dependability.

Each member will be responsible for at least two roles on the writing team:
- writer of a specific section of the project
- specialist in one or more areas concerning the publication of the project.

Grading: S = satisfactory  P = in progress  U = unsatisfactory
(Satisfactory Grade requires a B average on all assignments)
50% = Individual Assignments
50% = Final Group Project

ATTENDANCE POLICY:
Courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the instructor will notify the director of the ELSP in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

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Appendix B: ELSP 502 Syllabus

ELSP 502: Fluency Building I

Required Materials:
Tapestry Listening & Speaking 2
by Mary McVey Gill and Pamela Hartmann
3-ring notebook (in which to put handouts)

Supplemental Materials:
Cambridge Dictionary of American English
with CD-ROM (or other English-English dictionary)

Objectives: ELSP 502 is designed to improve the communication skills of Emory research employees with an intermediate speaking level (OPI level 2). This class provides foundational support focused primarily on grammar, pronunciation, and fluency before an employee enrolls in the graduate student intermediate speaking sequence.

In particular, students will work on:
- language functions: developing the ability to narrate and describe in major time frames and to elicit and support opinions
- fluency: improving the flow of speech and developing the ability to use cohesive devices to connect sentences to create cohesive paragraphs
- grammar: improving command of word endings, word forms and syntax
- pronunciation: improving articulation of sounds and building awareness of grouping and rhythm
- vocabulary: expanding vocabulary and lexical phrases used in academic speaking tasks
- listening: building awareness of patterns of spoken English to improve comprehension
- self-study strategies: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through various communicative tasks, including:
- Structured discussions in pairs and small groups
- Collaborative projects, such as designing and conducting surveys and reporting the results
- Audio journals and writing assignments to practice language skills and reinforce vocabulary

Grading: S (satisfactory) U (unsatisfactory)

ELSP courses and grades are included on GSAS transcripts. In order to receive a Satisfactory grade in this course, students must:
- attend class (refer to attendance policy below) and complete assignments on time
- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 503

Students should remember that consistent speaking and listening practice over time and outside of class is required to develop the ability to participate effectively in interactive language activities.

ATTENDANCE POLICY:
Support courses are developed around a very tight schedule making attendance in each class important for the student’s full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the instructor will notify the director of the ELSP in writing. The instructor in consultation with the student and the program director will determine if s/he will be able to complete the class satisfactorily.

PLAGIARISM:
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ELSP 503: Fluency Building II

**Required Materials:**
- Tapestry Listening & Speaking 2
  by Mary McVey Giland Pamela Hartmann
- 3-ring notebook (in which to put handouts)

**Supplemental Materials:**
- Cambridge Dictionary of American English with CD-ROM

**Credit Hours:** 2

**Objectives:** ELSP 503 is designed to continue building communication skills of Emory research employees with an intermediate (OPI level 2) speaking level upon completion of ELSP 502. This class provides foundational support focused primarily on grammar, pronunciation, and fluency before an employee enrolls in the graduate student intermediate sequence.

In particular, students will continue to work on:
- **language functions**: developing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- **fluency**: improving the flow of speech and developing the ability to use cohesive devices to connect sentences
- **grammar**: improving command of word endings, word forms and syntax
- **pronunciation**: improving articulation of sounds and building awareness of grouping and rhythm
- **vocabulary**: expanding vocabulary and lexical phrases used in academic speaking tasks
- **listening**: building awareness of patterns of spoken English to improve comprehension
- **self-study strategies**: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through various communicative tasks, including:
- Structured discussions in pairs and small groups, using appropriate conversational strategies
- Summarizing and reporting on current events to improve language usage and reinforce vocabulary
- Short listening activities to improve overall comprehension of spoken English
- Audio journals and writing assignments to practice language skills and reinforce vocabulary

**Grading:**
- **S** (satisfactory)
- **U** (unsatisfactory)
- **P** (In progress)

ELSP courses and grades are included on Emory’s Graduate School transcripts. In order to receive a Satisfactory grade in this course, students must:
- attend class (refer to attendance policy below)
- satisfactorily complete assignments/in class activities
- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 505

Students should remember that consistent speaking and listening practice over time and outside of class is required to develop the ability to participate effectively in interactive language activities.

**ATTENDANCE POLICY:**
Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all support classes.

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# INFORMATION ABOUT CLASS SCHEDULE AND CLASS MATERIALS

| Schedule Confirmation | **August 30**  
You must confirm class day and time in OPUS or with the ELSP.  
NOTE: the start date for ELSP classes below (may be different in OPUS).  
If you need to make a change in your schedule, you must contact Mackenzie Bristow mackenzie.bristow@emory.edu |
| Classes | **Due to the Labor Day Holiday, Monday, September 2,**  
**Mon/Wed** classes will begin on **Monday, Aug 31st**  
**Tues/Thurs** classes will begin on **Tuesday, Sept 1st** |
| Class Textbooks: Emory Bookstore, Barnes and Nobles (2nd floor-Textbooks) | If enrolled in ELSP 510, you will need to purchase: *Academic Writing for Graduate Students* THIRD EDITION by John Swales & Christine Feak (University of Michigan Press, 2012) |
| Employees Only | 1. Make sure you complete the *Courtesy Scholarship Award Form* and waive the *student medical insurance* requirement in OPUS. Failure to do this may result in YOU being charged for the full tuition and insurance.  
2. Once registered for a class, check your detailed OPUS account (*View Account Detail*). **First**, you should note a list of charges (tuition, a variety of fees, and a possible medical insurance charge). **Next**, you should check to make sure these charges have been paid; note that the charges are listed again but with a minus sign after each charge. Your balance will return to **zero** after all charges have been posted and paid.  
If your itemized account does not show a zero balance, you should contact Mackenzie Bristow (mackenzie.bristow@emory.edu or your instructor). |