Texas State Intensive English (TSIE)
Student Handbook

2015-2016
Using this Handbook

The Texas State Intensive English (TSIE) Student Handbook will describe all policies and procedures specific to the TSIE program and can be used by all TSIE students, no matter how many intensive English classes they are enrolled in.

Each semester, students should bring this TSIE Student Handbook to each of their TSIE classes for the first two class meetings. TSIE instructors will emphasize parts of the handbook that review important policies and procedures, especially ones that apply directly to the class. In addition, students should look through the Table of Contents on the following pages for a quick overview of the information found in this handbook. All students will need to spend time each week reading about the topics that are important for them and set aside time to discuss any topics with the TSIE staff if there are questions or concerns.

When students have a special problem or a question, they should first look in the Table of Contents again to try to see if the answer can be found within this handbook. If they cannot find the information they need, students will bring this handbook with them and ask for help from one TSIE office staff.

This handbook is subject to change so students should be sure to review it regularly (at least once per semester) and ask the TSIE office if there are any major updates or revisions made.

It will be the responsibility of each TSIE student to understand the information presented in this handbook and communicate with the TSIE office if any sections are unclear.
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10.5.1 Objectives

10.5.2 Skills Focus

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Section One

Administrative Information
1.1 Schedules

1.1.1 Program Days
Please note that TSIE follows the academic calendar set by Texas State University. This means that all class days, holidays, grading periods, registration deadlines, tuition deadlines, and other procedural dates will be determined by Texas State University. Only those few TSIE-specific holidays will be determined by the TSIE program and announced to the TSIE students each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start and End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>January 19 to May 3</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>June 6 to August 11</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>August 29 to December 9</td>
</tr>
</tbody>
</table>

1.1.2 Non-Class Days
Within each program, there are days when classes do not meet. Using calendars, emails, and/or memos, we tell you in advance about holidays and days used for administrative purposes (registration, testing, teacher meetings, etc.). Please check this information often. Also, it is TSIE policy that teachers may cancel up to one class per skill during each semester. On these occasions TSIE will do its best to inform students in a timely manner. For planned absences, teachers will arrange substitutes, while in emergencies this may not be possible.

Sometimes Texas State University-San Marcos closes due to weather. On those days, TSIE closes too. If you think the weather may be too bad for classes, check the following sources early in the morning: the Texas State website [www.txstate.edu], the Texas State recorded telephone message about closures (512-245-2424), or the Texas State radio station (89.9 FM).

1.1.3 Class Schedules
The following is a typical schedule of classes for any given semester. Occasionally, scheduling issues may require time or day changes depending on room availability and the number of courses offered. TSIE will notify you about such changes as much in advance as possible.

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Classes Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays and Wednesdays</td>
<td>10:00am-12:30pm</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>2:00pm-4:30pm</td>
<td>Oral Skills</td>
</tr>
<tr>
<td>Tuesdays and Thursdays</td>
<td>9:30am-12:00pm</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>2:00pm-4:30pm</td>
<td>Grammar</td>
</tr>
<tr>
<td>Fridays</td>
<td>10:00am-12:30pm</td>
<td>Test Preparation*</td>
</tr>
</tbody>
</table>

1.1.4 Vacation
TSIE has a strict vacation policy because its clients are language students. Attendance every semester while acquiring academic language skills at TSIE is required. This applies both to conditional Bridge students and full-time TSIE-only students.

It is important to note that the TSIE policy follows the guidelines set forth by the Department of Homeland Security, and it is different from the International Office policy for fully admitted international students at Texas State University.
This policy is created according to guidance from the U.S. Immigration and Customs Enforcement office’s Student and Exchange Visitor Program (SEVP).

**Students must complete an academic year before taking a vacation.** This policy is created according to guidance from the U.S. Immigration and Customs Enforcement office’s Student and Exchange Visitor Program (SEVP). The following categories constitute the SEVP definition of an academic year:

- TSIE-only students must complete 26 weeks of instruction (two semesters)
- Bridge students must complete 30 weeks of instruction

This means that students can take vacation depending on when they started TSIE.

- Students who started in fall and also enrolled in spring are eligible for vacation in summer
- Those starting in spring must enroll in summer before taking any vacation
- Students who start in summer must enroll in summer, fall and spring before taking vacation

First, TSIE does not encourage TSIE-only students to take a semester off. As a language student, the objective is to acquire language for the purpose of full admission into the university to pursue academic goals. Progress in the TSIE program is jeopardized by taking time off during the language program.

Second, TSIE follows the university breaks between each semester. Each of the breaks is explained below and describes the necessary number of days required for vacation:

- If a student enrolls for the first time in TSIE in the fall semester, the first break will be at Thanksgiving during which there are three days off from school.
- The first long break will be the Winter Break which lasts for approximately one month. This break gives students plenty of time to go home to visit family or to travel to different parts of the U.S. to visit friends or to experience different areas of the country.
- Spring Break occurs in March or April. This break is one week, and for TSIE students, it is in the middle of the first and second halves of the semester.
- At the end of the spring semester, there is 3.5 to 4 weeks before the summer semester begins.
- Between the Summer I and Summer II sessions, the Independence Day Holiday occurs on July 4, and there are two extra days added; therefore, there are approximately three days off.
- After the summer session, there are approximately three weeks before the start of fall.

Taken as a whole, the holidays constitute almost a full semester off from school. TSIE recognizes these natural breaks in the academic year as the vacation time required by the Department of Homeland Security.
There is one exception to this policy. If a student has been in the TSIE language program for six semesters in a row, and has not completed level 4550 with a B or better, or does not have the necessary TOEFL score to be admitted to the university, and if he is in good academic standing, he or she can petition TSIE for a ½ semester vacation. TSIE will review these petitions on a case by case basis. For more information on good standing and the university’s admission requirements, see Sections 2.10.1 and 5.2.

1.2 Policies

1.2.1 Communication

Messages
There are many instances throughout the semester when TSIE needs to provide information to you and request information from you. It is your responsibility to check your Texas State e-mail; to read all letters, handouts, and posted information; and to respond, if necessary, in a timely manner (within 1 or 2 days). Information may be given verbally or in the form of a memo in your class or over the phone, a posted notice, a letter, or an e-mail to your Texas State account. If you do not respond to our messages in a timely manner, any problems that you suffer (e.g., missing deadlines, late fees, etc.) are YOUR responsibility, not that of TSIE. It is recommended that you arrive 5 to 10 minutes early to class to see if there are any messages for you. However, if you arrive late, go directly to class and deal with messages either during break or after class.

Please be sure to update the TSIE office with your latest contact information so that there are no issues in trying to communicate with you.

TSIE Office Phone/Fax
The TSIE phone and fax machine is for office use only. If you need to make a personal call you should use a pay phone. If you want to send an official document fax, you need to use the service available in the LBJ Student Center.

Bobcat Mail (E-mail)
An e-mail account is included in your student fees and provided to you at the time of registration. You should use this account to check for university-wide messages and all communications between you and TSIE. To check your Texas State e-mail (also called Bobcat Mail), you should go to the Texas State website [www.txstate.edu] and select ‘Bobcat Mail.’

Section 3.3 of this handbook gives instructions to help you set up your e-mail account. You may also contact Texas State’s IT Assistance Center (ITAC) at 512-245-4822 if you have any issues or need help retrieving your email account or password.

1.2.2 The Environment of the Thornton International House

Offices of the House
The Thornton International House (THOR), located on the west side of campus at 344 West Woods St., San Marcos TX 78666, is home to three offices that serve the international goals of Texas State. These three offices are listed below:
<table>
<thead>
<tr>
<th>Room</th>
<th>Office</th>
<th>Office Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOR 100</td>
<td>Study Abroad Office</td>
<td>Assists international students to study at Texas State and assists native US students to study internationally.</td>
</tr>
<tr>
<td>THOR 200</td>
<td>Texas State International Office</td>
<td>Maintains and assists international students with legal and immigration and legal issues while studying or working in the US.</td>
</tr>
<tr>
<td>THOR 300</td>
<td>Texas State Intensive English (TSIE)</td>
<td>Offers Intensive English (ESL) classes for all Texas State students.</td>
</tr>
</tbody>
</table>

On the first floor of the Thornton International House, room 101 serves as a conference room to all offices’ use. Students are encouraged to use this room to study or to meet other international students when they have some break time. TSIE will occasionally hold events in this room, including Conversation Circles and other program-specific events.

**English Only**

We ask all students, faculty, and staff of TSIE to try to communicate only in English while in the Thornton International House or any of its associated classrooms. We understand that your language is important to you and your culture, and we respect all languages, however, your goal should be to always try to improve you English fluency. Therefore, TSIE recommends that you do your best to try to always work on your English communication skills in a setting where English is the most natural language to use.

**Flags**

In conjunction with the Texas State International Office, TSIE will show respect for its students’ culture and values by displaying the flags for each country represented by the students in our program around the Thornton International House. If you do not see a flag for your country displayed or you do not like the flag that you see displayed, please let us know and/or consider donating TSIE a flag to use instead.

**Courtesy to Others**

Please think about how your actions affect others. For example, help Texas State keep its classrooms clean by disposing of or recycling your trash. Do not take food or drinks (except water) into the classrooms and do not bring any food or drinks into any computer labs. In addition, reduce noise by not running, talking, or laughing loudly inside buildings, especially near classes that are in session.

**Recycling**

Please help us take care of the university’s environment by using the recycling containers correctly. Each building, including the Thornton International House, has one or two containers for you to dispose of any paper or plastic materials. Become familiar with where those containers are in each building. Please do not throw any food or liquids in the recycling containers.
1.2.3 TSIE Students and Texas State Academic Courses

Meetings for Current Bridge Students
If you are in the Undergraduate Bridge Program or the Graduate Bridge Program, you need to meet with the TSIE Director and/or Learning Specialist a few weeks after the semester has begun. In this meeting, we will discuss your current goals, expectations, and requirements while studying under a Bridge contract. TSIE will notify you of the exact date, time, and location of these meetings in advance by sending an email to your BobcatMail account.

Help for Students Wanting to Enroll in Academic Courses
To help you with the process of enrolling in academic courses at Texas State, we have information about the general procedures, requirements, and offices you need to contact in Section 5 of this handbook. Also, every semester in your advising meetings with the Learning Specialist and/or Director, we will review these procedures and requirements with you.

1.2.4 Institutional TOEFL
Once per semester, all enrolled and/or prospective Texas State students are invited to participate in an institutional TOEFL offered through TSIE and the university. These tests typically occur near the end of each spring, summer, and fall semester for a reduced price compared to TOEFLs administered directly by ETS.

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional TOEFL Offered</td>
<td>April</td>
<td>July</td>
<td>November</td>
</tr>
</tbody>
</table>

Since the institutional TOEFL is offered through Texas State and conducted by Texas State employees, the results of the tests are only valid and recorded for admission purposes at Texas State University. Your score reports will be sent directly to Texas State’s two main admission offices: The Undergraduate Admissions Office and the Graduate College. You will not need to request scores to be sent to Texas State.

You will be required to bring a form of photo identification to start the test (this can be a driver’s license, passport, or Texas State student ID card). TSIE will notify you in advance about the test date, location, cost, format, and payment procedures.

1.2.5 English Language Test Preparation Classes
Since English proficiency test scores are one of the requirements to take academic classes at Texas State, all students are encouraged to enroll in the optional TOEFL preparation course offered once each semester (spring, summer, and fall). This course provides guidance and authentic practice time for the IELTS Language Exam, as well as the TOEFL paper-based (PBT) and internet-based (iBT) formats.

Test preparation classes typically begin one or two weeks after the first day of the semester and meet for 10 weeks in the spring and the fall or 6 weeks in the summer. The last day of the course ends one week before the Institutional TOEFL is administered. You will be charged a class fee and you will be required to purchase your own textbook(s) for the class.
Since this course is optional and is designed to assist students in practicing for the TOEFL, there will be no grades issued and you will not be penalized if you do not attend. Homework in this class will not be graded but assignments will be given to you to practice outside of the class to assist your preparation.

1.2.6 TSIE Midterm and Final Grades
Following the university’s grading schedule, all TSIE midterm and final grades are ready to be mailed, picked up, or posted online by the TSIE office approximately 2 weeks after the last day of classes (last day of classes in the first half for midterm grades; last day of classes in the second half for final grades). In addition, if you are a Bridge student, your final grades and recommendations from TSIE are sent to the Undergraduate Admissions Office or the Graduate College (see Sections 2.8.1. and 2.9.4). In order to receive your final grades, a certificate of attendance, and/or a transcript of your classes, you must do the following first:
   1. Return all borrowed books or materials belonging to TSIE.
   2. Pay any remaining balance owed to Texas State or TSIE individually.
   3. Take all TSIE Exit Exams required of you.
   4. Tell TSIE how you want your documents to be prepared (we will either prepare them for you to pick up in the TSIE office, mail them to any address you specify, or post them online).

Please note, due to Federal law (the Family Educational Rights and Privacy Act), TSIE is unable to electronically transmit your test scores or your grades by email or text message. You must either a) specify an address for TSIE to mail your documents, b) pick up your documents from the TSIE personally, c) log into Texas State University’s TRACS system to view your grades online, or d) have another person pick up your grades from TSIE after asking TSIE for approval to do so.

1.2.7 TSIE Non-Refundable Fees
The following fees are not refundable:
   1. TSIE Application fee
   2. Institutional TOEFL fee
   3. Lost or Damaged Book/Material fee (see Section 3.1.3 for more details)

1.2.8 General Policies on All Refunds
All refunds for tuition and student fees are handled by the Student Business Service Office and all refunds are automatically applied to any balance due. Immediate refunds by check are never available. The Student Business Services Office takes approximately 30 days to process a refund request. At your request, a refund can be mailed to you in the form of a check or you may request Texas State to deposit the refund directly into your banking account. In the case of refunds in the event of death, following the university’s policy, TSIE will issue all monies owed to the deceased student’s next-of-kin on official Texas State records.

If you decide to withdraw or drop any TSIE classes, your refund amount will be based on the university’s schedule of refunds set by the Student Business Services Office. The refund amount is based on the date that the class is dropped, so you would receive less of a refund the further into the semester you drop the course.
1.2.9 Unpaid Bills—Loan Collection Procedures

If any of your bills are not paid in a timely manner, TSIE notifies the Registrar’s Office to place a hold on your record. This hold will prevent you receiving any student records from Texas State, including grades, certificate, and diplomas. Additionally, this hold will prevent you from registering for any classes at Texas State.

If you do not pay after the hold has been in effect for 30 days, the Registrar’s Office will notify Loan Collections which sets due dates for payment. The effects of this notification are:

1. The university adds 5% interest to what is owed. The due date is typically within 30 days (summer semester) and 90 days (fall and spring semesters).
2. If the bill is still unpaid after the due date, 10% interest will be added to the bill.
3. If Loan Collections fail to collect at this point, the student’s name is sent to a collection agency which attempts to collect payment. There can be a warrant issued by the Texas State Comptroller’s Office to hold any of your collectable monies earned.
Section Two

Learning in TSIE Classes
2.1 Mission Statement

The mission of Texas State Intensive English (TSIE) is to provide academic English programs to international students, scholars, and professionals for the goals of academic readiness, test preparation, self-improvement, and cultural integration.

In pursuit of the mission stated above,

1. TSIE will provide intensive academic English courses to international students who seek degrees of higher education from colleges and universities in the United States.
2. TSIE will provide quality English learning opportunities to international scholars and professionals who seek to improve their English proficiency to be more competent and confident in their area of profession.
3. TSIE will provide language learning opportunities to people from diverse backgrounds who seek cultural adaptation by inquiring into new practices and developing cultural awareness.

2.2 Going through the TSIE Program

Because of the variables of motivation, ability and knowledge, it is difficult to predict how long it will take for a student to progress in acquiring his or her second language and to be able to become confident enough using that language to succeed in an academic program. Students benefit from TSIE’s twenty or twenty-two hour-a-week program since this is what builds proficiency in a relatively short period of time. While in the program, a student may not have a sense of rapid progress at any given time. At times an apparently slow rate of progress may even become frustrating. However, by maintaining good study habits and diligence at practicing English outside of class (reading, strategic vocabulary study, writing, listening, and speaking), students will reach their goals in just the right amount of time.

TSIE placement exams are used to place students in appropriate levels. The levels are as follows:

- 1500 Beginning
- 2500 High Beginning
- 3500 Intermediate
- 4500 High Intermediate
- 4550 Advanced

How quickly you go through TSIE depends on several factors. Previous English study may reduce the time needed. It also depends on how much time you spend using and practicing all English skills outside the classroom. It might also depend on different cultural, social, or psychological factors. Considering all these, you may go through the TSIE program in as short a time as five weeks or it may take as long as two years. It is a rare case when a student tests into the 4550 level at the start of summer and completes the program in just ten short weeks. Although this is rare, it has happened before.

For those students testing into a lower level in all skills, the first semester may be spent listening to the language and getting used to the culture of the classroom and the community. After the first semester, some students find themselves in the same level. While listening and speaking skills may have improved, a student may still not be ready for the next level. Others may improve greatly in the first semester by keeping up with homework, asking the teacher for extra work, studying outside of class, meeting new people and using English, actively studying
vocabulary, and listening to the radio or watching TV in English. These students may be ready for the next higher level at the end of the first semester.

Some students progress at a steady pace in TSIE classes, but are unable to reach 6.5 on the IELTS, 550 on the PBT or 78 (with scores of 19 on each section and 18 in writing) on the iBT after five semesters. These students may take advantage of the 4550 Level Agreement. (see Section 5 for more information about conditional and full admission to Texas State.)

In summary, the best approach is to consider language learning a priority. Together with the suggestions listed above and both following personal time management and keeping motivated, TSIE can help each student meet the goal of English proficiency.

2.3 Classroom Goals

The classroom goals of the TSIE program can be divided into three main categories: academic preparation, cultural adaptation, and test preparation.

2.3.1 Academic Preparation

Academic preparation concerns the university classroom skills that students must have in order to be successful in their academic studies. These skills include taking notes, giving speeches, discussing issues, researching topics, writing and revising papers, and reading textbooks and literature. TSIE courses help students develop these skills through various exercises, assignments, and projects.

2.3.2 Cultural Adaptation

Cultural adaptation involves all of the common knowledge that students need in their daily lives. Certain activities and information in the classroom are meant to help TSIE students better understand and adapt to university and American life. The use of idioms and role-play in the classroom, for example, is geared toward helping students learn how Americans speak and act toward one another.

2.3.3 Test Preparation

Test preparation includes two aspects:

1. Becoming familiar with the test formats for the IELTS and TOEFL and the THEA
2. Improving overall language proficiency.

To familiarize students with the test formats, practice exercises are provided, especially in the TOEFL preparation class and in the upper-level regular TSIE classes. More importantly, because doing test exercises without the proper language skills is not an effective method of preparation, classroom activities and assignments are designed to help students improve their overall command of English.

2.4 Curriculum Guidelines

All curriculum guidelines are available to students and are located in the TSIE office. If you would like to see these guidelines, make an appointment with the Director or Learning Specialist.
2.5 The TOEFL, IELTS, and Academic Classes

Many students who want to take academic classes concentrate on improving their English Language Test score to the level necessary for conditional admission in the TSIE Bridge Program and, ultimately, full admission to Texas State University-San Marcos. These requirements are explained in Section 5.2. Here, we want to help you understand the roles that you and TSIE play in improving your TOEFL or IELTS score. More importantly, we want you to understand the roles that you and TSIE play in improving your ability to succeed in academic classes.

TSIE plays an important role in helping you improve your English Language Test score. First, TSIE instructors know the demands that the TOEFL and IELTS places on test takers. They think about those demands as they plan their classes. In fact, the four main skill areas taught in TSIE all include tasks that directly and indirectly help students improve their ability to take the TOEFL and IELTS successfully. In addition, students can take a Test Preparation class for a small additional charge. Finally, TSIE has a small library of TOEFL and IELTS preparation materials that are available to TSIE students at no charge.

However, YOU play the most important role in improving your English Language Test score. If you really want to pass the TOEFL or IELTS, attend all TSIE classes, participate actively, do your homework carefully, ask for help when needed, and use English regularly outside of classes (see Section 4). In addition, many people find it helpful to take the Test Preparation class once or twice. Finally, spend time on your own every semester studying for the TOEFL or IELTS with the material from the TSIE library, with online materials provided by ETS, and/or with materials you buy (Longman and Cambridge are two good publishers of language test preparation materials).

It is important to remember, however, that passing the TOEFL or IELTS is only the beginning! Once you begin your college classes, the English Language Test will no longer be important. What will be important is your ability to understand lectures and assignments, take clear notes, comprehend college textbooks, and write detailed, comprehensible papers both in and out of class. Thus, focusing all of your time and energy on studying for the TOEFL or IELTS will NOT help you prepare for the demands of your college courses. Those demands may include requirements similar to the ones below, taken from Texas State undergraduate syllabi:

**HIST 1310 - History of the U.S. to 1877**
Each student will write a three-page analysis on one of the following topics which will be assigned by the instructor. Each student will read his or her paper to the class on the assigned date. A 10-minute question-and-answer session will follow the last presentation. Students will be graded on how clearly they present their paper and on how well they answer questions from the class and the instructor.

**PHIL 1305 - Introduction to Philosophy**
Note taking is an extremely important skill in general, as well as being essential for success in this course. In order to monitor your success in note taking, I may collect notes at the end of any class period, without advance notice! In order to encourage careful reading, each test will include material from the reading which was not covered in class.
PHY 1410 – General Physics I
1st Day of Class – Read and study all of Ch. 1
2nd Day of Class – Read and study all of Ch. 2

TSIE classes emphasize helping you prepare for these academic demands. It is their most important job. To benefit from TSIE classes, you are responsible to attend regularly, participate actively, do homework carefully, ask for help when needed, and use English regularly outside of classes. If you do, you greatly improve your chance of academic success.

2.6 Placement in Appropriate Classes

TSIE is intended for students with high beginning to advanced English skills, especially those who need English for academic purposes. The full TSIE program includes five levels of classes within each of four skill areas: reading, oral skills, writing, and grammar. The levels are numbered from 1500 (high beginning) through 4550 (advanced).

Before you begin TSIE classes for the first time, you must take five placement tests: an oral interview, a listening test, a written composition test, a reading test, and a grammar test. Based on those results, as well as any TOEFL scores available, you will be placed in one of the five levels for each skill area. If you are not a full-time TSIE student, these tests will also help determine which skill areas are most important for you to take. Then, at the end of each semester that you are enrolled in TSIE, you must take up to four Exit Exams similar to the placement tests: a listening test, a written composition test, a reading test, and a grammar test.

To determine your level placement for the following semester, your instructor will evaluate your work throughout the semester and, when appropriate, consider the results of your Exit Exams and TOEFL or IELTS scores. Most students move up one level, but some students need more time at the same level. On occasion, an exceptional student may move up two levels. With a grade of D+ or lower, the instructor almost always recommends that a student stay in the same level; with a grade of C+ to C-, the instructor is still likely to recommend the same level. The level recommendation appears at the bottom of the TSIE Final Grade Report given at the end of each semester.

If you return at the beginning of the following semester, you will be placed in the recommended level unless you talk to the Learning Specialist and an agreement is reached for a different level (for example, if you feel you need more time to improve your skills at the same level). If you return after the beginning of the following semester, TSIE will re-evaluate your level placement. If you place at the “Exit” level in a class, you should talk to the Learning Specialist about your options for the next semester. The courses that you should take next depend on many factors, including academic, and/or immigration status.

At times, a particular class you need will not be offered because so few students place into that level. If that happens or if you have a schedule conflict, you will be placed in the level above or below, whichever is more appropriate. Every effort will be made to provide tutoring by student volunteers and/or additional work to serve your needs.
2.7 Level Changes during the Semester

If an instructor feels that you have been placed in the wrong level, he or she will discuss the situation with you, the prospective teacher, and the Learning Specialist or Director. If all of these people agree, then you will be moved to the appropriate level. You may also talk to your instructor about changing levels if the class seems too difficult or too easy. If the instructor agrees with you, he or she will follow the same procedure as above.

To move to a higher level, you must come to class on time every day, participate well, and show that your skills are much better than those of other students at that level. Normally, any level changes should be made only during one of the times listed below:

1. At the beginning of the semester, a level change can be made between the end of the second day of the class and the start of the fifth day of class.
2. Starting in Spring 2016, students no longer have the option to change their level at the midterm point. Once a student has settled into their classes during the first week, the student will remain in that class for the entire semester.

2.8 Appropriate Classroom Behavior

In the United States' educational system, there is an open exchange of ideas, opinions, and information between students and instructors in the classroom; however, there are several rules that all students should follow. If you follow these rules, then others will see that you are making an effort to learn and to be a constructive part of the learning community. If you do not follow these rules, instructors/professors and classmates may think that you are rude or lazy, and your grade may be affected negatively.

2.8.1 Attending Regularly and On Time

First, you should attend class regularly and on time. This means arriving before class begins, having all materials and homework already prepared, returning from breaks on time, and staying until the class ends. In cases where you must arrive late once or twice in the semester, find out what to do from your instructor and/or the course syllabus. If no other instructions are given, come in quietly, find a seat near the door, and listen carefully to find out what is happening. At the break or at the end of class, ask the instructor or a classmate for help as necessary.

Regular attendance is required in the TSIE program. Students must be in attendance at least 85% of each course to maintain good standing. Absences and lateness will be assessed accordingly. A student may receive an excused absence a maximum of one time per semester with a documented reason submitted to the TSIE office. All other absences will be counted. Students may be placed on probation for 84% or lower attendance rate.

2.8.2 Participating Appropriately

Second, you should participate appropriately. This includes, as a minimum, contributing to the class by attending. It also means paying attention, taking an active and constructive part in class activities, and working well in groups. Below are some specific recommendations:

- Pay attention to instructors when they give directions for activities, page numbers, assignments, and so on. Ask questions if you do not understand.
- Do not interrupt class with any electronic devices. Turn them completely off during class!
• Be willing to learn from your instructor and classmates. Do not insist that you are always right, and do not try to prove that others are always wrong.

• When working in small groups, concentrate on the assigned activity, give your ideas, and encourage other students to give their ideas.

• Learn when to participate:
  o If the instructor directs a question to the entire class, you are expected to raise your hand or look directly at the instructor and wait to be called on. Only the student who is called on should answer. Everyone else must wait patiently until it is his/her turn to answer. If the student cannot finish answering, then he/she should inform the instructor, who will then call on another student.
  o On the other hand, if the instructor directs a question to an individual student by name, then only that student should respond. If the student cannot answer the question, then he or she should say that he/she does not know the answer. Then, the instructor will call on another student to answer. There should be no interruptions.

• Disrupting the learning environment is unacceptable. If your behavior distracts the class so that the instructor and your classmates are unable to teach and learn effectively, the instructor may tell you to leave the classroom for the rest of the class period. If that happens, your attendance and participation grades will be lowered accordingly.

### 2.8.3 Completing Work on Time and With Care

Third, you should complete your work on time and with care. This means completing homework assignments carefully, handing them in when the instructor states they are due, and taking quizzes or tests on the date indicated by the instructor.

In particular, academic dishonesty (or cheating) is not acceptable. One form of cheating is copying from another student or another source during a test or quiz. Another form of cheating is to have someone else do all or part of your homework for you. Although you may ask other people specific questions about your homework, they should only explain the answers to those questions. It is up to you to do your own work. Another form of cheating is to misuse sources of information, especially copying them word for word but presenting the writing as your own and/or stating that you used a source that you did not use.

Penalties for cheating may include being required to do the assignment again, having your grade on the assignment lowered (perhaps even to as low as 0%), receiving an F for the entire class, or being put on academic probation for the semester. The severity of the penalty is determined by the instructor. If you are accused of cheating but think you did not cheat or that the penalty is too severe, you may appeal the decision. See Sections 2.10 and 6.13 for information on how to express your concern.

### 2.8.4 Following the Syllabus

Finally, follow the syllabus given by your instructor. The three points above are general guidelines that may or may not appear on a syllabus. You need to follow them and also any policies or schedules specifically expressed from your instructor.
2.8.5 These Behaviors and Academic Classes

The behaviors explained above will help you become more successful in academic classes. The following excerpts from syllabi for Texas State undergraduate courses show the cultural expectations about attendance, participation, and completion of work. Graduate students are expected to know these expectations without being told explicitly.

**ENG 1310 – College Writing I**
You have a responsibility to the group to be at all the classes on time. There are absolutely no excused absences. Attendance accounts for ten percent (10%) of your total grade. You are responsible for completing all of the work for the course on time. Assignments are always due at the beginning of class. You are responsible for participating in class discussions, and you must be prepared to speak.

**ANTH 1312 - Introduction to Anthropology**
You MUST arrive for exams ON TIME. If you arrive more than 10 minutes late, you will not be allowed to take the exam.

**COMM 1310 - Fundamentals of Speech Communication**
Generally, graded work will not be accepted after the due date. Only under the most extreme circumstances will late work be accepted, and even then a penalty of 15% per class may be assessed.

2.9 Instructor Evaluation of Students (Grades)

2.9.1 Grade Reports
For each regular TSIE class, you will receive a midterm report and final report. Each report will have your overall grade in the course, your grades for each assignment, comments from the teacher, and effort details (including attendance). Review these reports carefully as they may determine your options for future enrollment with TSIE.

Students will also be able to view their grades throughout the semester using the Gradebook tool found in TRACS. Each TSIE class will have a separate grade book. Furthermore, you will find your Final Grade Report online in the “TSIE” TRACS page.

In the final grade report, instructors will state which level they recommend for their students to enroll in, for that skill, for the following semester.

While the overall course grade is the main determining factor for level placement of current students, the instructor recommendation acts as an extra piece of placement information in addition to the student’s Exit Exam results, course comments, and standardized language proficiency scores.

The applicable levels, in order of lowest (beginning) to highest (advanced), are:
- “1500” – beginning
- “2500” – low intermediate
- “3500” – intermediate
• “4500” – low advanced
• “4550” – advanced
• “Exit” – Student’s English is sufficient to successfully participate in academic classes.

**Example Scenario 1**: Mr. Smith is currently enrolled in Reading 3500. He participated and performed well, and his final grade in the course was 91% (A-). The instructor notes their recommendation level for Mr. Smith as “4500”, showing that the student should enroll in the next highest reading level for that following semester.

**Example Scenario 2**: Ms. Jones is currently enrolled in Writing 4500. She rarely attended and her assignments were below standard. Her final grade in the course was 67% (D). The instructor notes their recommendation level for Ms. Jones as “4500”, showing that the student needs to repeat the course and is not ready to move up to the next writing level.

Finally, the overall course grade and the recommended levels are related in this way:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Course Grade</th>
<th>Recommendation for Next Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1500, 2500, 3500, or 4500</td>
<td>Level 4550</td>
</tr>
<tr>
<td>A</td>
<td>90-100% Progress up 1 level</td>
<td>No further classes in this skill are required (Exit)</td>
</tr>
<tr>
<td>B</td>
<td>84-89% Progress up 1 level.</td>
<td>No further classes in this skill are required (Exit)</td>
</tr>
<tr>
<td>B-</td>
<td>80-83% Progress up 1 level.</td>
<td>Repeat current level.</td>
</tr>
<tr>
<td>C</td>
<td>60-70% Maybe repeat current level; Additional information is needed.</td>
<td>Repeat current level.</td>
</tr>
<tr>
<td>D or F</td>
<td>0-59% Repeat current level.</td>
<td>Repeat current level.</td>
</tr>
</tbody>
</table>

### 2.9.2 Effort Grades

Attendance, which is part of the effort category, is calculated as a percentage of the total number of class days in each half of the semester. For each absence (gone all or almost all of the period), you will lose 1 class day. For each time you are very late (gone about half of the period), you will lose 0.5 class day. For each time you are late (gone a few minutes at any time in the period), you will lose 0.25 class day.

TSIE administratively excuses two or more consecutive absences in any class if the student provides official documentation showing a serious, unavoidable reason for the absences. So, for example, if you are seriously ill, give the Learning Specialist or Director a dated document from a doctor. The TSIE office will tell you if the absences are excused and will inform all of your teachers if they are.

In addition to attendance, the effort category includes participation (see Section 2.8.2) and work completion (see Section 2.8.3). Although the effort grade, divided evenly among the three parts, is worth only 10% of your overall grade, it is very important for TSIE and is part of your permanent TSIE record. Most significantly, an effort grade of D+ or lower affects probation or suspension from TSIE (see Section 2.10).
2.9.3 Letter Grade Definitions

In general, the letter grades and grading percentages have the following meanings:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Letter Grade</th>
<th>% Range</th>
<th>What this Grade Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A+</td>
<td>98-100</td>
<td>Very good – among the best in this level.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>93-97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B+</td>
<td>88-89</td>
<td>Good – appropriate for this level.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83-87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C+</td>
<td>78-79</td>
<td>Fair – somewhat weak for this level; in need of improvement.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73-77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D+</td>
<td>68-69</td>
<td>Poor – very weak for this level; in need of major improvement.</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>63-67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>0-59</td>
<td>Very Poor - unacceptable</td>
</tr>
</tbody>
</table>

The letter grades will have “+” or “−” if you are near the top or near the bottom of each range. For example, 80% to 82.9% is a B-, while 88% to 89.9% is a B+. Note that in academic courses at Texas State, there are no “+” or “−” grade designations.

2.9.4 Consequences of TSIE Grades

TSIE classes are not credit-bearing courses. However, the grades are important for meeting your English proficiency requirements at Texas State. Several reasons are listed below:

All TSIE Students
If your effort grade on a final report is D+ or lower, you will be put on probation or suspended (see Section 2.10). Your final overall grade helps to determine your level in the next semester. See Section 2.6 for more information.

Intensive English and Pre-Bridge Students
Your grades in TSIE classes may affect your acceptance into Texas State academic classes. When the Undergraduate Admissions Office and Graduate College ask TSIE for information about a student, TSIE sends the student’s final grade reports and a performance-based recommendation form. See the statements below to understand the expectations of those offices.

Undergraduate Bridge Students
You are expected to earn an overall grade of C (73%) or higher on each of your final reports to fulfill your Bridge Program contract with the Undergraduate Admissions Office. You need overall grades of B (83%) or higher for the Summer Bridge Program and to qualify for admission by completing all 4550 level classes. TSIE will send reports about your grades to that office.
Graduate Bridge Students
You are expected to earn an overall grade of B (83%) or higher on each of your final reports to fulfill your conditional admission contract with the Graduate College. We will send reports about your grades to that office.

2.10 Probation and Suspension from TSIE Classes
Note: For students in one of the Bridge Programs, your contract with the Graduate College or the Undergraduate Admissions Office requires you to meet a higher standard than the TSIE policy if you want to remain in that Program.

2.10.1 In Good Standing with TSIE
Each student begins in good standing with TSIE. If he or she earns a C- (70%) or higher in all of his or her effort grades (see Section 2.9.2) in TSIE classes and does not disrupt the class learning environment (see Section 2.8.2), the student will always remain in good standing.

2.10.2 TSIE Probation
Similar to the University’s policy, TSIE probation is a warning. The TSIE program is telling the student that his or her TSIE effort grades and/or behavior need to improve during the probationary period in order for the student to continue at TSIE.

A student will be placed on TSIE probation at the end of the semester in which he or she achieves a final effort grade of D+ or lower for one or more of the TSIE classes. The probationary period will be the next semester that the student is registered at TSIE. This could be the semester immediately following the semester when the student got a D+ or lower or a later semester, if the student takes a leave of absence from TSIE.

Alternatively, a student could be placed on probation because of problematic classroom behavior (see Section 2.8.2). Namely, a student who disrupts the classroom environment and receives three disciplinary memos will be on probation starting on the date of the third disciplinary memo. If the student receives a fourth disciplinary memo during the same semester, s/he will be temporarily suspended from TSIE during the next semester. If there is not a fourth disciplinary memo, then the next full semester is part of the probationary period. Finally, a student could be placed on probation if attendance falls below 85% (see Section 2.8.1).

A student will be removed from TSIE probation and in good standing again at the end of the probationary period if s/he meets these requirements:
1. Achieves a final effort grade of C- or higher in all TSIE classes
2. Receives no disciplinary memo for the entire probationary period

2.10.3 TSIE Supervised Probation
If a student’s effort grades and classroom behavior improve during the probationary period but not enough to be in good standing, the Director or Learning Specialist of TSIE may choose to allow the student an additional semester to improve. During this semester, the student’s effort grades and classroom behavior will be reviewed every quarter. If they are not satisfactory, the student will need to attend supervised study periods and/or counseling sessions every week.
The supervised probationary period will be the next semester after the probationary period that the student is registered at TSIE. This could be the semester immediately after the probationary period or a later semester, if s/he takes a leave of absence from TSIE.

A student will be removed from TSIE supervised probation and in good standing again at the end of the supervised probationary period if s/he meets these requirements:
1. Achieves a final effort grade of C- or higher in all TSIE classes
2. Receives no disciplinary memos
3. Fulfills all of the requirements of the supervised probation

2.10.4 TSIE Temporary Suspension
If a student on probation or supervised probation does not meet the requirements listed above, then s/he will be suspended from TSIE. TSIE will send the student a letter advising him or her that s/he will not be allowed to attend TSIE for the one-semester period immediately following the probationary semester in which improvement in effort grades and/or classroom behavior was not achieved.

Special Situations
- **Bridge Students**: It is not possible to be part of a TSIE Bridge Program while suspended from TSIE. So, a TSIE suspension can affect a student’s ability to take academic classes.
- **F-1 visa Students**: Students who are in the United States on F-1 visas will need to transfer out of TSIE and continue their education in the United States in another school’s program in order to maintain legal immigration status in the U.S. Some schools may request information about a student’s academic standing. If this happens, we will need to report the temporary suspension.

2.10.5 TSIE Reinstatement
At the end of the one-semester period of temporary suspension, the student may reapply to TSIE. At the end of this reinstatement semester, the student will be in good standing again if s/he meets these requirements:
1. Achieves a final effort grade of C- or higher in all TSIE classes
2. Receives no disciplinary memo

2.10.6 TSIE Permanent Suspension
If the student fails to meet TSIE’s requirements for effort grades and behavior during the reinstatement semester, then s/he will no longer be eligible to attend future TSIE classes.

Note: The information about special situations related to temporary suspension is also true for permanent suspension.

2.11 Student Concerns and Suggestions
If you have concerns or suggestions with regard to class placement, teaching style, homework, course materials, class activities, grades, or similar matters, you should follow this procedure:
1. Tell the instructor that you have something that you would like to discuss, and ask the instructor for an appointment to talk in private.
2. Explain your concern politely. Listen to your instructor’s response. If you are not satisfied with the instructor’s explanation or procedure for resolving the problem, go to
Step #3. Also, if you are satisfied with the procedure for change, but later believe that the issue has not been resolved, go to Step #3.

3. Talk to the TSIE Learning Specialist, who will then set up a meeting with you and the instructor to resolve the issue. If the problem continues after a reasonable time, go to Step #4.

4. Talk to the Director of TSIE. If you are not satisfied with the results after a reasonable time, go to Step #5.

5. Talk to the Vice-Provost with oversight of TSIE, who will then arrange a meeting and act as a mediator to resolve the problem.

For more cultural background regarding this procedure, see Section 6.13. Any general questions, comments, complaints, or concerns may also be submitted through the TSIE website’s contact page [http://www.txstate.edu/ie/contact/comment.html].

### 2.12 Student Evaluation of TSIE Classes and Program

At the end of each semester, you and the other students have an opportunity to evaluate your classes, your teachers, and the overall TSIE program. The Director and/or Learning Specialist read all of the evaluations, and the teachers read the evaluations for their own classes after turning in all their students’ grades.

Your opinions and comments are important in helping us improve this program, so please think carefully about what you write and express your ideas as completely as possible.
Section Three

Resources for TSIE Students
3.1 Reading Materials

3.1.1 Textbooks
You must purchase one or two textbooks for each class you take. TSIE advises that you attend the first day of class and verify which textbooks to buy for that class. The book you buy may be different than someone else in your class depending on your level and the people enrolled in the class.

If you cannot find a textbook after checking at the University Bookstore (in the LBJ Student Center), tell the TSIE Learning Specialist immediately. If possible and necessary, TSIE will let you use a book belonging to TSIE instructor for a short time while the bookstore orders more books. You MUST NOT write in this book, and you must return it after more copies of the textbook have arrived for purchase.

3.1.2 Class Sets
Some classes have sets of books which are used by students for a few class periods or for an entire semester. You MUST NOT write in these books, and you must return them at the time indicated by the due date stamped on the book pocket by your instructor. Any marks or damages not discovered when you first receive the book will be your responsibility at the end of the semester. Any book not returned on the last day of class will cost $0.50 each day and damages will cost $0.50 each page, up to the cost of the book.

3.1.3 TSIE Library Books and Other Materials
The TSIE Library is available for your use and is located in the main area of the TSIE office (THOR 300). You may check out materials that interest you. To do so, you must do the following:

1. You must be enrolled in TSIE to check out books during regular class sessions. Otherwise, special permission and a $20 deposit are required. Special permission is required to check out audiovisual equipment, and it may only be used within the Thornton International House.
2. Bring the book to a TSIE staff member, who will scan the book and set the due date in the library database.
3. You may only check out books from the student shelves in THOR 300.
4. The checkout period for all books and materials is two weeks. Non-TOEFL books may be renewed for two weeks. You must bring them back when you renew them. TOEFL books may only be checked out one at a time and may only be renewed if another copy of the same book is available or if no one else has checked the book out after three days.
5. Fines for overdue books are $0.50 per work day the first week and $1 per work day after the first late week.

Please do not write in, mark, highlight, fold, tear, or otherwise damage any of the TSIE resource materials. If you lose or damage materials, you must pay the replacement cost. If you have not returned the book by the end of the semester and paid any necessary fees, you will not receive your grades or certificate. TSIE may also place a hold on your record if fail to return any borrowed materials or books.
3.1.4 The University Star (Newspaper)
There are also many issues of magazines and newspapers available to you throughout campus including on the first floor of the Thornton International House. These may be used on campus or taken home.

3.1.5 Responsibility for Materials
You must return all materials borrowed from TSIE in good condition by the end of the semester. If you do not return them or pay any required fees, you will face consequences:
1. You will not receive your final grades or any programmatic letters of attendance.
2. Recommendations required by the Graduate College or Undergraduate Admissions may be delayed.
3. TSIE will not approve a request for transfer for students with an I-20.
4. TSIE may place a hold on your account preventing you from registering for any classes.

3.2 Reserve Materials
Your instructors may put some materials on reserve at one of two places: the Reserve Desk of the Alkek Library or the TSIE office. Equipment such as audiocassette, videocassette, and CD players is also available in both places. You may not take these materials or equipment home, but you may check them out and use them nearby for two hours.

3.3 Computer Laboratories and E-Mail at Texas State
To use the computer labs across campus, you must have a Texas State NetID (sometimes called a Texas State username) and password. A Texas State NetID is used to identify you as an authorized user of the Texas State computer system. Use your NetID and password to access your e-mail account, access your personal web area, download software from the Texas State Technology Resources web pages, access the internet throughout campus, log in when using computer labs, etc.

To activate your Net ID and Texas State PIN number, you must use the online services found through CatsWeb. First, go to the Texas State website [www.txstate.edu]. Click on “CatsWeb,” then “Students.” Look under Online Services, and click on “Set/Reset Self-Service PIN” and “Activate My NetID” Follow the on-screen instructions and keep the information somewhere safe in case you forget it. If you need any help setting up either of these accounts or forget your information/password, contact the IT Assistance Center at Texas State (ITAC) at 512.245.4822.

Technology Resources as well as some departments across campus have computer labs containing PCs and/or Macintosh computers. To find the closest lab to TSIE, check the information found at this web page: [www.its.txstate.edu/labs]. You can receive help with setting up and using your account in any of these labs.
Section Four

Learning English Outside of Class
4.1 General Thoughts

It is essential that you use your English skills outside of your TSIE classes. The more you practice, the better you will get! There are several things that you can do.

Reading is one of the most important skills. Through reading you can improve not only your reading but also your grammar, vocabulary, and writing, if you pay attention to those areas. There are many books, magazines, and newspapers available to you in the libraries across campus. In addition, you may want to visit the San Marcos Public. You will need to apply for a library card, and then you may borrow books from the public library.

Also, when you are not in class, you should try to meet and speak to as many Americans as possible. You have many opportunities to meet people in your residence hall, at the recreation center, at the dining halls, on the bus, etc. You may also go to the San Marcos Activity Center located near the public library. They offer many physical fitness classes, cultural events, and exhibits. Another way to meet people is to attend local activities. Check the local newspaper, the San Marcos Daily Record, for a list of activities going on in San Marcos or visit the Community Events part of the San Marcos website. You can learn new things and meet more people.

When you do speak to Americans, don't be afraid of making mistakes! Many Americans make mistakes when speaking English, and most Texans are kind and understanding. Your life here will be much more interesting and fulfilling if you try to make American friends in addition to the people you meet in your TSIE classes.

You should also take advantage of any opportunities to watch TV, listen to the radio, or see movies. This can certainly help your listening skills. In addition, many events held on campus revolve around media and film festivals, so be sure to take part of those opportunities as well.

Lastly, if you are not sure how to learn English outside the class, ask for help. Your teachers and the Learning Specialist can provide guidance and encouragement.

4.2 Media Resources

4.2.1 Major Non-Cable Television Stations

<table>
<thead>
<tr>
<th>National Network</th>
<th>Austin/San Marcos</th>
<th>San Antonio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC [abc.go.com]</td>
<td>KVUE – Ch. 24 [kvue.com]</td>
<td>KSAT – Ch. 12 [ksat.com]</td>
</tr>
<tr>
<td>CBS [cbs.com]</td>
<td>KEYE – Ch. 42 [keytv.com]</td>
<td>KENS – Ch. 5 [mysa.com]</td>
</tr>
<tr>
<td>FOX [fox.com]</td>
<td>KTBC – Ch. 7 [fox7.com]</td>
<td>KABB – Ch. 29 [kabb.com]</td>
</tr>
<tr>
<td>NBC [nbc.com]</td>
<td>KXAN – Ch. 36 [kxan.com]</td>
<td>WOAI – Ch. 4 [woai.com]</td>
</tr>
<tr>
<td>PBS [pbs.org]</td>
<td>KLRU – Ch. 18 [klru.org]</td>
<td>KLRN – Ch. 9 [klrn.org]</td>
</tr>
</tbody>
</table>

4.2.2 Radio Stations Emphasizing Talk and/or News

<table>
<thead>
<tr>
<th>Type</th>
<th>Austin/San Marcos</th>
<th>San Antonio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public radio</td>
<td>KUT 90.5 FM [kut.org]</td>
<td>KSTX 89.1 FM [tpr.org]</td>
</tr>
<tr>
<td>Commercial radio</td>
<td>KLBJ 590 AM [590klbj.com]</td>
<td>WOAI 1200 AM [woai.com]</td>
</tr>
<tr>
<td></td>
<td>KTSW 89.9 FM [ktsw.net]</td>
<td>KTSA 550 AM [ktsa.com]</td>
</tr>
</tbody>
</table>
4.2.3. Local Newspapers

<table>
<thead>
<tr>
<th>Type</th>
<th>Austin/San Marcos</th>
<th>San Antonio</th>
</tr>
</thead>
<tbody>
<tr>
<td>weekly, alternative</td>
<td><em>The Daily University Star [universitystar.com]</em></td>
<td><em>San Antonio Current [austinchronicle.com]</em></td>
</tr>
<tr>
<td>daily, mainstream</td>
<td><em>Austin American-Statesman [statesman.com]</em></td>
<td><em>San Antonio Express-News [mysa.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>San Marcos Daily Record [sanmarcosrecord.com]</em></td>
<td></td>
</tr>
<tr>
<td>weekly, alternative</td>
<td><em>Austin Chronicle [austinchronicle.com]</em></td>
<td></td>
</tr>
</tbody>
</table>

4.2.4 National Magazines

<table>
<thead>
<tr>
<th>Topics</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>business</td>
<td><em>Business Week [businessweek.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>Forbes [forbes.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>The Economist [economist.com]</em></td>
</tr>
<tr>
<td>current events</td>
<td><em>Newsweek [newsweek.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>Time [time.com]</em></td>
</tr>
<tr>
<td>general interest</td>
<td><em>Smithsonian Magazine [smithsonianmag.com]</em></td>
</tr>
<tr>
<td>geography</td>
<td><em>NG Explorer [nationalgeographic.com/ngexplorer]</em></td>
</tr>
<tr>
<td></td>
<td><em>National Geographic [nationalgeographic.com/ngm]</em></td>
</tr>
<tr>
<td>psychology</td>
<td><em>Psychology Today [psychologytoday.com]</em></td>
</tr>
<tr>
<td>science</td>
<td><em>Popular Science [popsci.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>Discover Magazine [discovermagazine.com]</em></td>
</tr>
<tr>
<td></td>
<td><em>Scientific American [sciam.com]</em></td>
</tr>
</tbody>
</table>

4.3 Possible Activities

4.3.1 Listening Activities

**Level 1500 & 2500 Students**
- Watch movies and TV programs with simple stories and lots of action.
- Watch “how to” programs (on PBS, for example) that demonstrate cooking, sewing, or building things.
- Watch sporting events and local weather forecasts on TV.
- Watch TV programs with closed captioning. Closed captions are the visible text for spoken audio. These programs are designated "CC" (Closed Captioning). Your television must feature Closed Captioning, and it must be turned on, usually through a settings menu.

**Level 3500 Students**
(At this level, you only need to understand the overall story/idea.)
- Watch serious dramas. Popular TV dramas include CSI, ER, Law and Order, and 24.
- Watch comedies. Popular current TV situation comedies include King of the Hill, Scrubs, My Name is Earl, The Office, and The Simpsons. There are also reruns of long-running
situation comedies such as Cheers, Everybody Loves Raymond, Frasier, Friends, M*A*S*H, and Seinfeld.

• Watch TV talk shows such as Oprah or soap operas such as General Hospital.
• Call pre-recorded messages as often as necessary, and listen for specific information. Movie theaters often have a recording with a list of the movies and their starting times. Also, the pages of the San Marcos telephone directory with light blue borders list several types of messages, like the local weather forecast or your horoscope.

Level 4500 Students

• Listen to TV news magazines. Some (e.g., Good Morning America and Today) are on in the morning. Others (e.g., 20/20, 60 Minutes, and Frontline) are on in the evening.
• Listen to documentaries and TV programs which are mainly informative. PBS frequently has such shows, including Going Places, Nature, and The World of National Geographic. On cable, the Discovery Channel, the History Channel, the National Geographic Channel, and Arts & Entertainment (A&E) have a great variety of informative programming.
• Listen to news programs on National Public Radio (NPR) stations. Morning Edition, Weekend Edition, All Things Considered, and All Things Considered Weekend all repeat the major stories several times, and you can go to NPR's website to find a summary of those stories plus listen to them as often as you want to.
• Attend on-campus plays

Level 4550 Students

• Listen to national and local TV newscasts. Local newscasts are generally at about 6:00 a.m., noon, 5:00 p.m., 6:00 p.m., and 10:00 p.m. NBC, CBS, and ABC national newscasts are at 5:30 p.m. Cable channels such as CNBC, CNN, and CNNH have frequent national newscasts as well as many other news-related shows.
• Listen to radio stations which feature news and talk shows.
• Listen to lectures in academic classes. You must have permission from the professor.
• Listen to on-campus speakers at events such as poetry readings and guest lectures.

4.3.2 Speaking Activities

Level 1500 & 2500 Students

• Go to a store and ask for specific information about products.
• Greet and talk about the weather with friends and strangers.
• Ask a stranger for specific information such as the time or directions.

Level 3500 Students

• Talk to one person informally in social settings.
• Talk to individuals involved in a common activity. It might help to join a student organization such as a sports team, a volunteer group, or a religious group (if you are religious).
• Interview several individuals with a list of questions. Explain that this is a project for an intensive English class.
Level 4500 Students

- Go to university offices such as academic departments, admissions, career services, financial aid, recreation center, and the Student Learning Assistance Center (SLAC). Ask for specific information, saying that you are planning on becoming a student. Another option is to ask if you can interview someone about the functions of the office, explaining that this is a project for an intensive English class.
- Join group conversations and discussions in social settings or in student organizations.
- Talk to students about their courses. For example, ask about written assignments, reading assignments, lectures, and interactions with professors and other students.

Level 4550 Students

- Give a presentation (perhaps about your country) to a student or community group.
- Become an active participant or even a leader in student organizations.
- Volunteer through Student Volunteer Connection or another service-oriented student.

4.3.3 Reading Activities

Level 1500 & 2500 Students

- the comics in newspapers
- short, simple novels
- books written for children
- advertisements

Level 3500 Students

- advice columns in newspapers
- simple novels and short stories
- books, magazines for teenagers
- magazines about entertainment
- fashion, hobbies, sports, etc.

Level 4500 Students

- articles, editorials, letters to the editor, and newspaper columns
- fairly short novels, short stories
- easy magazines about serious topics
- introductory textbooks about familiar subjects

Level 4550 Students

- long popular novels
- literary works
- hard magazines about serious topics
- introductory textbooks about unfamiliar subjects
4.3.4 Grammar Activities

Level 1500 & 2500 Students
- simple tenses (present, past, future)
- simple modals and expressions
- adjectives and adverbs
- comparative forms

Level 3500 Students
- more tenses (progressive, perfect)
- more modals and expressions
- articles and quantity words
- pronouns and other references
- gerunds and infinitives

Level 4500 Students
- complex tenses
- passive verbs
- past modals and related expressions
- adjective clauses
- conditionals

Level 4550 Students
- adverb clauses and reductions
- discourse markers
- adjective clauses and reductions
- noun clauses
- hypothetical forms
Section Five

Taking Academic Classes at Texas State
### 5.1 Important Offices

<table>
<thead>
<tr>
<th>Office / Department</th>
<th>Location</th>
<th>Telephone / Website URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas State Intensive English</td>
<td>Thornton International House, (THOR) 300</td>
<td>512-245-7810 [txstate.edu/ie]</td>
</tr>
<tr>
<td>Texas State International Office</td>
<td>Thornton International House, (THOR) 200</td>
<td>512-245-7966 [international.txstate.edu]</td>
</tr>
<tr>
<td>Study Abroad Office</td>
<td>Thornton International House, (THOR) 100</td>
<td>512-245-1967 [studyabroad.txstate.edu]</td>
</tr>
<tr>
<td>Office of Undergraduate Admissions</td>
<td>429 N. Guadalupe</td>
<td>512-245-2364 [admissions.txstate.edu]</td>
</tr>
<tr>
<td>Graduate College</td>
<td>601 University Dr. JC Kellam (JCK), 280</td>
<td>512-245-2581 [gradcollege.txstate.edu]</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>601 University Dr. JC Kellam (JCK), 111</td>
<td>512-245-2367 [registrar.txstate.edu]</td>
</tr>
<tr>
<td>Department of Housing and Residence Life</td>
<td>515 N Comanche St. Housing and Res Life (DHRL)</td>
<td>512-245-4663 [reslife.txstate.edu]</td>
</tr>
<tr>
<td>IT Assistance Center / Technology Resources</td>
<td>601 University Dr. JC Kellam (JCK), 270</td>
<td>512-245-4822 [tr.txstate.edu]</td>
</tr>
<tr>
<td>Student Business Services</td>
<td>601 University Dr. JC Kellam (JCK), 188</td>
<td>512-245-2544 [sbs.txstate.edu]</td>
</tr>
<tr>
<td>Testing, Research Support, and Evaluation Center</td>
<td>110 Bobcat Trl. Commons Hall (COM), G103</td>
<td>512-245-2276 [txstate.edu/trec]</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>298 Student Center Drive Student Health Center (SHC)</td>
<td>512-245-2161 [healthcenter.txstate.edu]</td>
</tr>
<tr>
<td>Student Recreation Center</td>
<td>1001 Academy Street Student Rec Center (SRC)</td>
<td>512-245-2940 [campusrecreation.txstate.edu]</td>
</tr>
<tr>
<td>Parking Services</td>
<td>206 Student Center Drive Matthews St. Garage (MSG)</td>
<td>512-245-2887 [parking.txstate.edu]</td>
</tr>
<tr>
<td>Undergraduate Academic Center &amp; University College</td>
<td>614 N Guadalupe St. Undergraduate Academic Center (UAC), 120</td>
<td>512-245-2218 [txstate.edu/ucollege]</td>
</tr>
</tbody>
</table>

### 5.2 Becoming Eligible for Academic Classes

#### 5.2.1 Full Admission
To become a full-time student at Texas State, you must meet the university's academic requirements and satisfy the language requirement in one of these ways:

1. On the TOEFL iBT, obtain a minimum total score of 78 with these minimum section scores: 19/reading; 19/listening; 19/speaking; 18/writing.
2. On the TOEFL PBT (either the International version or the Institutional version offered through TSIE), obtain a minimum total score of 550.
3. On the IELTS, a score of 6.5 or higher.
4. Complete TSIE courses at the 4550 level in all four skills with B or higher. (Note: some departments may still require the TOEFL/IELTS minimums for full admission).
5.2.2 Conditional Admission

If you do not meet the language requirements indicated for full admission, you may be able to take some TSIE classes and one or more academic classes by becoming a conditionally admitted student in the Undergraduate TSIE Bridge Program or the Graduate TSIE Bridge Program. Conditionally admitted students must meet the university's academic requirements and obtain one of the following test scores:

1. TOEFL iBT: minimum total score of 59 with 4 out of 4 minimum section scores of 14 or higher
2. TOEFL PBT (International or TSIE Institutional): total score of 500 to 547
3. IELTS: 5.5 to 6.0 total score (Graduate students must also have at least a 5.5 in each section of the test)

5.3 Moving from Conditional to Full Admission

The TSIE Bridge Program gives you two semesters to take part-time academic classes at Texas State while working to improve your academic English skills. To meet the language requirements for full admission (see Section 5.2.1), you need to address these areas:

5.3.1 TSIE Levels

In case you have trouble obtaining the required TOEFL or IELTS score, you should always work toward finishing all four 4550-level TSIE skill areas. Two guidelines will help:

1. Always work on the skills that are the lowest for you. For example, if you are ready to take two 4500-level classes and two 4550-level classes, take the two 4500-level ones.
2. Use the summer to finish as many TSIE classes as possible. It is true that some students can qualify for the TSIE Summer Bridge Program, but often students will reach their goal of full admission more quickly if they concentrate on TSIE classes and taking necessary tests. Do not think of the summer as vacation time if you have not yet met language requirements for full admission!

5.3.2 TOEFL or IELTS

Study for and take the TOEFL or IELTS once or twice each semester. This is true even if you think that you will become fully admitted by finishing all of the TSIE skills at the 4550 level. In case you get a B- or lower in a TSIE class, you need a TOEFL or IELTS score high enough for full admission.

We recommend that you take both versions of the TOEFL: the paper-based test (PBT) offered as an Institutional TOEFL through TSIE each semester and the internet-based test (iBT) offered through ETS. You can register for the PBT at the TSIE office. To find out how to register for the iBT, go online to the ETS website [www.ets.org/toefl]. If you want, you can take the IELTS [www.ielts.org] instead of or in addition to the TOEFL.

5.4 Addressing Other Testing Requirements

5.4.1 Graduate Students

Many graduate programs require that you take other tests. For example, students seeking an MBA need to take the GMAT. Many other programs require the GRE. Read the Graduate
Catalog, read your department’s website, and/or talk to a departmental academic adviser for details about your program’s requirements.

You should plan your time and effort so that you can fulfill these testing requirements while you are fulfilling language requirements and/or taking background courses. The Student Learning Assistance Center (SLAC) on the 4th floor of the Alkek Library has materials to help you study for these tests. It is also possible to obtain study materials online or to take special test preparation workshops and courses. Ask SLAC for more information.

5.4.2 Undergraduate Students
Before you can register for your first semester of undergraduate classes, you must take the Accuplacer test with the Testing, Research Support, and Evaluation Center (TREC) located in the basement of Commons Hall.

5.5 TSIE Advising Meetings
TSIE regularly has meetings for various groups of students (for example, students who want to apply for undergraduate admission or students who are currently taking graduate and TSIE courses). The purpose is to help you understand how to complete the process for continuing your studies for the next semester. Since the process is complicated, each semester you should come to the meeting for students like you or make an appointment individually with the Learning Specialist.

5.6 Important Things to Remember
All students taking academic classes and TSIE classes at Texas State need to remember these things:
- Meet with the TSIE Learning Specialist to discuss your TSIE schedule.
- Meet with your academic advisor to discuss your schedule of academic classes. Bring your TSIE schedule!
- Register for academic classes in accordance with your TSIE course schedule, especially if you are conditionally admitted in the TSIE Bridge Program.
- Read all information from University offices carefully and often.
- Be aware of and meet deadlines for academic and TSIE classes.
- If you are on a non-immigrant visa and you already have health insurance, complete the Waiver/Refund of Insurance Form each semester before you pay for tuition and fees. Follow the instructions carefully. NOTE: If you do not, you will be charged for insurance.
- Notify all offices of changes to your e-mail, address, telephone number, social security number, etc.

5.7 Documents for TSIE
If you are enrolled in one or more academic classes and one or more TSIE classes, provide the following information to the TSIE office. In most cases, we will make a copy of the official document for our files.
- each International TOEFL score
- your acceptance letter from Undergraduate Admissions or the Graduate College
- your Conditional Contract for the TSIE Bridge Program
5.8 Students on Non-Immigrant Visas

If you are taking academic classes at Texas State and are on a non-immigrant visa, you need to make appointments to keep in contact with the International Office, which deals with students on non-immigrant visas in the following ways:

- keeping copies of their immigration documentation (passport, visa, SEVIS I-20, etc.), both when they first begin taking academic classes at Texas State and each time a change occurs (for example, they leave the U.S. and return or they receive a new SEVIS I-20)
- providing orientation for new international students
- processing all requests to take fewer than 12 academic hours each semester for undergraduate students or 9 academic hours each semester for graduate students (using a Course Underload Form.)
- providing information for international students from other University offices (for example, the Student Health Center needs you to complete a Waiver/Refund of Insurance Form if you already have health insurance.)
Section Six

Living in the United States
6.1 Cultural Adjustment

6.1.1 Introduction to Cultural Differences
There will be many differences between life in your country and life in the United States. Some obvious differences are:

- language
- religion
- educational system
- climate
- food
- absence of family and friends

Some less obvious differences are:

- How students relate to teachers
- How people make decisions
- How people spend their leisure time
- How people resolve conflicts
- How people express feelings and emotions
- How people communicate with their hands, face, and body
- How people interpret silence

You may feel uncertain and worried about these differences, and you may ask yourself:

- “Am I speaking properly?”
- “Am I supposed to say something now?”
- “Will I be a successful student?”
- “Will I find friends?”
- “Will my roommate like me?”
- “Should I discuss my personal beliefs or my political opinions?”
- “What does it mean when someone looks directly into my eyes?”
- “Should I trust this friendly stranger?”

It is common to feel uncertain and confused in a new culture. You may feel that you do not know what to do in certain situations. In your country, you know what to say, how to behave, and what to expect. You also know what other people will say or how they will act in similar situations. In other words, you understand the "rules" or cultural "signs" because you have lived in that culture all your life. Now, you are in a new culture, and the cultural rules have changed. You no longer understand the signs, and your daily life has become harder.

6.1.2 Stages of Cultural Adjustment
To start feeling better about your new life, you need to learn the rules of the new culture. Learning a new culture takes time and energy. It does not happen overnight. In fact, cultural adjustment comes in stages. Typically, there are four stages that a newcomer to any culture goes through while learning to adjust and live happily. These stages are (1) honeymoon/euphoria, (2) culture shock, (3) acceptance, and (4) adjustment.
“Honeymoon” (Euphoria) Stage
At first, when you are new to the culture, you may feel that you have all the time and energy necessary to enjoy your stay. You love everything and everybody. Everything around you is new and exciting. All the people you meet are helpful, kind, and always smiling.

Culture Shock Stage
After your first happy and energetic time in the new culture, differences between your culture and the new culture begin to bother you. Maybe you are bothered by the food. Maybe you are bothered by the behaviors or actions of roommates or new friends. Now you seem to hate everything. No one is kind anymore, and no one seems to care about you. You don’t have the friends from the new culture you had hoped to have. The only people you can depend on seem to be friends from your own culture. With them, you can talk about all the things that bother you about the food, the religious beliefs, the politics, and the behavior of the people from other cultures you meet. With your friends, you feel at home in your language and your culture. This stage of adjustment is perhaps the most physically, emotionally, and psychologically difficult.

Acceptance Stage
After your difficult and painful period of culture shock is over, you will begin to feel better and learn to accept the differences that previously bothered you. Perhaps you gain more knowledge of the language and culture or more awareness of yourself and how you tolerate new things. You meet more people from the new culture and start to make friends.

Adjustment Stage
At this stage you understand the differences between your culture and the new culture. You begin to make decisions about which parts of the new culture and your own culture you like and which parts you don’t like. You avoid value judgments which rate one culture better than another. You recognize the differences and similarities and accept them as such.

The time spent in each of these stages differs from one person to another. In fact, some people do not go through all of the stages, some people go through the stages in a different order, and some people repeat certain stages one or more times. Do not worry if your process is different from that of other people adjusting to a new culture.

6.1.3 Problems Associated With Culture Shock
Because the Culture Shock Stage causes so much hardship for newcomers, it is important to talk about it in a little more detail. During this stage, you will experience stress, confusion, sickness, and perhaps anger. Your body and mind may react in unusual ways. Some of the reactions you might experience are:

- Feeling isolated, alone, or unusually sad
- Sleeping too much or becoming tired easily
- Difficulty in sleeping
- Suffering body pains—especially in the head, neck, back and stomach
- Wanting to return home
- Feeling mostly strong negative emotions (for example, anger) toward people and situations in the new culture
- Being very concerned about being clean
• Not caring about personal appearance or personal hygiene
• Loss of appetite or eating too much
• Excessive concern about sickness, safety, drinking water, and food
• Feelings of helplessness and wanting to depend on people from your country who have lived in the new culture for a longer time

6.1.4 Suggestions for Easing Culture Shock
Reactions to culture shock are normal and, hopefully, temporary. These reactions occur in all people who are adjusting to life in a new environment. Here are some suggestions that you can use in your current situation to get through the shock stage of cultural adjustment and move on to acceptance of life and culture in the United States.

1. Understand that you will often feel uncertain and confused—these feelings will never go away entirely. Imagine how an American would react to living in your country.
2. Observe how Americans act in situations that are confusing to you. Ask them why they behave as they do. Avoid judging things as either right or wrong—see things as merely different.
3. Remember the ways that you reduced stress when you lived in your own country, and apply them in your new environment. For example, you might take a long walk, go to a movie, write a letter to a friend, listen to music, go for a swim, or write down how you feel on a piece of paper. Remember to have a sense of humor in confusing situations; laughter is a wonderful medicine!
4. Accept the difficult challenge of learning how to live and study in another culture. Believe that you can learn the skills to make a satisfactory transition. Remember, you are on an once-in-a-lifetime adventure!
5. Recognize the advantages you will experience after having lived in two different cultures. Your life will be enriched by meeting people whose cultural backgrounds are not the same as yours. Share your time with many different people. Avoid having friends only from your culture while you are away from home. Teach Americans and other international students how people from your culture think and act.
6. Realize how much you have improved in adjusting to American culture. Think of all the things you have learned since you arrived. Remember that you can and will make a successful adjustment to American culture.

6.2 Immigration Requirements
IMPORTANT NOTE: Follow all immigration requirements and rules very carefully to avoid going out of immigration status.

You SHOULD HAVE BROUGHT the appropriate immigration documents when you registered for your TSIE classes. Check with the International Office to make sure all of your documents are on file.
• SEVIS I-20
• Passport (with visa)
• I-94
• Permanent Resident Card
• Any other relevant immigration documents (e.g., notice of action)
If you are planning to leave the United States, have your SEVIS I-20 signed by a Designated School Official (DSO) at the International Office BEFORE you travel out of the country (for example, to Mexico). If your SEVIS I-20 is not signed and you leave the country, you WILL HAVE TROUBLE re-entering the United States!

6.3 Texas Identification Card
If you do not need a driver's license but need identification, you can get the Texas Identification Card. Take your passport to the Texas Department of Public Safety (DPS), you will fill out a form, they will take your photo, and you will receive a temporary ID card until you receive the permanent card in the mail.

6.4 Social Security Number (SSN)
You must have a job offer before you can apply for a Social Security Number. If you have an F-1 visa and a job offer, go to the Social Security Administration Office in San Marcos. Take the following documents (both the originals and photocopies) with you:

1. all of your immigration documents—passport, visa, stamped SEVIS I-20, and I-94
2. a letter documenting your enrollment status (If you are only taking TSIE courses, see the Administrative Assistant or Director for the letter. If you are taking any academic courses, go to the International Office for the letter.)
3. a letter from your future employer that says what the job is and the expected start date
4. a completed application form
5. Show TSIE your new SSN card when you get it. We will make a copy.
6. If you are in academic classes, report your new SSN to the Registrar and ID Services.

6.5 Driver's License
You can apply for a driver's license with or without a Social Security Number. The Texas Department of Public Safety (DPS) is located in San Marcos.

1. Go to the DPS office or website or come to our office to get a Texas Driver License Handbook to study.
2. After you know the information well, go to DPS with your passport, your check book and/or credit/debit card/ and/or cash, a vehicle for the driving test, and your Social Security Card. If you do not have one, go to DPS and say, “I need a Social Security affidavit because I am not eligible for a Social Security Number.” Then, complete and submit the form.
   a. Take your written exam.
   b. When you have passed the written exam, you may take the driving test. BRING A CAR FOR THIS TEST. However, do not drive it without a license. Ask a friend.
   c. After you pass the driving test, they will take your photo and issue you a temporary license until you receive the permanent license in the mail. You will have to pay before they take your photo.

6.6 Banking
Most people in the United States use banks to keep their money. They usually have a checking account, which can be used to make payments on paper documents called checks. They also may have a savings account. This contains money that they do not expect to spend often. The money
in this account may be used in case of an emergency. They also may have a credit card through 
their bank or through some other company.

You will probably find it very helpful to put your money in a bank. There are several banks in 
San Marcos near Texas State to choose from:

<table>
<thead>
<tr>
<th>Bank Name</th>
<th>Telephone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wells Fargo</td>
<td>512-396-2525</td>
<td>[wellsfargo.com]</td>
</tr>
<tr>
<td>Bank of America</td>
<td>512-353-5857</td>
<td>[bankofamerica.com]</td>
</tr>
<tr>
<td>Compass Bank</td>
<td>512-754-8800</td>
<td>[compassbank.com]</td>
</tr>
<tr>
<td>Frost Bank</td>
<td>512-393-5600</td>
<td>[wellsfargo.com]</td>
</tr>
<tr>
<td>Broadway Bank</td>
<td>512-396-2468</td>
<td>[broadwaybank.com]</td>
</tr>
</tbody>
</table>

You need to ask each bank to find out exactly what you need to open an account. Here are some 
possible requirements:

1. money (the minimum is often between $25 and $100.)
2. your passport and other immigration documents
3. some other form of identification (e.g., driver's license, credit card, or student 
   identification card)
4. for some banks, a Social Security Number (SSN)
5. your local address and contact information

### 6.7 Writing a Check Correctly

It is very important to know how to write a check correctly. In the United States, a check must be 
written in a certain way for the stores and banks to be able to process it. Below is an example of 
the parts of a check and how to correctly fill a check out. If you have questions about check 
writing, you can ask the banker who opens up your checking account, the Director of TSIE, the 
Learning Specialist, the Administrative Assistant, or one of the instructors. Also, follow these 
tips to ensure your money is processed successfully:

- Remember to ALWAYS write your check using a pen. NEVER use a pencil. A check 
  written in pencil could tempt someone to change amounts on the check.
- To help prevent identity theft, NEVER write your social security number on your check

How can someone steal your identity? By using your name, Social Security number, credit card 
number, or some other piece of your personal information for their own purposes. For example, 
they may open a new credit card account using your name, date of birth, and Social Security 
number. When they use the credit card and don’t pay the bills, the delinquent account is reported 
on your credit report. So be careful to protect your personal information!
6.8 How to Address an Envelope

This illustration shows how the U.S. Postal System wants us to address international mail. For mail within the U.S., leave out the countries and the word “Airmail.”

6.9 Transportation

6.9.1 Parking

If you plan to park a car on campus, you need a permit and you need to understand the rules about where you can park. If you do not follow the rules, you will probably receive a ticket and have to pay a fine. If you are taking one or more academic courses, go to Texas State’s Parking Services to take care of the paperwork and buy a permit. If you are taking only TSIE courses, come to the TSIE office and ask for the parking permit application. We will help you understand what to do.
6.9.2 Taxicabs
Taxicabs in the U.S. are expensive, but if you need one, San Marcos has Corridor Cab. You need to call 512-392-2222 to arrange for a taxicab to pick you up.

6.9.3 Bicycles
Another good way to get around San Marcos is on a bicycle. There are at least four places to find bicycles in San Marcos.

- Al’s Freewheelin’ Cycles: 230 N. LBJ, 512-392-9514
- Pedal Power Bicycles: 217 E. Hopkins, 512-396-7433
- Target: 1180 Thorpe Lane, 512-805-7000
- Wal-Mart: 1015 Hwy. 80, 512-353-0617

If you get a bicycle, be sure to wear a helmet. You should also have a bike lock (U-locks are best) to prevent someone from stealing your bike! You can register your bicycle with the University Police Department for free, and this might help you recover it if it is stolen. Learn the laws about riding a bicycle, especially if you plan to ride at night.

6.9.4 Buses
Another means of transportation is the Bobcat Tram System. There are regular bus routes on campus, to some residential areas in San Marcos, and to some places in Austin. The bus schedules can be found online at the Bobcat Tram website [tram.txstate.edu].

The city of San Marcos also has limited bus routes during the week called CARTS. You must have that exact fare amount to ride this bus. If you ride often, you may want to buy a pass. The main station is called San Marcos Station, located at 338 S. Guadalupe.

If you need ground transportation to other places in the state or nation, you can take a Greyhound bus [greyhound.com]. The bus terminal is located in San Marcos Station at 338 S. Guadalupe.

6.9.5 Trains
A fun way to see the country! Amtrak passengers enjoy service in more than 500 communities, including San Marcos, in 46 states throughout a 22,000-mile route system [amtrak.com]. The train terminal is located in San Marcos Station at 338 S. Guadalupe. The toll-free national telephone number for reservations is 1-800-872-7245.

6.10 Medical Care
The Student Health Center is located at 298 Student Center Drive in its own building at the corner of Sessom and Tomás Rivera Drive. This is northwest of the LBJ Student Center, beyond a parking garage and parking lot. Check the website for details about types of services, hours, etc. [healthcenter.txstate.edu].

All TSIE students with a valid Texas State Student ID are eligible to use the Student Health Center for unlimited visits at no charge to see a doctor. Lab tests, X-rays, prescription medications, allergy injections, and other services are available at reasonable prices. Payment is expected at the time of service. Appointments are required.
6.10.1 Student Health Center Hours of Operation:
- 8 a.m. - 5 p.m. Monday, Wednesday, Friday
- 9 a.m. - 6 p.m. Tuesday, Thursday

6.10.2 Student Health Center Telephone Numbers:
- 512-245-2161 General Information and to leave a message for a doctor
- 512-245-2167 Appointments
- 512-245-2167 Ask-A-Nurse (also nights and weekends when school is in session)
- 512-245-3590 Pharmacy
- 512-245-3918 Administration Fax
- 512-245-9288 Medical Records Fax
- 512-245-2309 Health Education Resource Center

6.10.3 Emergencies/After Hours Care:
(You are responsible for all costs.)
Call 911, or go to the nearest hospital:
Central Texas Medical Center
1301 Wonder World Drive, San Marcos TX 78666
512-353-8979

6.11 Counseling
The Counseling Center is located in the LBJ Student Center, Room 5-4.1. If you are experiencing depression, homesickness, or similar problems, you can find help at the Counseling Center. It also offers group counseling for test anxiety and stress management. [counseling.txstate.edu]. HELPLINE - Personal Counseling: 512-245-2208. When school is in session, it is open 8:00 a.m. to 5:00 p.m. on Monday through Friday.

6.12 Housing Policies at Texas State
Housing policies at Texas State apply to TSIE-only as well as admitted Texas State students. All unmarried students under the age of 20 who have completed fewer than 56 credit hours must reside in the residence halls. Students who begin in a fall semester and will complete 56 credit hours or turn 20 years of age by December 31 may live off campus. Also, students who begin in a spring semester and will complete 56 credit hours or turn 20 years of age by May 15 may live off campus.

IMPORTANT NOTES:
1. Students who live in the residence halls during the FALL semester and continue at Texas State during the SPRING semester MUST remain in the halls during the spring.
2. Students living in the halls must have a meal plan. The plan available to TSIE-only students is the Dining Dollars (sometimes called Paw Points) meal plan. Finish using all of your Dining Dollars before the end of the semester because there is no refund.

In the summer, housing is only available in a limited number of halls. This is determined by the Department of Housing and Residence Life. Students are recommended to live in halls that are open during the Thanksgiving or Spring breaks or between semesters to avoid having to move to
temporary housing for those times. Of course, any housing during the normal semester breaks will require an additional charge from the students.

6.13 Making Complaints

To understand how people handle complaints in the U.S., you need to know two basic concepts: following the chain-of-command and using a mediator.

If you follow the chain-of-command when complaining, you go first to the person most directly involved in providing the service or product with a problem. If you are not satisfied after talking to the first person, go to his or her supervisor. Again, if the supervisor does not resolve the issue, you may continue up the chain-of-command to the next highest supervisor. This could continue all the way to the highest authority in the organization.

Of course, as you continue to higher levels of authority, it often becomes more difficult to arrange a meeting or to explain the specific situation. Therefore, sometimes it is a good idea to call in a mediator. A mediator is a person who is not directly involved in the problem, who listens to and understands both sides of the issue, and who helps the people involved in the problem find a solution which benefits everyone.

Here at Texas State, you should use this process for problems related to services provided by TSIE. For other campus problems, you could try this process on your own. If you are not sure who is in the chain-of-command for your problem, the Office of the Dean of Students helps Texas State students know where to go with their complaints. If you do not feel confident making the complaints on your own, the Director of TSIE can also help you.

The opportunity to file a formal complaint is open to all students, staff, faculty, and associates of TSIE. To file a formal complaint with regard to programming and services at TSIE, please use the portal on the TSIE website at [txstate.edu/ie/contact/comment]

TSIE defines a formal complaint as a statement of grievance presented to the administrative office in writing through the complaint portal available on the TSIE website. The formal complaint requires a formal response, which TSIE will attempt to deliver within 10 days to assure full investigation and development of a solution.

The TSIE Student Handbook offers students the following procedures for submitting complaints to TSIE:

If you have concerns or suggestions with regard to class placement, teaching style, homework, course materials, class activities, grades, or similar matters, you should follow this procedure:

1. Tell the instructor that you have something that you would like to discuss, and ask the instructor for an appointment to talk in private.
2. Explain your concern politely. Listen to your instructor’s response. If you are not satisfied with the instructor's explanation or procedure for resolving the problem, go to Step #3. Also, if you are satisfied with the procedure for change, but later believe that the instructor has not changed, go to Step #3.
3. Talk to the TSIE Learning Specialist, who will then set up a meeting with you and the instructor to resolve the issue. If the problem continues after a reasonable time, go to Step #4.
4. Talk to the Director of TSIE. If you are not satisfied with the results after a reasonable time, go to Step #5.
5. Talk to the Vice-Provost with oversight of TSIE, who will then arrange a meeting and act as a mediator to resolve the problem.

If you have concerns or suggestions with regard to the TSIE program in general, you may visit the TSIE Office in the Thornton International House to schedule an appointment with the Learning Specialist. In addition, general concerns and suggestions may be submitted through the TSIE comment portal at [http://www.txstate.edu/ie/contact/comment.html](http://www.txstate.edu/ie/contact/comment.html).

### 6.14 Safety Tips

San Marcos is a relatively safe city, but this does not mean it is crime-free. It is important to be sensible and careful. These suggestions are not meant to scare you but to make you aware:

- If in the case of an emergency you need the police, an ambulance, or a fire engine, call 911. The University Policy Department number is 512-245-2805. They will direct you to another place if needed.
- Never walk alone at night. Always have a friend, not someone you just met, go with you. You can also purchase red pepper spray at any Wal-Mart or sports store that will disable a would-be attacker. Our student patrol, the Bobcat Bobbies, patrol the campus at night on foot and by electric cart and report any suspicious or criminal activity. They also provide escort services to on-campus locations. If you're concerned about walking alone on campus at night, call the Bobbies at 512-245-2805, and they'll escort you to your destination.
- Never leave your laptop computer, bicycle, backpack, purse, books, etc. unattended even if it seems like a safe place, like the library. Someone could be tempted to steal them.
- If you attend a party, do not set your drink down and do not accept a drink from a stranger. It is possible that someone could put something dangerous in it such as Rohypnol, GHB, and other sedative-hypnotics. These and other substances are sometimes used to aid in sexual assault. Information and educational materials on Rohypnol and GHB directed toward college students are available from the Rape Treatment Center at Santa Monica-UCLA Medical Center.
- If you drive, DO NOT drink alcoholic beverages and then drive. Even one drink may be too much. If you are stopped or have an accident, the police will arrest you for driving while intoxicated (DWI). Then, you will spend the night in jail, go to court, and pay a very expensive fine (more than $2,000). You may even have negative consequences from Texas State, including fees, suspension, and expulsion. Don't take the chance!
- Also be aware of potential negative consequences of consuming alcohol or drugs even when you are not driving. Illegal acts commonly associated with alcohol and drugs include public intoxication, providing alcohol to a minor, bringing alcohol or drugs into the residence halls, and being a minor in possession of alcohol or drugs. Students who violate these laws are subject to disciplinary actions and possibly suspension from TSIE or Texas State.
6.15 Campus Maps
All campus maps are available online on the Texas State website [maps.txstate.edu]. If you need help with directions, contact the TSIE office or the University Police Department.
Section Seven

TSIE Student Learning Objectives for Grammar
7.0 TSIE Grammar Course Objectives

7.1 Grammar 1500 (Beginning)

7.1.1 Objectives
During this course, the student will begin to become accurate in his/her ability
1. to use very basic grammatical structures in controlled situations.
2. to use very basic grammatical structures to communicate orally and in writing.
3. to formulate and answer very basic questions.
4. to identify simple errors in word order and/or noun and verb use.
5. to learn the vocabulary necessary to recognize the parts of speech.
6. to recognize and begin to use the vocabulary necessary to understand grammatical terminology.

7.1.2 Essential Structures
Some grammatical structures are covered in the writing courses. See Objectives 1 and 2 in the Writing Curriculum.

The following structures should be covered in this level of grammar:
1. verb *to be* in present tense
2. present progressive
3. present tense
4. simple present vs. present progressive
5. simple past (near the end of the semester)
6. count/non-count nouns
7. very basic questions
8. pronoun forms
9. possessive adjectives

7.1.3 Student Learning Outcomes
- Using simple verb tenses (present-past-future)
- Using basic sentence formation: subject-verb-object
- Using subject-verb agreement
- Using singular possessives
- Using commas in a series
- Using apostrophes in contractions and singular possessives
- Capitalizing all proper nouns and the word “I”

7.2 Grammar 2500 (High Beginning/Low Intermediate)

7.2.1 Objectives
During this course, the student will become more accurate in his/her ability
1. to use basic grammatical structures in controlled situations.
2. to use basic grammatical structures to communicate orally and in writing.
3. to ask and answer basic questions.
7.2.2 Essential Structures
Some grammatical structures are covered in the writing courses. See Objectives 1 and 2 in the Writing Curriculum.

The following structures should be covered in this level of grammar:
1. simple present vs. present progressive
2. imperatives
3. simple past vs. past progressive
4. simple future
5. present perfect vs. simple past
6. count/non-count nouns
7. articles
8. present and future modals
9. basic questions

7.2.3 Student Learning Outcomes
- Using simple, continuous, perfect verb aspects
- Using common regular/irregular verb forms
- Using noun-pronoun agreement
- Using plural possessives
- Using common modals (can/will/may/must)
- Using different articles
- Using adjective and adverb comparisons
- Using hyphens to divide words at the end of a line
- Using quotation marks with dialogue

7.3 Grammar 3500 (Intermediate)

7.3.1 Objectives
During this course, the student will become more accurate in his/her ability
1. to use moderately difficult grammatical structures in controlled situations.
2. to use moderately difficult grammatical structures to communicate orally and in writing.
3. to ask and answer a variety of questions.

7.3.2 Essential Structures
Some grammatical structures are also covered in writing courses. See Objectives 1 and 2 in the Writing Curriculum. Throughout the semester, the structures listed in previous levels of writing and grammar should be reviewed as needed.

The following structures should be covered in this level of grammar:
1. simple and progressive forms of present, past, and present perfect (expand and integrate)
2. past perfect and future perfect
3. gerunds and infinitives
4. passive (present, past, and basic modals)
5. past modal auxiliaries
6. complex questions
7. adjective clauses (with subject and object relative pronouns)
8. factual conditionals (if possible)
7.3.3 Student Learning Outcomes
- Using simple, continuous, perfect, and perfect continuous
- Using subject-verb agreement with intervening clausings and phrases
- Using pronoun-antecedent agreement to include indefinite pronouns
- Using all modals
- Using conjunctions
- Using commas to indicate interrupters
- Using comparative and superlative degrees in adverbs and adjectives
- Using commas and semicolons to distinguish and divide main and subordinate clausings

7.4 Grammar 4500 (High Intermediate/Low Advanced)

7.4.1 Objectives
During this course, the student will become more accurate in his/her ability
1. to use difficult grammatical structures in controlled situations.
2. to use difficult grammatical structures to communicate orally and in writing.
3. to use grammar to discover the meaning of difficult structures.

7.4.2 Essential Structures
Some grammatical structures are also covered in writing courses. See Objectives 1 and 2 in the Writing Curriculum. Throughout the semester, the structures listed in previous levels of writing and grammar should be reviewed as needed.

The following structures should be covered in this level of grammar:
1. verb tenses (expand and integrate)
2. modal auxiliaries (expand)
3. non-count nouns used as count
4. definite and indefinite articles
5. modification of nouns (expand)
6. quantifiers (expand)
7. passive (all tenses and modals)
8. gerunds and infinitives
9. noun clauses which begin with a question word as a subject

7.4.3 Student Learning Outcomes
- Eliminating double negatives
- Using appositives, main clauses, and subordinate clauses
- Distinguishing between active and passive voice
- Using verbal phrases to achieve sentence conciseness and variety
- Using reported speech
- Maintaining consistent verb tense across paragraphs
- Using parallel structures across sentences and paragraphs
- Converting active and passive form
- Editing for fragments and run-ons
- Applying rules governing use of the colon
- Using quotation marks with dialogue and direct quotations.
7.5 Grammar 4550 (High Advanced)

7.5.1 Objectives
During this course, the student will become more accurate in his/her ability

1. to use a variety of complex grammatical structures to communicate orally and in writing.
2. to use grammar to discover the meaning of a variety of complex sentences.
3. to choose grammatical forms based on discourse considerations.

7.5.2 Essential Structures

Some grammatical structures are also covered in writing courses. See Objectives 1 and 2 in the Writing Curriculum. Throughout the semester, the structures listed in previous levels of writing and grammar should be reviewed as needed.

The following structures should be covered in this level of grammar:

1. adverb clauses (expand)
2. adverb phrases
3. discourse markers (expand)
4. adjective clauses (expand)
5. adjective phrases
6. noun clauses (expand)
7. unreal conditionals
and related forms

7.5.3 Student Learning Outcomes

- Expanding and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- Maintaining consistent verb tense across paragraphs.
- Demonstrating understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
- Using and punctuate correctly varied sentence structures to include conjunctions and transition words.
- Choosing the correct case and number for pronouns in prepositional phrases with compound objects.

If there is more time, additional structures may be chosen based on class needs and interests. However, the instructor should study the curriculum guidelines for the other grammar levels and possibly consult other grammar instructors before deciding on additional structures.
Section Eight

TSIE Student Learning Objectives for Oral Skills
8.0 TSIE Oral Skills Course Objectives

8.1 Oral Skills 1500 (Beginning)

8.1.1 Objectives
During this course, the student will improve his/her ability

1. to recognize simple requests and/or questions and respond appropriately.
2. to use vocabulary related to everyday activities.
3. to communicate orally in fairly predictable situations.
4. to recognize reductions in American speech.
5. to listen to increasingly longer conversations and understand content.
6. to begin to recognize personal pronunciation errors and to begin working toward self-correction.

8.1.2 Skills Focus
In terms of oral production, fluency should be stressed over accuracy during the first half of the term. Suggested percentage of fluency over accuracy is 70% fluency, 30% accuracy. After midterm, fluency should still be stressed; however, there should be a higher percentage of teacher-guided exercises that stress accurate production in such exercises as journals, mini presentations, and pair work.

1. listening for details/specific information—daily
2. fluency exercises—once or twice a week
3. paired conversations—twice a week
4. pronunciation/intonation—once or twice a week
5. mini-presentations—two to four times a term
6. controlled talks (taped journals with teacher-guided topics and questions)—two to four times a term
7. listening for global ideas (movies)—two to four movies a semester

8.1.3 Student Learning Outcomes
LISTENING OUTCOMES

- Understanding diverse number forms such as ordinal and cardinal.
- Following simplified instructions given at a reduced rate of speed.
- Understanding simple questions.
- Identifying the main idea of a short listening passage.
- Identifying details of a short listening passage.
8.2 Oral Skills 2500 (High Beginning/Low Intermediate)

8.2.1 Objectives
During this course, the student will improve his/her ability
1. to use vocabulary related to everyday activities.
2. to ask and answer questions.
3. to communicate orally in fairly predictable everyday activities.
4. to listen for and write down specific, fairly predictable details from short, easy selections.
5. to be more aware of and more accurately produce pronunciation features, especially reductions (including common contractions). Additional features can be chosen according to class needs.

8.2.2 Skills Focus
1. conversations—twice a week
2. listening for specific information—twice a week
3. pronunciation—once/twice a week
4. idioms/survival vocabulary—once a week
5. informal talk—once per semester

8.2.3 Student Learning Outcomes

LISTENING OUTCOMES

- Understanding commonly used reductions, stressed words.
- Following simplified instructions given at a normal rate of speed.
- Understanding simple questions.
- Identifying the main idea of a short listening passage.
- Identifying details of a short listening passage.
- Listening and make an outline or graphic organizer of a short passage.
- Differentiating between formal and informal English.
- Understanding meaning through tone of voice.
SPEAKING OUTCOMES

- Producing contractions, third person singular, and past tense endings.
- Using stress and intonation correctly.
- Giving information and express opinions.
- Asking relevant questions and give appropriate answers.
- Initiating and sustaining a conversation on a given topic.

- Giving a simple individual, pair or group presentation.
- Talking about familiar topics.
- Demonstrating some familiarity with spoken academic vocabulary.
- Rephrasing statements.
- Speaking using simple and compound sentences, some complex sentences, mostly accurate intermediate grammar structures and simple word forms.

8.3 Oral Skills 3500 (Intermediate)

8.3.1 Objectives
During this course, the student will improve his/her ability

1. to use vocabulary, including idioms, related to social situations.
2. to interact in a variety of social situations with both native and non-native speakers of English.
3. to listen for specific information
4. to listen and take notes on a lecture of moderate difficulty
5. to participate in a partner or group presentation in front of an audience.
6. to be more aware of and more accurately produce pronunciation features, especially word stress and vowel & consonant length. Additional features can be chosen according to class needs.

8.3.2 Skills Focus
1. class discussions—twice a week
2. idioms—once/twice a week
3. listening for specific details—once/twice a week
4. pronunciation—once/twice a week
5. note-taking—approximately once every 2 weeks
6. class speech—one speech minimum

8.3.3 Student Learning Outcomes
LISTENING OUTCOMES

- Understanding reductions, stressed words.
- Following instructions given at a normal rate of speed.

- Understanding questions.
- Identifying the main idea of a listening passage
- Identifying details of a listening passage.
• Listening and make an outline or graphic organizer of a short passage.
• Differentiating between formal and informal English.

SPEAKING OUTCOMES

• Producing contractions, third person singular, and past tense endings.
• Using appropriate stress and intonation.
• Giving information and express opinions and ideas accurately.
• Asking relevant questions and giving appropriate answers.
• Initiating and sustaining a conversation on a given topic.
• Contributing to group discussions.

• Understanding meaning through tone of voice.

• Giving an individual, pair or group presentation.
• Demonstrating some familiarity with spoken academic vocabulary.
• Rephrasing and clarify statements.
• Speaking using simple and compound sentences, some complex sentences, mostly accurate intermediate grammar structures and simple word forms.

8.4. Oral Skills 4500 (High Intermediate/Low Advanced)

8.4.1 Objectives
During this course, the student will improve his/her ability

1. to use vocabulary, including idioms, related to general interest topics.
2. to explain, support, and discuss general interest topics.
3. to listen for and take notes on main ideas and details from fairly long, complex selections.
4. to prepare and present short speeches in front of an audience.
5. to be more aware of and more accurately produce pronunciation features, especially intonation and pitch. Additional features can be chosen according to class needs.
6. to be more aware of discourse markers that indicate organization of thought.

8.4.2 Skills Focus
1. class discussions—twice a week
2. listening—once/twice a week
3. pronunciation—once/twice a week
4. idioms—once a week
5. note-taking—once every other week or more (with video or audio)
6. class speeches—one per half (2 total) with teacher & peer evaluations
8.4.3 Student Learning Outcomes

LISTENING OUTCOMES

- Understanding complex questions.
- Identifying the main idea of a listening passage or a short lecture.
- Identifying details of a listening passage.
- Making inferences based on explicit details in a listening passage.
- Listening and making an outline or graphic organizer of a passage.
- Listening and taking detailed notes on a listening passage.
- Differentiating between formal and informal English.
- Understanding spoken English from a variety of authentic sources.
- Recognizing changes of tone as it affects meaning.

SPEAKING OUTCOMES

- Using appropriate stress and intonation.
- Giving information and expressing opinions and ideas accurately.
- Asking relevant questions and giving appropriate answers.
- Initiating and sustaining a conversation on a wide range of topics.
- Contributing to group discussions.
- Giving an extended individual presentation on an approved topic.
- Demonstrating ability to incorporate spoken academic vocabulary.
- Rephrasing and clarifying statements.
- Speaking using simple, compound, and complex sentences, mostly accurate advanced grammar structures and varied word forms.

8.5 Oral Skills 4550 (High Advanced)

8.5.1 Objectives
During this course, the student will improve his/her ability

1. to use vocabulary, including idioms, related to complex topics.
2. to explain, support, and discuss complex topics.
3. to listen for and take notes on main ideas and details from long, complex selections.
4. to prepare and present a long speech in front of an audience.
5. to be more aware of and more accurately produce pronunciation features, especially sentence stress, phrasing, and linking. Additional features can be chosen according to class needs.
6. to be aware of and use discourse markers that indicate organization of thought.

8.5.2 Skills Focus

1. class discussions—twice a week
2. listening—once/twice a week
3. pronunciation—once/twice a week
4. idioms—once a week
5. note-taking—every other week or more (with video or audio)
6. class speeches—two per half (4 total) w/ teacher and peer evaluations

8.5.3 Student Learning Outcomes

LISTENING OUTCOMES

- Understanding diverse number forms common to academic discourse.
- Understanding reductions and stressed words.
- Following detailed instructions.
- Understanding complex questions.
- Identifying the main ideas of an extended academic listening passage or academic lecture.
- Identifying details of an extended academic lecture or listening passage.
- Making inferences based on explicit and implicit details in an academic lecture or listening passage.

- Listening and making an outline or graphic organizer of an extended passage.
- Listening, taking and organizing accurate notes for academic lectures.
- Differentiating between formal and informal English.
- Understanding spoken English from a variety of authentic sources.
- Recognizing changes of tone, discourse markers, and features of stress, rhythm and intonation common to academic and social discourse.
- Demonstrating the listening competence needed at the undergraduate or graduate levels.

SPEAKING OUTCOMES

- Producing contractions, third person singular, and past tense endings.
- Using appropriate stress and intonation. Refine stress and intonation skills.
- Demonstrating the speaking competence needed at the undergraduate or graduate levels.
- Asking relevant questions and give appropriate answers.
- Initiating and sustaining a conversation on a wide range of topics.

- Contributing to group discussions.
- Giving an extended individual presentation on an academic topic.
- Demonstrating ability to incorporate spoken academic vocabulary.
- Rephrasing and clarify statements.
- Speaking using simple, compound and complex sentences with near-native control of advanced grammar structures and varied word forms.
Section Nine

TSIE Student Learning Objectives for Reading
9.0 TSIE Reading Course Objectives

9.1 Reading 1500 (Beginning)

9.1.1 Objectives

During this course, the student will work with short, basic, well-illustrated selections in order to improve his/her ability
1. to predict the content of the reading passage.
2. to recognize basic vocabulary.
3. to use illustrations and clear context clues to guess meaning.
4. to identify the topic of the passage.
5. to identify clear details.
6. to read more quickly.
7. to respond orally and in writing to the text.
8. to answer basic questions over content using the multiple-choice and fill-in-the-blank format.

9.1.2 Skills Focus

1. textbook and newspaper (News for You) readings and exercises—twice a week
2. vocabulary enrichment—twice a week
3. skimming/scanning exercises—once a week
4. timed reading exercises—once a week
5. creating text outlines for each reading passage

9.1.3 Student Learning Outcomes

- Reading and understanding short passages.
- Answering simple comprehension questions.
- Identifying topic and main idea.
- Skimming a passage for the main idea.
- Recognizing word forms: noun, verb, adjective, and adverb.
- Using a bilingual dictionary or monolingual English picture dictionary.
- Following simple written directions.
9.2 Reading 2500 (High Beginning/Low Intermediate)

9.2.1 Objectives

During this course, the student will work with short, easy selections in order to improve his/her ability
1. to understand vocabulary.
2. to use clear context clues to guess meaning.
3. to identify the main idea of a paragraph.
4. to identify clear patterns of organization in texts.
5. to identify clear details and implications.
6. to read more quickly.
7. to answer exam questions in the multiple choice format.

9.2.2 Skills Focus

1. textbook readings and exercises—twice a week
2. vocabulary—once/twice a week
3. timed readings—once a week
4. skimming/scanning—about every other week

9.2.3 Student Learning Outcomes

- Reading and understanding simplified articles or short stories.
- Answering comprehension questions.
- Identifying topic and main idea.
- Previewing and predicting content.
- Identifying synonyms and antonyms.
- Using structural analysis to identifying root words, prefixes, and suffixes.
- Using context clues to guess meanings of words.
- Using a monolingual English dictionary.

9.3 Reading 3500 (Intermediate)

9.3.1 Objectives

During this course, the student will work with selections which are moderate in length and difficulty in order to improve his/her ability
1. to understand vocabulary.
2. to use a variety of context clues to guess meaning.
3. to understand the main idea of a paragraph.
4. to understand patterns of organization in texts.
5. to understand details and implications.
6. to read more quickly.
7. to answer questions in the multiple choice format.
9.3.2 Skills Focus

1. textbook readings and exercises—twice a week
2. vocabulary—once/twice a week
3. timed readings—once a week
4. skimming/scanning—about every other week

9.3.3 Student Learning Outcomes

- Reading and understanding simplified academic material.
- Reading and understanding simplified periodicals.
- Distinguishing facts from opinions.
- Understanding simple charts, graphs, and diagrams.
- Making inferences.
- Previewing and predicting content.
- Scanning a passage for specific information.
- Skimming a passage for the main idea.
- Reproducing text in a graphic organizer, timeline, or outline.
- Using structural analysis to identify root words, prefixes, and suffixes.
- Using context clues to guess meanings of words.

9.4 Reading 4500 (High Intermediate/Low Advanced)

9.4.1 Objectives

During this course, the student will work with fairly long, complex selections in order to improve his/her ability
1. to understand vocabulary.
2. to use more complex context clues to guess meaning.
3. to understand the main ideas of paragraphs and entire selections.
4. to identify more complex patterns of organization in texts.
5. to understand fairly complex details and implications.
6. to read more quickly.
7. to answer exam questions in the multiple choice format.

9.4.2 Skills Focus

1. textbook readings and exercises—twice a week
2. vocabulary—once/twice a week
3. timed readings—once a week
4. skimming/scanning—about every other week
9.4.3 Student Learning Outcomes

- Reading and understanding simplified academic material.
- Reading and understanding selected articles in current periodicals.
- Understanding charts, graphs, and diagrams.
- Recognizing the author’s purpose and point of view.
- Recognizing organizational patterns.
- Drawing conclusions.
- Paraphrasing a portion of a text.
- Summarizing a passage.
- Expressing and supporting own opinion.

9.5 Reading 4550 (High Advanced)

9.5.1 Objectives

During this course, the student will work with long, complex selections in order to improve his/her ability
1. to understand vocabulary.
2. to use complex context clues to guess meaning.
3. to analyze and study academic reading selections using a variety of strategies.
4. to read quickly.
5. to choose reading speed and strategies appropriately.
6. to answer exam questions in the multiple choice format.

9.5.2 Skills Focus

1. textbook readings and exercises—twice a week
2. vocabulary—once/twice a week
3. timed readings—once a week
4. skimming/scanning—about every other week

9.5.3 Student Learning Outcomes

- Reading and understanding university-level academic material.
- Reading and understanding current periodicals.
- Understanding complex charts, graphs, and diagrams.
- Recognizing the author’s purpose, point of view, and tone
- Answering comprehension questions.
- Understanding figurative language usages
- Analyzing and evaluating the types and appropriateness of evidence adopted to support authors’ ideas
- Understanding how to research a specific topic
Section Ten

TSIE Student Learning Objectives for Writing
10.0 TSIE Writing Course Objectives

10.1 Writing 1500 (Beginning)

10.1.1 Objectives

During this course, the student will improve his/her ability
1. to recognize and utilize the links between the grammar, writing, and vocabulary textbooks.
2. to write clear, complete, mechanically correct sentences which are simple and compound.
3. to use correct word order for simple and compound sentences.
4. to take a multiple-choice exam.
5. to write related sentences using a prompt (paragraph format not necessary).
6. to write simple instructions using commands.
7. to write informal notes.
8. to learn the vocabulary necessary to recognize parts of speech.

10.1.2 Skills Focus

Priorities: 1st language concerns, 2nd organization, 3rd development
1. writing simple and compound sentences – daily
2. using prepositional phrases to enrich meaning – daily
3. editing sentences (concentrating on capitalization, punctuation, subject-verb agreement, and basic grammar structures) – daily
4. describing simple activities in the past and future – twice a week
5. describing places – twice or three times a term
6. describing people – twice or three times a term
7. connecting sentences logically to form a paragraph – at least twice a term

10.1.3 Student Learning Outcomes

- Writing simple sentences.
- Recognizing and using correct paragraph format.
- Writing related sentences on a given topic.
- Using descriptive, narrative, and other rhetorical modes.
- Proofreading for errors in grammar, spelling, punctuation, and capitalization.
- Avoiding plagiarism.
10.2 Writing 2500 (High Beginning/Low Intermediate)

10.2.1 Objectives

During this course, the student will improve his/her ability
1. to write clear, complete, mechanically correct sentences which are not only simple or compound but also in some cases complex with one adverb clause
2. to show connections among ideas using common discourse markers: some coordinating conjunctions (e.g., and), some adverbials (e.g., first), and a few subordinating conjunctions (e.g., because).
3. to develop and organize a paragraph in an academically acceptable format.
4. to summarize a narrative informally.
5. to revise and edit written work.
6. to write more quickly and with increased fluency under time pressure.

10.2.2 Skills Focus

Priorities: 1st language concerns, 2nd organization, 3rd development

10.2.3 Student Learning Outcomes

- Writing simple and compound sentences.
- Writing a paragraph with a simple topic sentence and support.
- Writing multiple paragraphs on a given topic.
- Using descriptive, narrative, and other rhetorical modes.
- Proofreading for errors in grammar, spelling, punctuation, and capitalization.
- Avoiding plagiarism.

10.3 Writing 3500 (Intermediate)

10.3.1 Objectives

During this course, the student will improve his/her ability
1. to write clear, correct sentences which are simple, compound, and complex with both adverb and adjective clauses.
2. to show connections among ideas using a variety of common discourse markers: coordinating conjunctions (e.g., so), adverbials (e.g., however), and subordinating conjunctions (e.g., although).
3. to develop and organize personal essays in an academically acceptable format.
4. to summarize a short magazine article with extensive guidance.
5. to revise and edit written work.
6. to write more quickly and with increased fluency under time pressure.

10.3.2 Skills Focus

Priorities: 1st organization, 2nd development and language concerns

10.3.3 Student Learning Outcomes
- Writing simple, compound, and complex sentences.
- Writing a paragraph with: a topic sentence containing a controlling idea, supporting details, and a conclusion.
- Writing an essay of 3 or more paragraphs, with an introduction, body, and conclusion.
- Using descriptive, narrative, comparison/contrast, and other rhetorical modes.
- Using transitions.
- Proofreading for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.
- Avoiding plagiarism.

10.4 Writing 4500 (High Intermediate/Low Advanced)

10.4.1 Objectives

During this course, the student will improve his/her ability
1. to write clear, correct sentences with a mixture of complex, complex/compound, compound, and simple sentences.
2. to show connections among ideas using a variety of common and less usual discourse markers: subordinating conjunctions (e.g., now that), adverbials (e.g., thus), prepositional phrases (e.g., despite), and coordinating conjunctions (e.g., not only/but also).
3. to develop and organize academic written assignments such as personal essays, short-answer exam questions, reports, reader-response papers, and a fairly short research paper with extensive control by the teacher.
4. to summarize a magazine article.
5. to revise and edit written work.
6. to write more quickly and with increased fluency under time pressure.
7. to understand the mechanics of summarizing, paraphrasing, quoting, and citing sources while avoiding plagiarism.

10.4.2 Skills Focus

Priorities: 1st organization and development, 2nd language concerns
10.4.3 Student Learning Outcomes

- Writing simple, compound, and complex sentences.
- Writing a paragraph with: a topic sentence containing a controlling idea, supporting details, and a conclusion.
- Writing a unified and coherent essay of 3-5 paragraphs with an introduction (including a strong thesis statement that reflects the development of the essay), body, and conclusion.
- Using descriptive, narrative, comparison/contrast, cause/effect, persuasive, and other rhetorical modes.
- Using transitions.
- Proofreading for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.
- Avoiding plagiarism. Using summarizing and paraphrasing.

10.5 Writing 4550 (High Advanced)

10.5.1 Objectives

During this course, the student will improve his/her ability

1. to write clear, correct sentences with a more mature, stylistically appropriate mixture of complex (including multiple subordinate clauses), complex/compound, compound, and simple sentences.
2. to show connections among ideas using a variety of discourse markers: sentences which summarize and connect sections of a long paper, subordinate clauses and phrases, adverbials, prepositional phrases, and coordinating conjunctions.
3. to develop and organize academic written assignments such as short-answer exam questions, essay exam questions, and a fairly long research paper with limited control by the teacher.
4. to summarize an academic article.
5. to revise and edit written work.
6. to write more quickly and with increased fluency under time pressure.
7. to summarize, paraphrase, quote, and cite sources accurately and appropriately while avoiding plagiarism.

10.5.2 Skills Focus

Priorities: 1st development, 2nd organization, 3rd language concerns

10.5.3 Student Learning Outcomes

- Writing a variety of sentence types with clauses, phrases, and mixed tenses.
- Writing a unified and coherent essay of multi-paragraphs with an introduction (including a strong thesis statement that
reflects the development of the essay), well-developed body, and conclusion.

- Using descriptive, narrative, comparison/contrast, cause/effect, persuasive, process, and other rhetorical modes.
- Using transitions.
- Proofreading for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.

- Avoiding plagiarism. Using summarizing and paraphrasing to express ideas taken from a number of texts with proper acknowledgement of sources and without plagiarism
- Writing a short academic research paper using a variety of academic resource, following either MLA or APA
- Demonstrating writing competence needed at the undergraduate and graduate level.