# Appendix: UW-Platteville English Language Program Curriculum

## I. ELP Curriculum Overview

<table>
<thead>
<tr>
<th>Courses (ESL Credits/Clock Hours)</th>
<th>Level I Beginning I</th>
<th>Level II Beginning II</th>
<th>Level III Intermediate</th>
<th>Level IV Advanced I</th>
<th>Level V Advanced II/Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td>ESL 111 Elementary English I (6 credits/10 clock hours)</td>
<td>ESL 121 Elementary English II (6 credits/10 clock hours)</td>
<td>ESL 131 Intermediate Listening and Speaking (3 credits/5 clock hours)</td>
<td>ESL 141 Advanced Listening and Speaking (3 credits/5 clock hours)</td>
<td>ESL 151 Academic Listening and Note-taking (3 credits/5 clock hours)</td>
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<td>ESL 112 English Conversations I (3 credits/5 clock hours)</td>
<td>ESL 122 English Conversations II (3 credits/5 clock hours)</td>
<td>ESL 132 Intermediate Reading and Vocabulary (3 credits/5 clock hours)</td>
<td>ESL 142 Advanced Reading and Vocabulary (3 credits/5 clock hours)</td>
<td>ESL 152 Academic Speaking (3 credits/5 clock hours)</td>
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<td>ESL 113 Beginning Reading and Writing I (3 credits/5 clock hours)</td>
<td>ESL 123 Beginning Reading and Writing II (3 credits/5 clock hours)</td>
<td>ESL 133 Intermediate Writing and Grammar (3 credits/5 clock hours)</td>
<td>ESL 143 Advanced Writing and Grammar (3 credits/5 clock hours)</td>
<td>ESL 153 Academic Reading and Writing (3 credits/5 clock hours)</td>
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<td>ESL 124 Beginning Reading and Writing III (3 credits/5 clock hours)</td>
<td>ESL 134 U.S. Culture (3 credits/5 clock hours)</td>
<td>ESL 144 Topics in U.S. Higher Education (3 credits/5 clock hours)</td>
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<td>ESL 115</td>
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<td>ESL 145</td>
<td>ESL 155</td>
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<tr>
<td>Special Topics for Beginning I Level (3 credits/5 clock hours)</td>
<td>Special Topics for Beginning II Level (3 credits/5 clock hours)</td>
<td>Special Topics for Intermediate Level (3 credits/5 clock hours)</td>
<td>Special Topics for Advanced I Level (3 credits/5 clock hours)</td>
<td>Special Topics for Advanced II/Bridging Level (1-3 credits/2-5 clock hours)</td>
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<td>U.S. Culture (3 credits/5 clock hours)</td>
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<td>ESL 144</td>
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<td>Topics in U.S. Higher Education (3 credits/5 clock hours)</td>
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<td>Topics in U.S. Higher Education (3 credits/5 clock hours)</td>
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<td>1-6 Undergraduate Credits</td>
<td>9 Required ESL Credits + 3-6 Elective ESL Credits and/or 1-6 Undergraduate Credits</td>
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</tbody>
</table>

**Total Credits**

12-15 ESL Credits

12-15 ESL Credits

12-15 ESL Credits

12-15 ESL Credits

12-15 ESL Credits
Notes:
1. A full time ELP student should take a minimum of 12 credits during a regular semester.
2. UW-Platteville English Language Program: ESL Credits and Clock Hours Conversion

- 15 ESL credits = 25 clock hours
- 12 ESL credits = 20 clock hours
- 9 ESL credits = 15 clock hours
- 6 ESL credits = 10 clock hours
- 3 ESL credits = 5 clock hours

1 clock hour = 50 minutes of classroom instruction (“NAFSA Advisor Manual”)
3. All ESL courses are non-credit-bearing courses that do not count towards graduation credits.
4. Students are placed into courses at the appropriate levels based on their placement test results and upon the recommendation of the ELP coordinator.
5. A student may repeat a required ESL course for a certain level only once.
6. Students at Level V Advanced II/Bridging are eligible to take 1-6 undergraduate credits upon the recommendation of the ELP coordinator in addition to completing a minimum of 9 required ESL credits.
7. Level I and Level II ESL courses will be developed after the English Language Program has operated for at least one year.

II. Course Descriptions and Learning Outcomes

Level V Advanced II/Bridging Level

ESL 151 Academic Listening and Note-taking

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Develops students’ ability to comprehend academic lectures and take effective notes of academic lectures. Students develop familiarity with the discourse of academic lectures, refine note-taking strategies, and expand their understanding of academic topics as well as content-based vocabulary.
Learning Outcomes

Students will be able to:

- comprehend authentic lectures on a range of academic topics;
- recognize organizational patterns of college-level lectures;
- take organized notes on college-level lectures using a variety of strategies;
- follow discussions and presentations in a college-level course;
- expand their academic vocabulary related to a major of interest as well as university general education topics;
- think critically about the contents of a college-level lecture.

ESL 152 Academic Speaking

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Develops students’ ability to speak effectively in a variety of academic contexts. This course introduces students to the fundamental aspects of public speaking, improves their speaking skills for academic purposes, and expand their understanding of academic topics though oral communication.

Learning Outcomes

Students will be able to:

- prepare, organize, and deliver effective presentations on college-level topics;
- participate effectively in group and class discussions;
- communicate effectively with advisors, instructors, and staff about academic and campus life at UW-Platteville;
- develop verbal and non-verbal strategies for academic oral communication;
- improve speech intelligibility through practice in English pronunciation, intonation, rhythm, and stress;
- expand their academic vocabulary related to a major of interest as well as university general education topics.
ESL 153 Academic Reading and Writing

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Prepares students for college-level reading and writing challenges with emphasis on critical reading strategies, basic research paper writing skills, and essay exam strategies. Students learn the basics of writing source-based papers – researching, evaluating, synthesizing, summarizing, paraphrasing, quoting, and documenting.

Learning Outcomes

Students will be able to:

- develop familiarity with organizational patterns of college-level texts;
- develop a range of reading strategies to comprehend, interpret, evaluate, and appreciate college-level texts;
- improve their reading speed for college-level texts;
- apply basic research skills to topics of interest;
- write a basic research paper of approximately 1000 words incorporating a minimum of 3 sources about a topic of interest;
- know the basics of APA style and MLA style;
- develop strategies for taking college-level essay exams;
- expand their understanding of academic topics and content-based vocabulary.

ESL 155 Special Topics for Advanced II/Bridging Level

ESL Credits: 1-3 (Elective)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Accommodates individual needs of Advanced II/Bridging Level students enrolled in the English Language Program. This course
focuses on improving a student’s area(s) of weakness for college-level studies, for example, grammar, academic vocabulary, academic English skills, and academic topics. A student may register for one to three ESL credits in a given semester.

**Learning Outcomes**

Students will be able to:

- identify strengths and weaknesses in their academic English;
- improve their area(s) of weakness for a smooth transition to college-level studies.

Other specific learning outcomes to be identified by an instructor

**Level IV Advanced I Level**

**ESL 141 Advanced Listening and Speaking**

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

**Course Description**

Develops students’ abilities to engage in sustained oral communication in a variety of social contexts and to comprehend authentic listening materials from different sources. This course helps students communicate effectively about general topics in both formal and familiar contexts with a strong awareness of audience and purpose.

**Learning Outcomes**

Students will be able to:

- participate effectively in conversations and discussions on a range of general topics in various social contexts;
- prepare, organize, and deliver presentations (approximately 4-6 minutes) on topics of interest;
- communicate effectively about campus life at UW-Platteville;
- demonstrate comprehension (approximately 70-80%) of authentic audio-visual materials;
• demonstrate comprehension of mini college-level lectures;
• use advanced English vocabulary and grammar in their oral communication;
• recognize and/or respond to idiomatic expressions in familiar social contexts;
• distinguish between representations of formality and informality in oral communication;
• improve speech intelligibility through practice in English pronunciation, intonation, rhythm, and stress.

**ESL 142 Advanced Reading and Vocabulary**

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

**Course Description**

Helps students become successful readers through familiarizing them with different types of written discourse, expanding their vocabulary, and reinforcing effective reading strategies. This course incorporates both intensive and extensive reading to improve students’ ability to read authentic materials effectively and efficiently.

**Learning Outcomes**

Students will be able to:

• demonstrate comprehension of authentic reading materials on general topics;
• develop familiarity with different types of written discourse;
• apply a variety of reading strategies for improving comprehension and retention;
• read critically, annotating a text;
• know approximately 5,000 words, including words from the Academic Word List;
• increase their active vocabulary.

**ESL 143 Advanced Writing and Grammar**

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent
Course Description

Prepares students for college-level essays with emphasis on writing strategies and every stage of the writing process; teaches advanced grammar with special attention to grammatical errors in students’ writing. Students learn to write college-level essays about topics of interest with an awareness of audience and purpose.

Learning Outcomes

Students will be able to:

- employ a process approach to writing;
- write a good essay of approximately 800 words on a topic of interest;
- look at their own writing critically;
- improve their knowledge of grammar;
- use a range of sentence structures and vocabulary in their writing;
- identify and correct errors of mechanics and grammar in their own writing.

ESL 144 Topics in U.S. Higher Education

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Introduces students to U.S. higher education, majors of interest, and a range of topics that are typically covered in undergraduate general education courses. General education topics may include, but are not limited to, fine arts, literature, world civilization, history of the United States, U.S. government and politics, gender and ethnicity, psychology, sociology, human geography, and biology.

Learning Outcomes

Students are able to:

- gain a better understanding of higher education in the U.S.;
• develop knowledge of academic programs and majors offered at UW-Platteville;
• become familiar with academic resources on the UW-Platteville campus;
• improve their knowledge of university general education topics;
• build their content-based vocabulary.

ESL 145 Special Topics for Advanced I Level

ESL Credits: 3 (Elective)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Accommodates individual needs of Advanced Level students enrolled in the English Language Program. This course aims to help students attain Advanced Level by focusing on improving their area(s) of weakness, for example, grammar, vocabulary, English skills, idioms, and slang.

Learning Outcomes

Students will be able to:

• identify strengths and weaknesses in their general English proficiency;
• improve their area(s) of weakness to attain Advanced Level.

Other specific learning outcomes to be identified by an instructor

Level III Intermediate Level

ESL 131 Intermediate Listening and Speaking

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent
Course Description

Focuses on listening and speaking skills needed for oral communication in a range of practical contexts with special attention given to oral communication strategies. This course enables students to participate in oral communication about common topics with confidence and with decent fluency and accuracy.

Learning Outcomes

Students will be able to:

- follow and contribute to conversations and discussions on common topics in a range of practical contexts (e.g., planning a weekend trip);
- prepare, organize, and deliver presentations (approximately 2-4 minutes) on topics of interest;
- demonstrate partial comprehension (approximately 50-60%) of authentic audio-visual English materials;
- demonstrate comprehension of simplified college-level lectures;
- use intermediate-level English vocabulary and grammar in their oral communication;
- recognize and/or respond to common idioms;
- increase awareness of formality and informality in oral communication;
- improve speech intelligibility through practice in English pronunciation, intonation, rhythm, and stress.

ESL 132 Intermediate Reading and Vocabulary

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

Course Description

Teaches reading strategies such as skimming, scanning, making inferences, identifying main ideas and supporting details, and using discourse markers to aid comprehension. Reading assignments and vocabulary activities enable students to develop their ability to read authentic materials on common topics for different purposes.
Learning Outcomes

Students will be able:

- demonstrate comprehension of authentic reading materials on common topics;
- develop reading strategies for improving comprehension and retention;
- engage effectively in intensive reading;
- understand different purposes for reading;
- know approximately 3,000 most frequently used words;
- determine the meaning of unfamiliar words from context;
- increase their active vocabulary.

ESL 133 Intermediate Writing and Grammar

- ESL Credits: 3 (Required)
- Components: Class
- Prereqs/Coreqs: English Language Program Consent

Course Description

Focuses on general characteristics of good writing and elements of a writing process; teaches intermediate-level grammar with special attention to grammatical errors in students’ writing. This course enables students to write short essays about topics of interest with decent fluency and accuracy.

Learning Outcomes

Students are able to:

- gain a better understanding of general characteristics of good writing;
- become familiar with common organizational patterns of English essays;
- write thesis statements and topic sentences;
- write an essay of approximately 500 words on a topic of interest;
- develop a good writing habit;
- improve their knowledge of grammar;
correct errors of mechanics and grammar in their own writing with assistance from an instructor and/or a tutor.

**ESL 134 U.S. Culture**

ESL Credits: 3 (Required)
Components: Class
Prereqs/Coreqs: English Language Program Consent

**Course Description**

Focuses on various aspects of U.S. culture such as everyday life, living styles, holidays and festivals, traditions, sports culture, pop culture, behavioral norms, cultural expectations, values, beliefs, and diversity. This course may provide students with field trip opportunities that enhance their practical understanding of U.S. culture.

**Learning Outcomes**

Students are able to:

- gain a better understanding of local culture, Midwest culture, and U.S. culture;
- develop awareness of similarities and differences between U.S. culture and their native culture;
- improve their cross-cultural knowledge and skills;
- feel comfortable participating in cultural events;
- become more interested in learning English.

**ESL 135 Special Topics for Intermediate Level**

ESL Credits: 3 (Elective)
Components: Class
Prereqs/Coreqs: English Language Program Consent

**Course Description**

Accommodates individual needs of Intermediate Level students enrolled in the English Language Program. This course aims to help students attain Intermediate Level by focusing on improving their area(s) of weakness, for example, grammar, vocabulary, English
skills, idioms, and slang.

**Learning Outcomes**

Students will be able to:

- identify strengths and weaknesses in their general English proficiency;
- improve their area(s) of weakness to attain Intermediate Level.

Other specific learning outcomes to be identified by an instructor

### III. ELP Levels III-V Learning Outcomes Overview

<table>
<thead>
<tr>
<th>Level III Intermediate</th>
<th>Level IV Advanced I</th>
<th>Level V Advanced II/Bridging</th>
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<tbody>
<tr>
<td><strong>ESL 131 Intermediate Listening and Speaking</strong></td>
<td><strong>ESL 141 Advanced Listening and Speaking</strong></td>
<td><strong>ESL 151 Academic Listening and Note-taking</strong></td>
</tr>
<tr>
<td>• follow and contribute to conversations and discussions on common topics in a range of practical contexts (e.g., planning a weekend trip);</td>
<td>• participate effectively in conversations and discussions on a range of general topics in various social contexts;</td>
<td>• comprehend authentic lectures on a range of academic topics;</td>
</tr>
<tr>
<td>• prepare, organize, and deliver presentations (approximately 2-4 minutes) on topics of interest;</td>
<td>• prepare, organize, and deliver presentations (approximately 4-6 minutes) on topics of interest;</td>
<td>• recognize organizational patterns of college-level lectures;</td>
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<td>• demonstrate partial comprehension (approximately 50-60%) of authentic audio-visual English materials;</td>
<td>• communicate effectively about campus life at UW-Platteville;</td>
<td>• take organized notes on college-level lectures using a variety of strategies;</td>
</tr>
<tr>
<td>• demonstrate comprehension of simplified college-level lectures;</td>
<td>• demonstrate comprehension (approximately 70-80%) of authentic audio-visual materials;</td>
<td>• follow discussions and presentations in a college-level course;</td>
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<td>• use intermediate-level English vocabulary and grammar in their oral presentations</td>
<td>• demonstrate comprehension of mini college-level lectures;</td>
<td>• expand their academic vocabulary related to a major of interest as well as university general education topics;</td>
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<td>• use advanced English vocabulary and grammar in their oral presentations</td>
<td>• think critically about the contents</td>
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<tr>
<td>ESL 132 Intermediate Reading and Vocabulary</td>
<td>ESL 142 Advanced Reading and Vocabulary</td>
<td>ESL 152 Academic Speaking</td>
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<tr>
<td>• demonstrate comprehension of authentic reading materials on common topics;</td>
<td>• demonstrate comprehension of authentic reading materials on general topics;</td>
<td>• prepare, organize, and deliver effective presentations on college-level topics;</td>
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<td>• develop reading strategies for improving comprehension and retention;</td>
<td>• develop familiarity with different types of written discourse;</td>
<td>• participate effectively in group and class discussions;</td>
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<td>• engage effectively in intensive reading;</td>
<td>• apply a variety of reading strategies for improving comprehension and retention;</td>
<td>• communicate effectively with advisors, instructors, and staff about academic and campus life at UW-Platteville;</td>
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<td>• understand different purposes for reading;</td>
<td>• read critically, annotating a text;</td>
<td>• develop verbal and non-verbal strategies for academic oral communication;</td>
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<td>• know approximately 3,000 most frequently used words;</td>
<td>• know approximately 5,000 words, including words from the Academic Word List;</td>
<td>• improve speech intelligibility through practice in English pronunciation, intonation, rhythm, and stress;</td>
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<td>• determine the meaning of unfamiliar words from context;</td>
<td>• increase their active vocabulary.</td>
<td>• expand their academic vocabulary related to a major of interest as well as university general education;</td>
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<td>• increase their active vocabulary.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Objectives</td>
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<tr>
<td>ESL 133</td>
<td>Intermediate Writing and Grammar</td>
<td>- Gain a better understanding of general characteristics of good writing;</td>
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<td>- Become familiar with common organizational patterns of English essays;</td>
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<td>- Write thesis statements and topic sentences;</td>
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<td>- Write an essay of approximately 500 words on a topic of interest;</td>
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<td>- Develop a good writing habit;</td>
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<td>- Improve their knowledge of grammar;</td>
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<td>- Correct errors of mechanics and grammar in their own writing with assistance from an instructor and/or a tutor.</td>
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<td>ESL 143</td>
<td>Advanced Writing and Grammar</td>
<td>- Employ a process approach to writing;</td>
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<td>- Write a good essay of approximately 800 words on a topic of interest;</td>
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<td>- Look at their own writing critically;</td>
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<td>- Improve their knowledge of grammar;</td>
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<td>- Use a range of sentence structures and vocabulary in their writing;</td>
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<td>- Identify and correct errors of mechanics and grammar in their own writing.</td>
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<td>ESL 153</td>
<td>Academic Reading and Writing</td>
<td>- Develop familiarity with organizational patterns of college-level texts;</td>
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<td>- Develop a range of reading strategies to comprehend, interpret, evaluate, and appreciate college-level texts.</td>
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<td>- Improve their reading speed for college-level texts;</td>
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<td>- Apply basic research skills to topics of interest;</td>
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<td>- Write a basic research paper of approximately 1000 words incorporating a minimum of 3 sources about a topic of interest;</td>
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<td>- Know the basics of APA style and MLA style;</td>
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<td>- Develop strategies for taking college-level essay exams;</td>
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<td>- Expand their understanding of academic topics and content-based vocabulary.</td>
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<tr>
<td>ESL 134</td>
<td>U.S. Culture</td>
<td>- Gain a better understanding of Platteville local culture, Midwest culture, and U.S. culture;</td>
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<tr>
<td>ESL 144</td>
<td>Topics in U.S. Higher Education</td>
<td>- Gain a better understanding of higher education in the U.S.;</td>
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<td>- Develop knowledge of academic topics.</td>
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</table>
- develop awareness of similarities and differences between U.S. culture and their native culture;
- improve their cross-cultural knowledge and skills;
- feel comfortable participating in cultural events;
- become more interested in learning English.

programs and majors offered at UW-Platteville;
- become familiar with academic resources on the UW-Platteville campus;
- improve their knowledge of university general education topics;
- build their content-based vocabulary.

<table>
<thead>
<tr>
<th>ESL 135 Special Topics for Intermediate Level</th>
<th>ESL 145 Special Topics for Advanced Level</th>
<th>ESL 155 Special Topics for Bridging Level</th>
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</thead>
<tbody>
<tr>
<td>identify strengths and weaknesses in their general English proficiency;</td>
<td>identify strengths and weaknesses in their general English proficiency;</td>
<td>identify strengths and weaknesses in their academic English;</td>
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<td>improve their area(s) of weakness to attain Intermediate Level.</td>
<td>improve their area(s) of weakness to attain Advanced Level.</td>
<td>improve their area(s) of weakness for a smooth transition to college-level studies.</td>
</tr>
</tbody>
</table>

Other specific learning outcomes to be identified by an instructor

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Other specific learning outcomes to be identified by an instructor