

# **STUDENT HANDBOOK**

## **2025**



**ENGLISH LANGUAGE CENTER**  
**TOWSON UNIVERSITY**

Lecture Hall Building | Room LH237 | 8000 York Road, Towson, MD 21252-0001

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## **WELCOME**

Welcome to the English Language Center!

The ELC was founded in 1985 to serve the English language needs of international students at Towson University. Some students come to the ELC because they plan to pursue academic degrees. Others want to improve their English for professional or personal reasons. Whatever *your* goal, the ELC is happy that you have made the choice to study here. We offer an exciting, rigorous program that will help you develop your English language skills, deepen your understanding of American culture and the American higher education system, and give you the opportunity to meet new people from different countries. Our faculty and staff are committed to helping you achieve your goals; they have lived overseas, studied foreign languages, and experienced the cultural adjustment process firsthand. At the ELC, we understand the importance of having a warm, welcoming “home away from home” environment in which to begin your American journey. You are here because you know this experience will open doors for you. Likewise, *our* doors are always open for you.

**You Are Welcome Here**

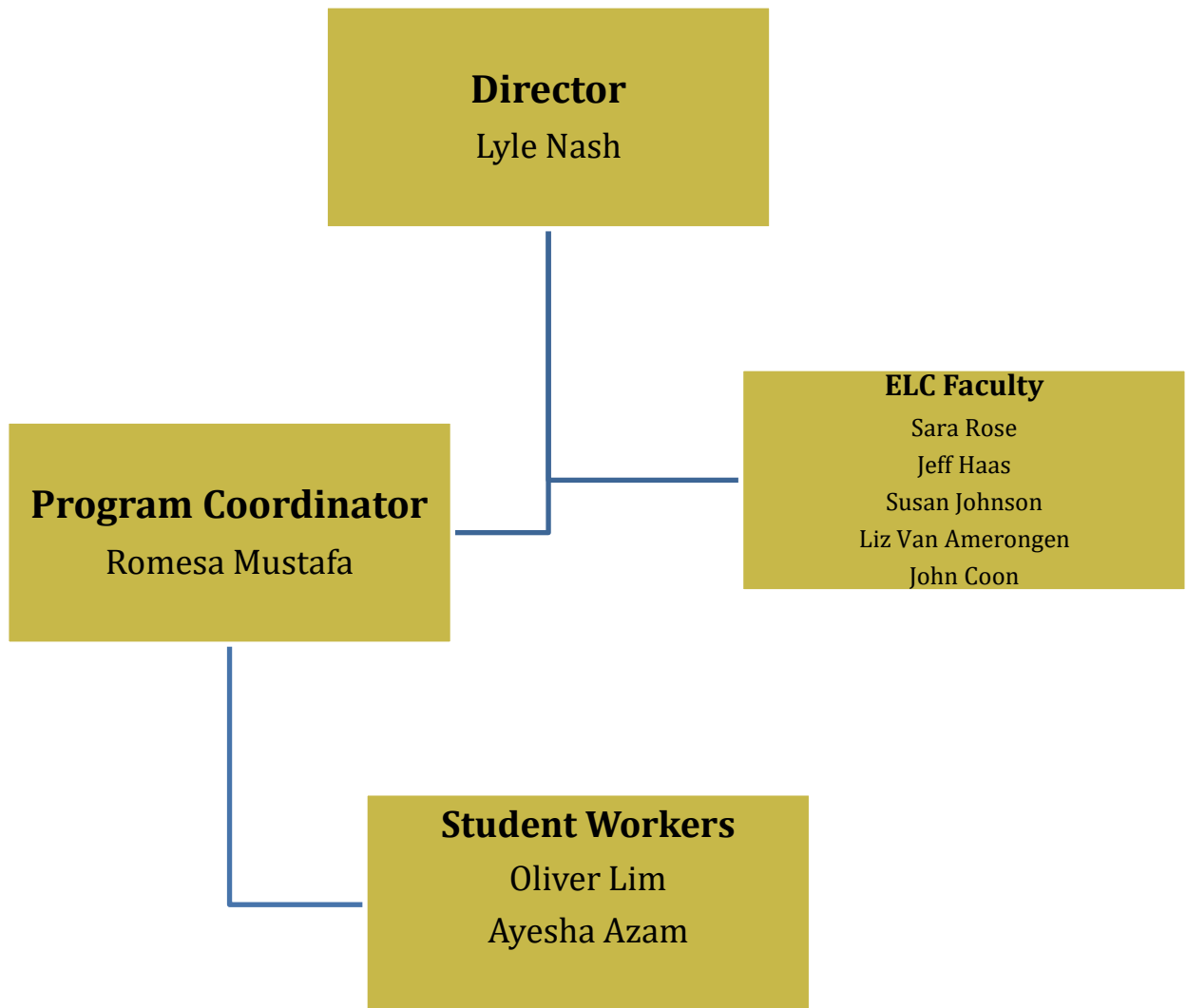
## **THE ELC'S MISSION**

The English Language Center at Towson University seeks to provide non-native speakers of English with the skills, tools, and resources they need to ensure their academic, professional, and intercultural success. To that end, we:

- Deliver intensive and academic English, test preparation, Pathway, and culture courses
- Recruit committed, passionate teachers and staff who go the extra mile to support students
- Foster a student-centered approach in the classroom
- Provide advising/support services to ELC students to reinforce classroom instruction
- Encourage intercultural understanding and exchange through social activities, excursions, and conversation partners
- Promote collaboration and cooperation as essential to our students' becoming responsible global citizens
- Custom-design courses and programs to meet the needs of special groups
- Contribute to and enhance diversity within the campus community
- Create a "home away from home" environment that facilitates learning and cultural adjustment

## ORGANIZATION CHART

The ELC is a department within **International Initiatives**.



## ELC DIRECTORY OF FACULTY / STAFF

FIRST NAME	LAST NAME	OFFICE PHONE	EMAIL	OFFICE NUMBER
Lyle	Nash	4 6042	<a href="mailto:lnash@towson.edu">lnash@towson.edu</a>	LH225
Romesa	Mustafa	4 6044	<a href="mailto:elc@towson.edu">elc@towson.edu</a>	LH229
Sara	Rose	4 2552	<a href="mailto:srose@towson.edu">srose@towson.edu</a>	LH227
Jeff	Haas	4 2552	<a href="mailto:jhaas@towson.edu">jhaas@towson.edu</a>	LH231
John	Coon	4 2552	<a href="mailto:jcoon@towson.edu">jcoon@towson.edu</a>	LH231
Susan	Johnson	4 2552	<a href="mailto:susanjohnson@towson.edu">susanjohnson@towson.edu</a>	LH233
Liz	Van Amerongen	4 2552	<a href="mailto:evanamerongen@towson.edu">evanamerongen@towson.edu</a>	LH233

## IMPORTANT OFFICES ON CAMPUS

English Language Center	410 704 2552
Campus Police	410 704 4444 (emergency) 410 704 2134 (non-emergency)
ISSO	410 704 2421
Health Center	410 704 2466



## OVERVIEW OF THE ELC PROGRAM AND CLASS SCHEDULE

	SPRING 2025	SUMMER 2025	FALL 2025
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The ELC is a non-credit program at Towson University for students who want to learn intensive academic English skills needed to enter and succeed in a college or university in the United States. The ELC consists of seven levels of study, from beginner to advanced, in eight skill areas: Reading/Vocabulary linked with Writing/Grammar and Listening/Vocabulary linked with Speaking/Grammar. Each linked class meets nine hours per week, so a student who is enrolled full-time will spend a total of 18 hours per week in class. Students in level 3 or higher may enroll in an optional TOEFL class which meets for 12 weeks.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 11:15	Listening/ Vocabulary (LV)	Speaking/ Grammar (SG)	Listening/ Vocabulary (LV)	Speaking/ Grammar (SG)	<b>No Classes</b>
11:30 - 12:30	Office Hours	Office Hours	<b>ELC COLLABORATE</b>	Office Hours	
11:30 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	
1:00 - 3:15	Reading/ Vocabulary (RV)	Writing/ Grammar (WG)	Reading/ Vocabulary <b>1:15-3:30 Wednesdays</b> (RV)	Writing/ Grammar (WG)	

**ACADEMIC CALENDAR 2025****ENGLISH LANGUAGE CENTER (ELC) STUDENTS FULL AND PART-TIME**

	SPRING 2025	SUMMER 2025	FALL 2025
Arrive By	January 16	May 12	August 11
Orientation	January 21- 24	May 19-22	August 18-22
Start Date	January 27	May 27	August 25
Add/Drop Date	February 3	June 3	September 1
Change Level Deadline	February 10	June 6	September 3
Last Day of Class	May 09	August 1	November 28
Final Exams	May 12 - 15	August 4-7	December 1-4
Term End Date	May 16	August 8	December 12
Holidays (no class)	Martin Luther King Day Monday, January 20  Spring Break March 16-23	Memorial Day Monday, May 26  Juneteenth Thursday, June 19  Independence Day Friday, July 4	Labor Day Monday, September 1  Thanksgiving November 26-28

NOTE: In addition, students are entitled to take off important religious holidays that fall during the school term (Yom Kippur, Rosh Hashanah, Diwali, Easter, Good Friday, Eid al Fitr, Eid al-Adha, etc.)

**ACADEMIC INFORMATION****Applying to the ELC**

You can apply to the ELC online using a fillable .pdf document, or you can complete an application at the ELC main office in ES101. This application is for all students on F 1 and F 2 visas for full and part-time regular, transfer, sponsored, conditional, and provisional admission. There is a different application for students on B and J visas. Pay the non-refundable \$50

application fee when you apply. You can pay by check, credit card, wire transfer, or with cash (in person). If you pay in person at the Bursar's office in ES on the 3<sup>rd</sup> floor, you MUST bring your receipt to the ELC main office in ES101.

### **Admission to the ELC**

For acceptance at the ELC as an F-1 student, provide the following information:

- Financial records (an official bank statement, a bank letter, or a scholarship letter) that demonstrate ability to pay estimated costs:  
<https://www.towson.edu/academics/international/isso/students/estimated-costs-2024-2025.pdf>
- A certified high school transcript in English
- A copy of your passport and of any family member traveling with you
- The \$50 application fee

If you have another type of visa, see the ELC website for admission requirements:

<https://www.towson.edu/academics/international/english-language-center/academic-english/apply.html>

The ELC will send you an I-20, which is like an acceptance letter. You will need this document to apply for a visa.

### **New Student Orientation**

All new students must attend the ELC orientation during week one of the semester. We will email this information to you in a pre-arrival letter when you receive your I-20.

During Orientation Week, you will:

- Take a placement test to determine which level of instruction is best for you
- Check-in at the TU Health and Wellness Center to review your health insurance and immunization requirements
- Attend an immigration workshop to review the rules and procedures to maintain legal status in the US.
- Take a campus tour
- Receive information about campus safety
- Learn about parking on campus and TU Shuttle bus service
- Register for courses and pay tuition and fees
- Get your class schedule

- Get your TU **OneCard**
- Activate your TU email account
- Sign up for ELC Collaborate
- Review ELC policies and rules and sign the ELC Attendance Contract
- Complete required ELC forms
- Get information about social activities at the ELC and on campus

### **Placement Testing**

During orientation week, you will take an initial placement test. The test will indicate which level of English instruction is best for you. You do not need to study for this test, and there is no “passing” score. You will receive your placement level when you register for classes during orientation week. The test has six parts and takes about 2 hours:

- I. Listening (25 questions)
- II. Grammar (20 questions)
- III. Vocabulary (20 questions)
- IV. Reading (15 questions)
- V. Writing (2 sections; 45 minutes)
- VI. Speaking Interview (15 minutes)

### **Registration**

Registration means you pay your tuition, activity fee, and \$50 application fee if you have not already paid it. You will receive a student ID number that will enable you to get your TU **OneCard**, parking permit, and email account. You will receive your schedule of classes after you register.

### **Enrollment**

After you pay your tuition, you will receive a schedule of classes that will include:

- Class and level
- Classroom
- Class times
- Teacher
- Textbook title(s)

## **Payment of Tuition and Fees**

Regular ELC Students must pay tuition at the time of registration. Students have until the add/drop date specified on the student calendar to pay. The ELC accepts credit cards, wire transfers, cash, or a check made payable to Towson University.

Sponsored Students and their spouses/dependents must provide an official **Financial Guarantee and Scholarship Letter** from their sponsoring agency before the beginning of each semester or at the time of registration. Note: A Scholarship Letter for “Admissions ONLY” purposes is not enough because it only provides your national number and confirms that you are eligible for a scholarship.

## **Late Payment of Tuition and Fees**

Students who do not pay by the tuition deadline or who do not provide their Financial Guarantee by the deadline:

- Will be charged a \$75 late fee per week
- Will not be allowed to attend class and will be marked absent until payment is made

If you wish to discuss the payment policy, please speak with the ELC Director. Decisions about payment are made on a case-by-case basis.

## **Cancellation, Refunds, and Deadlines**

You may cancel your registration and receive a full refund (excluding the application fee) on or before the official add/drop deadline for each term as stated on the ELC calendar and the ELC website. See the section on withdrawing for students leaving after the add/drop deadline.

## **Returning Students**

Students who studied at the ELC in the previous semester do not have to attend new student orientation. Returning students receive a series of email reminders about registration for the next semester. Returners must update and complete all required information when registering for the new term.

## **Late Arrivals**

In the case of family or medical emergencies, visa interview delays, or travel complications out of your control, you might have to arrive late for the start of the term. You must notify the ELC if

you are going to arrive late. The ELC will provide you with a letter to present at the port of entry giving you permission for a late arrival. The letter also states the details for completion of orientation, health center and ISSO check in, the number of class hours missed and the work time necessary to fulfill the requirements for attendance and progress for F 1 students. You must arrive on or before the second add/drop (change of level) date for the semester as stated on the academic calendar on the website (see also above). **Returning students who do not inform the ELC that they will be returning late and who do not have a valid reason will be charged a \$75 late fee per week missed. All late arrivers regardless of reason are placed on attendance probation.**

### **Class Start and End Dates**

Students are expected to have their class schedules and begin their classes on the first day of the semester. Students who begin late will be marked absent for the days they miss and are responsible for all course material; the teacher will help, but it is the student's duty to "catch up" as quickly as possible. Students are expected to remain in the program until the official end of the semester noted in the student calendar. Students may not take final exams before the scheduled exam week. A student who wishes to leave before exam week will receive an "incomplete" (I) for the course. A student with an incomplete (I) score will have to make up all missed material before the start of the following term.

### **Textbooks and Materials**

You must purchase and have textbooks by the beginning of week 2 of the semester. Students may not purchase used textbooks. Towson University rules do not allow you to photocopy textbooks. You must also purchase and bring to class every day the other materials for the course such as homework, handouts, pens, highlighters, etc.

### **Changing Levels**

If you believe that the course and level you are placed in seem either too difficult or too easy for you and you wish to change levels, you must do the following:

- Speak to your teacher within the first two weeks of the semester; do not ask after week 2.
- Complete a level change request form (available at ELC front desk) and submit it to the Assessment Coordinator.
- Re-test on the date set by the Assessment Coordinator.

- Accept the results of the re-test as final.
- Take responsibility for catching up (meeting with the instructor, getting copies, having the books and materials) with the new class (if applicable).

## **Attendance**

Attendance is mandatory. To maintain your legal F-1 visa status, you must maintain an overall class attendance at or above 80%. You must come to class unless you are sick or have an emergency. Your teacher may ask you to have a doctor's note if you are absent for a quiz or test. Schedule your appointments for times outside of class whenever possible—for example, after 3:15 pm, during lunch break, or on Fridays. Remember that in American culture, when you are absent, you are still responsible for doing the classwork and homework and getting copies of handouts. If you miss a quiz or test, it is **your** job to speak to the teacher about taking it.

Attendance warning letters will be sent to students as follows:

- 10% absence: Reminds the student of the importance / requirements of attendance
- 15% absence: Informs the student of increasing absences and requires an appointment with the Advising Coordinator
- 18% absence: Notifies the student that attendance probation will be the next step; requires an appointment with the Director
- 20% absence:
  - Probation Letter at any point after week 2 OR at the beginning of a new semester if student's attendance was over 20% during last two weeks of previous semester
  - Dismissal Letter if on probation and attendance does not improve

## **Attendance Probation**

According to U.S. government rules, students on F-1 visas are required to be in class full time. In the ELC, full-time is 18 hours per week. Students who do not attend classes regularly will be declared out of status with U.S. Immigration. If you are out of status, the ELC will not renew your I-20, nor will we sign a transfer for you.

## **Lateness**

In American culture, classes begin on time. If the class begins at 9:00, you should be there at or before 9:00. Teachers will record lateness as part of your attendance.

- 6-15 minutes late = 15 minutes absent
- 16-30 minutes late = 30 minutes absent
- 30-60 minutes late = 1 hour absent
- More than one hour late is recorded as absent for the whole class

## **Grades**

The ELC uses a letter grade system (A-F) to report your midterm and final scores. For more information about grades and progress through the program, see Appendix A.

## **Appealing a Grade**

If you disagree with a grade you have received, speak to your teacher. If you cannot resolve the grade with your teacher, then speak with the Advising Coordinator, who will then consult with the teacher to arrive at a fair decision. The teacher may assign you extra credit work or may give you the opportunity to correct the errors on the disputed test or quiz, with the new grade then averaged into the old grade. In the case of a disputed grade on a writing assignment (essay, research paper, etc.), the teacher will provide the grading rubric to a third reader for an independent assessment.

## **Academic Progress (Promotion)**

According to the rules for your F-1 visa, you are required to pass your classes and make satisfactory progress. If you do not make satisfactory progress, your I-20 will not be renewed.

This means you cannot fail a class more than once.

- In levels 1-3, students must achieve a C- (70%) or higher to advance to the next level
- In levels 4-7, students must achieve a B- (80%) or higher to advance
- Students who do not earn the grade needed for promotion must repeat the course
- Students who fail a course once will be placed on **Academic Probation**.
- Students who fail a course twice will not be able to continue at the ELC.



## Promotion Appeals

If you disagree with a final grade result, you may ask the Advising Coordinator to arrange a meeting between your current teacher and the teacher of the next level. Together, they will review your course work and post-test scores, with the results of your post-test score determining the outcome.

## Midterm Grade Reports and Advising

You will receive a report at the mid-point of the semester, usually around week 8, which contains your total score for your courses, your attendance record, and teacher comments. Your teachers will arrange to meet with you and discuss the report with you. You can see an example of these forms in Appendix E.

## Withdrawing from Classes

- Students who withdraw from **all** classes after the first add/drop date do not receive a tuition/fee refund.
- Students who withdraw from **some** of their classes --but remain in other classes--before or on the add/drop date will receive a full refund for the classes they drop minus the non-refundable application fee.
- In the case of a sponsored student, the sponsoring agency must pay the full tuition. These students may be held responsible for the tuition and fees owed to the sponsor.
- Students who withdraw receive a **W** on their transcript.
- Any student who plans to withdraw must notify the ELC. An F-1 student who stops attending classes without notifying the ELC will face serious immigration problems and will receive an F on his/her transcript.

## Early Departures

Students are not allowed to request early exams. This is unfair to other classmates and makes extra work for the teacher. Students who leave the ELC before the official end of the semester will receive an I, or incomplete, on their record. The student must take all final exams before the start of the next semester. Otherwise, the Incomplete becomes F on the student's permanent record, and the student will have to repeat the courses.

## **Course Evaluations**

At the end of the semester, the ELC will ask you to complete a short survey about your classroom experiences. You will be asked to complete a separate course evaluation for each course you have taken. The ELC values your opinion and suggestions. The survey takes about 15 minutes to complete and is anonymous (this means you do not have to give your name). Your teacher is not present during the survey.

## **Post-Testing**

During the last weeks of the semester, you will take a post-test similar to the placement test you took when you first arrived here. The ELC uses the test results to collect data about classes and student progress. Your score on the post-test does not affect your final grade in your courses although in some situations we might use post-test results to determine whether a student can move to the next level. All students must take the post-test; students who do not take the post-test will not receive a certificate, nor will the ELC write recommendation letters for them. One makeup date will be announced for students who miss the first post-test.

## **Final Grade Reports**

At the end of the semester, the ELC will create a final grade report containing your scores for each class. The reports will be ready for you to pick up at the ELC front desk in ES 101 on the Friday of final exam week. You can also request that your final grade report be emailed to you if you are not able to pick it up yourself. Your grades will be entered into the ELC database and stored electronically for five years.

## **Certificates**

You will receive a certificate at the end of the semester when you have completed final exams. You can pick up your certificate at the ELC front desk in ES101 beginning on the Friday of final exam week. Certificates will not be issued to anyone who:

- Receives a grade of F in two or more classes
- Does not take the ELC post-test
- Misses a final exam

### Certificates of Completion of Program

- To students passing levels 5 and 7

### Certificates of Recognition

- To students in levels 1, 2, 3, and 4 when passing each level

### **Recognition Ceremony**

The ELC invites all students to attend the end-of-semester Recognition Ceremony.

## GENERAL INFORMATION

### Staying in Status (F-1)

The U.S. government is strict about student visas. If you want to maintain your F-1 visa in good standing:

- Keep your attendance record at 80% or higher
- Be a full-time student (18 class hours per week)
- Do not let your I-20 expire. Apply for an extension 60 days before it expires.
- Make sure your passport is valid for at least six months into the future.
- Do not work off-campus. You may work on campus a maximum of 20 hours per week.
- Make sure you inform the ELC if you change your local and international addresses.

### Vacation Rules

If you are an F-1 student, you must complete two consecutive (one after the other) semesters of study before you can take a vacation semester.

- Arrive in fall: must take spring term. You can take summer off.
- Arrive in spring: must take summer term. You can take fall off.
- Arrive in summer: must take fall term. You can take spring off.

Ask the Program Coordinator to make sure you are eligible.

### Travel Outside of the U.S.

If you plan to travel outside the U.S. and return, the ISSO **must** sign your I-20 before you leave. Do not wait until the last minute to get this signature. If you do not get your I-20 signed, you might not be able to re-enter the U.S.

### Communication

The ELC uses various methods to communicate with students. It is extremely important for students to check their messages every day:

- The notice boards outside the ELC main office in ES101
- ELC Collaborate sessions Wednesdays 11:30-12:30
- TU email
- The ELC website

We also recommend that you register for the Campus Emergency Notification System here:

<https://www.towson.edu/public-safety/police/emergency/text-alerts.html>

### **Student Complaints**

Sometimes students have problems with classmates, teachers, other students, or ELC/TU staff or policies. Generally, the first step if you face such a problem is to try to speak with the person directly. You can also make an appointment with Ms. Sara Rose, Student Advising Coordinator: **srose@towson.edu**. If after speaking with Ms. Rose you still cannot resolve the problem, you may speak with the ELC Director.

### **Learning in an American Classroom**

Studying English in the U.S. means that you must also understand and respect America's education culture. It might be very different from the system in your home country. In the U.S. it is important to show respect to your teachers and classmates with your actions.

- Come to class on time
- Bring your books and materials with you to every class
- Do the work, and do it on time
- Ask questions if you don't understand
- Have a positive attitude about your classes
- Be open-minded towards your classmates
- Don't argue with your teacher; it's OK to disagree, but disagree politely
- Listen and look when your teacher or a classmate is speaking
- Do your own work; do not copy
- Use good body language
- Speak only English in your classroom
- Contact your teacher beforehand if you have to miss class
- Follow your teacher's rules about phones; try to talk to your classmates face to face rather than staying on your phone at group meetings or before class starts.

## Emergencies

### Immigration Emergency After Hours

Please contact Towson University Police at 410 704 4444. They will contact the ISSO advisor on call.

### Weather

Winter brings snow and ice which can sometimes make walking and driving risky. Check the TU website for the latest information about weather-related closings or delays; the ELC follows the university's decision.

## What to Do If You are Stopped and Questioned by Police

### DOCUMENTS

- Keep copies of your passport and I-20 with you at all times.
- Make sure that your I-20 is always current - not expired.



### YOUR ACTIONS WHEN TALKING TO POLICE

- Be calm and respectful at all times.
- If they tell you **NOT** to get out of the car, **DO NOT** get out of the car.
- Know whether you are speaking to state or local police or immigration officers.
- Do not give any false information.
- Before signing any documents, understand what the documents say.

### IF YOU NEED HELP

- Call the ELC office at (410) 704 - 2552
- Towson University Emergency number (410) 704 - 4444

## Driving in the U.S.

If you have a car or are planning to drive in the United States, you must know and follow the driving rules. If you do not follow the rules, you could have very serious problems if the police stop you or if you have an accident.

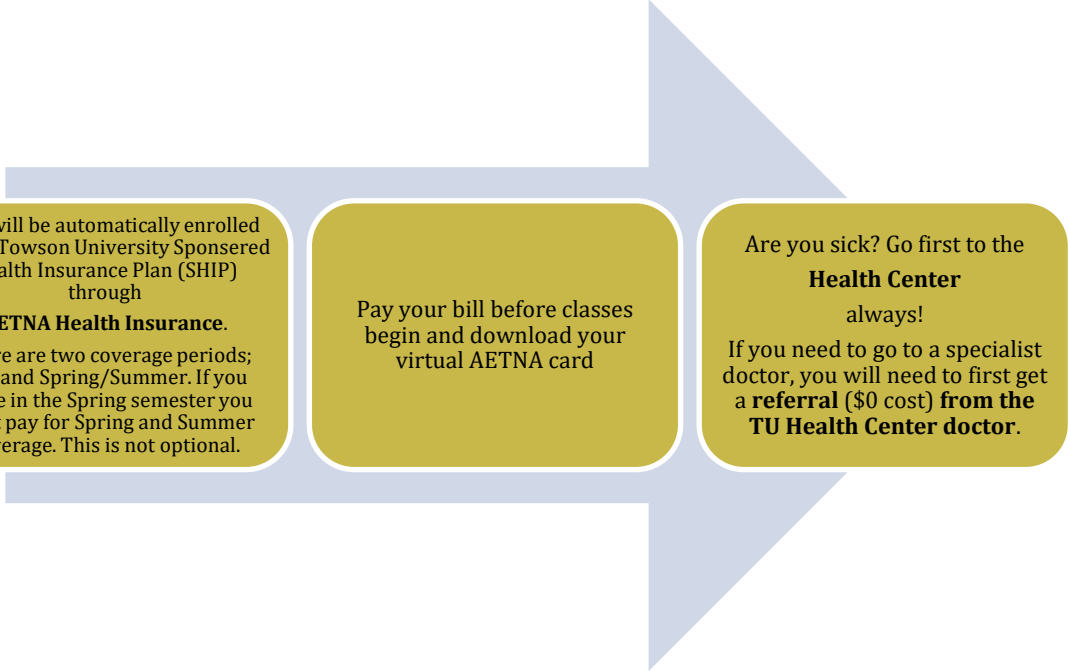
- Driver's license rules
  - You can only use your home country's driver's license for your first 30 days here.
  - You can use your international driver's license for one year.
  - Go online for more information:

<https://mva.maryland.gov/drivers/Pages/international-applicants.aspx>

- If you have a car you must:
  - Have car insurance
  - Always have your license, registration, and proof of insurance when you drive
  - Register the car in your name
  - Pay ALL parking tickets

## HEALTH INSURANCE AND IMMUNIZATIONS

Towson University requires all students to have health insurance. This includes ELC students. The name of the health insurance company is AETNA Student Health Insurance Plan (SHIP). Students must purchase AETNA SHIP through Towson University or show that they have a health insurance plan that meets TU's minimum health coverage standards.



You will be automatically enrolled in the Towson University Sponsored Health Insurance Plan (SHIP) through

**AETNA Health Insurance.**

There are two coverage periods; Fall and Spring/Summer. If you come in the Spring semester you must pay for Spring and Summer coverage. This is not optional.

Pay your bill before classes begin and download your virtual AETNA card

Are you sick? Go first to the **Health Center** always!

If you need to go to a specialist doctor, you will need to first get a **referral (\$0 cost) from the TU Health Center doctor.**



## Towson University Immunization Requirements

All Towson University international students must have:

- ☐ **MMR Immunization** (measles, mumps, rubella)
- ☐ **Tdap Immunization** (tetanus, diphtheria, pertussis)
- ☐ **TB Screening** (tuberculosis)
- ☐ **Meningitis** (for students living on campus)

**Send the ELC a copy of your immunization record BEFORE you arrive. Bring proof of immunizations to orientation or get immunizations at the Towson University Health and Wellness Center during orientation. AETNA SHIP will pay for your immunizations, but if you have a different participating plan, you will have to pay.**

## Summary of Insurance Requirements

### Health Insurance Plan

- All students will be automatically enrolled in AETNA SHIP, the TU Health Insurance plan
- Your ID Card must be shown at every medical visit

### Financial Responsibility

- Students will be billed for AETNA every semester
- Your AETNA bill must be paid before you begin classes. Pay at the Bursar's Office on the 3<sup>rd</sup> floor of Enrollment Services with cash, credit (not debit) cards, money orders, or certified checks. The university can also accept payment through a personal checking account if you provide the routing number, account number, and proof of sufficient funds.

Note: Health insurance in the U.S. **does not** always cover all medical visits – you might sometimes have to pay “out of (your) pocket.” These are called **co-pays** and **deductibles**.

### **Consequences of Failure to Complete TU Health Requirements**

- If you do not present proof of immunization in English, you will have to be immunized at the Health Center at your own expense (unless you have AETNA SHIP, the TU health insurance plan).
- If your immunization record is not up to date, or if you do not get the necessary immunizations, you will not be allowed to attend class until you show proof that you have gotten them.
- If you do not pay for your health insurance by the due date, **you will not be allowed to attend class**, and you will be marked absent until you show proof that you have paid.

## **STUDENT SERVICES**

The ELC staff and faculty aim to help students with their personal, immigration, and cultural adjustment questions and concerns while studying English with us at Towson University. A “home away from home,” our doors are always open to our students. We do our best to listen and make referrals to the appropriate offices on campus where our students can get assistance.

The ELC and/or Towson University provide the following services to students:

### **Housing Information**

ELC students do not live on campus unless

- It is summer semester
- They are conditionally admitted to Towson University

Most ELC students live near the university and along TU shuttle bus routes.

ELC students can find housing information by going to:

<https://offcampushousing.towson.edu/>

If you need assistance, please see a student worker or the Program Coordinator.

### **Parking and Transportation**

Towson University offers several transportation options for students:

1. If you have a personal vehicle and wish to drive to campus, you must purchase a parking permit. Click on this link for student parking information:

<https://www.towson.edu/parking/student/>

2. Towson University operates a number of free shuttle services to and from campus.

Click on this link for more information about how to use this service and locations served:

<https://www.towson.edu/parking/shuttle/offcampus.html>

3. Towson University operates free on-campus shuttle services. Click here for more information:

<https://www.towson.edu/parking/shuttle/onclick.html>

4. Towson University operates a bikeshare program. Click here for more information:

<https://www.towson.edu/parking/sustainable-transportation/bikeshare.html>

## **TU NetID and Email Account**

When you register for ELC classes and pay your tuition, you will receive a NetID so that you can set up a TU email account. All ELC students must have a TU email address. The ELC staff is available during orientation to help you with this process.

## **TU OneCard**



TU's OneCard is your identification card as a student on campus. You can use it as a "debit" card to pay for services and meals. Your OneCard allows you access to many campus facilities and events. After you register and pay your tuition, the ELC staff will show you how to get your OneCard. For more information about OneCard, go to:

<https://www.towson.edu/campus/landmarks/westvillage/ticket-business-office/> or visit Auxiliary Services, West Village Commons, room 309.

## **Health and Counseling**

Health and Counseling Services is open 8:00-5:00 Monday through Friday. There is a number to call for medical advice after hours. See the website for complete information:

<https://www.towson.edu/healthcenter/>

## **Safety and Security**

All students have the right to feel safe and secure. Towson University has its own police department and emergency preparedness plans and procedures. Visit

<https://www.towson.edu/studentlife/safety.html>.

Register for the Campus Emergency Notification System here:

<https://towsonu.tfaforms.net/1218564>

**Disability Support Services**

Students with documented disabilities may receive services from the Office of Disability Support Services. The ELC Director or Program Coordinator will refer students to the office or will assist students with limited English proficiency to make appointments for services.

**Title IX**

During ELC Collaborate, students attend a Title IX information session presented to males and females in separate groups. Title IX is a law that protects and supports students in situations of sexual misconduct.

**Immigration and Legal Assistance**

The ELC front desk staff will be able to answer general immigration questions for you. If they can't, they will contact or refer you to a member of the International Students and Scholars Office (ISSO): <https://www.towson.edu/academics/international/isso/>

If you need a lawyer, please contact the ISSO for assistance. The ELC cannot recommend lawyers.

## Advising

The ELC recognizes that international students need support and assistance for the many challenges they face and the questions they have. We offer the following types of advising:

TYPE OF ADVISING	WHOM TO SEE	CONTACT INFORMATION
Academic—ELC classes	Your teacher	
Academic—midterm progress	Your teacher	Week 8 in class
General	Sara Rose Student Advising Coordinator	LH227 srose@towson.edu
Academic Transitioning to TU for Undergraduate and Graduate Students	Dr. Lyle Nash ELC Director	LH225 lnash@towson.edu 410 704 6042
Immigration	International Student and Scholar Office	PY408 <a href="mailto:isso@towson.edu">isso@towson.edu</a> 410 704 2421
Personal	Counselors at Health and Counseling Center	<a href="mailto:counseling@towson.edu">counseling@towson.edu</a> 401 704 2512

## THE WORLD BEYOND YOUR CLASSROOM

### ELC Events

- The ELC is a community of learners. We believe that learning a new language involves more than just the classroom experience. Each semester the ELC holds a number of social events that bring us together. These include a welcome and goodbye party, ISA-sponsored bus trips, a service learning opportunity, and holiday-themed activities depending on the season. Your \$175 activity fee covers the cost of these activities. We encourage you to attend. The social calendar is posted on the notice boards outside the main office in ES101.

### International Student Association

We encourage our students to become members of the TU International Student Association, which meets weekly and holds cultural activities.

<https://involved.towson.edu/organization/internationalstudentassociation>

### Campus Events

Towson University also holds many free or inexpensive events open to all students. For full details, see <https://www.towson.edu/studentlife/activities/>.

### Recreation

Towson University offers a wide range of recreational opportunities that are available to ELC students. For details, visit: <https://www.towson.edu/studentlife/activities/recreation/campusrec/>

### Clubs and Organizations

For information about student clubs and organizations, go to:

<https://www.towson.edu/studentlife/activities/clubsorgs/>

### Campus Facilities

ELC students have access to the same campus facilities that all TU students enjoy. These include the Health and Wellness Center, Cook Library, Burdick gym, cafeterias, and many more. Visit <https://www.towson.edu/studentlife/services/> for more information.

## APPENDIX A

### STUDENT ACHIEVEMENT SCALE, PROGRESSION THROUGH THE ELC PROGRAM, AND STUDENT LEARNING OUTCOMES

#### Student Achievement Scale

PERCENTAGE	LETTER GRADE	GPA
96 – 100	A+	4
93 - 95	A	3.75
90 - 92	A-	3.50
86 - 89	B+	3.25
83 - 85	B	3
80 - 82	B-	2.75
76 - 79	C+	2.50
73 - 75	C	2.25
70- 72	C-	2
<b>Not Passing/ Repeat Course</b>		
66- 69	D+	1.75
63 – 65	D	1.50
60 - 62	D-	1.25
0 - 59	F = effort shown FX = lack of effort	0.0
<ul style="list-style-type: none"> <li>○ You must have a combined passing score for both integrated skills courses Reading/Vocabulary and Writing/Grammar and Listening/Vocabulary and Speaking/Grammar.</li> <li>○ Level 5 undergraduate conditionally admitted students must get a B- or higher to pass into Towson University without a TOEFL or IELTS score.</li> <li>○ Level 6 and 7 provisionally admitted graduate students must get a B- or higher to pass into Towson University without a TOEFL or IELTS score.</li> <li>○ If your grade falls below passing, speak to your teacher and ask for help. All teachers have office hours when they can meet with you.</li> </ul>		



### Progression Through the ELC Program

To pass to the next level, a student must demonstrate skills in reading and writing and/or listening and speaking according to the student-learning outcomes of the English Language Center's courses. This will enable the student to achieve success at the next higher level.

LEVEL	DIFFICULTY	ACHIEVEMENT
Level 1	Beginner	Students passing Level 1 meet the course requirements as shown by the program's SLOs and can move to Level 2.
Level 2	High Beginner	Students passing Level 2 meet the course requirements as shown by the program's SLOs and can move to Level 3.
Level 3	Low Intermediate	Students passing Level 3 meet the course requirements as shown by the program's SLOs and can move to Level 4.
Level 4	Intermediate	Students passing Level 4 meet the course requirements as shown by the program's SLOs and can move to Level 5 or the undergraduate program at Towson University.
Level 5	High Intermediate	Students passing Level 5 meet the course requirements as shown by the program's SLOs and can move to Level 6.
Level 6	Advanced	Students passing Level 6 meet the course requirements as shown by the program's SLOs and can move to the graduate program at TU.
Level 7	High Advanced	Students passing Level 7 meet the course requirements as shown by the program's SLOs and can move to the graduate program at TU.

## Student Learning Outcomes

### Reading/Vocabulary Student Learning Outcomes

Levels 1-5

LEVEL	OUTCOMES
Level 1	<ul style="list-style-type: none"> <li>● In a 1-page passage on a familiar topic with glossed vocabulary, students will answer multiple choice, yes/no, and matching questions on topic, main idea, and details.</li> <li>● Given an underlined pronoun, student will circle the noun referent.</li> <li>● Choose the coordinating or subordinating conjunction that best completes a sentence.</li> <li>● Alphabetize 10 words that begin with the same letter.</li> <li>● Spell words from each of the categories covered during the course: 1 and 2-syllable words with short and long vowels, murmur diphthongs, vowel + -ll.</li> <li>● Demonstrate reading fluency by reading aloud a familiar 1-paragraph passage showing awareness of thought groups and intonation and ability to decode/sight read.</li> <li>● Demonstrate comprehension of 300 vocabulary words acquired over length of course by achieving 70% on cumulative test comprised of synonym matching, fill in the blank, and multiple choice sentence completion.</li> <li>● Read the 240 sight words with 70% accuracy.</li> <li>● In a dictation, spell the 240 sight words with 70% accuracy.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>● In an unfamiliar 2-page text with glossed vocabulary, demonstrate ability to               <ul style="list-style-type: none"> <li>○ Answer multiple choice comprehension questions about main ideas and details.</li> <li>○ Match paragraphs with topics.</li> <li>○ Identify the pronoun reference (subject, object, possessive, demonstrative, possessive) from a list of choices.</li> <li>○ Write the meaning of an unknown word that is defined through</li> </ul> </li> </ul>

	<p>contextual cues.</p> <ul style="list-style-type: none"> <li>○ Select from a list of choices reason why a word/phrase is bolded or italicized.</li> <li>○ Provide proof from text to explain why a statement is true or false.</li> </ul> <ul style="list-style-type: none"> <li>● Count the number of syllables in a word and divide it.</li> <li>● Answer questions about the elements of a dictionary entry.</li> <li>● Match century, decade, and fraction with its meaning.</li> <li>● Match a word with its opposite using prefixes that mean <i>not</i>.</li> <li>● Match a word containing a number prefix with its meaning.</li> <li>● Demonstrate reading fluency by reading aloud an unfamiliar 1-paragraph text with appropriate pauses, intonation, phrasing, and decoding.</li> </ul>
Level 3	<p>In an unfamiliar 2-3 page work of fiction or non-fiction:</p> <ul style="list-style-type: none"> <li>● Use a graphic organizer or diagram to outline main ideas and details or the elements of fiction.</li> <li>● Determine meaning of unknown words using context and other clues.</li> <li>● Paraphrase main idea(s).</li> <li>● Draw inferences from a multiple choice list.</li> <li>● Indicate whether a statement is fact or opinion.</li> <li>● Write the noun to which a pronoun refers.</li> <li>● Write a 1-2 paragraph summary of all or part of the text.</li> <li>● Identify point of view, tone, and mood from a multiple choice list.</li> <li>● Demonstrate understanding of subordinating conjunctions by selecting the most accurate rephrasing of a complex sentence.</li> <li>● Write 1-2 sentence responses to comprehension questions using grammatically correct sentences and correct sentence structure.</li> <li>● Write a 1 – 2 paragraph response that compares and contrasts two characters in a work of fiction.</li> <li>● Write a short response of 3 – 4 sentences that expresses an opinion on the assigned reading.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>● In a 60-minute timed preview of two unfamiliar 3-4-page academic texts:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identify topic, thesis statement, signal words, and pattern of organization, main ideas, details that support thesis or main ideas <ul style="list-style-type: none"> <li>○ Use context to guess meaning of unfamiliar terms</li> <li>○ Identify details</li> <li>○ Write study questions and create a short outline/organization chart for each text</li> <li>○ Underline and annotate areas that relate to specific features such as charts, headings, maps, etc.; answer questions about text features</li> <li>○ Evaluate texts for relevance to a proposed writing prompt</li> <li>○ Identify the relationship of ideas between each text</li> </ul> </li> <li>● In a 2-3 page unfamiliar academic text, use the reading process to: <ul style="list-style-type: none"> <li>○ Find the main idea and major supporting details.</li> <li>○ Guess meaning of unknown words by writing a synonym, completing a cloze, or selecting closest meaning in multiple choice questions.</li> <li>○ Highlight, annotate, outline, or complete an organizational chart to identify patterns of organization, main ideas, and details.</li> <li>○ Demonstrate ability to restate the main ideas of a text in a 2-paragraph summary.</li> <li>○ Draw inferences from the text in a short 3-4 sentence response or from a multiple choice list.</li> <li>○ Write a 2-paragraph response to a question about the text citing in the form of paraphrased sentences and incorporating quotations as appropriate.</li> <li>○ Write a short 5-10 sentence personal reaction response, reflecting on the text and expressing an opinion.</li> </ul> </li> </ul>
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## Listening & Vocabulary Student Learning Outcomes

### Levels 1-4

LEVEL	OUTCOMES
Level 1	<p>Students will</p> <ul style="list-style-type: none"> <li>● Demonstrate ability to understand and spell acquired vocabulary in written tests, cloze exercise dictation, multiple choice dictation and yes/no dictation.</li> <li>● Demonstrate ability to understand main ideas and details in short talks and conversations by answering multiple choice, yes/no, and T/F questions.</li> <li>● Complete short dialogues with appropriate responses.</li> <li>● Listen to a question and circle the correct answer.</li> <li>● Listen to an answer and circle the correct question.</li> <li>● In a dictation, circle the correct number, date, time, price.</li> <li>● Follow spoken classroom instructions.</li> <li>● Distinguish between can/can't, singular/plural noun form, pronouns, and contractions in spoken sentences by circling the correct choice.</li> <li>● Complete a cloze exercise with correct and correctly spelled adverbs of frequency.</li> </ul>
Level 2	<p>Students will</p> <ul style="list-style-type: none"> <li>● Listen twice to a short passage on a familiar theme with glossed vocabulary and answer multiple choice, T/F, cloze, yes/no and short-answer response questions on: <ul style="list-style-type: none"> <li>○ topic, main idea, details</li> <li>○ basic statistics</li> <li>○ key words</li> <li>○ inferences</li> </ul> </li> <li>● Listen to sentences containing can/can't and circle the correct answer.</li> <li>● Listen to sentences containing singular and plural nouns and circle the correct answer.</li> <li>● Listen to steps in a process or a sequence of events and put them in numerical order.</li> <li>● Listen for suffix endings to identify part of speech.</li> </ul>

	<ul style="list-style-type: none"> <li>● Achieve 70% or higher average on bi-weekly vocabulary quizzes.</li> </ul>
Level 3	<p>Students will</p> <ul style="list-style-type: none"> <li>● Listen to an unfamiliar passage and: <ul style="list-style-type: none"> <li>○ Note main idea, details, key words, statistics to complete a graphic organizer.</li> <li>○ Sequence the order of main points presented.</li> <li>○ Note transition words.</li> <li>○ Write short answers to content questions.</li> </ul> </li> <li>● In short conversations, listen for and circle the tag question used.</li> <li>● Note rising or falling intonation in yes/no, WH, and tag questions.</li> <li>● Listen to a dictated sentence and write the stressed words.</li> <li>● Listen to a word that has been divided into syllables and circle the stressed syllable.</li> <li>● Circle the word containing a long vowel sound or a murmur in dictated contrasted pairs.</li> <li>● Listen to a dictated sentence and indicate if the verb is present or past tense.</li> <li>● Listen to a dictated sentence containing reduced is/are/to and write the long form.</li> <li>● Demonstrate understanding of 15 new vocabulary items per week on weekly quizzes.</li> </ul>
Level 4	<p>Students will</p> <ul style="list-style-type: none"> <li>● Listen to a 7-10 minute lecture and write short responses to questions about content.</li> <li>● Listen to a 7-10 minute lecture, take notes, and create an outline from the notes.</li> <li>● Using notes taken from a lecture, study and memorize information for a quiz.</li> <li>● Note key words and numbers and their referents.</li> <li>● In a dictation, write abbreviations and symbols.</li> <li>● Listen to sentences with the unreal past conditional and answer T/F comprehension questions.</li> </ul>

	<ul style="list-style-type: none"><li>• Complete 8 listening logs.</li><li>• Write and present a report based on a university class observation.</li><li>• Take bi-weekly vocabulary quizzes.</li></ul>
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Speaking & Grammar Student Learning Outcomes  
Levels 1-4

LEVEL	OUTCOMES
Level 1	<p>In an exit interview, students will demonstrate ability to</p> <ul style="list-style-type: none"> <li>● Describe a visual prompt using <ul style="list-style-type: none"> <li>○ present tense BE + adjective, noun, and preposition phrase</li> <li>○ correct subject pronoun</li> <li>○ singular or plural noun form</li> </ul> </li> <li>● Provide 3-5 statements about daily routine and hobbies using time expressions and simple adverbs of frequency when given a familiar prompt.</li> <li>● Provide 3-5 one-sentence answers to question prompts about future and past when given a familiar time prompt.</li> <li>● Respond with the correct yes/no response to questions with <ul style="list-style-type: none"> <li>○ be (past, present, future)</li> <li>○ simple present</li> <li>○ simple past</li> <li>○ future</li> </ul> </li> <li>● Ask 3-5 formulaic yes/no questions in present and past tense.</li> <li>● Ask 3-5 formulaic WH questions.</li> <li>● Use correctly three of the functions covered during the course given a prompt or situation set-up by the instructor.</li> </ul>
Level 2	<p>Upon completion of this course, students will demonstrate ability to:</p> <ul style="list-style-type: none"> <li>● Ask and answer yes/no and information questions with correct stress and intonation.</li> <li>● Describe an aspect of culture (holidays, weddings, etc.) using simple present tense and simple present negative.</li> <li>● Tell about a past experience using simple past and simple past negative.</li> <li>● Talk about plans and dreams using <i>will</i> and <i>be going to</i> and the negative.</li> <li>● Express an opinion about a topic discussed in class using expressions of agreement / disagreement.</li> <li>● Ask for and give directions when given a map.</li> </ul>



	<ul style="list-style-type: none"> <li>• Compare elements in two pictures using comparative adjectives.</li> <li>• Give advice using <i>should</i>, <i>have to</i>, <i>shouldn't</i> when presented with a hypothetical situation.</li> <li>• Complete and share a simple group project based on a theme covered in class.</li> </ul>
Level 3	<p>In an exit interview:</p> <ul style="list-style-type: none"> <li>• Narrate a 1- 1 ½ -minute “story” in simple past which demonstrates ability to use: <ul style="list-style-type: none"> <li>○ regular verbs</li> <li>○ irregular verbs</li> <li>○ negative form</li> </ul> </li> <li>• Describe future plans with <i>be going to</i> when given a future time prompt.</li> <li>• Describe a picture using present continuous/simple present.</li> <li>• Ask and answer 3 formulaic questions with present perfect.</li> <li>• Give advice with appropriate modals, <i>recommend/suggest</i> + gerund, <i>It</i> + <i>infinitive</i>, <i>If I were you</i>.</li> <li>• Formulate grammatically correct responses to 3 unreal present conditional questions.</li> <li>• Demonstrate understanding of the difference between <i>wish</i> and <i>hope</i> by responding to a visual or verbal prompt (stranded on a desert island, car broken down by the roadside, etc.)</li> <li>• Compare two familiar things or persons using 3 comparative adjectives.</li> <li>• Answer 2-3 questions with superlatives.</li> <li>• Describe a familiar situation with <i>make</i> and <i>let</i>.</li> <li>• Execute 4-5 functions studied during the semester in a pair or group situation.</li> </ul>
Level 4	<p>Public Speaking</p> <ul style="list-style-type: none"> <li>• Make a group presentation that demonstrates the ability to: <ul style="list-style-type: none"> <li>○ Work in a group to achieve a mutual goal using appropriate language.</li> <li>○ Present the results of this process following a rubric.</li> </ul> </li> <li>• Make an individual 5-minute presentation that includes:</li> </ul>

	<ul style="list-style-type: none"> <li>○ a main idea</li> <li>○ adequate support</li> <li>○ an effective introduction and ending</li> <li>○ a graph or chart</li> <li>○ a visual element</li> </ul> <p>Exit Interview</p> <ul style="list-style-type: none"> <li>● Report a recent conversation with a friend or relative using tell, say, ask + if, ask + WH question.</li> <li>● Use adjective clauses to identify a place, a date, a person, and a thing.</li> <li>● Describe rules and policies at home, school, or work using <i>make</i> and <i>let</i>.</li> <li>● Using a before and after photo or drawing, describe the work someone <i>had done</i> or <i>got done</i>.</li> <li>● Narrate a story about something that happened in the past and express regret or judgment on what <i>should</i> and <i>shouldn't have happened</i>.</li> <li>● Using a visual, describe what someone wish and explain why using the unreal present conditional.</li> </ul>
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Writing & Grammar Student Learning Outcomes  
Levels 1-4

LEVEL	OUTCOMES															
Level 1	<p>Students will be able to</p> <ul style="list-style-type: none"><li>• Compose 5-7 loosely related simple and compound sentences about a visual prompt using simple present tense.</li><li>• Compose 5-7 loosely related simple and compound sentences about a familiar person, place, or thing using simple present form of BE.</li><li>• Complete sentences with correct form and spelling of subject, object, or possessive pronoun.</li><li>• With a visual prompt, write sentences using the correct form and spelling of demonstrative pronouns.</li><li>• In a complete sentence, answer simple written questions about the past and future using correct verb tense and form.</li><li>• Given a time or place prompt, compose simple sentences with the correct preposition.</li><li>• Answer 3-5 comprehension questions about a reading in a simple sentence.</li><li>• Write the singular or plural form of a noun when given <i>a</i>, <i>an</i>, or <i>a number</i>.</li><li>• Demonstrate competence in spelling 20 dictated familiar words containing short and long vowel, murmurs, and diphthongs.</li></ul> <p>***Irregular Past Verbs:</p> <table><tr><td>GO</td><td>DO</td><td>GIVE</td><td>DRINK</td><td>TAKE</td></tr><tr><td>HAVE</td><td>EAT</td><td>SAY</td><td>COME</td><td>SLEEP</td></tr><tr><td>MAKE</td><td>BUY</td><td>SEE</td><td>GET</td><td>PUT</td></tr></table>	GO	DO	GIVE	DRINK	TAKE	HAVE	EAT	SAY	COME	SLEEP	MAKE	BUY	SEE	GET	PUT
GO	DO	GIVE	DRINK	TAKE												
HAVE	EAT	SAY	COME	SLEEP												
MAKE	BUY	SEE	GET	PUT												
Level 2	<p>Students will be able to</p> <ul style="list-style-type: none"><li>• Choose the part of speech that best completes a sentence.</li><li>• Write and correctly punctuate sentences with <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>, <i>although</i>, <i>when</i>, <i>if</i>, <i>before</i>, <i>after</i>.</li><li>• Compose paragraphs of opinion, description, process, and narrative.</li><li>• Revise a paragraph based on instructor’s suggestions.</li><li>• Edit a paragraph based on instructor’s highlighting.</li></ul>															

	<ul style="list-style-type: none"><li>● Format a personal letter.</li><li>● Write a correctly formatted and correctly phrased email to an instructor.</li><li>● Respond to a written or visual prompt with correct sentence structure and verb tense.</li><li>● Write grammatically correct sentences from a prompt with:<ul style="list-style-type: none"><li>○ simple past, simple present, future</li><li>○ simple modals</li><li>○ comparative and superlative adjectives</li><li>○ participial adjectives</li><li>○ singular and plural nouns</li><li>○ infinitives after <i>want, decide, know how, learn, need, would like</i></li></ul></li></ul> <p>***Past Tense Irregulars</p> <table><tr><td>BEGIN</td><td>BECOME</td><td>BRING</td><td>CHOOSE</td><td>WRITE</td><td>DRIVE</td></tr><tr><td>FEEL</td><td>FIND</td><td>FORGET</td><td>HEAR</td><td>HURT</td><td>KEEP</td></tr><tr><td>KNOW</td><td>LEAVE</td><td>LOSE</td><td>MEET</td><td>PAY</td><td>SPEND</td></tr><tr><td>SPEAK</td><td>SPEND</td><td>SIT</td><td>TELL</td><td>THINK</td><td></td></tr><tr><td>UNDERSTAND</td><td></td><td></td><td></td><td></td><td></td></tr></table>	BEGIN	BECOME	BRING	CHOOSE	WRITE	DRIVE	FEEL	FIND	FORGET	HEAR	HURT	KEEP	KNOW	LEAVE	LOSE	MEET	PAY	SPEND	SPEAK	SPEND	SIT	TELL	THINK		UNDERSTAND					
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KNOW	LEAVE	LOSE	MEET	PAY	SPEND																										
SPEAK	SPEND	SIT	TELL	THINK																											
UNDERSTAND																															
Level 3	<p>Students will be able to</p> <ul style="list-style-type: none"><li>● Identify complete sentence, fragment, run-on, and comma splice; correct fragment, run-on, and comma splice.</li><li>● Use correct punctuation in compound and complex sentences.</li><li>● Use appropriate coordinating and subordinating conjunctions transitions in sentences.</li><li>● Write / choose a good topic sentence for a given topic or paragraph.</li><li>● Compose one paragraph of each of the following types: classification, compare/contrast, definition, opinion, summary.</li><li>● Compose a 5-paragraph description/process/narrative/reflection essay which demonstrates ability to:<ul style="list-style-type: none"><li>○ Develop a pre-writing plan.</li><li>○ Format.</li><li>○ Organize content according to rhetorical pattern.</li><li>○ Use appropriate transitions.</li></ul></li></ul>																														

	<ul style="list-style-type: none"> <li>○ Use appropriate vocabulary.</li> <li>○ Punctuate and capitalize.</li> <li>○ Use a mix of simple, compound, and complex sentences.</li> <li>○ Control verb tenses, S-V agreement, modals, infinitives, gerunds, and adjective clauses.</li> </ul>
Level 4	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● Compose one each of the following paragraph types: classification, compare-contrast, definition.</li> <li>● Re-state a sentence by paraphrasing.</li> <li>● Incorporate summaries, quotes, and paraphrases in 1-2 paragraph response to a reading.</li> <li>● Outline and compose a 5-paragraph essay based on 2 readings which demonstrate ability to summarize and use direct quotes and paraphrases Compare/Contrast, Cause/Effect, Problem/Solution, and Reaction/Expository.</li> <li>● Compose a 5-7 paragraph essay from 2-3 assigned texts which demonstrate ability to: <ul style="list-style-type: none"> <li>○ Generate ideas.</li> <li>○ Create an outline.</li> <li>○ Develop an introduction with a thesis statement.</li> <li>○ Organize in appropriate rhetorical pattern (compare-contrast, cause-effect, problem-solution).</li> <li>○ Cite appropriately from texts to provide supporting evidence and details.</li> <li>○ Use a variety of sentence types.</li> <li>○ Revise for problems in organization and vocabulary usage.</li> <li>○ Edit errors in punctuation, capitalization, tense, singular plural, modals, word form, prepositions, pronoun agreement, subject-verb agreement, and sentence structure based on teacher feedback.</li> <li>○ Use correct format.</li> </ul> </li> </ul>

Reading & Writing Student Learning Outcomes  
Levels 5 and 6

LEVEL	OUTCOMES
Level 5	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● Using the fundamentals of research writing, compose a 2,000-word research essay following appropriate citation and format guidelines.</li> <li>● Analyze and explain data displayed in chart/table/graph in a 1-paragraph summary/interpretation.</li> <li>● Compose three 1,000-word essays on a novel, a work of nonfiction, and an academic article that demonstrate competence in: <ul style="list-style-type: none"> <li>○ organization</li> <li>○ vocabulary usage</li> <li>○ grammar</li> <li>○ content</li> <li>○ quotations</li> <li>○ paraphrasing</li> </ul> </li> </ul>
Level 6	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● Produce a 3,000-word research paper that demonstrates ability to: <ul style="list-style-type: none"> <li>○ Select suitable number and variety of sources.</li> <li>○ Incorporate and correctly cite direct quotations and paraphrased material.</li> <li>○ Create and adhere to an outline.</li> <li>○ Use appropriate vocabulary.</li> </ul> </li> <li>● Compose three 1,500-word essays about 1-2 short novels, a work of nonfiction, and a lengthy journal article from their chosen field, which demonstrate ability to: <ul style="list-style-type: none"> <li>○ Formulate a thesis and argue it effectively.</li> <li>○ Incorporate and correctly cite material from the text.</li> <li>○ Use vocabulary, sentence structure, and grammar appropriate to level.</li> </ul> </li> <li>● Analyze, interpret, and summarize in one to two paragraphs data displayed</li> </ul>

	in three different graphic formats (pie chart, diagram, bar graph, etc.)
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## Listening & Speaking Student Learning Outcomes

### Levels 5 and 6

LEVEL	OUTCOMES
Level 5	<ul style="list-style-type: none"> <li>● Present topics (self-selected / chosen by instructor) and guide the ensuing discussion.</li> <li>● Demonstrate 80% accuracy on note-taking activities.</li> <li>● Demonstrate 80% accuracy on dictation exercises.</li> <li>● Present weekly 3-minute, extemporaneous presentations on a range of academic topics.</li> <li>● Deliver one 10-minute oral presentation on an academic topic demonstrating ability to research, synthesize information, and create a comprehensive bibliography.</li> <li>● Achieve 80% on a series of comprehension exercises related to extended academic narratives (lecture series or eBooks.)</li> <li>● Demonstrate ability to interpret, analyze, and explain a table, chart, or graph following a rubric.</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>● Deliver three 10-minute individual presentations outlining main points of Masterclass lectures by midterm.</li> <li>● Deliver three 15-20 minute individual presentations outlining main points of Masterclass lectures by end of semester.</li> <li>● Present six 10-15 minute presentations on current events and issues.</li> <li>● Demonstrate comprehension of listening materials by responding to written questions.</li> <li>● Demonstrate ability to analyze and explain a chart, graph, or table following a rubric.</li> </ul>



## APPENDIX B

## PROFICIENCY LEVELS FOR ELC INTENSIVE ENGLISH LANGUAGE PROGRAM

Intensive English Language					
LEVEL	ITP/PBT	iBT	IELTS	PTE	CEFR
Basic	375 – 400	11 - 20	2.0 – 2.5	18- 26	A1 Beginner
Level 1	400 -425	21 - 29	3.0 – 3.5	26- 30	A1 + Beginner
Level 2	425-450	30- 39	4.0 – 4.5	30- 34	A2 Elementary
Level 3	450-475	40 - 49	4.5 – 5.0	34-38	A2+ - B1 Low Intermediate
English for Academic Purposes Undergraduate Conditional Admission					
Level 4	500 - 525	61- 70	5.5 – 6.0	50 - 54	B2 Advanced
English for Academic Purposes Graduate Provisional Admission					
Level 5 Grad 1	500 - 525	61- 70	5.5 – 6.0	50 - 54	B2 Advanced
Level 6 Grad 2	525-550	70-80	6.0 – 6.5	54 - 57	B2-C1 C2 Mastery rare!

**ITP** - Institutional TOEFL Placement Test or PBT

## PTE – Pierson Placement Test

**iBT** – Internet-based TOEFL

## CEFR – Common European Framework

## IELTS – International English Language Testing System

## TOEFL and IELTS Scores for Admission to Towson University

## Undergraduate School

**Conditional Admission:** Complete ALL Level 4 ELC classes with a B (80%) or better.

- TOEFL iBT – 70 sub score in each band 16
- TOEFL iTP – 525 sub scores in each band 48 - 50
- IELTS – 6.0 only one sub score at 5.0
- PTE – 44 sub score in each band 44

## Graduate School

**Provisional Admission:** Complete BOTH Levels 5 & 6 classes with a B (80%) or better

- TOEFL iBT – 80 total score, with a minimum of 20 in each section, except where noted
- TOEFL ITP – 550 total score, with a minimum of 55 in each section, except where noted
- IELTS – 6.5 total score, with a minimum of 6.5 in each section, except where noted
- PTE – 57 in each section – reading, writing, listening, speaking

## APPENDIX C

### HEALTH INSURANCE AND IMMUNIZATION REQUIREMENTS

Are you on an F or J Visa or a dependent of an F or J Visa?

#### YES

1. When you register for the ELC, you will automatically get health insurance from the Towson Sponsored Student Health Insurance Plan (SHIP) through AETNA Student Health.  
<https://www.aetnastudenthealth.com/students/student-connection.aspx?GroupID=890420>
2. Towson University will charge your student account for the AETNA plan. **The bill for AETNA is your responsibility.**
3. AETNA provides you with an annual plan divided into two payments: One payment is due in the fall semester, and one payment is due in the spring semester. Students who **begin** in the summer semester will be billed an additional fee just for the summer semester. The annual costs are posted online.
4. On the AETNA plan, you may be responsible for fees or a \$15 co-pay depending on the type of visit. Most insurance plans in the U.S. do not cover all costs of service and sometimes require additional payments. **The bills for any additional services received at the TU Health Center are also your responsibility.**
5. Bills may take up to three weeks to post to your TU account. Please note: You must check your account regularly as accounts with outstanding balances will be sent to collections.
6. If you are a dependent of a student on an F1 or J1 Visa and have health insurance through your spouse or family member, you must submit proof of coverage.
7. **Every time you visit the health center or any other medical facility in the U.S., you must show your health insurance card.**
8. Follow this link to find and print your temporary AETNA card online.  
<https://www.aetnastudenthealth.com/students/studentconnection.aspx?groupID=890420&PageID=login>

**Are you on a B or any other Visa?  
Are you a part-time student?**

1. You can purchase a monthly plan if you are only staying short-term. Ask about the plans that are available by contacting Cheryl Compton at 410-704-3703.
2. You will be billed monthly.
3. You must show proof of immunization. (See below).

**\*\*If you receive any services from the TU Health Center, you are responsible for the bills, additional charges, and co-payments.**

### **Immunization Requirements**

All international students, regardless of visa type, MUST show proof of the following immunizations.

You can get your immunizations at the Health and Wellness Center or in your country.

#### **1. Two MMRs (Mumps, Measles, Rubella)**

- First dose received MUST be after first birthday.
- Second dose must be received at least 4 weeks after the first dose.
- If no documentation is available, a titer (or blood test) that shows immunity is acceptable.

#### **2. Tdap (Tetanus, Diphtheria, Pertussis)**

- Received after age 10

Please send a translated, legible copy of your immunization record after you submit your application or before you arrive in the U.S.

Here is an example of an acceptable immunization form.

<https://www.towson.edu/healthcenter/2023pre-entrance-immunization-record.pdf>

**\*\*If the ELC does not have this information on the first day or Orientation, you will have to get and pay for the immunizations at the Health Center.**

## **Tuberculosis Screening**

All students are required to get a TB test. You can have this test at Towson University when you arrive for orientation, or if you had this test within the past six months, you can give the Health Center your test results.

If you were born or if you have lived outside the United States, you have to get a blood test called **Quantiferon Gold**. You cannot do the TB skin test.

If the test is positive, you have to get a chest X-ray

- If the X-ray is done in the U.S., the result is acceptable.
- If the X-ray is done outside the U.S., ONLY the X-Ray image is acceptable.

***(A written explanation of the non-U.S. X-Ray is not accepted. The explanation must come with the image.)***

## **APPENDIX D**

### **ACADEMIC HONESTY AND CONSEQUENCES OF ACADEMIC DISHONESTY**

#### **Academic Honesty: Important Terms**

##### Plagiarism:

- Presenting written or oral work, ideas, words, photographs, charts, images, or data from an author or other source like a website or survey without quoting, paraphrasing, and citing the source.
- Submitting work from a commercial writing service, buying papers, handing in papers written by tutors, or collaborating with others without the permission of your teacher.

##### Copying:

- Submitting work or large portions of work from a previously written or oral assignment more than once without permission from your teacher.

##### Cheating:

- Using books, notes, study aids, cell phones, or other devices in any test or assignment without the permission of your teacher.
- Copying from another student or getting help from a student during a quiz or exam or on homework without permission from your teacher.

#### **Consequences of Academic Dishonesty**

- Revision of work or completion of new work with or without grade reduction
- Reduced grade (including “F” or zero) for the assignment, test, or exam
- Reduced grade (including “F” or zero) on an entire course

**APPENDIX E**  
**MIDTERM ACADEMIC CHECK AND REPORT FORMS**



TOWSON UNIVERSITY  
ENGLISH LANGUAGE CENTER

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**MIDTERM ACADEMIC CHECK**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**STRENGTHS:**

Teacher comments

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Student comments

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**AREAS FOR IMPROVEMENT:**

Teacher comments

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Student comments

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**What can you do to improve?** Write your thoughts below and return to your teacher.

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**ADDITIONAL TEACHER COMMENTS:**

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# TOWSON UNIVERSITY ENGLISH LANGUAGE CENTER

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## MIDTERM REPORT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

TU Email: \_\_\_\_\_ Other: \_\_\_\_\_

Local Address: \_\_\_\_\_

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Visa: \_\_\_\_\_ I-20 Expires: \_\_\_\_\_ Health Insurance: Paid: YES NO

Classes	Reading/ Vocabulary	Writing/ Grammar	Listening/ Vocabulary	Speaking/ Grammar	Research Writing* Levels 5/6	Graduate Skills * Levels 5/6
Grades						
Midterm Grade AVG						
# of Absences						
Comment Code						

### Notes:

1. Please do the Bio/ Demo Check above.
2. Academic Check (Review of Midterms and recommendations for rest of semester) See Below. Give one copy to the student and one to Shelley.
3. Social/Cultural Check: Please ask if they are doing okay and note anything you feel we should know.
4. A = 90-100    B = 80-90    C= 70-80    D = 66-69 (not passing, but indicates effort)  
D= 60 – 65 (not passing: some effort)    F = Fail but showing effort    FX = Fail;  
no effort

5. COMMENT CODE: Please add number above.

1. Student's performance is outstanding.	7. Homework assignments are incomplete, content is not satisfactory.
2. Student is highly motivated, makes a strong effort.	8. Absences are affecting course performance.
3. Student is making steady progress in course.	9. Student is not performing at course level expectation.
4. Tests, homework assignments show mastery of course material.	10. Course assignments are turned in late.
5. Student shows a commitment to working on language development outside of class.	11. Student <b>doesn't</b> show commitment to working on language development outside of class.
6. Poor test scores are limiting student's progress.	12. Class conduct is not acceptable.

**\*\*Include in average for LV/SG and RV/WG for levels 5 and 6**

**APPENDIX F**  
**2023-24 TUITION AND SCHEDULE**



# 2024

## Tuition & Schedule

PROGRAMS	COURSE DATES	TUITION FEES	
<b>Full- time Intensive</b>	<b>Spring 2024:</b> January 29 to May 17 <b>Orientation:</b> January 22 - 26 NO CLASS SPRING BREAK: March 17 – 24	\$4400	<b>Application Fee</b> \$50  <b>Activity Fee</b> \$200
	<b>Summer 2024:</b> May 28 to August 9 <b>Orientation:</b> May 20 and 24 NO CLASS July 4 or June 19	\$4400	<b>Application Fee</b> \$50  <b>Activity Fee</b> \$200
	<b>Fall 2024:</b> August 26 to December 6 <b>Orientation:</b> August 19 - 23 NO CLASS September 2 or November 28 - 29	\$4400	
<b>Part- time Study Tuition Level 1-4</b>	Same as above *F 2 students must take two courses, either RV/WG or LV/SG	<b>Fall</b> \$2,200 per* course (RV/WG or LV/SG) <b>Spring:</b> \$2,200 <b>Summer:</b> \$2200 per course* (RV/WG or LV/SG)	
<b>Part-Time Study Tuition Levels 5 &amp; 6</b>		<b>Fall</b> \$2,200* <b>Spring</b> \$2,200* <b>Summer</b> \$2200*  <b>RWG 5/6 &amp; Research Writing OR LSG 5/6 &amp; Graduate Skills</b>  *per course	

<b>**subject to change</b>	
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**APPENDIX G**  
**STUDENT COMPLAINT FORM**

**Complaint Form**

Students: Use this form if you have a formal complaint (see definition) that you have not been able to resolve.

**A formal complaint is a problem you have with an employee of the ELC or Towson University (teacher or office staff), another student, or with an ELC course or policy which results in your feeling unsafe or unfairly treated. A formal complaint means you have tried to solve this problem, but you are still unsatisfied and need to speak with the ELC Director.**

Name: \_\_\_\_\_

Student ID number: \_\_\_\_\_

Phone number: \_\_\_\_\_ email: \_\_\_\_\_

Class/teacher: \_\_\_\_\_

Briefly describe what happened.

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When did this happen? \_\_\_\_\_

Have you spoken with anyone for help?      YES              NO

If yes, who? \_\_\_\_\_

**Please submit this form to the ELC Director: [lnash@towson.edu](mailto:lnash@towson.edu) He will contact you to make a time to discuss your problem.**