

Global English Institute

# Student Guidelines

## Table of contents

Introduction: Welcome	3
1. Global English Institute (GEI) Mission Statement	3
2. Center for Global Engagement Mission Statement	3
3. Students in the GEI	3
4. Program courses and levels	4
5. Placement/Proficiency testing and course placement	
▪ Proficiency testing	5
▪ Changing a placement	6
6. Progressing through the GEI:	
▪ Overview	7
▪ Guidelines for success	
– Syllabus	7
– Attendance	8
– Getting course materials	8
– Completing homework on time and preparing for class	10
– Participating in class	11
– Being active after class	11
▪ Evaluation and student progress	
– GEI Grading Scale	11
– Examinations	11
– Repeating a course	12
– Probation	12
– Skipping a course level	13
▪ Information about student progress	14
7. Complaints and appeal	15
8. Student services and activities	15
9. The Duquesne University website and the Duquesne Portal	17
10. Safety	17
Conclusion: Studying and living in the U.S.	18
Appendix A: GEI Class Map	20
Appendix B: GEI Achievement Scale	21
Appendix C: Meaning of grades in GEI Courses	26



## **Introduction: Welcome to Duquesne University and to the Global English Institute (GEI)!**

Please read these guidelines carefully because they contain important information about the Global English Institute (GEI) at Duquesne University. If you have questions about the GEI, the Student Guidelines are the first place to look for answers. You can also make an appointment with the administrators in the GEI Office (1M Libermann Hall), who will help you understand the information, if necessary. You may bring a friend who speaks your language. This information explains the program, defines your responsibilities as GEI students, and can help you benefit from your experience at Duquesne University.

### **1. Global English Institute (GEI) Mission Statement**

GEI Mission Statement:

The Global English Institute serves international students and the Duquesne University community by offering comprehensive English language education and services. We equip students with language skills and cultural understanding necessary to meet their educational and professional goals in an American university setting. We collaborate with university partners, providing English language evaluation, consultation and intercultural exchange to foster a diverse international community.

### **2. Center for Global Engagement Mission Statement**

Located within the Duquesne University Center for Global Engagement (DuqGlobal), the GEI also upholds the DuqGlobal's Mission Statement

Center for Global Engagement Mission:

**VISION:** Opening minds, hearts and spirits to the world.

**MISSION:** The Center for Global Engagement inspires a spirit of world discovery and intercultural understanding. We act as an advocate and creative focus for rich international programming to support faculty and students.

### **3. Global English Institute (GEI) Students**

The GEI serves three groups of students:

- Non-degree students accepted to study only English as a Second Language (GEI only).
- Undergraduate students accepted to the university to study for a Bachelor's degree.
- Graduate students accepted to study for a master's or a doctoral degree.



The GEI helps all of these student groups to develop:

- language skills (proficiency)
- academic skills
- academic acculturation (getting used to the new culture of an American university)
- By helping students develop, the GEI supports students' successful university studies or continuing professional work.

All students must comply with (follow) all Student and Exchange Visitor Information System (SEVIS) immigration requirements.

#### **4. Program courses and levels**

The Global English Institute (GEI) offers courses for each student group. All classes follow the Duquesne University schedule.

- GEI Intensive English Program (IEP)

All students can take classes in the IEP. In the fall and spring semesters, the IEP has 5 kinds of courses: *Grammar, Notetaking, Speaking and Listening, Reading, and Writing*. Students can study English at 5 levels: Foundation, Level 1, Level 2, Level 3, and Academic Prep 1. See Appendix A: GEI Class Map with proficiency levels per course. Most courses meet for four hours each week.

In the summer, the schedule may be different (e.g., courses may be combined, the class length may be different, different classes may be offered). However, different level classes and full-time study is offered.

- Undergraduate students

All students who have been accepted into the university for a degree program, both domestic and international students, begin their studies with for-credit *Freshman Writing* courses. The GEI sections of these courses (*Bridges 100E, Bridges 101E, and Bridges 102E*) are for non-native speakers of English. See Appendix A: GEI Class Map for additional information about course organization.

- Graduate students / Pathway Program

Graduate students with conditional or full admission may take up to two levels of courses in the Pathway Program. The Academic Prep 1 level consists of five integrated classes. The Academic Prep 2G level consists of *Graduate Research Paper, Graduate Academic Discourse, and Professional Presentation and Oral Communication*, which are taken depending on students'



proficiency scores and the graduate program requirements. See Appendix A: GEI Class Map with proficiency levels per course.

- |                                     |   |
|-------------------------------------|---|
| Pathway Option 1<br>(2-3 semesters) | Academic Prep 1 + Academic Prep 2G + Academic courses |
| Pathway Option 2<br>(1-2 semesters) | Academic Prep 2G + Academic courses                   |

For additional information about the organization of courses at the GEI, see Appendix A: GEI Class Map.

Students at Duquesne must comply with (follow) all Student and Exchange Visitor Information System (SEVIS) immigration requirements. Full-time students must take a full-load of GEI courses (five courses) or a combination of GEI and for-credit courses as assigned by their GEI and degree program advisors. Passing courses is necessary for maintaining full-time student status. Failure to comply with immigration requirements results in immediate departure from the U.S.

## 5. Placement / Proficiency testing and course placement

### ▪ Proficiency testing

Your placement into a course and level depends on whether you are a new or continuing (returning) student.

*New students* at the GEI take the CaMLA ELP (Michigan) test and the GEI Writing Proficiency Exam.

- The CaMLA EPT (Michigan) is a computer-based test for Listening, Grammar, Vocabulary and Reading. The test takes 1-2 hours.
- GEI Writing Proficiency Test is a written test that is required for all new students. It takes 45-50 minutes.

Placement test results determine placement of new students, and results are provided to students at the time of registration.

New undergraduate and graduate students enter the program levels according to their TOEFL / IELTS / DET scores or placement exam results. Undergraduate students *with scores* enter Freshman Writing courses per Class Map level. (See Appendix A: GEI Class Map.) Students *without scores* students are placed into a level based on the in-house placement exams described above. Graduate students are similarly placed into course based on scores or the in-house placement exams.



The SPEAK Test is also required for all new students in Health Sciences and Nursing and new graduate students according to subscore results. The oral proficiency exam takes 30 minutes.

GEI students who transfer temporarily to another institution (for example CCAC or Point Park University) but return to Duquesne are re-tested when they return and are then required to take GEI courses at Duquesne according to the test results.

*Continuing students* move into different program levels by passing their courses with a final grade of C (73%) at the previous level and by taking required GEI Proficiency Tests toward the end of each semester. These include the GEI Writing Proficiency Test, the GEI Oral Proficiency Test, and, for some graduate students, the SPEAK Test. The exams are required, and students must pay exam fees.

Graduate Teaching Assistants take additional placement and end-of-seminar tests and may be placed into GEI courses, as required under Pennsylvania state law and Duquesne University guidelines.

- Changing a placement

*Non-degree students* at the GEI and *students enrolled in all GEI courses* meet regularly with a GEI advisor. Note that an advisor at Duquesne is called a “Student Success Coach”:

- Level 1-3 students will meet with the Assistant Director (Ms. Meyer).
- Student in Academic Prep level courses meet with Curriculum Coordinator (Ms. Lennox)

The GEI Student Success Coach may suggest a placement change depending on the results of:

- diagnostic tests.
- work done in the first two weeks of a specific class.

Instructors do not discuss placement issues with students.

*Degree-seeking students (undergraduate and graduate students)* meet regularly with:

- a GEI Student Success Coach.
  - Level 1-3 students will meet with the Assistant Director (Ms. Meyer).
  - Student in Academic Prep level courses meet with Curriculum Coordinator (Ms. Lennox)
- a degree program (academic major) Student Success Coach.

To change course placement in a GEI course, the GEI Student Success Coach and the degree program Student Success Coach (academic major advisor) must approve of the change. To change a course related to the degree program (not GEI), students should see the degree program Student Success Coach during the add/drop period.



No GEI class, including Bridges 101E, Bridges 102E, and Bridge 100E can be changed without the approval of the GEI advisor. Please bring questions about GEI placement to the GEI advisors, NOT

- the Center for Global Engagement (DuqGlobal).
- the degree program (academic major) Student Success Coach.

Adding / dropping academic degree program courses follows the dates published in Duquesne's Semester Schedule of Classes. There are no partial or complete refunds for courses dropped after the normal add/drop period. After the period of time allowed for changes in the GEI classes, GEI classes are only dropped with a complete withdrawal from the university.

Note that sometimes the work at the beginning of the class may seem somewhat “easy” for you as a new student, but this is not a reason to change to a higher level. Most GEI courses start out with introductory work or review. Future requirements in the course may be far more difficult. The GEI Student Success Coach will reach out to you to suggest placement changes when necessary.

## **6. Progressing through the GEI:**

### **▪ Overview**

The GEI is designed so that more classes in the student's academic major can be added as GEI courses are successfully completed. GEI students must complete courses in consecutive semesters (in order), e.g., including Bridges 100E, then Bridges 101E, and then Bridges 102E, but they may be placed in different levels for different courses according to their skills. For example, a student may take a Level 3 Grammar course at the same time as a Level 2 Reading course.

Degree-seeking students (undergraduate and graduate) who place IEP courses must complete Academic Prep 1 and demonstrate progress towards the target exit test scores before being cleared to take their first for-credit course.

Including all required GEI courses, students taking GEI courses are normally permitted to enroll

- in GEI courses and up to five undergraduate courses.
- in GEI courses and up to three graduate courses total.

The number of non-GEI courses is reduced for students who receive failing grades in GEI courses in the previous semester or who have low proficiency exam scores.



Global English Institute

- **Guidelines for success**

- Syllabus

Each class has a *syllabus*. The syllabus is the most important document you will receive in your class because it informs you about what to expect from the course and what the instructor expects from you. You may get a paper copy of the class syllabus. The syllabus can also be found on the Canvas site for each course.

The syllabus provides a written outline of the course. It includes information about the objectives and learning outcomes of the course. The syllabus also describes the materials, procedures, and activities that the instructor and students will use. And, the syllabus explains the way that the instructor will calculate your grade. Read the syllabus for each class carefully.

- Attendance

Because attending classes is essential for successfully learning English, the GEI has the following attendance policy:

*GEI Attendance Policy*

Attendance is required in all GEI classes, and no absences will be excused. If a student is absent for more than 10% of the class meetings, the student will be reported to the Duquesne University advisor, the academic program, the student's sponsor, and the University Immigration Specialist.

- Monday, Wednesday and Friday classes: 10% = more than 4 absences
- Tuesday and Thursday classes: 10% = more than 3 absences

Students are required to be in class on time every day. Students who are more than five minutes late will be marked late (tardy). Four late arrivals will be counted as one absence.

Being on time is important because entering a classroom late is rude to your classmates and your instructor in an American university. Also, your teacher may give quizzes/tests at the start of class and if you arrive late, you will miss some sections of the assessment. These sections of the assessment will not be repeated, and you will not be given any additional time to finish the assessment.

If you miss a homework assignment, test, or other class work because of an absence, the instructor may give a grade of F or 0 (zero). If you miss a class due to illness or emergency,

- email the instructor as soon as possible.
- check on Canvas for assignments given on that day.
- contact a classmate for notes.



Global English Institute

– Getting course materials

The books that you will need for class are written on your syllabus. The list may include:

- a textbook
- a textbook and a code
- some other material

Course materials are required, and each student must purchase course materials. Your instructor may provide some materials in class during the first week of class (only) while you get your course materials.

To order materials, you can:

- order directly from the publisher. This is a good option if your course requires a text and a code.
- order from a bookstore or an online distributor.

Questions to consider:

- Do I have a credit card? Does the credit card match my current address?
- Do I need a new version of the course text or if a used book is okay?
  - Ask your instructor.
  - Note that codes cannot be reused.
- Can I buy a digital book or do I need a paper copy of the book?
  - Ask the teacher if you can use a digital book.
- Where should I have the book delivered? Is it safe to deliver to my home? If not, have the book delivered to the GEI.

[your name]  
Global English Institute  
Duquesne University  
600 Forbes Avenue 15282

The ISBN number is the most important number when you are ordering. . (It is usually on the barcode on the back of the book.)

Ordering from publishers (examples):

- Buying books from *Cengage/National Geographic*
  1. Enter the address <https://www.eltnl.com> in your browser.
  2. Select the product(s) you need and click “Add to cart.”
  3. Click “Check out.”
  4. If you’re a new student, click on “Create account.”/ If you’re a returning student, enter your Student Account email and click next. (Skip to #6.)
  5. When you create an account,



Global English Institute

- a. you need to enter:
    - i. your email address
    - ii. your name
    - iii. your birth year
    - iv. your institution (school), Duquesne University
  - b. check (☒) the statement "I agree to the Terms of Use and Privacy policy" and click "Next."
  - c. open your email and in the "Welcome to Cengage" email, click on "Activate Cengage Account."
  - d. Create a password and click on "Set Password."
  6. Enter your shipping information and click "Continue"
  7. Select your preferred shipping method and click "Continue."
  8. Enter your payment information and click "Purchase." (Note: your billing information must match the address on your credit card.) You will get an order confirmation in an email. If you ordered digital content, the instructions and access code will be sent by email.
- Buying books from Pearson:
1. Enter the address <https://estore.pearsoneltusa.com/> in your browser. At this address, you can receive 25% off and free shipping on print versions.
  2. Enter the title of your textbook in the search box "What are you looking for?"
  3. Click on the picture of the textbook that you want to purchase.
  4. Choose "digital" or "print" and click on "Add to cart."
  5. Review your order and click on "Check out."
  6. Enter your email address and click on "Continue." Then you will be taken to the Billing and Payment screens where you provide your shipping information and your credit card information.

– Completing homework on time and preparing for class

Learning happens before, during, and after class. Before class, you should prepare by reviewing class notes. You should think about class and do your homework. Completing homework and in-class assignments on time is an important part of learning. Also, class tests, quizzes, mid-term and final exams are a required and important part of the course and of your grade. If you do not understand an assignment, ask your instructor for more explanation. Do not wait until the next class; ask your teacher before you leave the classroom or by email.

Reflecting on your work is a new idea for many students. Reflecting means thinking about your scores and the teacher's feedback. Reflecting on your scores also means:



## Global English Institute

- asking the teacher if you don't understand your score or the teacher's notes.
- working with the teacher or a GEI Tutor if you do not understand the information from class.
- thinking about what habits you need to change to be a more effective language learner, e.g., doing your homework soon after class or going to bed earlier.

In other words, you work to understand your grade, and you make plans to improve your future grades because *\*you\** are responsible for your learning

### – Participating in class

Your progress in class is your personal responsibility, so be active in class:

- Prepare for class.
- Join class activities.
- Listen to your teacher.
- Work with other students (listening and talking).

### – Being active after class

Your English will improve more if you are active after class, too. After class, do your homework and study for exams, reflect on your work in class, and ask the teacher questions about class or your scores during office hours, especially if your grade is less than 75%. Your GEI course instructors are experienced in helping students learn English and to adjust to academic life. They want you to succeed. However, it is your responsibility to let them know when you need help. If you have any problem or question about the course, the first step is asking your instructor for help. You are welcome to ask the GEI Assistant Director and Curriculum Coordinator for assistance after you have talked to your instructor.

## ▪ **Evaluation and student progress**

### – The GEI Grading Scale is as follows:

A	93-100%	B	83-86	C	73-76
A-	90-92	B-	80-82	D	60-72
B+	87-89	C+	77-79	F	59 and below

### – Examinations

Course grades include Midterm and Final Exams. Students must earn a grade of C (73%) to be promoted to the next level in the GEI. Duquesne University does not recognize C- as a final course grade. The passing grade of C must be earned at the 73% level for the Midterm or Final course grade for all courses in the Global English Institute. See the Appendix B: GEI Achievement Scale and Appendix C: Meaning of grades in GEI courses for additional information.

Additional examinations for GEI courses (other than the Bridges series) include:



Global English Institute

- GEI Proficiency Exam (CaMLA ELP)
- GEI Writing Proficiency Exam
- GEI Oral Proficiency Exam

These exams are required for GEI students as additional measures of proficiency and as part of GEI exit requirements, and student must pay fees for the exams. GEI Proficiency Exam and GEI Writing Proficiency Exam results are provided to students at advisement session. GEI Oral Proficiency Exam results are provided upon request.

Students taking Bridges 101E-102E do not take the GEI program tests unless specifically requested by the Interim Director. Students who have submitted official copies (current to within 1 year) of a TOEFL or IELTS computer score of over 70 / 6 (undergraduate) or over 80 / 6.5 (graduate students) take the writing test only as exit exam.

Other degree programs might have additional examination requirements. For example, Students in the ITA Seminar, students with conditional admission into graduate programs, and students in Health Sciences entering the clinical phase of their program must also take the SPEAK test. Graduate students with conditional admission (Pathway students) must pass all required GEI courses with a final grade of B- or higher to demonstrate success in English proficiency for full admission to a graduate program requiring an iBT score of 80 or 90.

– Repeating a course

Students must repeat a GEI course when the final score is “D” or “F.” Similarly, undergraduate students must repeat a Bridges 100E-102E when the final score is “D” or “F.” Graduate students must repeat a course at the Academic Prep 1 and Academic Prep 2G level when the final score is less than “B-.”

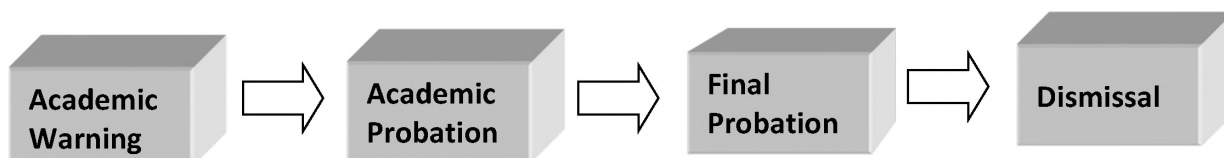
Degree-seeking students enrolled in GEI and credit courses will have a reduced number of credit courses the following semester when the course is repeated to provide the student with additional time to focus on the skills that need improvement.

Note that the “Progressing through the GEI: The Guidelines for success” section above explains that it is the student’s responsibility to ask the instructor for help if she/he is having problems in a course. A student who is not doing well must make very serious and consistent efforts to improve his or her work.

– Probation

In the GEI, academic status is either normal academic progress (succeeding) or on probation (experiencing difficulty and failing). GEI students who receive a midterm grade or final grade of

D or F are placed on probation. They have four chances, during two semesters, to pass all their courses. If they pass all their GEI courses at any half term (midterm or final), they are taken off probation.



Levels of Probation in the Duquesne University Global English Institute

**Academic Warning:** Students who receive midterm or final grades of D or F will be placed on Academic Warning. All course grades need to be C (73%) or above in the following grading period.

**Academic Probation:** Students on Academic Warning who receive midterm or final grades of D or F will be placed on Academic Probation. All course grades need to be C (73%) or above in the following grade period. Students also must register for a special university seminar to help them learn to succeed in their courses.

**Final Probation:** Students on Academic Probation who receive midterm or final grades of D or F will be placed on Final Probation. All course grades need to be C (73%) or above in the following grade period. These students are required to meet with the Global English Institute Interim Director for additional support.

**Dismissal Notification:** Students on Final Probation who receive final grades of D or F will be dismissed from the GEI by the Interim Director. Students enrolled in academic programs will be recommended for dismissal review by the Student Standing Committee of the school in which they are enrolled. If the Student Standing Committee issues a notice of dismissal from Duquesne University, the student will not be permitted to enroll for the semester indicated in the notification.

– **Skiping a course level**

After completing a semester in the GEI, students who have improved their English language skills exceptionally quickly may be able to pass over the next class level in those skills. Such exceptional placement is based upon course grade, instructors' recommendations, and program examination results.

Note that the grade of A at any level does not by itself qualify a student to skip the next level. Rather, the A grade indicates excellent work done at this level and readiness to

progress to the next level where more complicated language structures will be taught. (This is similar to completing Math I with an A and going on to Math II.)

▪ Information about student progress

Both the GEI and Duquesne University provide many opportunities to obtain information about your academic progress. Below is a list of types of information available.

- *Course grades (midterm and final):* The midterm grade is given in the middle of the semester and may change (up or down) depending on your progress during the second part of the semester. The final grade is given at the end.

GEI instructors meet with each student at midterm and again at the end of the semester to review these grades, discuss progress, and at the final meeting, distribute the Course Grade Report. Attendance at grade conferences is required.

- *Program test results:* GEI advisors provide new students with placement test results at registration. GEI Proficiency Exam (CaMLA ELP), the GEI Writing Proficiency Exam results are available at final registration meetings with GEI advisors, and students may request GEI Oral Proficiency Exam scores.
- *Semester grade report:* The Office of the University Registrar sends a grade report to each registered student at the end of the semester. The report lists the courses and the final grades.
- *Transcripts:* The official record of the final grades in all courses taken by a student at a university is called a transcript. At the end of each term, you may obtain a copy of your transcript or request that the Office of the University Registrar send an official copy of your transcript to another institution through the Duquesne Portal. Information about ordering transcripts is available to students in the Duquesne Portal and on the Office of the Duquesne University Registrar website.
- *Academic Credits for GEI Course Levels:* Degree-seeking undergraduate students earn two academic credits upon the completion of three GEI levels (Level 2, Level 3 and Academic Prep 1). Part-time GEI students must complete at least 3 courses in a level to receive the credits.
- *Letters of recommendation:* Students who need recommendation letters stating some additional information about their work at Duquesne University may also request such letters from the GEI office. Generally, letters of recommendation that discuss a student's academics and proficiency are only prepared by the Assistant

Director or Interim Director. Instructors may write letters as well, but the content is limited to the student's character, social skills, attendance, and general academic ability.

The GEI does not offer certificates of completion; however, the Assistant Director can write a letter that lists the courses that a student completed while at the GEI.

## **7. Complaints and appeals**

If the student has a problem in class or wishes to appeal a course grade, the student first meets with their instructor. If the student still has a problem or the student has a problem in the GEI not related to class, the student meets with a GEI advisor. If the problem is still not resolved, the next step is a meeting with the Interim Director. The Interim Director discusses the problem with the student, records the information using a Formal Complaint Form, and investigates the problem.

Problems with GEI courses, faculty, facilities, and activities are addressed by the Interim Director in consultation with program staff and faculty. The Interim Director makes a decision, records it on the Formal Complaint Form and communicates it to the student in writing. Formal complaints take at least one week. If the student is not satisfied with the decision, the student may submit a written appeal to the Associate Dean of McAnulty College, who services as the GEI Ombudsman.

If necessary, DuqGlobal helps students bring problems to the attention of the appropriate University vice president or to submit appeals to the appropriate campus departments, according to the University policies in the Duquesne Student Handbook (available online at [duq.edu](http://duq.edu)).

Course appeals take at least two weeks for processing, and during the entire appeals time period, students must attend all classes and complete all assignments in the classes they have been placed. The student is informed of the outcome in writing. All appeal decisions are final and not subject to re-appeal.

## **8. Student services and activities**

Students who are responsible for their classroom learning should also be active outside of class. Students who participate in activities after class and who use academic services can develop their language skills and learn more about the culture of Duquesne, Pittsburgh, and the U.S.

All GEI students are strongly encouraged to take advantage of the opportunities for help that the GEI Program offers. These are free of charge for all GEI students.

- Field Study: Each semester, the GEI offers a field study that is coordinated with the curriculum in Speaking/Listening courses. The field student is typically free or at a minimal cost.
- The GEI Tutoring Program: The GEI offers free tutoring help to students taking any GEI course. You should make your first appointment by emailing Suzanne Meyer ([meyers1@duq.edu](mailto:meyers1@duq.edu)) if your instructor requires you to see a tutor or if you want to develop your skills by reviewing course work or working on related materials. (Do *\*not\** sign up during your class time!) You can see the tutor for one appointment per week.

You should prepare for your meeting with your tutor bringing course texts, notes, and class materials. Bring your questions, too, and prepare to explain your ideas. Note that tutors do not do your homework or write drafts/papers for you. They are not for conversation practice, either. Be ready to study and to develop your language skills. If you have an emergency and you cannot keep your appointment with your tutor, please cancel your appointment. Call 412-396-5091 or contact the tutor directly. Instructors who require you to work with a tutor are told when you miss a tutoring appointment. If you schedule 2 tutoring appointments but do not keep them, you will receive an email warning. If you schedule and miss a tutoring session after the warning, you will not be allowed to have another tutoring appointment for the rest of the semester.

GEI tutors can help students who are struggling and excellent students. Students can develop their language skills and their confidence when using English.

- Real Talk: Real Talk sessions are informal gatherings of GEI students and degree-seeking students at Duquesne University. You can meet students to meet new people, to practice speaking English, and to learn more about the different cultures in the U.S and the countries and cultures of other GEI students. Real Talk sessions encourage learning, but they are not academic.
- ESL Conversation Sessions at the Michael P. Weibert Learning Center: The Learning Center at Duquesne offers free one-on-one and group conversation sessions that can help you expand your vocabulary, increase your fluency, and become more confident as an English speaker. Additionally, you can meet new people and build friendships when working with Learning Center tutors. Note that you can have conversation session in-

person or via Zoom. These sessions are for conversation only; they are not for class tutoring.

There are also many opportunities to join activities at Duquesne University and in Pittsburgh. The newsletters from the GEI and from the Center for Global Engagement contain information about events to explore. These activities may have a fee.

### **9. The Duquesne University website and the Duquesne Portal**

Most student use the Duquesne University Portal before applying to or starting classes. It is a great resource for learning about Duquesne services and activities. You can also explore Duquesne University through the Portal. When you log into your personal Duquesne account, you can access Duquesne resources through the navigation part on the left or by clicking on the tiles that appear. Some of these resources are the same as the website, but some are not. The Portal contains links to some information for Duquesne students, staff, and faculty only (not public). Some links are to information specific for you, such as your Canvas page, links for paying your bill, etc. Take some time to explore the Portal. You can rearrange it, too, to make the most important information for you easy to find.

### **10. Safety**

Duquesne University has a very safe campus, and Pittsburgh is a fairly safe city. At the same time, staying safe requires being smart and knowing what to do if there is a concern.

As in most places, avoid actions that can lead to problems. Don't leave backpacks, purses or equipment unprotected. As in most places, use a map or directions, don't walk alone at night or in certain areas of the city, and stay alert. Be aware of what's happening around you instead of looking at your phone or listening to something with your earbuds/headphones.

If you do have an emergency or a problem, the Duquesne police want to help:

- The campus emergency number for any police, fire, or medical emergency is:

**412-396-2677**

You can say, "I want to speak to NORA" if you can't speak freely. NORA=Need Officer Right Away.

- There are "code blue" telephones on campus. The phones with the blue lights connect directly to the police department.
- If you are on campus late at night, you can call for a safety escort. Call 412 396 6002, and someone will walk with you so that you do not have to walk alone.



### Global English Institute

- You are automatically signed up to receive emergency calls and texts when you register for classes. This system also informs student of closings or delays because of bad weather. You can also register others for this service on the Duquesne University website.

Of course, you can also call 911, but the Duquesne Police are familiar with Duquesne University, can arrive quickly, and are ready to help.

If you feel that another student is harassing or threatening you, report your problem to the Center for Global Engagement (DuqGlobal) immediately. If the threat is in written form, record the date and make a copy. If you do not feel safe in class for any reason, speak to your instructor immediately, or see any of the program administrators in the GEI or DuqGlobal.

### Conclusion

Starting school in a new program, moving to a new city, and/or living in a new country can be exciting, but it is not always easy. GEI students often have questions or concerns about classes, academic support services, and campus life. Asking your questions is important so you can get answers that might help you to be a successful student, solve problems, and/or provide great experiences.

### Questions and Concerns

- GEI Instructors can help with problems in classes. Talk directly with your instructor if there is a problem with class activities, textbooks, homework, tests, or the behavior of the other students in the class. In the U.S., speaking to professors about their course is normal and respectful. Instructors are available during Office Hours, before or after class, and at other times by appointment. You can also express opinions about the class in the Quarterly Class Feedback Survey and the GEI Instructor Evaluation Survey.

If an instructor cannot help with a problem in class, then make an appointment with a GEI Student Success Coach (advisor) in the GEI Office for help. Advisors can help with questions or problems about a class or the GEI, such as:

- placement and promotion to the next level
- registration and class schedules
- communicating with instructors
- other students' behavior
- textbooks and course materials
- classroom space and facilities
- GEI events and services – tutors, Field Study, Real Talk



GEI Student Success Coaches can help students with individual problems they have in a class, but students should talk about these problems with the instructor first.

- DuqGlobal advisors: GEI advisors may direct you to the Center for Global Engagement (601 Union) to help you with some problems related to, for example, campus life and immigration status. The DuqGlobal Advisors in the Center for Global Engagement (601 Union) can assist with:
  - getting started at Duquesne University
  - living in the residence halls
  - health care
  - transportation
  - joining student organizations
  - academic departments and majors
  - admission to a Duquesne University academic program
  - maintaining immigration status

If necessary, DuqGlobal advisors will help you identify and interact with the relevant campus department.

Expectations of students in the U.S.

Different cultures have different expectations of student responsibilities. Students in higher education take full responsibility for their learning and are very active. They prepare for class, participate in class, ask questions and do assignments. Instructors are available when the students seek help, but instructors do not “spoon feed” students.

Becoming a successful student in the U.S. means much more than simply going to classes. Students who work very hard succeed; students who do not work hard are not likely to succeed. Successful students:

- Spend at least 1-2 hours on homework for each class, each night.
- Complete all homework on time. More problems occur when students get behind.
- Talk to instructor during their office hours to ask questions about problems or develop understanding further.
- Follow your instructors’ suggestions for improvement. In the GEI, instructors provide feedback about how to improve English skills, and the instructors expect that students will show responsibility for making changes to improve.
- Be active in English. Use English as much as you can outside of class. The more you speak, read and listen to English, the quicker you will improve.

We wish you success in the Duquesne University Global English Institute!

### Global English Institute (GEI) Class Map

#### Academic Prep 2U:

Freshman Writing for international undergraduates  
CEFR B2+: CEFR B2 / OVER TOEFL 70 IBT / IELTS 6

BRDG 100E (1 credit)	BRDG 101E (3 credits)	BRDG 102E (3 credits)
-------------------------	--------------------------	--------------------------

#### Academic Prep 2G

(primarily for international graduate students)  
CEFR B2+: CEFR B2 / OVER TOEFL 80 IBT / IELTS 6.5

Graduate Research Paper (343)	Graduate Academic Discourse (346)	Professional Presentation and Oral Communication (349)
-------------------------------------	---	--

#### Academic Prep I

CEFR B2 proficiency: over TOEFL 60 IBT / IELTS 5.5

Academic Reading in Context (256)	Academic Writing in Context (259)	Academic Speaking in Context (257)	Academic Grammar and Vocabulary in Context (107)	Academic Listening in Context (258)
---	---	--	---	---

CEFR B2

#### Intensive English Program

Through CEFR B1 proficiency: under TOEFL 60 IBT / IELTS 5.5

Level 3	Level 3 Reading (371)	Level 3 Writing (372)	Level 3 Speaking and Listening (373)	Level 3 Grammar (374)	Level 3 Notetaking (375)	CEFR B1
Level 2	Level 2 Reading (271)	Level 2 Writing (272)	Level 2 Speaking and Listening (273)	Level 2 Grammar (274)	Level 2 Notetaking (275)	CEFR A2
Level 1	Level 1 Reading (171)	Level 1 Writing (172)	Level 1 Speaking and Listening (173)	Level 1 Grammar (174)	Level 1 Notetaking (175)	CEFR A1
Foundation	Foundation Reading (071)	Foundation Writing (072)	Foundation Speaking and Listening (073)	Foundation Grammar (074)	Foundation Notetaking (075)	below CEFR A1

## Global English Institute (GEI) Achievement Chart

Foundation Reading	Level 1 Reading	Level 2 Reading	Level 3 Reading	Academic Reading in Context
<p>By the end of the course through written exercises and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Read a variety of brief, 1 – 3 paragraph texts with high-frequency vocabulary, such as simple nonacademic texts, and</li> <li>-respond to objective questions about information stated directly in the text orally or in writing</li> <li>-identify a simple, 1-3 sentence summary</li> <li>▪ Demonstrate the use of the following reading strategies: <ul style="list-style-type: none"> <li>-previewing a text</li> <li>-skimming</li> <li>-scanning</li> </ul> </li> <li>-identification of basic inferences based on text content</li> <li>-vocabulary development strategies, such as identifying part of speech, using a dictionary to look up words, and writing sentences that show meaning [Your teacher will have you keep a vocabulary notebook.]</li> <li>▪ Spell high-frequency words and new vocabulary items from texts correctly</li> </ul>	<p>By the end of the course through written exercises and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Read a variety of short, informational texts and level-appropriate readers with high-frequency vocabulary on common, everyday topics in order to</li> <li>-respond to objective and open-ended questions about information stated directly in the text orally and in writing</li> <li>-identify the main idea of a text</li> <li>-outline or write paragraph summaries of texts</li> <li>▪ Demonstrate the use of the following reading strategies: <ul style="list-style-type: none"> <li>-previewing a text</li> <li>-skimming</li> <li>-scanning</li> </ul> </li> <li>-making basic inferences based on text content</li> <li>-vocabulary development strategies, such as identifying part of speech, using a dictionary to look up words, determining meaning from context, and writing sentences that show meaning [Your teacher will have you keep a vocabulary notebook.]</li> <li>▪ Spell high-frequency words and new vocabulary items from texts correctly</li> <li>▪ Share a summary and reaction to a reader in written and oral format</li> </ul>	<p>By the end of the course through written exercises and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Read straightforward, informational texts and level-appropriate readers written in everyday language and</li> <li>-respond to open-ended questions about information stated directly in the texts orally and in writing</li> <li>-respond to questions requiring inference, explanation, and opinion orally and in writing</li> <li>-construct main ideas for texts and paragraphs</li> <li>-write extended (2-3 paragraph) summaries of texts using correct summary format and source reference as needed</li> <li>▪ Identify text organization in a text (e.g., introduction, thesis, topic sentence etc.)</li> <li>▪ Demonstrate use of reading strategies <u>from prior levels and</u></li> <li>-distinguish main ideas and details</li> <li>-identify fact and opinion</li> <li>-use visual aids to take notes</li> <li>-paraphrase main ideas</li> <li>-use vocabulary development strategies, such as identifying word families and collocations [Your teacher will have you keep a vocabulary notebook.]</li> <li>▪ Demonstrate the ability to find credible sources relevant to the text materials in a library/on a library website and to cite materials appropriately</li> <li>▪ Demonstrate understanding of AI-generated texts in terms of plagiarism</li> </ul>	<p>By the end of the course through written exercises and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Read a variety of straightforward, complex, and academic texts to</li> <li>-respond to questions related to content, inference, content-analysis and validity of argument orally and in writing</li> <li>-demonstrate understanding of a text's argument and relevant (counter) support by paraphrasing and summarizing ideas, orally and in writing</li> <li>-demonstrate the ability to read for different purposes, including critical analysis (credibility) and to prepare for discussion (with text analysis, hypotheticals)</li> <li>▪ Demonstrate understanding and use of reading strategies <u>from prior levels and</u></li> <li>-distinguish fact, implication, and opinion</li> <li>-use of citations and visual aids as support</li> <li>-identify of patterns of development</li> <li>-synthesize texts</li> <li>-use vocabulary development strategies such as finding in-text definitions, determining the definition word with multiple meanings, identifying logic through vocabulary [Your teacher <i>may</i> have you keep a vocabulary notebook.]</li> <li>▪ Demonstrate the ability to find relevant, credible sources online, to cite materials appropriately, and to connect ideas to course materials.</li> <li>▪ Demonstrate use of AI for research purposes in adherence to academic integrity policy</li> </ul>	<p>By the end of the course through written exercises and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Read a variety of authentic, unabridged texts, including literature and academic articles, and</li> <li>-respond to questions regarding argument and support as well as text construction (e.g., perspective, tone, patterns of development).</li> <li>-demonstrate understanding of a text's argument and relevant (counter) support by paraphrasing and summarizing ideas, orally and in writing</li> <li>-demonstrate the ability to read for different purposes, including critical analysis (credibility) and to prepare for discussion (with text analysis, hypotheticals)</li> <li>▪ Demonstrate understanding and use of reading strategies <u>from prior levels and</u></li> <li>-determine (un)favored view</li> <li>-read visual aids/discuss data</li> <li>-use vocabulary development strategies such as class discussions, an English language dictionary and/or a vocabulary notebook to distinguish differences</li> <li>▪ Demonstrate the ability to find relevant, credible sources online, to cite materials appropriately, and to connect ideas to course materials</li> <li>▪ Demonstrate use of AI for research purposes in adherence to academic integrity policy</li> </ul>

Foundation Writing	Level 1 Writing	Level 2 Writing	Level 3 Writing	Academic Writing in Context
<p>By the end of the course through written exercises and paragraphs, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Print information using legible English letters</li> <li>▪ Write “simple” sentences (containing one independent clause)</li> <li>▪ Show subject-verb agreement in in brief, uncomplicated sentences</li> <li>▪ Provide written-responses to uncomplicated questions about personal information</li> <li>▪ Use correct capitalization and terminal punctuation to start and end uncomplicated sentences and questions</li> <li>▪ Write a simple, 1-2 sentence email requesting or providing information to a familiar audience</li> <li>▪ Demonstrate self-editing skills by revising simple grammar errors associated with simple sentences</li> <li>▪ Achieve an in-house TWE score of 1 on writing exercises by the end of term</li> </ul>	<p>By the end of the course through written exercises and paragraphs, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Write simple and compound sentences or questions using the singular and plural forms of simple present, present progressive and simple past tense with high-frequency verbs</li> <li>▪ Use appropriate in-text punctuation (commas) for compound sentences</li> <li>▪ Create simple outlines for brief, uncomplicated paragraphs which include a clear topic sentence and supporting main points</li> <li>▪ Write brief paragraphs containing a topic sentence and pertinent, supporting details</li> <li>▪ Create a multi-paragraph (200-300 word) composition describing or defining a topic related to daily life</li> <li>▪ Create a 3-4 sentence email requesting or providing information to a familiar audience</li> <li>▪ Demonstrate self-editing skills by revising common grammar errors such as forms of past participles and question formation in simple past tense</li> <li>▪ Achieve an in-house TWE score of 2 on writing exercises by the end of term</li> </ul>	<p>By the end of the course through written exercises and compositions, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Write compound sentences containing simple adverbial clauses</li> <li>▪ Write sentences across the simple tenses and in simple present progressive tense</li> <li>▪ Use appropriate in-text punctuation (commas, semicolons)</li> <li>▪ Create a paragraph outline which includes a topic sentence, supporting ideas, details and a concluding idea</li> <li>▪ Create a multi-paragraph (400 - 500 word) essay containing an introduction with a thesis statement and well-developed body paragraphs per outline</li> <li>▪ Use basic citations such as “Author X says.....” with the use of quotation marks and appropriate punctuation</li> <li>▪ Create an email requesting or providing specific information to an unfamiliar audience</li> <li>▪ Develop test-taking skills by composing accurate, short answer sentence responses to written test questions</li> <li>▪ Demonstrate self-editing skills by revising common grammar errors such as verb tenses listed above and modal verb constructions</li> <li>▪ Demonstrate awareness of AI use for idea generation vs. plagiarism</li> <li>▪ Achieve an in-house TWE score of 3 on writing exercises by the end of term</li> </ul>	<p>By the end of the course through written exercises and compositions, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Write simple, compound, and complex sentences containing appropriate punctuation</li> <li>▪ Create a working outline for a formal essay, including a clear introduction, well-developed paragraphs (per previous levels), and a conclusion</li> <li>▪ Write a multi-paragraph (500 - 600 word composition) based on an outline</li> <li>▪ Include specific details and citations from texts in addition to supporting ideas</li> <li>▪ Paraphrase and summarize written text from other sources without plagiarizing</li> <li>▪ Cite authored texts in accordance with MLA or APA citation guidelines</li> <li>▪ Develop test-taking skills through composing accurate short essay responses to written essay questions</li> <li>▪ Demonstrate self-editing skills by revising essays for grammar errors and revising for coherence</li> <li>▪ Use AI for related research purposes in adherence to academic integrity policy</li> <li>▪ Achieve an in-house TWE score of 3/4 on a written essay by the end of term</li> </ul>	<p>By the end of the course through written exercises and argumentative essay, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Intermix simple, compound, complex, and compound complex sentences containing relative clauses, appositives, participial phrases, and appropriate punctuation</li> <li>▪ Create a working bibliography and a comprehensive outline for a formal essay or research project which <ul style="list-style-type: none"> <li>-presents a specific, argumentative thesis statement</li> <li>-provides well-developed paragraphs with details and numerous citations in addition to supporting ideas</li> <li>-moves beyond a formulaic ‘5-paragraph essay’</li> </ul> </li> <li>▪ Write a multi-paragraph (700 - 800 word) based on an outline with a clear conclusion and a bibliography <ul style="list-style-type: none"> <li>▪ Cite external sources in accordance with MLA or APA guidelines</li> <li>▪ Develop test-taking skills by composing extended responses to multi-part, written essay questions</li> </ul> </li> <li>▪ Demonstrate self-editing skills by correcting grammar errors and editing for coherence across drafts</li> <li>▪ Use AI for research related purposes in adherence to academic integrity policy</li> <li>▪ Achieve an in-house TWE score of 4 on a written essay by the end of term</li> </ul>

Foundation Speaking/Listening	Level 1 Speaking/Listening	Level 2 Speaking/Listening	Level 3 Speaking/Listening	Academic Speaking in Context
<p>By the end of the course through exercises, presentations, and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ <i>Pronunciation</i> (high frequency words related to everyday needs and actions): <ul style="list-style-type: none"> <li>-Use phonetic symbols in a dictionary for pronunciation</li> <li>-Produce high frequency segmentals such as lax and tense vowels, diphthongs, consonants, and high frequency consonant clusters</li> <li>-Produce “simple” sentences (containing one independent clause) and questions using appropriate intonation patterns</li> </ul> </li> <li>▪ <i>Speaking</i>: <ul style="list-style-type: none"> <li>-Use communication strategies to ask/answer basic questions, express needs, offer/request assistance, make suggestions, and provide clarifications</li> <li>-Create short, formulaic dialogues and conversations</li> <li>-Prepare and deliver brief (under 1 minute) presentations on topics relevant to class discussions or listening activities</li> </ul> </li> <li>▪ <i>Listening</i>: <ul style="list-style-type: none"> <li>-demonstrate use of basic listening strategies for: <ul style="list-style-type: none"> <li>·predicting</li> <li>·focusing attention</li> <li>·evaluating accuracy of basic information/data from context</li> </ul> </li> </ul> </li> </ul>	<p>By the end of the course through exercises, presentations, and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ <i>Pronunciation</i> (high frequency words related to everyday needs and actions): <ul style="list-style-type: none"> <li>- Produce segmentals listed in prior level</li> <li>-Produce final grammatical word endings</li> <li>-Identify and produce ·stressed/unstressed syllables</li> <li>·high frequency stress patterns in multi-syllable words</li> <li>·focal stress and intonation patterns in “simple” sentences and questions</li> </ul> </li> <li>-Link final sounds to initial sounds in discourse (with vowels, repeating consonants)</li> <li>▪ <i>Speaking</i>: <ul style="list-style-type: none"> <li>-Use communication strategies <ul style="list-style-type: none"> <li>·from prior level</li> <li>·express agreement and disagreement</li> <li>·provide uncomplicated opinions</li> </ul> </li> <li>-Prepare and deliver 1-1.5 minute presentations with introduction, body and conclusion</li> </ul> </li> <li>▪ <i>Listening</i>: <ul style="list-style-type: none"> <li>-Demonstrate use of listening strategies: <ul style="list-style-type: none"> <li>·from prior level</li> <li>·making simple inferences</li> <li>·analyzing information</li> </ul> </li> </ul> </li> </ul>	<p>By the end of the course through exercises, presentations, and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ <i>Pronunciation</i> (high frequency academic words and common abstractions): <ul style="list-style-type: none"> <li>-Demonstrate skills from previous levels</li> <li>-Produce stressed/unstressed syllables in common words</li> <li>-Use intonation to identify sentences and questions</li> <li>-Emphasize content words and deemphasize structure words in level-appropriate discourse</li> <li>-Use contractions and common reductions in informal discourse</li> <li>-Identify and use focal stress</li> <li>-Link final sounds to omitted consonant sounds in conversational discourse</li> </ul> </li> <li>▪ <i>Speaking</i>: <ul style="list-style-type: none"> <li>-Use communication strategies <ul style="list-style-type: none"> <li>·from prior levels</li> <li>·discuss differences/conflicts</li> <li>·offer possible solutions</li> </ul> </li> <li>-Prepare and deliver 2-3 minute formal and informal presentations with introduction, body and conclusion</li> </ul> </li> <li>▪ <i>Listening</i>: <ul style="list-style-type: none"> <li>-Demonstrate use of listening strategies: <ul style="list-style-type: none"> <li>·from prior levels</li> <li>·revising predictions/inferences</li> <li>·planning for previously missed information</li> </ul> </li> </ul> </li> </ul>	<p>By the end of the course through exercises, presentations, and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ <i>Pronunciation</i> (academic words and abstract concepts): <ul style="list-style-type: none"> <li>-Demonstrate skills from previous levels</li> <li>-Identify and produce stressed/unstressed syllables using text-based clues</li> <li>-Use focal stress for emphasis</li> <li>-Use intonation with a wide variety of sentence types, lists, and questions</li> <li>-Identify and use rhythm patterns in extended speech</li> <li>-Identify and use appropriate thought groups in formal and informal discourse</li> <li>-Link terminal and initial sounds appropriately in conversational discourse</li> </ul> </li> <li>▪ <i>Speaking</i>: <ul style="list-style-type: none"> <li>-Use communication strategies from prior levels and <ul style="list-style-type: none"> <li>·narrate events on a timeline</li> <li>·describe complex situations</li> <li>·support positions and opinions</li> <li>·reference reliable sources</li> </ul> </li> <li>-Prepare and deliver of 3–4-minute, research-based presentations including informational, persuasive, and argumentative (debate) genres</li> </ul> </li> <li>▪ <i>Listening</i>: <ul style="list-style-type: none"> <li>-Demonstrate use of listening strategies: <ul style="list-style-type: none"> <li>·from prior levels</li> <li>·identifying perspectives and tone</li> <li>·formulating conclusions</li> </ul> </li> </ul> </li> </ul>	<p>By the end of the course through exercises, presentations, and exams, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ <i>Pronunciation</i> (field-specific terminology and abstractions): <ul style="list-style-type: none"> <li>-Demonstrate skills from previous levels in formal and conversational speech</li> <li>-Accurately use thought groups</li> <li>-Accurately use sentence stress</li> <li>-Self-monitor and self-correct errors with segmentals and supersegmentals</li> </ul> </li> <li>▪ <i>Speaking</i>: <ul style="list-style-type: none"> <li>-Demonstrate skills from previous levels</li> <li>-Use cohesive devices effectively</li> <li>-Employ effective repair strategies</li> <li>-Present data from graphics</li> <li>-Analyze and summarize spoken and written information</li> <li>-Present supporting and conflicting evidence on topics appropriate for first-year academic study</li> <li>- Prepare and deliver various types of 4–6-minute presentations on topics typical for first- year academic studies</li> </ul> </li> <li>▪ <i>Listening</i>: <ul style="list-style-type: none"> <li>-Demonstrate use of listening strategies: <ul style="list-style-type: none"> <li>·from prior levels</li> <li>·analyze and summarize key concepts provided in varied, authentic audio and video materials and spontaneous interpersonal discussions</li> </ul> </li> </ul> </li> </ul>

Foundation Grammar	Level 1 Grammar	Level 2 Grammar	Level 3 Grammar	Academic Grammar and Vocabulary in Context
<p>By the end of the course, students will show through written and spoken exercises and written exams the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Create short, formulaic affirmative and negative sentences related to familiar topics, everyday events, people, and places using the following grammar structures: <ul style="list-style-type: none"> <li>- simple present tense</li> <li>- present progressive tense</li> <li>- simple past tense with a limited number of high-frequency verbs</li> <li>- simple future tense</li> </ul> </li> <li>▪ Produce simple yes/no questions with <i>be</i> and <i>do</i> and information questions with <i>what</i>, <i>where</i>, and <i>why</i> in simple present and present progressive tenses</li> <li>▪ Use with subject and object pronouns in simple formulaic sentences</li> <li>▪ Use imperatives to make simple formulaic requests and give directions</li> <li>▪ Identify count vs. noncount nouns.</li> <li>▪ Correct errors in sentences similar to those in textbook exercises</li> </ul>	<p>By the end of the course, students will show through written and spoken exercises and written exams the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Create uncomplicated simple and compound affirmative and negative sentences about common topics, everyday routines, uncomplicated events, observations, opinions and feelings using the following grammar structures: <ul style="list-style-type: none"> <li>- simple present tense</li> <li>- present progressive tense</li> <li>- simple past with high-frequency verbs</li> </ul> </li> <li>-future tense with <i>be going to</i>.</li> <li>▪ Produce simple yes/no questions and information questions in with the structures listed above</li> <li>▪ Use affirmative and negative imperatives for simple directions, instructions, requests and suggestions</li> <li>▪ Produce sentences and questions with the modal verb <i>can</i> to express ability and possibility in affirmative and negative sentences and questions</li> <li>▪ Compare objects, people, or events with adjectives</li> <li>▪ Align count and noncount nouns with articles and verbs in uncomplicated sentences and questions</li> <li>▪ Correct errors in sentences or brief paragraphs similar to those in textbook exercises</li> </ul>	<p>By the end of the course, students will show through written and spoken exercises and written exams the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Create simple and compound affirmative and negative sentences about experiences, routines and plans by using the following grammar structures: <ul style="list-style-type: none"> <li>- simple present tense</li> <li>- present progressive tense</li> <li>-present perfect for experiences</li> <li>- simple past</li> <li>- future tense</li> </ul> </li> <li>▪ Produce yes/no questions and information questions in with the structures listed above.</li> <li>▪ Produce sentences and questions with the modal verbs <i>may</i> and <i>might</i> to express permission or possibility</li> <li>▪ Create sentences and questions with the modal verbs <i>should</i>, <i>ought to</i>, <i>had better</i>, <i>have to</i> and <i>must</i> to express advice and necessity</li> <li>▪ Use adjectives and adverbs in comparative and superlative forms to compare objects, people, and events</li> <li>▪ Create simple sentences and questions using gerunds and infinitives appropriately after high frequency common verb associations</li> <li>▪ Correct errors in sentences or multiple paragraphs similar to those in textbook exercises</li> </ul>	<p>By the end of the course, students will show through written and spoken exercises and written exams the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Create simple, compound, and complex affirmative and negative sentences and questions about a wide range of concrete topics and common abstractions with: <ul style="list-style-type: none"> <li>-grammar structures reviewed in prior levels</li> <li>-present progressive tense for future</li> <li>-present perfect and present perfect progressive tenses</li> <li>-past progressive tense</li> </ul> </li> <li>▪ Expand modal use to hypothesize, make predictions and inferences, discuss possibility and express advice, necessity, and obligation across time frames in sentences and questions</li> <li>▪ Compare objects, people, and places using <i>as...as</i> constructions with adjectives and adverbs</li> <li>▪ Use gerunds and infinitives in subject and object positions with commonly used verbs</li> <li>▪ Use indefinite and definite articles and a range of basic quantifiers</li> <li>▪ Use adjective clauses (subject)</li> <li>▪ Identify sentences using reported speech</li> <li>▪ Complete 1-page writing assignments to demonstrate ability to use grammar structures listed above and correct errors in paragraphs similar to those in textbook exercises</li> </ul>	<p>By the end of the course, students will show through written and spoken exercises and written exams the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Create compound and complex affirmative and negative sentences and questions about a wide range of concrete and abstract topics with: <ul style="list-style-type: none"> <li>-the grammar structures reviewed in prior levels</li> <li>-past perfect and past perfect progressive tenses</li> <li>-future perfect and future perfect progressive tenses</li> <li>-passive voice</li> </ul> </li> <li>▪ Compose and answer tag questions for clarification and confirmation</li> <li>▪ Create sentences and questions to express advisability and speculations about the past using modal verbs</li> <li>▪ Create present and past tense sentences using gerunds as subjects, objects, and after prepositions</li> <li>▪ Use infinitives following adjective and nouns to express purpose</li> <li>▪ Clarify and connect ideas with adjective clauses and appositives</li> <li>▪ Incorporate content from other speakers and writers by using embedded questions, reported speech, and appropriate attribution</li> <li>▪ Complete 2-page writing assignments writing assignments to demonstrate ability to use grammar structures listed above and correct errors in paragraphs similar to those in textbook exercises</li> </ul>

Foundation Notetaking	Level 1 Notetaking	Level 2 Notetaking	Level 3 Notetaking	Academic Listening in Context
<p>By the end of the course through aural, oral, and written exercises, exams, and a presentation, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Demonstrate use of basic listening strategies: <ul style="list-style-type: none"> <li>-predicting</li> <li>-focusing attention</li> <li>-critical thinking*</li> </ul> </li> <li>▪ Complete simple scaffolded outlines of uncomplicated 4–5-minute scripted academic lectures</li> <li>▪ Compose 2-3 sentence summaries from scaffolded outlines</li> <li>▪ Record aurally presented information (numbers, time, directions, etc.) relating daily life and formulaic situations at school</li> <li>▪ Recognize and record key vocabulary items provided in uncomplicated, brief listening comprehension exercises</li> <li>▪ Infer meaning of unfamiliar, high-frequency vocabulary items from aural and written context</li> <li>▪ Compose simple sentences to demonstrate understanding of new vocabulary items</li> </ul>	<p>By the end of the course through aural, oral, and written exercises, exams, and a presentation, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Demonstrate use of basic listening strategies: <ul style="list-style-type: none"> <li>-predicting and revising predictions</li> <li>-focusing attention</li> <li>-making simple inferences</li> <li>-critical thinking*</li> </ul> </li> <li>▪ Record topic, subtopics, and main ideas (3 levels of information) in notes from short (5-6 minute) scripted academic lectures</li> <li>▪ Compose paragraph summaries from notes of short lecture</li> <li>▪ Record aurally presented high-frequency vocabulary in daily life and academic settings accurately</li> <li>▪ Infer meaning of unfamiliar vocabulary and high frequency academic terms from aural and written context</li> <li>▪ Deliver and respond to formal 1-2-minute student presentations on topics related to lectures with: <ul style="list-style-type: none"> <li>-basic organizational principles --</li> <li>-communication strategies to deliver and respond to content</li> </ul> </li> </ul>	<p>By the end of the course through aural, oral, and written exercises, exams, and a presentation, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Demonstrate use of a variety of listening strategies: <ul style="list-style-type: none"> <li>-those listed prior levels</li> <li>-revising predictions and inferences</li> <li>-planning</li> <li>-critical thinking*</li> </ul> </li> <li>▪ Record topic, subtopics, main ideas, and supporting details (4 levels of information) in notes from 6 – 8-minute scripted academic lectures</li> <li>▪ Compose summaries from notes of short lecture</li> <li>▪ Use common signal words and phrases to organize information in notes</li> <li>▪ Infer meaning and part of speech of unfamiliar academic terms from aural and written context</li> <li>▪ Deliver and respond to formal 2–3-minute student presentations on topics related to lectures with: <ul style="list-style-type: none"> <li>-common organizational principles</li> <li>-communication strategies to deliver and respond to basic academic content</li> </ul> </li> </ul>	<p>By the end of the course through aural, oral, and written exercises, exams, and a presentation, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Demonstrate use of a variety of listening strategies: <ul style="list-style-type: none"> <li>-those listed prior levels</li> <li>-planning</li> <li>-evaluation</li> <li>-critical thinking*</li> </ul> </li> <li>▪ Record topic, subtopics, main ideas, supporting details and examples (4-5 levels of information) in well-organized notes from 7-9-minute scripted and authentic academic lectures</li> <li>▪ Compose multi-paragraph summaries using lecture notes</li> <li>▪ Use a wide selection of abbreviations and symbols in note-taking activities</li> <li>▪ Infer meaning, part of speech, and word family of unfamiliar academic terms from aural and written context</li> <li>▪ Deliver and respond to formal 3–4-minute student presentations on topics related to lectures with: <ul style="list-style-type: none"> <li>-academic organizational principles</li> <li>-communication strategies to deliver and respond to academic content</li> </ul> </li> </ul>	<p>By the end of the course through aural, oral, and written exercises, exams, and a presentation, students will show the ability to (with 73% accuracy or more):</p> <ul style="list-style-type: none"> <li>▪ Select effective listening and notetaking strategies to <ul style="list-style-type: none"> <li>-record/retrieve information</li> <li>-demonstrate critical thinking*</li> </ul> </li> <li>▪ Take notes using a variety of formats, including graphic organizers.</li> <li>▪ Record key information from well-organized 10-30-minute scripted and authentic academic lectures including: <ul style="list-style-type: none"> <li>-information described in prior levels</li> <li>-lecturer's tone and perspective</li> </ul> </li> <li>▪ Compose multi-paragraph summaries with key points and substantiating citations using lecture notes</li> <li>▪ Analyze unfamiliar terms from aural and written context and propose level-appropriate alternatives</li> <li>▪ Deliver and respond to formal 5–6-minute student presentations on topics related to lectures with: <ul style="list-style-type: none"> <li>-academic organizational principles</li> <li>-communication strategies to deliver and respond to academic content</li> </ul> </li> </ul>
*Critical thinking involves developing skills of analyzing information, problem-solving, and forming judgments in level-appropriate ways.				

## Appendix C: Meaning of grades in GEI courses

GEI courses use the A to F grading system used by Duquesne University. GEI instructors assign a range of possible points or percentages to student performance on important learning areas, such as homework, quizzes, independent learning projects, essays, tests and exams.

The maximum possible points for percentages of student performance in each course totals 100. The range of points/percentages for different midterm or final grads is a typical course is:

A	93-100%	B	83-86	C	73-76
A-	90-92	B-	80-82	D	60-72
B+	87-89	C+	77-79	F	59 and below

Duquesne University and the GEI use a plus/minute letter grade system to represent these scores and defines the grades as follows:

A	Superior	By the end of the course, students with a final grade of A- or A have demonstrated learning of SLOs at a 90-100% level of excellent to superior performance.
A-	Excellent	
B+	Very good	By the end of the course, students with a final grade of B-, B, or B+ have demonstrated their learning of SLOs at an 80-89% level of above average to good performance.
B	Good	
B-	Above average	
C+	Satisfactory	By the end of the course, students with a final grade of C or C+ have demonstrated their learning of SLOs at a 73-79% level of average to satisfactory performance.
C	Average	
D	Lowest scaled grade	By the end of the course, students with a final grade of D have demonstrated their learning of SLOs at a 60-72% level of less than satisfactory performance.
F	Fail	By the end of the course, students with a final grade of F have demonstrated their learning of SLOs at below a 60% level of failing level performance.
P	Pass (in a Pass/Fail grading system)	