



Cultural Center for Language Studies
Fluency in Languages

CCLS ENGLISH COURSE CURRICULUM

Course Goal: College Pathway Program

Course Objectives: The College Pathway Program, which exposes students to Academic English, aims to equip students with the necessary skills to excel in higher education. The College Pathway Program aims to equip students with the necessary skills to excel in higher education. The program, which consists of three core courses, helps promote excellence in academic fluency. The course follows several Stanford University professors who engage students in lectures, reading, graphics, and writing tasks to promote higher-order thinking and disciplined skills. Students will engage with articles, lectures, graphs, and various other sources to derive meaning; these models mirror the experiences students will have in a college classroom. Consequently, this program intends to complement our current curriculum by building on the skills and knowledge gained from participation in previous levels or from prior knowledge attained through other experiences.

Course Overview and Timing- College Pathway Program (Academic English)

Level 1 (CEFR B2+/C1)

Total number of instructional
Hours per level: Approximately 216 hours

Level 2 (CEFR B2+/C1)

Total number of instructional Weeks per level: 12

Level 3 (CEFR B2+/C1)

Total number of instructional
Weeks for all levels: Approximately 36 weeks



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Process for Teaching and Learning: Academic English Program

Lessons are taught through the Communicative Learning Technique Approach along with Pearson's *MyEnglishLab* and materials specially designed by the publisher for this program.

Delivery modalities: In-person, and hybrid (non-F1), and online synchronous (non-F-1)

Academic Progress and Grading Policy

Evaluation tools:

- Written and oral assessments, lab modules, research papers, writing tasks, analyses, presentations

Final score:

- Average of weighted categories.

To maintain good academic standing and to progress to the next level, students must achieve an average of seventy (70) or higher. A limited number of assignment retakes is allowed with the teacher's consent. Also, in addition to achieving an average score of 70, F-1 students must also maintain 80% attendance to progress to the next level, in accordance with SEVP guidelines. For details, please see Grading Policy available at ccls.nj.edu.



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**College Pathway Program (Academic English) –
Level 1 [Oral Communication] (CEFR correlation
B2+/C1)**

Length: 216 hours

LEARNING GOALS

**Linguistic
Performance
Indicators**

Students will be able to:

- Ask for and respond to requests for elaboration.
- Use turn-taking to encourage participation.
- Take accurate, organized notes.
- Paraphrase, or rephrase, key ideas.
- Consider what they already know about a topic.
- Identify and present main ideas and supporting details.
- Compare textbooks to lectures.
- Clarify ideas.
- Participate in extended discourse.
- Respond to and discuss controversial topics.
- Recognize and use digressions.
- Lead discussions.
- Utilize interrogatives and declaratives to gain, confirm, and assert support.
- Recognize speaking styles.
- Identify empathetic argumentation.
- Utilize succinct argumentation.
- Identify and utilize markers for organizational structure.
- Utilize words and phrases to create cohesion in discussions and presentations.
- Connect visuals to a lecture.



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	<ul style="list-style-type: none">▪ Identify different visuals and their purposes.▪ Read and interpret complex visuals.▪ Synthesize text into a visual.▪ Create visuals and communicate what they mean.▪ Identify facts through verbal and nonverbal signposts.▪ Identify opinions through verbal and nonverbal signposts.▪ Recognize facts and opinions in texts.▪ Interpret and utilize hedging devices.▪ Identify a speaker's underlying meaning.▪ Determine a speaker's intent and degree of certainty.▪ Synthesize information from multiple sources.▪ Understand implied conditions.▪ Understand steps of a process.▪ Identify purpose and structure in a process presentation.▪ Analyze flow in a process presentation.▪ Explain a complex process.▪ Use generalizations and specifics to introduce and define key points.▪ Identify and use analogies.▪ Use metaphors and similes.▪ Make assumptions and identify false assumptions.▪ Assess the quality of a conclusion.▪ Recognize and use colloquial language.
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Interact with college and university level lectures.▪ Respond to scholarly writing.▪ Know when and how to use different grammatical tenses.▪ Talk about hypothetical situations and present them as conditions.



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| | <ul style="list-style-type: none">▪ Know how and when to enter and exit a conversation.▪ Understand and use suffixes and prefixes.▪ Understand how to be an active participant in a conversation.▪ Understand and use the present subjunctive.▪ Construct arguments and counter arguments using hedging.▪ Make sentences using phrasal verbs.▪ Know how to justify ideas with a variety of sources.▪ Understand how to respectfully disagree.▪ Know how and when to ask a speaker for more information or examples.▪ Understand how to identify implied and inferred meaning and speaker intent to draw deeper meaning. |
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**College Pathway Program (Academic English) –
Level 2 [Writing] (CEFR correlation B2+/C1)**

Length: 216 hours

LEARNING GOALS

**Linguistic
Performance
Indicators**

Students will be able to:

- Narrow a topic and develop a research question.
- Write a preliminary thesis statement and create an outline.
- Assemble an annotated bibliography.
- Explore verb tenses in academic writing
- Conduct primary and secondary research.
- Collaborate and share ideas.
- Critically evaluate and organize research.
- Summarize texts and incorporate summaries.
- Use reported speech effectively.
- Create coherence and cohesion.
- Revise writing.
- Analyze organizational patterns.
- Use language to add cohesion.
- Make stylistic choices.
- Control voice and tone.
- Analyze the rhetorical context.
- Use appropriate adverbials to fit the rhetorical context.
- Use visuals to present information in writing.



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	<ul style="list-style-type: none">▪ Edit text and visuals.▪ Relate visuals to text.▪ Examine sentence structures and subject-verb agreement.▪ Support claims with facts and opinions.▪ Evaluate others' opinions.▪ Distinguish fact and opinion and make claims.▪ Signpost facts and opinions.▪ Select sources.▪ Integrate sources to provide evidence.▪ Respond to inference.▪ Write a critical response.▪ Use direct quotations and reported speech.▪ Structure a process.▪ Explain a procedure.▪ Formulate a hypothesis.▪ Form conditional clauses.▪ Explore figurative language.▪ Appeal to the senses.▪ Analyze descriptive writing.▪ Use grammar to vary description.▪ Analyze the parts of a research proposal.▪ Examine the influence of function and form.
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Know when and how to use different grammatical tenses.▪ Talk about hypothetical situations and present them as conditions.▪ Know how and when to use figurative language.▪ Understand the ways in which to express a procedure or process.



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- Use multiple sources across different mediums to support ideas.
- Understand and use suffixes and prefixes.
- Understand how to write across different genres and for different purposes.
- Know how and when to use transitions to expand upon or change ideas.
- Create a bibliography page.
- Use reported and direct speech.
- Know how to develop an abstract.
- Create visuals to support writing and presentations.
- Write critically and analytically.



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**College Pathway Program (Academic English) –
Level 3 [Academic Reading] (CEFR correlation
B2+/C1)**

Length: 216 hours

LEARNING GOALS

**Linguistic
Performance
Indicators**

Students will be able to:

- Read actively.
- Skim for the gist.
- Scan for details.
- Annotate and take notes.
- Use dictionaries to strengthen vocabulary.
- Recognize main ideas and supporting details.
- Identify sentence functions.
- Identify topics and main ideas.
- Summarize.
- Analyze meaning using word parts.
- Understand cohesion.
- Recognize patterns of cohesion: Cause/effect, compare/contrast, problem/solution.
- Understand cohesion in descriptions.
- Use outlines and graphic organizers.
- Recognize collocations.
- Tolerate ambiguity.
- Recognize and use rhetorical techniques.
- Understand nominalization.
- Interpret visuals.
- Understand text references to visuals.



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	<ul style="list-style-type: none">▪ Interpret the information in visuals.▪ Refer to visual data within and beyond a reading.▪ Recognize and learn multiword vocabulary items.▪ Distinguish fact from opinion.▪ Recognize and interpret statements of opinion.▪ Recognize and interpret statements of fact.▪ Understand and produce critiques.▪ Understand signpost expressions that limit or define.▪ Understand implication and inference.▪ Make strong inferences and avoid weak ones.▪ Distinguish between deliberate implications and direct statements.▪ Paraphrase.▪ Identify and use equivalent and near-equivalent expressions.▪ Evaluate evidence and argumentation.▪ Identify and evaluate evidence.▪ Recognize and deal with faulty rhetoric.▪ Understand extended metaphor.▪ Identify and use expressions of function and purpose.▪ Synthesize information from several sources.▪ Understand multiple perspectives.▪ Evaluate the credibility and motives of sources.▪ Understand and use direct and indirect quotations.
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Know when and how to use skim different types of texts.▪ Use context to determine meaning.▪ Interact with scholarly texts through a range of mediums.▪ Determine fact from opinion.



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| | <ul style="list-style-type: none">▪ Determine the validity and value of a source.▪ Recognize intertextuality.▪ Identify and use rhetorical devices to derive meaning. |
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