Table of Contents

Welcome .................................................................................................................................. 4

BASIC PROGRAM INFORMATION:
Mission Statement .................................................................................................................. 5
Office Services ........................................................................................................................ 5
Contact information ............................................................................................................. 5
Location of the Intensive English as a Second Language Program ..................................... 5
Office Hours and Essential Michigan Tech Resources ........................................................... 6

ACADEMIC INFORMATION:
Calendar .................................................................................................................................. 7
Placement ............................................................................................................................... 8
The On-Campus Placement Process ..................................................................................... 8
• Stage I .................................................................................................................................. 9
• Stage II .................................................................................................................................. 9
• Stage III .................................................................................................................................. 9
• Stage IV .................................................................................................................................. 9
Class Levels .......................................................................................................................... 10
More Information Regarding Placement and Level Changes .............................................. 10
IESL-Exit Requirements ....................................................................................................... 10
Advising .................................................................................................................................. 11
• IESL Registration ............................................................................................................ 11
• Academic Registration .................................................................................................... 11
Holds and Tuition Refund ..................................................................................................... 11
The IESL Advising and Registration Protocol ..................................................................... 12
Advising Checklist for Advanced and Transitional IESL Students ..................................... 13
Intensive English as a Second Language (IESL) Advising Form .......................................... 14
Course Catalog ..................................................................................................................... 15
IESL Coursework ................................................................................................................ 17
• Textbooks ....................................................................................................................... 18
• Keys to Success and IESL Support ............................................................................... 18
1. Tutoring ...................................................................................................................... 19
2. Sustained Silent Reading (SSR) ................................................................................. 19
3. Conversational Groups ............................................................................................... 19
4. Office Hours and Syllabi ............................................................................................ 19

Campus Services ............................................................................................................ 19
- Academic Tutoring ........................................................................................................ 19

Disability Services ......................................................................................................... 20
- Eligibility for Services .................................................................................................. 20

Assessment ....................................................................................................................... 21
- Midterm Progress Report ............................................................................................. 21
- Final Evaluation ........................................................................................................... 21
- Sample Progress Report .............................................................................................. 22
- Proficiency Scale: ........................................................................................................ 23
  - Writing/Grammar ...................................................................................................... 23
  - Reading/Vocabulary ................................................................................................. 27
  - Listening & Speaking/Pronunciation ....................................................................... 29

Promotion and Exit Criteria: Out of IESL or into Academic Support ......................... 33

Exit Competencies ......................................................................................................... 34
- Oral/Aural Communication ......................................................................................... 34
- Written Communication .............................................................................................. 34
- Reading Comprehension ............................................................................................. 34
- Academic Research .................................................................................................... 35

IESL Policies .................................................................................................................. 35
- Attendance .................................................................................................................. 35
- Academic Integrity ....................................................................................................... 36
- Behavioral Expectations .............................................................................................. 36
- Probation and Suspension .......................................................................................... 36

Complaints ......................................................................................................................... 38
- Grievance Procedures ................................................................................................. 38

Academic Life beyond IESL ............................................................................................. 40
- Final IESL Conference ............................................................................................... 40
• Language Support after IESL

**IMMIGRATION INFORMATION:**

• Important Terms
• Mandatory Health Insurance and Housing
• Employment
• Taxes
• Travel

**SAFETY:**

• Student Code of Conduct
• Emergency Procedures

**MICHIGAN TECH ACTIVITIES:**

• Student Development Complex (SDC)
• Tech Trails
• Intramural Sports
• HuskyFit Classes
• Skiing at Mont Ripley
• Clubs and Organizations
• Rozsa Center for the Performing Arts
• Tech Traditions

**CULTURAL INFORMATION:**

• Culture Shock Resources
• Cultural Tips

**LIFE IN HOUGHTON COUNTY:**

• Transportation
• Driving and Vehicle Ownership
• Area Clinics and Hospital
• Volunteer Opportunities
  - Animals
  - Emergency/Crisis Response
  - Tutoring/Mentoring
  - Hospice/ Elderly Assistance
• Upper Peninsula Weather
Welcome to the Intensive English as a Second Language (IESL) Program at Michigan Technological University!

Dear Students,

As Sugar Ray Leonard (a famous American boxer) once said, "Within our dreams and aspirations we find our opportunities." You all have arrived to Michigan Tech with certain dreams you would like to pursue. Perhaps you would like to become an inventor or a leader of a company. Whatever your dream may be, I applaud you for starting the journey with us. We offer a skill set that will help ensure you are successful in attaining your goals. Throughout my years of teaching, many company owners have told me that the primary quality they look for when hiring is an individual's ability to communicate well. Here, in the IESL program, we prepare you to deliver professional presentations, lead group discussions, write and revise academic documents, and listen effectively so you can problem-solve in a meaningful way.

Our IESL team is comprised of highly educated instructors whose main aim is to see you succeed in your studies so that you will have the best opportunities in your short- and long-term future. Our team includes instructors, tutors, an assistant, a peer mentor, and a director—all of us working together to create the best learning experience for you. Find us at http://www.mtu.edu/eli/about/people/ and let us know how we can help you.

You should also know that we are committed to providing a network of support for our students here at Michigan Tech. At the English Language Institute, we offer free ESL tutoring services for our IESL students, weekly tea time, conversation partnerships, and other social activities. You may also receive free help from the campus Academic Success Coaches, Counseling Services, International Programs and Services, Student Disability Services, and the Wellness Staff. We want you to feel balanced and strong emotionally and physically while you are working so hard on your studies.

I hope you will stop by my office often to say hello or to tell me if you need anything. Once again, I applaud you on this first step, for this step will take you far in life. Opportunity starts here.

Best Regards,

Heather Deering, ELI Director
Mission Statement

We are committed to providing rigorous English language instruction--with an emphasis in business and STEM (science, technology, engineering, and mathematics)--and academic skills that prepare international students to succeed in undergraduate and graduate programs.

IESL accomplishes this mission through the following actions:

- offering language, academic, and cultural orientation
- providing fall, spring and summer intensive English language for academic purposes (EAP) courses
- offering academic support for students making the transition to degree-seeking status
- presenting academic workshops for graduate students
- arranging free tutoring for each IESL student

Office Services

The English Language Institute (ELI) provides the following services to our IESL students:

- English Proficiency Testing
- IESL-class placement and registration
- IESL tutoring services
- Weekly Tea Time Host
- Administration of Sustained and Silent Reading (SSR) Program
- Student advising for IESL and academic courses

Contact information

Phone: 906.487.1729, Email: eli@mtu.edu, Website: http://www.mtu.edu/eli/

Location of the Intensive English as a Second Language Program

G044 Douglass Houghton Hall (DHH), 1700 Townsend Drive, Houghton, MI 49931-1295
Office Hours

The IESL office is open from 8:00am-5:00pm Monday through Friday. The office is closed on holidays and on weekends.

ELI Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Room No.</th>
<th>Extension</th>
<th>Email(@mtu.edu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Deering</td>
<td>G044 A</td>
<td>7-2009</td>
<td>hldeerin</td>
</tr>
<tr>
<td>Jessica Lauer</td>
<td>G044 B</td>
<td>7-1729</td>
<td>jlauer</td>
</tr>
<tr>
<td>Paul Mairet</td>
<td>G044 B</td>
<td>7-1729</td>
<td>pgmairet</td>
</tr>
<tr>
<td>Ayse (&quot;Nur&quot;) Miskioglu</td>
<td>G044</td>
<td>7-1729</td>
<td>anmiskio</td>
</tr>
<tr>
<td>Emily Kastamo</td>
<td>G044</td>
<td>7-1729</td>
<td>ekastamo</td>
</tr>
<tr>
<td>Sarah Isaacson</td>
<td>G044</td>
<td>7-1729</td>
<td>sisaacso</td>
</tr>
</tbody>
</table>

Get Started with Essential Michigan Tech Resources:

- **MyMichiganTech**: a personalized website that allows students to see their current status. This site provides direct access to Gmail, Canvas, and Banweb and is the place where students can apply for housing, make payments, access Tech email, and view grades. See [https://www.mtu.edu/mymichigantech/](https://www.mtu.edu/mymichigantech/).
- **Banweb**: a site where students can view information about grades, pay stubs, and taxes; register for classes; and access unofficial transcripts and order official copies. See [https://www.mtu.edu/current/](https://www.mtu.edu/current/).
- **Tech ID**: Students need this identification card to use on-campus printing, attend university events, exercise at the Student Development Center (SDC), and more. To obtain a Michigan Tech ID, visit the IT Service Center on the first floor of the Van Pelt Library. For information on how to get a Tech ID, see [https://www.mtu.edu/it/services/accounts/huskyid/](https://www.mtu.edu/it/services/accounts/huskyid/).
ACADEMIC INFORMATION

The **Intensive English as a Second Language** (IESL) Program offers courses in intensive English for academic purposes (EAP). Applicants must submit TOEFL or IELTS scores or make other arrangements to be considered. The program’s IESL curriculum emphasizes STEM- and business-focused academic English and is designed for students who meet every Michigan Technological University admission requirement except for language. The EAP curriculum offered by IESL and Michigan Tech is full-time and is approved by the U.S. Student and Exchange Visitor Program (SEVP). Students have F-1 visas and are required to maintain their status at all times.

**Calendar**

This rigorous curriculum is designed to help students improve their English language proficiency for academic and personal goals. The IESL program offers a full-time curriculum of 15-24 hours per week. Fall and spring semesters are 14 weeks long, and semesters correspond to the university calendar. (Refer to calendar at https://www.mtu.edu/esl/about/calendar/index.html.)

- **Fall Semester**: September, October, November, and December
- **Spring Semester**: January, February, March and April

The summer terms include two seven-week tracks: Track A and Track B. An IESL level is covered fully in one track, creating an even more intensive IESL experience (i.e., a curriculum that is usually covered in 14 weeks is instead covered in seven weeks of a summer track).

- **Summer Track A**: May and June
- **Summer Track B**: July and August

The IESL strongly recommends that students attend summer classes so that they do not forget what they have learned. Attending summer school also means that students make adequate progress, so they can complete language study and transition into academic studies in a timely manner.
Placement

The following Time-to-Completion matrix provides a general guideline for where a student may place into the IESL program and how long it may take to complete the program.

Time-to-Completion Matrix

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Previous Exam (if available)</th>
<th>Estimated Weeks / Semesters of Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOEFL IBT</td>
<td>TOEFL ITP</td>
</tr>
<tr>
<td>Beginner</td>
<td>33 &amp; below</td>
<td>432 &amp; below</td>
</tr>
<tr>
<td>High Beginner</td>
<td>34 - 44</td>
<td>433 - 449</td>
</tr>
<tr>
<td>Intermediate</td>
<td>45 - 55</td>
<td>450 - 480</td>
</tr>
<tr>
<td>Advanced</td>
<td>56 - 67</td>
<td>481 - 519</td>
</tr>
<tr>
<td>Transition/ Pathways</td>
<td>68 - 78</td>
<td>520 - 549</td>
</tr>
<tr>
<td>Exit Interview + writing exam</td>
<td>79</td>
<td>550</td>
</tr>
</tbody>
</table>

*Beginner courses (marked in green) are not CEA-accredited.

Students who score lower or higher than the range:

- 432 and lower on the TOEFL ITP: Arrange for transfer or contract language study program or enroll in our Foundational English courses (if available)
- 550 and higher on the TOEFL ITP: Interview and writing sample to determine whether they exit completely with UN1012 or take ESL0491, 0492, 0493, or 0490 depending on sub-scores

*Test of Written English (TWE) and interviews are additional placement measures

The On-Campus Placement Process

Upon arrival, placement testing information is provided to students when they check in with International Programs and Services (IPS). Classes in IESL are assigned based on language
performance upon arrival at Michigan Tech. Language performance is based on all parts of the placement-testing process. There are four main stages to testing and placement into IESL:

**Stage I**

<table>
<thead>
<tr>
<th>Placement Test TOEFL ITP (115 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension, structure and written expression, and reading comprehension</td>
</tr>
</tbody>
</table>

**Writing test: Test of Written English (TWE)**

| Timed writing sample on a given topic (30 minutes) |

**Oral Assessment**

| Faculty interview each student for 8-10 minutes |

**Stage II**

Placement into level and courses based on test results

**Stage III**

In-course diagnostic assessment during the first week to collect data on student placement:

- Listening/Speaking and Pronunciation
- Reading and Vocabulary
- Writing and Grammar

**Stage IV**

Placement changes:

IESL faculty members use part of the first week of instruction to find out if students are accurately placed. Courses provide students with opportunities to perform language tasks that enable faculty to judge student proficiency levels. Faculty members meet the first Friday of the semester to present and discuss diagnostic data. If it is decided that a student has been misplaced, the student is contacted by the director and is moved to the appropriate level.
Class Levels
The IESL program’s curriculum has four proficiency levels:

- High Beginning
- Intermediate: I (Low) or II (High)
- Advanced: I (Low) or II (High)
- Transitional

The classrooms can be found at various locations across campus. Students will receive detailed schedules after they have been registered. Each level is made up of core courses in Reading, Writing and Listening and Speaking. These courses are taught every day and each is taught for a total of five hours a week. Each core course, with the exception of Transitional-level courses, has a laboratory course that goes with it. Lab courses meet for three hours a week. High-beginning, intermediate, and advanced-level students attend at least four to six hours of classes each day and all classes meet for the whole semester.

More Information Regarding Placement and Level Changes

Students who are not attending classes may not request placement changes. A student who is on probation is not eligible for a level change. If a student requests a level change, the student must provide language-performance evidence that his/her proficiency in English is higher than his/her current level. A student should have achieved 95% or better in a course (Core and Lab) and should have a composite score on the TOEFL ITP that places the student into the proposed level. (Exception: High Beginner students may not skip Intermediate-level courses.)

IESL-Exit Requirements

Exit decisions are based on pieces of data such as IESL course grades, academic course grades, and TOEFL-ITP scores. Exit decisions are made only after all grades have been posted at the end of the semester. Students receive an email notification and are informed that International Programs and Services (IPS) will process their status change and issue an I-20 reflecting the change. At this time, all scholarships are released to students and the registrar removes the IESL block on registration so that students are able to register themselves. Any further relevant exit information is provided to students at this time.
Advising

IESL Registration

Students are registered for IESL courses by the ELI Director. At the end of each semester, students have a conference with their teachers and the director. At that conference, students are provided with a copy of their official TOEFL-ITP score report and assessment of their performance and progress, and are informed of the classes they will be taking the following semester.

Academic Registration

When students complete their language study, their status is changed to degree-seeking. Students in Advanced- and Transitional-level classes will meet with their academic advisor during the third week of the semester. At that time, students will also meet with an academic advisor in their area of study and be shown how to register for classes on their own. Placement for Engineering (Spatial/Visual) and math are arranged beforehand. Students are also responsible for making sure that all holds on their accounts are settled promptly; otherwise, registration will be delayed. (See pages 12-14 for the advising protocol, checklist, and form.)

Holds

If students are unable to register due to a “hold” on their account, refer to http://www.mtu.edu/gradschool/resources-for/students/holds/ or https://www.mtu.edu/registrar/students/registration/stoppers/ to know how to proceed.

Tuition Refund

For information on tuition policies and the refund timeline, see https://www.mtu.edu/student-billing/services/refunds/.
The IESL Advising and Registration Protocol
for Advanced- and Transitional-level Students
February 8, 2018

1. **Orientation:** During the IESL student orientation, advanced and transitional students will receive a step-by-step timeline and checklist of the advising and registration processes.

2. **Pre-Week Three:** By Week 3, IESL students will have scheduled meetings with their academic advisors, and the academic advisors will have received IESL Advising Forms for their prospective students via an email from the IESL program director. The students’ forms will already include the IESL course recommendations.

3. **Week Three:** During Week 3 of the semester, advanced and transitional students will meet with their academic advisors to discuss course recommendations for the following term. Academic advisors will be able to access the IESL course schedule for the subsequent term. With the students, they will finalize their academic course recommendations on the form, also providing alternative courses (see “Preference 2” on the IESL Advising Form) should the “Preference 1” courses be filled or unavailable. Finally, advisors will record a date and signature of approval.

4. **Week Four:** By Week Four, students will return the form to the IESL program director, who, in conjunction with the Registrar’s Office, will enroll students in courses during registration.
Advising Checklist for Advanced and Transitional IESL Students

Week 1 - Orientation

☐ Receive checklist
☐ Learn about the advising and registration process
☐ Schedule a meeting with your academic advisor for Week 3

Week 3

☐ Meet with your academic advisor to discuss course recommendations for next semester
☐ Sign, date and complete the IESL advising form with your academic advisor

☐ Schedule a meeting with the IESL Program Director for Week 4

Week 4

☐ Return the IESL advising form to the IESL Program Director

PROCESS COMPLETE

..........................................................................................................................................................

Registration Week

The IESL Program Director and the Registrar’s Office will enroll you in courses at this time.
Intensive English as a Second Language (IESL) Advising Form

Semester ………………..Year………….

Name: …………………………………..……….…Email: ………………… M#: …………………

Academic Advisor: ……………………………………..……..….Department: …………………

Academic standing:   Good Standing    Academic probation

Transfer credits: Y / N    Anticipated catalog term: …………………………………

<table>
<thead>
<tr>
<th>IESL Courses</th>
<th>Credits</th>
<th>Academic Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Preference 1</td>
<td>*Preference 2</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

*If first preference courses are not offered, students may opt for other courses recommended by their academic advisor.

Total Credits: …………………..

Recommended number of credits for students exiting IESL is 12-13 hours or 15 with the advisors’ approval.

Student’s signature……………………………..  Date………………………….

IESL Advisor…………………………………….  Date………………………….

Academic Advisor…………………………….  Date………………………….

Comments:
## Course Catalog

The tables below outline the course numbers and names for all of the IESL curriculum:

### High Beginning

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Recitation Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0210</td>
<td>Reading</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0211</td>
<td>Vocabulary</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0220</td>
<td>Writing</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0240</td>
<td>Grammar</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0230</td>
<td>Listening and Speaking</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0231</td>
<td>Pronunciation</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Intermediate I

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Recitation Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0310</td>
<td>Reading</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0311</td>
<td>Vocabulary</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0320</td>
<td>Writing</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0340</td>
<td>Grammar</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>0330</td>
<td>Listening and Speaking</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>0331</td>
<td>Pronunciation</td>
<td>1 Credit Hour</td>
<td>0 Hours</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Intermediate II

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Recitation Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0350</td>
<td>Reading</td>
<td>3 Credit Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course</td>
<td>Credit Hours</td>
<td>Lecture Hours</td>
<td>Lab Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>0351</td>
<td>Vocabulary</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0360</td>
<td>Writing</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>0380</td>
<td>Grammar</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0370</td>
<td>Listening and Speaking</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>0371</td>
<td>Pronunciation</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0410</td>
<td>Reading</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0411</td>
<td>Vocabulary</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0420</td>
<td>Writing</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0440</td>
<td>Grammar</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0430</td>
<td>Listening and Speaking</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0431</td>
<td>Pronunciation</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0450</td>
<td>Reading</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0451</td>
<td>Vocabulary</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0460</td>
<td>Writing</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0480</td>
<td>Grammar</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0470</td>
<td>Listening and Speaking</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0471</td>
<td>Pronunciation</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Advanced English for Specific Purposes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0412</td>
<td>English for Business</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0413</td>
<td>English for Engineering</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0414</td>
<td>English for Math</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0416</td>
<td>English for Science</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Transitional Level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0491</td>
<td>Writing</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>0492</td>
<td>Listening and Speaking</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>0493</td>
<td>Reading and Vocabulary</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Research Writing I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0560</td>
<td>Research Writing I</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Research Writing II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0580</td>
<td>Research Writing II</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### IESL Coursework

Coursework equates to formal instruction in IESL. Coursework is mostly what faculty members use to determine if students are learning content and language. Students should also expect homework in all courses, mostly for practice or to prepare for upcoming classes. Your instructor will assess your language development and progress on the following:

- Work done in class
- Tests, projects, quizzes, presentations, homework, and other assigned tasks
- Participation in class
Textbooks

Students are required to have their own copy of all the assigned textbooks for each class. Here are some points to remember when purchasing a textbook:

- **Buy the correct edition.** If you buy the wrong version of the textbook, you may have to pay more money to get the right book.
- **Buy new, not used books.** Used books may have lots of writing in them. As a second-language learner, this will be distracting for you, and you will not be able to learn as easily.
- **Get it by the end of Week 1.** It might be tempting to get a cheap book online and have it shipped to you, but you need to have a copy by the end of the first week of classes. If your book takes too long to ship, you might not be able to do your work. Books are also available at the Michigan Tech Bookstore.

Keys to Success and IESL Support

To make effective progress, students should plan to practice English 15 to 18 hours per day. Part of language study in IESL is learning *how to learn* utilizing study skills. At the beginning of the semester, students should set goals by developing study plans that are reviewed and revised on a continuous basis. Here are some ideas for studying:

- Study daily (for every hour of class, devote one hour out of class to study time and homework preparation)
- Become an active member of the Michigan Tech community
- Join a club: go to K-Day and learn about all the clubs Michigan Tech has to offer
- Exercise at the Student Development Center (it is a good way to meet new people and stay healthy)
- Take full advantage of the conversation partner program
- Find a way to volunteer on or off campus
- Attend cultural events and lectures on campus

Your classes will teach you how to outline and create study guides to help you understand concepts. At the end of each day, review your notes and reorganize them. If you do not understand the homework or what you did in class, ask your instructor for help. Here are some other ways our IESL will support you:
1. **Tutoring**
   IESL students can receive free tutoring sessions at the English Language Institute. To set up tutoring sessions, contact the ELI assistant at (906) 487-1729 or eli@mtu.edu.

2. **Sustained Silent Reading (SSR)**
   Every week, SSR sessions are held in the English Language Institute offices. Attending SSR regularly helps IESL students increase their reading comprehension and speed.

3. **Conversational Groups**
   Students in Listening/Speaking classes are grouped with native English speakers. They meet in groups throughout the semester at a time and place that is convenient for everyone.

4. **Office Hours and Syllabi**
   Faculty office hours are an opportunity to get help from professors. Office hours are listed on your course syllabi that are provided on the first day of classes. There are 3 ways to meet with your professor:
   - Approach them after class
   - Visit during their office hours (usually listed on the syllabus)
   - Email them, or set up a Google Calendar invitation for a time to meet

   Course information, including a professor's office hours, are usually also listed on Canvas. If you are struggling with listening comprehension, consider asking if you could record lectures. If you are not sure about something, look through the course syllabus. If you still have questions, just ask.

---

**Campus Services**

**Academic Tutoring**
Tutoring is available in most departments. Students have access to Learning Centers across campus. Visit the link (http://www.mtu.edu/success/academic/support/learning-centers/) for a list of Learning Centers at Michigan Tech. All students are strongly encouraged to sign up for tutoring in their area of study as soon as possible every semester. The Wahtera Center for Student Success (http://www.mtu.edu/success/) is also available to all students seeking help with the academic transition to Michigan Tech. Topics include time management, goal setting, study
skills, campus resources, etiquette with professors, and academic culture. Visit the Center on the first floor of the Administration and Student Services Building or email success@mtu.edu for more information or to schedule a meeting.

**Disability Services**

**Eligibility for Services**

Michigan Tech is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational programs and services on an equal basis. The aim is to provide this opportunity in an integrated setting that fosters independence and meets the guidelines of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973. To be eligible for services, students with disabilities must identify themselves and present professional documentation to the Dean of Students Office, Coordinator for Student Disability Services. Until appropriate documentation is provided, support for the student’s disability may not be provided. Once documentation is provided, here is a list of approved accommodations offered:

- Extended time for work done in class and on tests
- A quiet or non-distracting environment for testing
- Consideration for spelling errors during class when spell-checking is not available
- A volunteer note-taker
- Instructor provides course material (syllabus, test) in large print or online
- Seating near the front of the class
- Test reader and/or scribe
- Tape recording of lectures (with instructor’s permission)
- Assistance in lab
- Alternative textbooks (example RFB&D) and/or Kurzweil reader
- Priority registration

For more information, visit the Student Disability Services webpage or contact the Coordinator of Student Disability Services, Christy Oslund, at cmoslund@mtu.edu / 906-487-1494.
Assessment

Midterm Progress Report
At midterm, your progress will be evaluated based on your work for the first seven weeks of the semester. You will also be provided with information on your attendance and student learning outcomes (SLOs). See a sample progress report on the following page. If you are failing, you will be required to meet with the ELI director to develop an improvement plan for the rest of the semester.

Final Evaluation
All IESL courses are pass-fail courses. Credits will be given, but the grade in this class will not be used in computing your university grade point average (GPA). See description below:

- S (satisfactory)—credit given, not included in student’s GPA.
- E (effort unsatisfactory)—no credit, not included in student’s GPA.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>80% and above</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>79% and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>
# Sample Progress Report

**IESL Progress Report**

Intensive English as a Second Language Program  
Douglass Houghton Hall G044A  
Michigan Technological University  
1400 Townsend Drive  
Houghton, MI 49931-1295 USA  

**Name:**  
**M#:**

**Level:** Advanced  
**Spring 2018**  
**Jan 16 - Mar 2**

## MIDTERM TOTAL TO DATE

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lis/Speak/Pro</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing &amp; Grammar</td>
<td>96.43</td>
</tr>
<tr>
<td>Reading &amp; Vocab</td>
<td>93.56</td>
</tr>
<tr>
<td>Elective</td>
<td>95.44</td>
</tr>
</tbody>
</table>

## CLASS GRADES AND HOMEWORK PROGRESS REPORT

<table>
<thead>
<tr>
<th>Class</th>
<th>Instructor</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 420</td>
<td>Mairiet</td>
<td>Consistent</td>
</tr>
<tr>
<td>ESL 440</td>
<td>Mairiet</td>
<td>Consistent</td>
</tr>
<tr>
<td>ESL 411</td>
<td>Mairiet</td>
<td>Consistent</td>
</tr>
<tr>
<td>ESL 431/430</td>
<td>Kastamo</td>
<td>Consistent</td>
</tr>
</tbody>
</table>

## CLASS GRADES REPORT

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO's &amp; Comments</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 420</td>
<td>Meeting 1,2,3,4,5,8,9,11,12, Dev. Others</td>
<td>Mairiet</td>
<td>97.01</td>
</tr>
<tr>
<td>ESL 440</td>
<td>Developing 14</td>
<td>Mairiet</td>
<td>94.69</td>
</tr>
<tr>
<td>ESL 411</td>
<td>Developing 10</td>
<td>Mairiet</td>
<td>91.92</td>
</tr>
<tr>
<td>ESL 430 Adv L&amp;S</td>
<td>Developing SLO 1, 2; Meeting all others</td>
<td>Kastamo</td>
<td>96.07</td>
</tr>
<tr>
<td>ESL 431 Adv Pronunciation</td>
<td>Meeting SLO 5</td>
<td>Kastamo</td>
<td>98.36</td>
</tr>
</tbody>
</table>

## Attendance

<table>
<thead>
<tr>
<th>L/S</th>
<th>P</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>26</td>
<td>19</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>G</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>19</td>
<td>18</td>
</tr>
</tbody>
</table>

Each class meeting is 50 or 75 minutes.

S= Pass 80% or above  
E= Fail 79% or below  

Director’s Signature: ______________________   
Date: ______________________
**Proficiency Scale:**

The proficiency scale below describes what students are able to do at the end of each level. “Can Do” statements are roughly mapped onto the Common European Framework of Reference for Languages (CEFR) scale with some differences.

<table>
<thead>
<tr>
<th>WRITING/GRAMMAR</th>
</tr>
</thead>
</table>
| **Transitional/Academic Support** (B2/C1 CEFR) | • Compose major assignments within complex genres  
• Provide independent peer feedback  
• Compose academic emails with proper formality and clarity  
• Develop academic papers of the following length: midterm 1500-2000 words; final 2000- 3000 words  
• Modify ideas to be more general or specific to control the development of the paper  
• Employ academic sources including facts, statistics, news, research, graphs, expert opinion  
• Conduct research to collect and analyze data  
• Effectively use rhetorical evidence  
• Justify the critique of ideas based on logical argument or researched evidence  
• Locate academic sources from library databases  
• Quote, paraphrase, and summarize self-researched sources  
• Introduce sources using a variety of positive, negative, and neutral reporting verbs  
• Explain the relevance of the source in context  
• Justify the credibility of the source  
• Develop meaningful introductions and conclusions  
• Organize ideas with clear topic sentences and relevant supporting details in the context of complex genres (including a grant proposal and I-search paper) focusing on self-researched academic topics  
• Utilize pronouns, lexical chains, parallel structure, guiding words, phrases and sentences, appropriate verb tense, old-new...
| Advanced (B1/B2) | Compose assignments in common genres  
|                  | Provide guided peer feedback  
|                  | Compose academic emails with proper formality and structure  
|                  | Develop academic papers of the following length: midterm 1000 words; final 1300 words  
|                  | Manage the scope of ideas to be more general or specific to strengthen the thesis  
|                  | Employ reliable sources including facts, statistics, news, research, graphs, and expert opinion  
|                  | Use appropriate rhetorical evidence  
|                  | Avoid common logical fallacies in constructing an argument  
|                  | Locate reliable sources from online or library databases  
|                  | Quote, paraphrase, and summarize self-researched sources  
|                  | Utilize a variety of reporting verbs to introduce the source  
|                  | Explain the relevance of the source in context  
|                  | Develop meaningful introductions and conclusions in the context of common genres (comparison and contrast, cause and effect, process, expository, classification, argumentation) on research-guided academic topics  
|                  | Organize ideas with clear topic sentences and relevant supporting details in the context of common genres (comparison and contrast, cause and effect, process, expository, classification, argumentation) on research-guided academic topics  
|                  | Utilize pronouns, lexical chains, parallel structure, guiding information pattern, and meta-commentary to achieve cohesion  
|                  | Modify sentence structure, word choice, and mechanics to improve formality and conciseness in contexts of complex genres focusing on self-researched academic topics  
|                  | Independently format in-text citations and references for various types of academic sources  
|                  | Correct most errors in contexts of complex genres focusing on self-researched academic topics  

words and phrases, and old-new information pattern to achieve cohesion

- Modify sentence structure, word choice, and mechanics to improve formality and conciseness in contexts of common genres on research-guided academic topics
- Independently format in-text citations and references for common academic sources
- Correct most of the errors in contexts of common genres on research-guided academic topics

<table>
<thead>
<tr>
<th>Intermediate (A2/B1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose assignments in common genres</td>
</tr>
<tr>
<td>Provide guided peer feedback</td>
</tr>
<tr>
<td>Compose academic emails with proper vocabulary and structure</td>
</tr>
<tr>
<td>Develop academic papers of the following length: midterm 500 words; final 800 words</td>
</tr>
<tr>
<td>Manage the scope of ideas to be more general or specific at the paragraph level</td>
</tr>
<tr>
<td>Employ relevant evidence, including personal or anecdotal examples, facts, news, or statistics</td>
</tr>
<tr>
<td>Recognize differences among rhetorical evidence (ethos, pathos, and logos)</td>
</tr>
<tr>
<td>Identify weak or irrelevant evidence</td>
</tr>
<tr>
<td>Differentiate between reliable and unreliable sources</td>
</tr>
<tr>
<td>Quote, paraphrase, and summarize assigned sources</td>
</tr>
<tr>
<td>Utilize simple reporting verbs to introduce the source</td>
</tr>
<tr>
<td>Explain and connect sources to ideas</td>
</tr>
<tr>
<td>Develop meaningful introductions and conclusions in the context of common genres (comparison and contrast, cause and effect, process, expository, classification, persuasive) on familiar topics</td>
</tr>
<tr>
<td>Organize ideas with clear topic sentences and relevant supporting details in the context of common genres (comparison and contrast, cause and effect, process, expository, classification, persuasive) on familiar topics</td>
</tr>
</tbody>
</table>
| High Beginning (A1/A2) | • Utilize correct pronouns, lexical chains, parallel structure, and common guiding words to achieve cohesion  
• Modify sentence structure, word choice, and mechanics to improve formality in contexts of common genres on familiar topics  
• Include all the important elements when incorporating in-text citations and references  
• Correct most of the errors in contexts of common genres on familiar topics  

| | • Compose short (200-300 words) summary response paragraphs in timed and untimed environments.  
• Provide guided peer feedback  
• Complete major assignments with length requirements appropriate to their level (Midterm +250 words/paragraph; final – 350 to 400 words/paragraph)  
• Narrow and control their ideas at the sentence level  
• Employ various relevant sources to support ideas  
• Differentiate between reliable and unreliable sources  
• Quote, paraphrase, and summarize assigned sources  
• Integrate sources by using simple reporting verbs to introduce the source and connect the source to the idea  
• Develop meaningful introductions and conclusions on familiar topics of common genres  
• Organize ideas with clear topic sentences and relevant details on familiar topics of common genres  
• Achieve cohesion by using pronouns, lexical chains, parallel structure, and guiding words  
• Demonstrate formality in contexts of familiar topics of common genres  
• Include important elements when incorporating in-text citations and references  
• Correct most of the errors in contexts of familiar topics of common genres |
<table>
<thead>
<tr>
<th>READING/VOCABULARY</th>
<th>Transitional/Academic Support (B2/C1 CEFR)</th>
<th>Advanced (B1/B2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examine academic texts to answer comprehension questions</td>
<td>Answer comprehension questions in adapted academic texts</td>
</tr>
<tr>
<td></td>
<td>Identify main ideas and supporting details in academic texts</td>
<td>Identify main ideas and supporting details in adapted academic texts</td>
</tr>
<tr>
<td></td>
<td>Synthesize graphic information from multiple sources</td>
<td>Identify and analyze author’s purpose and tone</td>
</tr>
<tr>
<td></td>
<td>Identify cohesive devices in academic texts</td>
<td>Distinguish between facts and opinions</td>
</tr>
<tr>
<td></td>
<td>Identify complex rhetorical patterns (e.g., problem-solution/critique/argumentative) in academic texts</td>
<td>Summarize a graph</td>
</tr>
<tr>
<td></td>
<td>Evaluate information from academic sources</td>
<td>Identify transitions in adapted academic texts</td>
</tr>
<tr>
<td></td>
<td>Make inferences in academic texts</td>
<td>Identify common rhetorical patterns (e.g., cause &amp; effect / compare &amp; contrast / classification) in adapted academic texts</td>
</tr>
<tr>
<td></td>
<td>Demonstrate their understanding of unfamiliar vocabulary in academic texts by using different strategies</td>
<td>Evaluate information from reliable sources</td>
</tr>
<tr>
<td></td>
<td>Annotate an academic text using summative and critical commentary</td>
<td>Make inferences in adapted academic texts</td>
</tr>
<tr>
<td></td>
<td>Utilize a variety of positive, critical, and neutral reporting verbs to introduce a source</td>
<td>Demonstrate their understanding of unfamiliar vocabulary in adapted academic texts by using different strategies</td>
</tr>
<tr>
<td></td>
<td>Summarize an academic text (of up to 3,000 words)</td>
<td>Annotate an adapted academic text using summative and critical commentary</td>
</tr>
<tr>
<td></td>
<td>Read at a speed of 250-300 wpm with 80% accuracy</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Tasks</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
</tbody>
</table>
| **critical commentary** | • Summarize an adapted academic text (of up to 3000 words), including main ideas and major supporting details  
• Read at a speed of 200-250 wpm with 75% accuracy |
| **Intermediate (A2/B1)** | • Examine general texts to answer comprehension questions  
• Identify main ideas and supporting details in general texts  
• Examine graphs to answer comprehension questions  
• Identify author’s purpose and tone  
• Distinguish between facts and opinions  
• Identify transitions in general texts  
• Identify common rhetorical patterns (e.g., compare & contrast / process) in general texts  
• Evaluate information from assigned sources  
• Make inferences in general texts  
• Demonstrate their understanding of unfamiliar vocabulary in general texts by using different strategies  
• Annotate a general text using summative commentary  
• Summarize a general text (of up to 2000 words) by transferring the information into an outline, including main ideas and major supporting details  
• Read at a speed of 175-200 wpm with 70% accuracy |
| **High Beginning (A1/A2)** | • Examine adapted general texts to answer comprehension questions  
• Identify main ideas and supporting details in adapted general texts  
• Examine graphs to answer comprehension questions  
• Identify author’s purpose  
• Distinguish between facts and opinions  
• Identify transitions in adapted general texts  
• Identify common rhetorical patterns (e.g., compare & contrast / cause & effect)  
• Use headings, sub-headings, and graphics to predict the content |
| • Make inferences in adapted general texts  
• Demonstrate their understanding of unfamiliar vocabulary in adapted general texts by using different strategies  
• Summarize an adapted general text (of up to 1000 words) by transferring the information into an outline, including main ideas and major supporting details  
• Read at a speed of 160-170 wpm with 70% accuracy |

<table>
<thead>
<tr>
<th><strong>LISTENING &amp; SPEAKING/PRONUNCIATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transitional/Academic Support</strong> <em>(B2/C1 CEFR)</em></td>
</tr>
</tbody>
</table>
| • Identify main ideas and supporting details in complex, academically-related authentic oral texts up to 18 minutes in length  
• Critique and respond to oral arguments orally and in writing  
• Participate in and lead formal classroom discussions related to complex oral or written academic text(s)  
• Combine background knowledge with new content information to support an oral argument  
• Construct comprehensible responses to peers  
• Solve complex problems as a group  
• Synthesize and present group findings  
• Apply knowledge of speech features to production  
• Locate reliable sources using library databases  
• Quote, paraphrase, and summarize sources to develop ideas in context of complex oral arguments  
• Introduce and explain relevance and credibility of the source in context  
• Employ academic sources such as facts, statistics, news, research, graphs, expert opinions  
• Conduct research to collect and analyze data  
• Employ and balance the use of ethos, pathos, and logos in context |
| **Critique evidence to build an argument** |
| **Format in-text citations and references within PowerPoint presentations for various types of academic sources** |
| **Provide image credits** |
| **Integrate oral citations into presentations** |
| **Deliver coherent 10-15 minute presentations** |
| **Construct a complex argument supported by textual evidence** |
| **Use volume, rate, pauses, inflection, and non-linguistic skills to engage audience** |
| **Craft a PowerPoint presentation that demonstrates strong control of formatting conventions** |
| **Use visual aids to enhance speech and engage audience** |

<p>| <strong>Advanced (B1/B2)</strong> |
| <strong>Identify main ideas and supporting details in authentic oral texts up to 14 minutes</strong> |
| <strong>Infer information based on details given in authentic oral texts up to 14 minutes</strong> |
| <strong>Summarize a text orally and in writing</strong> |
| <strong>Participate in and lead formal classroom discussion related to oral or written academic text</strong> |
| <strong>Construct comprehensible responses to peers</strong> |
| <strong>Solve small-scale problems as a group</strong> |
| <strong>Present group findings</strong> |
| <strong>Identify pronunciation patterns that interfere with comprehensibility in own speech</strong> |
| <strong>Analyze speech of others</strong> |
| <strong>Quote, paraphrase, and summarize sources to develop ideas in context of oral arguments on controversial topics</strong> |
| <strong>Locate, introduce and evaluate reliable sources</strong> |
| <strong>Employ relevant sources such as facts, news, statistics, research, graphs, expert opinion</strong> |
| <strong>Recognize differences among ethos, pathos, logos</strong> |
| <strong>Format in-text citations and references within PowerPoint for</strong> |</p>
<table>
<thead>
<tr>
<th>common academic sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide image credits</td>
</tr>
<tr>
<td>• Use oral citations</td>
</tr>
<tr>
<td>• Deliver coherent 8-10 minute presentation</td>
</tr>
<tr>
<td>• Construct argument on a controversial issue supported by textual evidence</td>
</tr>
<tr>
<td>• Create a speaking outline</td>
</tr>
<tr>
<td>• Control language formality and accuracy</td>
</tr>
<tr>
<td>• Use non-linguistic skills to engage audience</td>
</tr>
<tr>
<td>• Craft a PowerPoint that demonstrates control of formatting conventions</td>
</tr>
<tr>
<td>• Make explicit connections between speech and visual aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate (A2/B1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify main ideas and supporting details in modified and simple authentic oral texts up to 10 minutes</td>
</tr>
<tr>
<td>• Use listening notes to organize an outline</td>
</tr>
<tr>
<td>• Participate in formal classroom discussion related to oral or written text</td>
</tr>
<tr>
<td>• Formulate questions for information and clarification</td>
</tr>
<tr>
<td>• Construct comprehensible responses to peers</td>
</tr>
<tr>
<td>• Gather information as a group</td>
</tr>
<tr>
<td>• Present group findings</td>
</tr>
<tr>
<td>• Identify pronunciation patterns in own speech and speech of others</td>
</tr>
<tr>
<td>• Differentiate between reliable and unreliable sources</td>
</tr>
<tr>
<td>• Quote or paraphrase sources to develop ideas in context</td>
</tr>
<tr>
<td>• Introduce sources</td>
</tr>
<tr>
<td>• Employ relevant evidence such as personal or anecdotal examples, facts, news, or statistics</td>
</tr>
<tr>
<td>• Identify weak or irrelevant evidence</td>
</tr>
<tr>
<td>• Recognize and include all relevant elements (author, date, title, publisher as applicable/ available) when incorporating in-text citations and references in PowerPoint presentations</td>
</tr>
<tr>
<td>• Use oral citations</td>
</tr>
</tbody>
</table>
| High Beginning (A1/A2) | • Deliver coherent 5-7 minute presentation  
• Deliver an informational presentation supported by evidence  
• Create a speaking outline  
• Use formal language  
• Control volume and rate of speech  
• Control use of non-linguistic skills  
• Craft a PowerPoint presentation that demonstrates use of formatting conventions (titles, bullet points, capitalization, fonts, images)  
| High Beginning (A1/A2) | • Identify main ideas and supporting details in modified oral texts up to 6 minutes  
• Participate in formal classroom discussions related to oral or written texts  
• Solve and report on a task using appropriate, informal conversational modes  
• Gather information as a group  
• Identify pronunciation patterns in own speech and the speech of others  
• Employ relevant evidence such as personal or anecdotal examples, facts, news, or statistics  
• Include essential elements when incorporating in-text citations and references in PowerPoint presentations  
• Deliver a 4-5 minute presentation  
• Develop an informational presentation on a familiar topic  
• Control volume, rate of speech, and nonlinguistic skills  
• Create visual aids to support presentations on familiar topics |
Promotion and Exit Criteria: Out of IESL or into Academic Support

- Fail: Failed the course (79% or lower)
- Promotion to Academic Support: Pass the course (80% or higher) scored lower than 550 on TOEFL ITP
- Exit IESL: Pass the course (80% or higher); tested 550 or higher on TOEFL ITP

Promotion Map
Exit Competencies

Oral/Aural Communication

1. Students will be able to deliver a comprehensible oral presentation to an academic audience.
2. Students will be able to identify main ideas and supporting details of academic lectures.
3. Students will be able to formulate and respond to peer and faculty questions.
4. Students will be able to participate actively and mediate communication breakdown in academic classroom discussions and small group settings.
5. Students will be able to monitor speech features that contribute to comprehensibility.

Written Communication

6. Students will be able to compose texts appropriate to various academic contexts.
7. Students will be able to craft research papers of appropriate length (2000-3000 words).
8. Students will be able to develop complex rhetorical modes coherently and cohesively.
9. Students will be able to demonstrate language formality and conventions.
10. Students will be able to demonstrate a variety of syntactical structures and correct syntax and mechanics errors.

Reading Comprehension

11. Students will be able to read and comprehend academic texts by applying text processing strategies.
12. Students will be able to produce summaries that mirror the structure of texts and be able to paraphrase the main ideas of a text.
13. Students will be able to read critically by identifying common types of support in arguments, common logical fallacies and opposing points of view.
14. Students will be able to identify implied main ideas, author’s purpose, tone and targeted audience.
15. Students will be able to infer the meaning of new vocabulary and figurative language using word forms, grammar, affixes, and contextual clues.
Academic Research

16. Students will be able to locate relevant and reliable sources using library resources, online tools, and academic databases.

17. Students will be able to incorporate and synthesize sources into writing and oral presentations by quoting, paraphrasing, and summarizing and documenting them in APA style to avoid plagiarism.

IESL Policies

Attendance

Attendance is required in every class. Students need to be active in class to benefit from instruction. If you need to miss class, email your teacher prior to the class. If it is an excused absence, give your teacher proof of the reason in writing (i.e., a doctor’s note). University attendance policy, including what is classified as an “excused” absence, can be found at https://www.mtu.edu/deanofstudents/academic-policies/attendance/.

If you have more than three unexcused absences, your course grade will be impacted and you will be reported to the International Programs and Services (IPS) office. United States immigration rules require students to attend classes. Not attending classes regularly may result in the loss of your Michigan Tech student status, which would cause you to lose your F-1 visa status.
Academic Integrity
Both IESL students and faculty are responsible for ensuring the academic integrity of the IESL program and the university. For more information regarding policies and procedures involving academic misconduct, see https://www.mtu.edu/deanofstudents/academic-policies/integrity/.

Behavioral Expectations
Students with classroom behavior issues will first be sent to the IESL program director to discuss the concern. If the situation does not improve, then the IESL program director will connect the student to mandatory resources and/or have the student meet with the Dean of Students. The IESL program director may recommend that the Dean of Students withdraw the student from classes, and then the student will not be allowed to take classes at Michigan Tech for a designated period of time.

*See https://www.mtu.edu/deanofstudents/students/policies/ for policies involving academics, health & safety, housing & residential life, and student conduct.

Individual Course or University Withdrawal
For information on the process of dropping/adding courses, the refund schedule, and the university withdrawal schedule, see https://www.mtu.edu/registrar/students/registration/add-drop/.

Probation and Suspension
Students having academic difficulty may be asked to withdraw from or be required to enroll in specific courses, be placed on academic probation, be academically suspended, or be dismissed from the IESL Program and/or the University.

IESL Program
  o Probation
    • Any student who fails an ESL course once or twice will be placed on academic probation.
    • Students are informed by the IESL director of their probationary status and then meet with the IESL director to discuss support services and develop a learning plan. The learning plan may include meeting with the Dean of Students if needed.
• Students who are on probation may **not** exit IESL.

  o **Suspension**
    • Any student who fails the same class three times *or* fails additional courses during his/her second term of academic probation will be placed on academic suspension.
    • Students on academic suspension may not enroll in any classes at Michigan Tech for the length of their suspension. Upon receiving notice of suspension, a student must sit out for at least one semester, plus a summer after their first suspension. Following a second suspension, students must sit out for at least 2 semesters plus a summer.
    • A student who is suspended a third time will be dismissed from the IESL program and from the University.

  o **Appeals of Academic Suspension/Dismissal:** Appeals of academic suspension/dismissal will be considered if students can document that there are unusual or extenuating circumstances surrounding their recent academic performance. They must also be confident that they will be able to show significant academic progress. Students wishing to make such an appeal must do so in writing by the due date. (See [https://www.mtu.edu/deanofstudents/academic-policies/suspension/](https://www.mtu.edu/deanofstudents/academic-policies/suspension/) for information regarding the appeals process and timeline.)

  o **Reinstatement:** A student suspended for unsatisfactory academic progress may apply for reinstatement through a written request to the Dean of Students Office after a period of no enrollment. The deadline for such a request is six weeks prior to the first day of the semester for which a student is requesting reinstatement. A student who is reinstated after academic suspension will be reinstated on academic probation. Upon reinstatement, failure to achieve good academic standing or show substantial academic progress by the end of one semester may result in another academic suspension. A student who fails to achieve good academic standing after reinstatement following a second suspension will be academically dismissed. There is no opportunity for reinstatement after academic dismissal.

  o **For academic classes,** see [https://www.mtu.edu/deanofstudents/academic-policies/probation/](https://www.mtu.edu/deanofstudents/academic-policies/probation/) for information on probation and [https://www.mtu.edu/deanofstudents/academic-policies/suspension/](https://www.mtu.edu/deanofstudents/academic-policies/suspension/) for information on suspension.
Complaints

If there is a problem, there are certain steps a student may follow to address the issue:

A student may make an appointment with the IESL program director to discuss it informally, which usually leads to a solution. If the problem persists, the IESL program assistant will provide the student with information on how to file a formal complaint under the student grievance procedure process: see [https://www.mtu.edu/deanofstudents/academic-policies/grievance/](https://www.mtu.edu/deanofstudents/academic-policies/grievance/).

Michigan Technological University recognizes the need to assure that student grievances about faculty actions are evaluated fairly and equitably and, for this purpose, establishes the procedures outlined below. Student complaints that are related to academic integrity or alleged discrimination and/or harassment are not covered under this policy or procedure. In such cases, to proceed with their complaints, students are directed to the following sites:

- Research Misconduct Policy ([http://www.mtu.edu/research/administration/integrity-compliance/misconduct/](http://www.mtu.edu/research/administration/integrity-compliance/misconduct/))
- Academic Integrity Policy ([https://www.mtu.edu/deanofstudents/academic-policies/integrity/](https://www.mtu.edu/deanofstudents/academic-policies/integrity/))
- Office of Institutional Equity and Inclusion ([https://www.mtu.edu/equity/](https://www.mtu.edu/equity/))

Likewise, complaints about University policy and procedure should be directed to the responsible office or unit.

Grievance Procedures

- **Preparing the Grievance:** Students are encouraged to consult with their academic advisor or other trusted mentors to clarify the grievance, discuss appropriate approaches to the resolution of the issue, and ensure their understanding of the procedures outlined below.

- **Making the Grievance:** Students should first present their grievance in an informal discussion with the faculty member involved. If the student does not feel that a satisfactory explanation or resolution has been reached, he or she may initiate a review of the grievance by the faculty member’s supervisor in the following order: (1) The student should make an appointment with the supervisor for an informal discussion of the grievance. (2) If the grievance cannot be resolved at that time, the student will be advised to prepare and file a written grievance. (3) A written grievance will be submitted to the faculty member’s supervisor with attached documentation (e.g., syllabi, relevant assignments, relevant teacher responses to the assignments, grading criteria, papers, tests, quizzes, portfolios).
• **Resolving the Grievance**

The supervisor will review the complaint in a timely manner with the faculty member concerned. The supervisor may also seek review by appropriate faculty or a faculty committee within the program/department/school. If consultation is necessary, the supervisor must summarize each consultation in writing to the student, the faculty member concerned, and the consultant. The supervisor will wait a reasonable time for a response from these individuals before making a decision. The supervisor provides a written decision to the student with copies to the faculty member involved, the provost, and the vice president for student affairs.

• **Appealing the Decision**

The student complainant may wish to appeal the decision of the faculty member’s supervisor. If so, the appeal must be made in writing to the ELI Director within five working days of the original decision. The scope of the appeal is limited to one of the following: The student may have new information not available at the time the supervisor reviewed the case that would significantly affect the evaluation of the grievance. The student may be able to demonstrate that the procedural guidelines established in this document were breached and that such departure from established procedure significantly affected the outcome of the case. It should be understood by students that faculty also have a right to appeal a decision rendered by their supervisor, in accordance with the Faculty Grievance Policy outlined in Appendix C of the *Tenured/Tenure-Track Faculty Handbook*. The ELI Director will provide a written response to the student—with copies to the faculty member involved, the supervisor who made the initial decision, and the vice president for student affairs.

• **Ombuds Office**

Prior to filing a formal academic grievance, students may seek informal resolution of a University-related concern or dispute by contacting the University Ombuds Office (http://www.mtu.edu/ombuds/). The ombuds officer will evaluate whether the concern or conflict can likely be resolved through informal mediation efforts. The ombuds officer provides confidential, impartial conflict resolution services to students, staff, and faculty members. Consultation with the ombuds officer will not preclude or impair other avenues of grievance investigation or adjudication available to students. A complaint has to be in writing in order for it to be considered formal. In such cases, the program director or the appropriate supervisor will provide a written response to the complaint. A copy of the formal response will be provided to the ELI Director and the Provost and the student will have five days within which to appeal.
Academic Life beyond IESL

Final IESL Conference
Towards the end of students’ language study, the IESL program begins easing students into degree-seeking academic life at Michigan Tech. During their final IESL conference, students receive feedback regarding their strengths as well as resources to utilize in the following semesters at Tech. Remember, as a Michigan Tech student, you must have a GPA of 2.0 or better to avoid probation or suspension; your IESL instructors want to see you succeed in your academic studies, so be sure to heed their advice.

Language Support after IESL
Once you have exited the IESL program, the English Language Institute does offer tutoring (https://www.mtu.edu/esl/otherprograms/tutoring/) at a low-cost for international students who want to continue working on specific language skills. Another option is to visit the Multiliteracies Center (MTMC) (http://mtmc.hu.mtu.edu/) on campus. This is a free tutoring service that aims to help all students at Michigan Tech with their overall communication skills and research studies.
IMMIGRATION INFORMATION

For any questions related to your international student visa status, talk to International Programs and Services (IPS). They help all international students and scholars with their academic, research, cultural, and social adjustment to Michigan Tech. If you are not sure about laws and regulations related to any of the below topics, talk to an IPS advisor. The IPS office is located in the Administration Building, Room 200, and their contact information is (906) 487-2160 or ips@mtu.edu. The IPS website (http://www.mtu.edu/international/) also provides crucial information.

Important Terms

- Form I-20: An I-20 was issued to you by IPS. This form is used to obtain an F-1 visa. Everything a student does (for example, transfers, program extensions, etc.) will be recorded on this document and on their SEVIS record.

- Form I-94: The I-94 is proof of legal entry into the United States. You can print your electronic I-94 by going to this website: cbp.gov/I94. You should print a new I-94 every time you enter the U.S. and keep it with you at all times.

- Visa: There are many different types of visas. Most IESL students have an F-1 student visa. A visa is placed in your passport, and it grants you permission to travel to the US. It also provides specific rules that you will need to know regarding full-time study, work, and more.

- Department of Homeland Security (DHS): DHS is the U.S. governmental department in charge of aspects of national security, including foreign visitors who come into the country.

- Student and Exchange Visitor Information System (SEVIS): This is the database used by DHS to collect, track, and manage information regarding exchange visitors, international students, and scholars who enter the United States on non-immigrant visas. You paid a SEVIS fee before applying for your F-1 visa that is connected to the SEVIS number on your I-20. This SEVIS number is effectively your governmental ID.
Mandatory Health Insurance
You must have health insurance that covers you the entire time you are at Michigan Tech. If you already have insurance, bring proof of coverage and a copy of your insurance policy with you. **You must pay for your insurance before you pay tuition.** Students are unable to register for classes until they have fulfilled this requirement.

*If you have questions, International Programs and Services will help guide you through the process. See their health insurance information at the following site: [https://www.mtu.edu/international/students/resources/health/](https://www.mtu.edu/international/students/resources/health/). More student insurance information is provided at the Human Resources site: [http://www.mtu.edu/hr/students/insurance/](http://www.mtu.edu/hr/students/insurance/). In addition, you can make health insurance payments by signing in to your MyMichiganTech account. The menu listing for insurance takes you directly to payment options.

Housing
If you sign a housing contract for an academic year, the contract is binding. The housing office will only allow you to break the contract if you have exceptional and documented reasons. Read contract dates carefully before signing the form. Filling out the contract online still makes it legal. For more information about housing rules and availability or to fill out an application, contact [https://www.mtu.edu/housing/](https://www.mtu.edu/housing/).

Employment
Students with F-1 visas can work part-time (up to 20 hours per week) on campus *only*. However, the ELI staff does not recommend that IESL students work while enrolled in the program. IESL classes are full-time and rigorous, so you should focus on your language studies. If you do look for work on campus and get a job offer, contact IPS to get approval before starting the job.

Taxes
International students must file a federal tax return by the tax deadline (mid-April, the date varies) each year even if you do not work in the United States. Tax software and workshops are offered on campus to assist students. IPS emails all students about this each year. See more information on their website ([https://www.mtu.edu/international/students/current/f1-students/tax/index.html](https://www.mtu.edu/international/students/current/f1-students/tax/index.html)).
Travel
If you plan to travel, review the travel information on the IPS website. This ensures that you receive accurate information. Traveling inside the United States has different guidelines than international travel. Michigan Tech staff are available by phone 24 hours a day, 7 days a week for urgent situations during your travels. During normal business hours, call IPS at 906-487-2160. After hours, call Public Safety and Police Services at 906-487-2216. If it is an emergency, call 911.

- **Travel around the United States**: If you plan to travel within the United States, be sure to carry all of your immigration documents and your Michigan Tech ID with you. When you go off-campus, be sure to have an ID with you at all times.

- **Travel Abroad**: If you plan to travel outside of the United States and you hold an F-1 visa, then you need the following documents to re-enter the United States:
  - A valid Form I-20 endorsed for re-entry by IPS
  - A valid passport (for more than six months from the date of intended return)
  - A valid F-1 visa
  - Your transcripts
  - The financial document(s) listed on Form I-20

SAFETY

Student Code of Conduct
Safety within a university community begins with the individual student. Students are expected to follow certain rules within their dorms/apartments and on campus and in the larger community. Please refer to this list (http://www.mtu.edu/conduct/policies/student-conduct/index.html) to understand the student code of community conduct and other important safety policies (e.g., hazing policy, abuse of alcohol and other drugs, acceptable use of information technologies, parent notification policy, weapons policy, etc.).

Emergency Procedures
Michigan Technological University has been ranked as the safest campus in the U.S. Our Public Safety and Police Services team is part of creating a safe learning environment; see https://www.mtu.edu/publicsafety/ for more information on the services they provide. Here is
the emergency guide, which explains the protocol for each emergency situation, ranging from weather emergencies to bomb threats: https://www.mtu.edu/publicsafety/reports/emergencyguide/.

For most emergencies, call 9-1-1 immediately and remain on the phone, answering the dispatcher’s questions until you are instructed to hang up.

MICHIGAN TECH ACTIVITIES

At Michigan Tech, you will have an experience like no other. Michigan Tech has over 200 student organizations in which to get involved and build community. There are also many facilities and amenities to keep you in shape. Whether you like kayaking, skiing, or basketball, there are plenty of ways to stay active at Michigan Tech. See the following ways:

1. Student Development Complex (SDC)

   Michigan Tech’s Student Development Complex (SDC) has outstanding facilities, workout spaces, fitness centers, and game/activity areas. Students have free access to the SDC's facilities, so be sure to take advantage of this opportunity. For information on these facilities, see http://www.michigantechrecreation.com/amenities/sdc/index.

   o **Fitness Center**: The Michigan Tech Fitness Center is a modern workout facility with a variety of amenities. Whether you’re seeking cardio, weights, or resistance, you’ll find the equipment you need: stair climbers, ellipticals, treadmills, rowing machines, weight machines, free-weights, and more.

   o **Swimming Pool**: Jump into the water to perfect your backstroke, swim for fitness—or just splash around and cool off. Michigan Tech’s eight-lane, 25-yard pool provides opportunities for lap and recreational swimming. A separate diving pool has two one-meter diving boards and a five-meter platform. Water polo, community swim lessons and aqua-fit aerobics classes are available.

   o **Multipurpose Room**: The Multipurpose Room is your place for indoor basketball, volleyball, badminton, and walking/running. The space features a hardwood floor with space for four courts and synthetic flooring covering a regulation-shaped, five-lane, 200-meter track.
o **Varsity Gym** (Wood Gym): Michigan Tech’s Varsity Gym—often referred to as the Wood Gym—is where the highly successful Huskies men’s and women’s basketball teams and women’s volleyball team compete.

o **Racquetball courts**: Michigan Tech has six courts specifically designed for squash, racquetball, and volleyball. Located on the first floor of the SDC, the courts are available for students, SDC members, and groups/organizations.

o **Studio**: Michigan Tech’s Studio is used for Michigan Tech gym classes, as well as community exercise classes. Community Programs offer a wide range of regularly scheduled classes, from high-impact conditioning to low-impact yoga. The Kinesiology and Integrative Physiology department holds a variety of dance and movement-based physical education classes in this space.

o **Other options**: The SDC also includes a climbing wall, a shooting range, an ice rink, and the nearby Gates Tennis Center.

2. **Tech Trails**

Michigan Tech’s trail system is located right across the street from the Student Development Complex on MacInnes Drive. With Houghton’s average snowfall approaching 250 inches, the winter season for cross-country skiing and snowshoeing usually opens in early December and continues into April. The trails are also open for biking and jogging in the warmer months.

Grooming takes place daily and the system includes 7.5 kilometers of lighted trails, making an after-class ski trip convenient for students. Access to the Tech Trails is free for enrolled Michigan Tech students. For more information, check out the website at [http://www.michigantechrecreation.com/trails/forest/index](http://www.michigantechrecreation.com/trails/forest/index).

3. **Intramural Sports**

Michigan Tech provides a wide variety of intramural activities that appeal to the leisure-time pursuits of Michigan Tech students, faculty, and staff. We encourage participation for fun, fitness, and friendship. We promote and honor individual and team sportsmanship.

Intramural sports provide the opportunity for students to compete against and interact with one another, thus promoting good citizenship and socialization. The Intramural-
Recreational Sports Services program is designed to be consistent with the educational objectives of Michigan Tech.

Some of the intramurals include Badminton, Basketball, Billiards, Bowling, Dodgeball, Floor Hockey, Racquetball, Racquetball Ladder, Sand Volleyball, Soccer, Soccer-Tennis, Swim Meet, Table Tennis, Tennis, Volleyball Co-Rec, Volleyball, Water Polo, and Broomball. This website provides more information and the schedule:
https://www.mtu.edu/kip/intramural/.

4. HuskyFit Classes
Michigan Tech students can sign up for HuskyFit classes at a discounted price. Classes change every semester, so for the most current schedule of all classes being offered, please visit http://www.michigantechrecreation.com/programs/index. Below is a sample of some of the HuskyFit classes that have been offered:

- **Aerobics**: Cardio workout with easy but effective step routines.
- **Aikido**: A modern Japanese martial training that emphasizes body movement and momentum rather than punches and kicks.
- **Aqua-fit**: A low-impact aerobics class performed in the water, so it’s easy on joints and appropriate for all fitness levels.
- **Ice-skating**: Learn the elements of skating forward and backward, plus how to do turns and stops.
- **Personal Training**: Working with a trainer is one of the fastest and most successful ways to improve your fitness.
- **Spinning**: If you love biking (or just doing high-energy, fun workouts), spinning is a great option.
- **Yoga**: Michigan Tech offers several classes, including Beginner Yoga, Gentle Yoga, Yoga for Men, Sunrise Yoga, Power Yoga, All-Levels Yoga and Advanced Yoga.
- **Zumba**: Dance and splash your way to a healthier lifestyle with Zumba and Aqua Zumba. Latin/international music and dance moves combine to create a fun and energetic
aerobic routine that offers a great cardiovascular workout and helps tone the body and increase endurance.

5. Skiing at Mont Ripley
The Mont Ripley ski area is owned by Michigan Technological University and sits in the middle of the cities of Houghton and Hancock. You can ski, snowboard, or snow tube. Mont Ripley is covered with your Experience Tech fee, so it’s free to all students.

Features of Mont Ripley: 24 trails, 440’ vertical drop, 112 acres of skiable terrain, 100% night skiing and snowmaking, 6 different glade runs, 3 lifts, one mile from Michigan Tech campus, and terrain parks with jumps and slides. See https://www.mtu.edu/mont-ripley/.

6. Clubs and Organizations
Michigan Tech has over 200 registered student clubs and organizations. For a full list of all clubs, refer to http://www.mtu.edu/student-activities/student-orgs/involvement-link/. Below are some select organizations that might be of interest to international students:

- **African Praise Fellowship & African Student Organization**: Established to let people know about African cultures - to be ambassadors of Africa on & off the campus, to disseminate accurate information about African countries. Visit the webpage for more information (https://www.involvement.mtu.edu/organization/african-students-organization).

- **Chinese Students and Scholars Association**: Established to organize and coordinate social activities among Chinese students and scholars at Michigan Tech. The annual Chinese New Year celebration is one of the area’s best-attended events. Visit the webpage (https://www.involvement.mtu.edu/organization/chinese-students--scholars-association) for more information.

- **Indian Students Association**: Established to provide for social, cultural, and fraternal relations among Indian nationals associated with Michigan Technological University. The annual Diwali Night is one of the most popular events in the Houghton community.
Visit the webpage (https://www.involvement.mtu.edu/organization/indian-students-association) for more information.

• **International Club:** In existence to promote better understanding and closer relations between international and domestic students and between the various national groups of international students themselves through discussions, exchange of opinions, and cooperative activities. Visit https://www.involvement.mtu.edu/organization/international-club for more information.

• **Malaysian Student Association (MASA):** Established to promote Malaysian life and culture within the Michigan Tech community. Visit the webpage for more information: https://www.involvement.mtu.edu/organization/malaysian-students-association.

• **Muslim Student Association (MSA):** The MSA was established to improve communication and coordination among Muslims on campus and organization of Islamic festivals. Visit https://www.involvement.mtu.edu/organization/muslim-student-association for more information.

• **Nosotros/Society of Hispanic Professional Engineers:** Established to share the Hispanic/Latin culture with the campus community and to provide a forum for the exchange of information. Visit (https://www.involvement.mtu.edu/organization/nosotros) for more information.

• **Canterbury House:** Established to create a place where international students and their spouses can come and receive help improving their conversational English, reading, and writing skills. The staff strives to provide support services, including some free meals, to students and the local community. See https://www.involvement.mtu.edu/organization/canterbury-house-council.

7. **Rozsa Center for the Performing Arts**
The Rozsa hosts a number of performing arts events throughout the year as artists, performers, musicians, and lecturers make their way to Houghton. This 80,000-square-foot
facility includes a main stage, as well as an art gallery. See https://www.mtu.edu/rozsa/ for the list of events.

Students can attend Visual and Performing Arts’ events for free with their Tech ID and the Experience Tech fee (https://www.mtu.edu/student-affairs/interests/experience-tech/).

[Experience Tech includes other activities, so be sure to check out this site.]  

8. Tech Traditions

Each year, Michigan Tech hosts numerous traditions involving students, staff, and the local community. See http://www.mtu.edu/student-activities/traditions/ for more information on all of the following traditions and more:

- **The Parade of Nations** celebrates diversity with a day-long event of ethnic food, culture, music, and dance. Items of interest include the Cross-Cultural Exchange Program, Sports Night, Malaysia Night, Chinese Spring Festival, and Diwali Dinner.

- On **K-Day**, classes are cancelled for an afternoon early in the fall so that students, faculty, and staff can celebrate the beautiful Keweenaw Peninsula with a picnic on the shores of Lake Superior and learn about Michigan Tech clubs & activities.

- Few **Homecoming** festivities on other campuses can rival Michigan Tech’s for all-around fun. Besides the usual queen coronation and football game, there is a Hobo Parade featuring cars that can barely run, thanks to some customizing by students. Other activities include bed races, human pyramids, and tug-of-war challenges, a tailgate party before the big game, and professional entertainment.

- **Winter Carnival** began in 1922 and has grown to become one of the largest annual winter festivals in the nation. It features huge snow statues on and off campus; a home ice hockey series; men’s and women’s varsity basketball games; skits; broomball and other sports; sleigh rides; a queen; and more midwinter fun than you could predict. Winter Carnival is usually held in late January to early February with students receiving two days off from classes.
CULTURAL INFORMATION

Adjusting to a new place can create many different feelings. This is normal—many people go through this process of changing and adapting to a new culture, which is called culture shock (https://www.mtu.edu/deanofstudents/faculty-staff/intervention/resources/culture-shock/index.html).

Listed below are some feelings and behaviors that go with culture shock:

- Homesickness—this may be your first time away from home
- Feeling sad and lonely
- Headaches, stomachaches, and other pains
- Sleeping too much or too little
- Feeling irritable or angry without knowing why
- Dwelling on what you may be missing “back home”
- Being shy or insecure
- Feeling lost or confused
- Wondering if you made a wrong decision to come to Michigan Tech

Culture Shock Resources

- Counseling Services
  (https://www.mtu.edu/counseling/getting-started/schedule-appointment/index.html)
- International Programs and Services (IPS)
  (https://www.mtu.edu/international/about/contact/)
- Center for Diversity and Inclusion (CDI)
  (https://www.mtu.edu/diversity-center/index.html)
You can also speak with your ELI instructors or with the ELI Director, and they can help you access the best resources for your situation.

**Cultural Tips**

- Americans like their personal space and stand about 2-3 feet apart when talking or standing in line. Touching or standing too close while talking makes them uncomfortable. If you bump into someone, make eye contact and say “Excuse me” or “Sorry”.

- Strangers may smile at you, and it is ok to smile back at them. You don’t need to know them to smile back. It’s just a friendly gesture.

- Everyone usually shakes hands, especially in formal situations. If you want to avoid a handshake, you can clarify that politely.

- Sometimes people hug each other when meeting their friends in casual settings. If you want to avoid it, you can clarify that politely.

- Americans may ask “How are you?” or “How are you doing?” but usually they do not want lengthy answers. Best responses to such questions are “Good” or “Not bad. How are you?”

- In public places, people may make small talk about the weather, traffic, food etc. It’s just a friendly gesture.

- People really appreciate when you behave sociable and friendly. For example, it is polite to hold the door for the person behind you.

- Americans are punctual. If you schedule a meeting with someone, arrive on time. Making someone wait for you is considered unprofessional. It is important to show up to class and social gatherings on time.

- Class participation is very important. You can ask questions if you did not understand something. Attendance is critical.

- In meetings, you are supposed to participate or it will be assumed that you do not have anything to contribute or are unmotivated.
• Be careful when talking about politics. Americans are often sensitive about their political beliefs.

• Americans call most people by their first name. You should call your professors by Dr. or Mr. / Ms. and then their last name initially. It is a good idea to ask people what they would like to be called.

• Littering or spitting in public places is seen as uncivilized and irresponsible behavior.

• Tipping is seen as almost mandatory. 15-20% tipping is required at restaurants, but you do not have to tip for fast food or carry out. In addition, you can ask for leftover food to be packed.

• Americans do not like to talk about money, especially how much they make. They like to pay their own bills and expect the same from others.

• It is considered rude to criticize someone’s style or weight.

• Don’t take anyone’s picture without their permission. Americans take their privacy very seriously. They are protective of infants and kids.

• In the U.S., people have a right to observe the religious practice of their choice without fear or danger. Sometimes you may have people you meet talk to you about their religion or ask you to go to their place of worship with them. Always remember that you can say “no, thank you” and that in the United States this is an acceptable response. Only say “yes” if you are really interested in doing what you are being asked to do.
LIFE IN HOUGHTON COUNTY

Transportation

*Houghton Motor Transit Line:* The Houghton Motor Transit Line is a city-operated bus system which has many different services to offer its residents and visitors. Please visit their webpage (http://www.cityofhoughton.com/info-transit.php) for the buses’ current schedule and cost.

*Campus Shuttle:* Transportation Services at Michigan Tech provides a Campus Parking Shuttle, a City-Campus Shuttle through the City of Houghton, and a Saturday Shopping Shuttle. Please visit the Transportation Services webpage (https://www.mtu.edu/facilities/services/transportation/) for current schedules. The cost of riding the shuttles is **free** for Michigan Tech students.

*Zip Car Rentals:* On campus, Michigan Tech has "zip cars" that students are able to rent by the hour or by the day. For more information, you can visit the Transportation Services webpage, or go directly to the Michigan Tech Zipcar site to rent a car.

*Taxi Cab and Bus Services:* Taxi Cab services are available in the area. You will be provided with a ride from your pick-up location to your destination of choice. Ask to find out how much your fare will be and keep in mind that it is standard to tip a cab driver at least 15% of the total bill.

*Copper Country Limo and Taxi -* This service is convenient for rides to the airport. It's best to call and schedule a pick-up in advance. Ph. (906) 370-4761.

*Indian Trail Bus Services -* This service is for people looking for transportation out of the area. Ph. (800) 292-3831.

Driving and Vehicle Ownership

Driving without a license or permit is against the law. If you want to drive, see IPS for help in obtaining the necessary documents (e.g., social security card). In the United States, you may only drive if you are legally authorized to do so. Do not drive without a permit or license.

Area Clinics and Hospital

If you find yourself in an emergency situation, dial 9-1-1. Below are some important health resources to know about:
**UP Health System Portage:**

UP Health - University Center (http://www.portagehealth.org/our-locations/university-center) is located on the Michigan Tech campus next to the Student Development Complex (SDC) on MacInnes Drive. Contact number: 906-483-1860.

**UP Health System Portage - Hancock (Main Campus):**

UP Health - Hancock (http://www.portagehealth.org/our-locations/university-center) is considered the main hospital for the Houghton/Hancock area. This is where you should go if you have an emergency. They have the same services as the University Center plus an emergency and trauma center and a maternity unit & birthing center. Contact number: 906-483-1000.

**Portage Health Express Care:**

Express Care (http://www.portagehealth.org/our-services/express-care) is open seven days a week including holidays. An appointment is not needed. If you are sick and want to see a doctor right away (but it is *not* an emergency), you can go to the Express Care Clinic. There is a reduced fee for everyone who visits Express Care. Contact number: 906-483-1777.

**Aspirus Houghton Clinic:**

Aspirus (https://www.aspirus.org/aspirus-houghton-clinic/our-locations/aspirus-houghton-clinic-1025) is a non-profit, community-directed health system with a full-service laboratory, pharmacy, express care, and physical rehabilitation services.

*The Aspirus Clinics in Houghton and Calumet provide a **free 15-minute consultation** with a doctor or medical specialist. Be sure to request a “free 15-minute consultation” when scheduling an appointment or approaching the medical assistant’s desk.*
Volunteer Opportunities

**Animals**

*Copper Country Humane Society* - Dog walking, cleaning/organizing, working at the shelter for fundraising and adoption events.

Info: Dog walkers must complete a 20-minute training session available on a drop-in basis during shelter open hours as the staff has time available. Shelter open hours are M/W/F from 4-8 PM and Saturday noon-5PM.

*You must be trained to walk dogs—call 906-487-9560 for training days/times*

**Emergency/Crisis Response**

*American Red Cross* - Fundraising, preparing disaster kits, serving on a disaster team (training at no cost), and participating in instructor programs.

**Tutoring/Mentoring**

*Big Brothers/Big Sisters of the Western UP* - One-on-one child/mentor activities 3-5 hours/week, after-school mentoring at Houghton and Hancock schools, fundraising and office help, and Bowl for Kids (in March).

*Hancock Elementary School* - Help in the library, read to kids, and tutor.

*Hancock Middle School* - Help with “After Hours” program, supervise open gym or lunch, help at sporting events, and chaperone dances and fun nights.

*Dollar Bay High School* – Present to the Cultural Studies Class and read to kids.

*Houghton Elementary School* – Tutor.

*Houghton Middle School* – Tutor.

*Youth for Understanding* – Mentor international high school students.
Hospice/ Elderly Assistance

*Kweenaw Home and Nursing Hospice* - Visit, do chores for the elderly or office work.

*Little Brothers Friends of the Elderly* – Visit the elderly; chop wood; do office work; shovel snow; prepare, serve, and/or deliver meals.

Upper Peninsula Weather

**Autumn:** If you’re coming for the fall semester, you’re in luck! Autumn in the Keweenaw is when the entire peninsula turns orange, red, and gold. Usually, the colors start changing in September and are gone by November. Keep in mind that with autumn comes chillier temperatures and pack accordingly. We recommend that you bring pants/trousers, long-sleeved shirts, sweaters, warm socks, and a light jacket.

**Winter:** Winters in Houghton are cold. It snows all the time. It lasts for at least five months, starting sometime in November or December and not ending until April or May. You’ll want a warm coat, gloves, hat, scarf, and snow boots with good traction (some of those hills get pretty slippery) to keep the cold at bay. If you don’t have room in your luggage for all your winter
clothing you can buy much of what you need in Houghton. In addition, some local churches and organizations donate winter clothing to international students.

**Spring:** This is the season when the snow starts melting. If you’re lucky, you can see flowers blossom and trees slowly regain their leaves. Even though spring is a beautiful season, it is a bit messy. Make sure you have boots that can handle mud, long-sleeved shirts, sweaters, warm socks, a light jacket, sandals, tennis shoes/sneakers, short-sleeved shirts, lightweight pants/trousers, dresses, and/or skirts.

**Summer:** Summers in Houghton are warm (from around 20 to 30 degrees Celsius) and last from around the end of May to late August. Be sure to pack sandals, tennis shoes/sneakers, shorts, t-shirts, short sleeve shirts, lightweight pants/trousers, dresses, and/or skirts.

**Welcome to Michigan Tech’s English Language Institute! Please let us know how we can help you.**