



INTENSIVE ENGLISH AS A SECOND LANGUAGE

STUDENT HANDBOOK



Michigan Tech

Michigan Technological University

Welcome to the Intensive English as a Second Language (IESL) program at Michigan Technological University!

Dear Students:



The intensive English program was established in 2001 to provide English language courses for international undergraduate and graduate students in order to prepare them for degree programs here at the university. In addition to formal language instruction, IESL provides orientation, conversation partners, and strongly encourages students to participate in cultural experiences and activities at Michigan Tech.

As an IESL student, you are a Michigan Technological University student and this handbook has information that will help you during your study in the IESL program and after you transition into academic study. Your handbook has information that will answer your questions about the program, the university and the Houghton-Hancock area. The handbook is a resource that should help you as you adjust to your new academic community. If you have questions that your handbook does not answer, ask!

To benefit most from your time in IESL, you will need to manage your time well, study everyday including weekends, ask for help when you need it, take advantage of all that IESL and Michigan Tech have to offer you, and get involved in campus-wide activities.

To make good progress in English language development, you should plan to use English between 15-18 hours every day—this is what research tells us helps speed the language development process. Make every effort to make new friends, especially friends who speak a different first language! Find ways to practice your English both on campus and in the community. There are volunteering opportunities in the community that will help you meet different people and learn about the American culture and the Houghton-Hancock area.

All IESL faculty members are highly trained professionals. They all have advanced degrees and many have lived or taught in different countries besides the United States. Most of them have studied a foreign or second language themselves. They understand the difficulties you face in learning a second language for academic purposes. They are here to help you reach your goals. You have to work with them by working hard on your language development.

Faculty in IESL may use different approaches in teaching but in all courses students will be provided meaningful content, be asked to produce meaningful and appropriate language, be provided instruction of language forms and be guided in developing fluency.

To our returning students, welcome back! To our new students, welcome! Michigan Tech is a great community to learn in and all of us in IESL wish you a great semester!

A handwritten signature in black ink, which appears to read "Bea Smith". The signature is fluid and cursive.

Dr. Beatrice Smith
Director

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Mission Statement

To provide rigorous English language instruction that prepares conditionally and provisionally admitted international students for successful undergraduate and graduate study; to model exemplary language teaching practices for TESOL certificate candidates; and to enable Michigan Technological University to attract highly qualified international students.

IESL accomplishes this mission by offering language, academic, and cultural orientation in:

- A fall, spring and summer intensive English language for academic purposes program
- Providing academic support for students making the transition to degree seeking status
- Providing research writing courses for graduate students
- Providing consultation to the campus community on questions about language use

Contact Information

IESL Contact Information

Phone: 906.487.2008 or 906.487.3229

Fax: 906.487.3559

Email: iesl@mtu.edu

Website: <http://www.mtu.edu/humanities/undergraduate/iesl/>

Address:

Intensive English as a Second Language Program

Walker Arts & Humanities Center
Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295 USA

Office Hours

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

Office Services

- English Proficiency Testing
- IESL class placement
- IESL class registration
- Student advising (language classes and other issues)
- Meetings with prospective students
- IESL student record maintenance
- Consultation services for academic departments at Michigan Tech

Office Staff

Name	Room#	Extension #	Email (@mtu.edu)
Ellenich, Jackie	301	7-2008	jmelleni
Ellenich, Katy	319	7-2008	kmelleni
Smith, Beatrice	310	7-3229	bbsmith
Strickland, Ronald	301B	7-2376	rlstrick

Faculty

Name	Room #	Extension #	Email (@mtu.edu)
Amani, Sara	315	7-1729	samani
Khan, Muhammad “Mak”	313	7-1771	makhan3
Seppala, Emily	314	7-3287	ekseppal
Stander, Anne	312	7-1483	acstande
Zuraw, Clare	314	7-0921	cjzuraw



The **Intensive English as a Second Language (IESL)** offers courses in intensive English for academic purposes. Applicants must submit TOEFL or IELTS scores to be considered. **IESL does not serve Beginners.**

The program's intensive English for academic purposes curriculum focuses on general academic English and is designed for students who meet every Michigan Technological University admission requirement except for language. The rigorous curriculum is designed to help students improve their English language proficiency for academic and personal purposes. The IESL program offers a full-time curriculum of 15-22 hours per week. All semesters are 14 weeks long and semesters follow the university calendar. One semester has 14 Weeks.



Fall Semester: September, October, November and December

Spring Semester: January, February, March and April

Summer Semester: May, June, July, and August

The intensive English for academic purposes curriculum offered by IESL and Michigan Tech is fulltime and it 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.

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 but timely progress so they can complete language study and transition into academic study in a timely manner.

Class Levels

The program's curriculum has five proficiency levels. Intermediate I (Low), Intermediate II, Advanced I (Low), Advanced II, and Transition. The primary IESL classrooms are 138, 139, and 145 in Walker Hall. Other rooms around campus are used as needed. Students will receive detailed schedules on Banweb after they have been registered.

Each level is made up of core courses in Reading and Vocabulary, Writing and Grammar, 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 has a laboratory course that goes with it. Lab courses meet for three hours a week. Students attend at least six hours of classes each day and all classes meet for the whole semester.

Overview of Curriculum

Courses

Course work is how students are provided formal instruction in IESL. Students should expect homework in all courses. Homework in IESL is mostly for practice or to help students prepare for work that will be done in class.

Work done in class is mostly what faculty members use to determine if students are learning content and language. Your instructor will assess your language development and progress on:

- Work done in class
- Tests, projects, quizzes, presentations and other assigned tasks
- Participation in class
- Homework—when that work is used to complete in-class tasks.



Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:55 am		Special Topics		Special Topics	Special Topics
9:05-9:55 am	Vocabulary		Vocabulary		Vocabulary
10:05-10:55 am	Grammar		Grammar		Grammar
11:05-11:55 am	Reading	Reading	Reading	Reading	Reading
12:05-12:55 pm					
1:05-1:55 pm					
2:05-2:55 pm	Writing	Writing	Writing	Writing	Writing
3:05-3:55 pm	Listen/ Speak	Listen/ Speak	Listen/ Speak	Listen/ Speak	Listen/ Speak
4:05-4:55 pm	Pronunciation	Pronunciation		Pronunciation	
5:05-5:55 pm					
6:05-6:55 pm					



To be successful and to make good progress students should plan to use English between 15-18 hours every day. Part of language study in IESL is learning how to learn. Study skills are part of language teaching in the program. To be successful students have to practice and apply study skills to their language learning.

At the beginning of the semester, students should set goals by developing study plans that are reviewed on an ongoing basis. Here are some ideas for studying:

- Develop good study skills—have a daily, weekly, monthly and semester study plans and goals
- Study everyday and not just on weekdays!
- Become an active member of the Michigan Tech community
- Join a club or two—go to K-Day and learn about all the clubs Michigan Tech has to offer
- Play your favorite sports at the Student Development Center (it is a good way to meet new people)
- Take full advantage of the conversation partner program
- Make new friends (especially friends who do not speak your native language)
- Find a way to volunteer on or off campus

How much study time is needed?

- One hour in class to one hour of study time outside of class
- Attend cultural events and lectures on campus

Your classes will teach you how to outline and create study guides. Use that skill to create study guides or outlines—they force you to understand concepts and ideas. At the end of each day go over your notes and reorganize them. If you don't understand what you did in class, ask your instructor.

Keep track of your vocabulary development with a personal notebook and use Tell Me More for extra practice. The more you use *Rosetta Stone*, the more you will get out of it.

Academic Advising

The advisor for all IESL students is the Director of IESL. Students may make appointments for advising via email or in person in Room 301 Walker Hall. To make an appointment by email, send a request to jmelleni@mtu.edu. You may also check the director's schedule (usually on the office door) for walk-in advising times.

At the end of the semester, students meet with the advisor to discuss courses for the following semester. Students in Transition meet with the advisor in their majors before the end of the semester. Placement for Engineering (Spatial/Visual) are arranged by the IESL director at this time. Math placement is offered online and requires students to pay \$25.00.

Personal Advising

If you are having any personal difficulties you need to let your advisor, Dr. Smith, know as soon as possible. Your conversation with the advisor is confidential—the advisor will not share information with others unless you say it is alright to do so. Sometimes what a student needs is beyond what the advisor can provide. In such cases students will be referred to other places at Michigan Tech for the help they need. See the section on Health in this handbook for more information. Some common personal problems and how students deal with them are provided below.

Roommate Problems

Your roommate doesn't need to be your best friend, but you should be able to live together comfortably. Sometimes, though, that does not happen. You may have problems with your roommate, such as:

- Roommate is too loud and won't let you sleep
- Cannot agree on when it is acceptable to have friends over
- Cannot agree to respect each other's property

Don't let a bad roommate relationship interfere with your studying! Here is what you should do if you have a problem with your roommate:

First: Talk to your roommate! Most of the time, you can work it out just by telling your roommate what the problem is. You can start by writing what it is you want to say and practicing it. In the USA it is acceptable to tell someone when you have a problem or ask that person to change their behavior so that you can sleep or study or know your property will be respected.

Second: If you talk to your roommate, but the problem isn't solved, talk to your resident assistant (RA). Your RA will be able to help you find a solution.

Third: If the problem still is not fixed, ask to talk to the Residence Life Coordinator who supervises the RA. He or she can help you find a better way to communicate with your roommate or provide ideas for solving the problem. You may also go to Counseling Services.

Fourth: If you still have a problem, talk to Housing Administration:
<http://www.mtu.edu/housing/faculty-staff/staff-administration.html>

You can also talk to your advisor about roommate problems. Don't ignore the problem and hope it goes away. Visit this website for more details: <http://www.mtu.edu/dean/eit/roommate-relationships>

Immigration Advising

If you have questions about your visa, I20 or need information about travel, see your IESL advisor and you will be referred to the right person at IPS for assistance. See the section for immigration information in this handbook.

Email

Treat all university emails as important communication because they are important. If you receive something that you do not understand, ask a faculty member or bring it to your advisor.

Use your Michigan Tech email address for all university-related email communication. Read all emails completely and carefully. Information about immigration, tuition, account holds, insurance and registration will all be emailed to your Michigan Tech account. Teachers will also use your Tech email (and Canvas) to communicate with you.

You are responsible for all information given to you via email even if you don't read your email.

Check your MTU email multiple times every day. As a rule, check your email before classes start and check it at the end of the day.



Testing and Placement

Language testing is an important part of the Michigan Tech orientation process. Upon arrival placement testing information is provided to students when they check in with International Programs and Services (IPS) personnel. TOEFL ITP bulletins are provided to students at this time. Placement information is also provided on the IESL website under announcements.

There are four main stages to testing and placement into IESL.

Stage I:

Placement Test TOEFL ITP (115 minutes) Listening comprehension, structure and written expression, and reading comprehension
Writing test Timed writing sample on a given topic (25 minutes)
Oral Assessment Faculty interview each student for 5-8 minutes

Stage II: Placement into level and courses based on test results.

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

Listening/Speaking Pronunciation Reading and Vocabulary Writing and Grammar

Stage IV: Placement changes

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/will be contacted by the director and moved.

Placement and Level Change

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. 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. Students who are not attending classes may not request placement changes.

A student who is on probation or has a learning or behavior contract is not eligible for level change. If a student requests a level change, that student must provide language performance information that his/her proficiency in English is higher than his/her current level.

Onsite Testing and Initial Placement Map

*Test of Writing English

*Placement Interview

Skill	TOEFL ITP Score	Skill Score	Options	Additional
Listening Speaking and Pronunciation	520-549	52-54	0492	Academic
	500-519	50-51	0470/0471	ESL Elective
	481-499	49-50	0430/0431	ESL Elective
	468-480	48-49	0370/0371	N/A
	450-467	46-47	0330/0331	N/A
Writing and Grammar	520-549	55-57	0491	Academic
	500-519	54-55	0460/0480	ESL Elective
	481-499	52-53	0420/0440	ESL Elective
	468-480	50-53	0360/0380	N/A
	450-467	47-49	0320/0340	N/A
Reading and Vocabulary	520-549	52-53	0493	Academic
	500-519	51-52	0450/0451	ESL Elective
	481-499	49-50	0410/0411	ESL Elective
	468-480	47-48	0350/0351	N/A
	450-467	44-46	0310/0311	N/A

Students who score lower or higher than the range:

- 449 and lower on the TOEFL ITP: arrange for transfer or contract language study program 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 and interviews are additional placement measures***

Level Skipping Policy

A student may skip a level in IESL. To skip a level a student's documented language performance should provide evidence that she/he has made enough progress to skip the level in question. A student should have 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 level she/he is placing into.

High Beginner students may not skip Intermediate level courses.

Courses

Intermediate I

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0310	Reading	3 Credit Hours	2 Hours	3 Hours
0311	Vocabulary	1 Credit Hour	0 Hours	3 Hours
0320	Writing	3 Credit Hours	2 Hours	3 Hours
0330	Listening and Speaking	3 Credit Hours	2 Hours	3 Hours
0331	Pronunciation	1 Credit Hour	0 Hours	3 Hours
0340	Grammar	1 Credit Hour	0 Hours	3 Hours

Intermediate II

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0350	Reading	3 Credit Hours	2 Hours	3 Hours
0351	Vocabulary	1 Credit Hour	0 Hours	3 Hours
0360	Writing	3 Credit Hours	2 Hours	3 Hours
0370	Listening and Speaking	3 Credit Hours	2 Hours	3 Hours
0371	Pronunciation	1 Credit Hour	0 Hours	3 Hours
0380	Grammar	1 Credit Hour	0 Hours	3 Hours

Advanced I

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0410	Reading	3 Credit Hours	2 Hours	3 Hours
0411	Vocabulary	1 Credit Hour	0 Hours	3 Hours
0420	Writing	3 Credit Hours	2 Hours	3 Hours
0430	Listening and Speaking	3 Credit Hours	2 Hours	3 Hours
0431	Pronunciation	1 Credit Hour	0 Hours	3 Hours
0440	Grammar	1 Credit Hour	0 Hours	3 Hours

Advanced II

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0450	Reading	3 Credit Hours	2 Hours	3 Hours
0451	Vocabulary	1 Credit Hour	0 Hours	3 Hours
0460	Writing	3 Credit Hours	2 Hours	3 Hours
0470	Listening and Speaking	3 Credit Hours	2 Hours	3 Hours
0471	Pronunciation	1 Credit Hour	0 Hours	3 Hours
0480	Grammar	1 Credit Hour	0 Hours	3 Hours

Advanced English for Specific Purposes

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0412	English for Business	1 Credit Hour	0 Hours	3 Hours
0413	English for Engineering	1 Credit Hour	0 Hours	3 Hours
0414	English for Math	1 Credit Hour	0 Hours	3 Hours
0416	English for Science	1 Credit Hour	0 Hours	3 Hours

Transition Level

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0491	Writing	3 Credit Hours	2 Hours	3 Hours
0492	Listening and Speaking	3 Credit Hours	2 Hours	3 Hours
0493	Reading and Vocabulary	3 Credit Hours	2 Hours	3 Hours

Research Writing I

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0560	Research Writing I	3 Credit Hours	2 Hours	3 Hours

Research Writing II

<i>Course</i>		<i>Credit Hours</i>	<i>Recitation Hours</i>	<i>Lab Hours</i>
0580	Research Writing I	3 Credit Hours	2 Hours	3 Hours

Attendance Policy

Course Withdrawal Policy

Michigan Tech course withdrawal policies apply to IESL. University policy on withdrawal is available to students here: <http://www.mtu.edu/registrar/students/registration/policies/withdrawal/>.

Students withdrawing from the University or dropping all courses will receive a refund in accordance with the University Withdrawal Schedule below.

Refund of Tuition—Withdrawal from the University

The following refund schedule applies when students drop all classes and leave the University. This does NOT apply to students making schedule adjustments who otherwise remain enrolled at Michigan Tech.

Refunds for classes offered in a time module other than a fourteen week semester will be prorated according to this schedule and the equivalent percentage of time. Refunds of room and board charges will be pro-rated by the number of weeks used.

Time of Withdrawal	Refund Percentage
1st Week—Through Wednesday	100%
1st Week—Thursday and Friday	90%
2nd Week	80%
3rd Week	70%
4th Week	60%
5th Week	50%
6th Week	40%
7th Week or Later	0%

Assessment and Evaluation

Midterm Progress Report

At midterm your progress will be calculated based on your work for the first seven weeks of the semester. You will also be provided information on your attendance and performance on homework. If you are failing, you will be required to meet the Director of IESL in order to develop a plan for improving by the end of the semester.

Final End of Semester Evaluation

All ESL courses are pass-fail courses. Credits will be given but the grade in this class will not be used in computing 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.

Letter Grade	Percentage	Rating
S	80% & above	Pass
E	79% & below	Fail



Sample Progress Report

IESL Progress Report

Intensive English as a Second Language Program
Walker Arts & Humanities Center
Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295 USA

Name: _____

M#: _____

Level

Spring 2014
January 13, 2014- May 2, 2014

MIDTERM TOTAL TO DATE	
Skill	
Lis/Speak/Pro	<input type="text"/>
Writing & Grammar	<input type="text"/>
Reading & Vocab	<input type="text"/>
Elective	<input type="text"/>

CLASS GRADES AND HOMEWORK PROGRESS REPORT		
Class	Instructor	Homework

Course	Midterm SLO's	Progress Grade
Listening/Speaking Pronunciation Writing Grammar Reading Vocabulary Elective		

Attendance					
L/S	<input type="text"/>	35	P	<input type="text"/>	20
W	<input type="text"/>	35	G	<input type="text"/>	20
E	<input type="text"/>	14	R	<input type="text"/>	35
			V	<input type="text"/>	20

Each Class meeting is 50 or 75 minutes.

GENERAL COMMENTS

Key

S= Passing 80-below

E= Failing 79-above

Director's Signature

Bob Smith

Date

ACADEMIC LIFE AND IESL

IESL Proficiency Scale

The proficiency scale below describes what a student can do at the end of each level program.

IESL Proficiency Scale**

“Can Do” statements are roughly mapped onto the CEFR scale with some differences. Refer to TOEFL ITP data for more information.

Writing/Grammar	
Transitional Academic Support B2/C1 CEFR	<ul style="list-style-type: none"> - Compose short (500-600 words) summary/response/essay(s) - 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 rhetorical modes (argumentation, critique, field research paper, and problem-solution) focusing on self-researched academic topics - Utilize pronouns, lexical chains, parallel structure, guiding words, phrases, and sentences, appropriate verb tense, old-new information pattern, and meta-commentary to achieve cohesion - Modify sentence structure, word choice, and mechanics to improve formality and conciseness in contexts of complex rhetorical modes 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 rhetorical modes focusing on self-researched academic topics

ACADEMIC LIFE AND IESL

Writing/Grammar

Advanced
B1/B2

- Compose short (400-500 words) summary/response/essay(s)
- 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 rhetorical modes (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 rhetorical modes (comparison and contrast, cause and effect, process, expository, classification, argumentation) on research-guided academic topics
- Utilize pronouns, lexical chains, parallel structure, guiding 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 rhetorical modes 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 rhetorical modes on research-guided academic topics

Writing/Grammar

Intermediate
A2/B1

- Compose short (300-400 words) summary/response/essay(s)
- Provide guided peer feedback
- Compose academic emails with proper vocabulary and structure
- Develop academic papers of the following length: midterm 500 words; final 800 words
- Manage the scope of ideas to be more general or specific at the paragraph level
- Employ relevant evidence, including personal or anecdotal examples, facts, news, or statistics
- Recognize differences among rhetorical evidence (ethos, pathos, and logos)
- Identify weak or irrelevant evidence
- Differentiate between reliable and unreliable sources
- Quote, paraphrase, and summarize assigned sources
- Utilize simple reporting verbs to introduce the source
- Explain and connect sources to ideas
- Develop meaningful introductions and conclusions in the context of common rhetorical modes (comparison and contrast, cause and effect, process, expository, classification, persuasive) on familiar topics
- Organize ideas with clear topic sentences and relevant supporting details in the context of common rhetorical modes (comparison and contrast, cause and effect, process, expository, classification, persuasive) on familiar topics
- 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 rhetorical modes on familiar topics
- Include all the important elements when incorporating in-text citations and references
- Correct most of the errors in contexts of common rhetorical modes on familiar topics

Reading/Vocabulary	
Transitional Academic Support B2/C1 CEFR	<ul style="list-style-type: none"> - Examine academic texts to answer comprehension questions - Identify main ideas and supporting details in academic texts - Synthesize graphic information from multiple sources - Identify cohesive devices in academic texts - Identify complex rhetorical patterns (e.g., problem-solution/critique/argumentative) in academic texts - Evaluate information from academic sources - Make inferences in academic texts - Demonstrate their understanding of unfamiliar vocabulary in academic texts by using different strategies - Annotate an academic text using summative and critical commentary - Utilize a variety of positive, critical, and neutral reporting verbs to introduce a source - Summarize an academic text (of up to 3,000 words) - Read at a speed of 250-300 wpm with 80% accuracy
Advanced B1/B2	<ul style="list-style-type: none"> - Answer comprehension questions in adapted academic texts - Identify main ideas and supporting details in adapted academic texts - Identify and analyze author's purpose and tone - Distinguish between facts and opinions - Summarize a graph - Identify transitions in adapted academic texts - Identify common rhetorical patterns (e.g., cause & effect / compare & contrast / classification) in adapted academic texts - Evaluate information from reliable sources - Make inferences in adapted academic texts - Demonstrate their understanding of unfamiliar vocabulary in adapted academic texts by using different strategies - Annotate an adapted academic text using summative and 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

Reading/Vocabulary	
Intermediate A2/B1	<ul style="list-style-type: none"> - 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
Listening & Speaking/Pronunciation	
Transitional Academic Support B2/C1 CEFR	<ul style="list-style-type: none"> - Identify main ideas and supporting details in complex authentic oral texts on academic topics - Critique and respond to oral arguments orally and in writing - Formulate questions and lead formal classroom discussion 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 including 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

Listening & Speaking/Pronunciation

Advanced
B1/B2

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

Intermediate
A2/B1

- Identify main ideas and supporting details in modified and simple authentic oral texts
- Use listening notes to organize an outline
- Participate in formal classroom discussion related to oral or written text
- Formulate questions for information and clarification
- Construct comprehensible responses to peers
- Gather information as a group
- Present group findings
- Identify pronunciation patterns in own speech and speech of others
- Differentiate between reliable and unreliable sources
- Quote or paraphrase sources to develop ideas in context
- Introduce sources
- Employ relevant evidence including personal or anecdotal examples, facts, news, or statistics
- Identify weak or irrelevant evidence
- Recognize and include all relevant elements (author, date, title, publisher as applicable/available) when incorporating in-text citations and references in PowerPoint presentations
- Use oral citations
- 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)

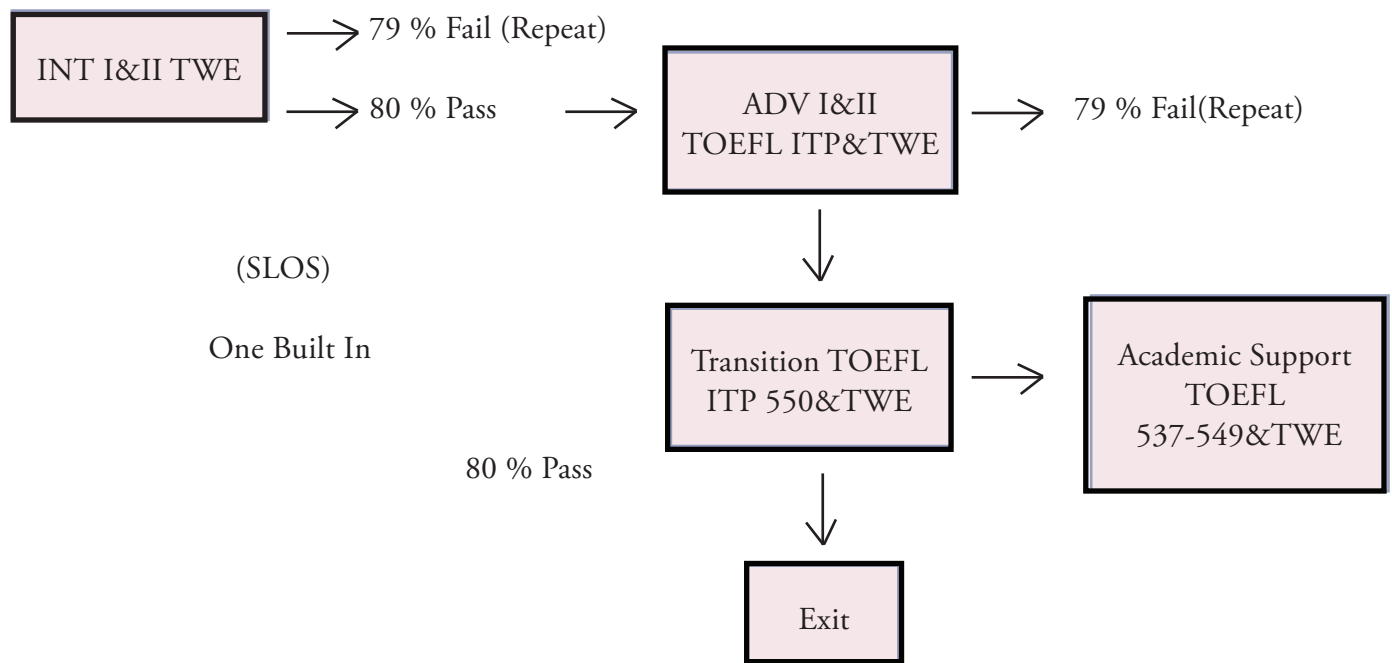
Promotion Criteria

[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

Intensive English as a Second Language

Promotion Map



Probation and Suspension Policy

Contracts

Students may receive two different types of contracts:

Learning Contracts and **Behavior Contracts**.

Signing a contract is the same as being on academic probation. Students are informed by the IESL Director of their probationary status when they sign a Learning or Behavior Contract. Student contracts are signed with the IESL program. However, copies of signed contracts are kept in the student's file at the office of the Dean of Students. This means that the Dean of Students receives a copy of all contracts.

It is very important to note that the Dean of Students' Office may, on the recommendation of the department Chair, require students to withdraw from any course or courses in which their preparation, progress, effort, or conduct is deemed unsatisfactory.

Students who fail a class will be required to sign a **Learning Contract**. Learning contracts place failing students on probation and this ensures that the student has a plan for passing the class the second time. Any student who fails the same class three times will be placed on academic suspension.

Students with classroom behavior issues will first be sent to the IESL program director to discuss the concern. If the issue is not resolved, the student will be required to sign a **Behavior Contract**. This contract places a student on a behavior-related probation. Students may be required to sign behavior contracts for issues like being repeatedly abusive, being chronically disrespectful toward a teacher or other students, cheating, or otherwise disrupting the learning of other students.

If the student breaks this contract, the following will happen:

- A. The student will be informed of the contract violation and have the opportunity to explain to the IESL program director why the contract was broken.
- B. The IESL program director may recommend that the department Chair inform the Dean of Students of the contract violation.
- C. The department Chair may then recommend that the Dean of Students withdraw the student from the program. The student will not be allowed to take classes at Michigan Tech for a designated period of time.

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. That is, a student suspended at the end of a fall semester will become eligible to request reinstatement the following fall, and a student suspended at the end of a spring semester will become eligible to request reinstatement the following spring.

A student who is suspended at the end of summer semester will be permitted to request reinstatement the following spring. A student who is suspended a second time will be dismissed from the IESL program.

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.

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 academic dismissal. There is no opportunity for reinstatement after academic dismissal.

Students who are on probation may not exit IESL. Exit decisions are based on pieces of data such as:

IESL course grades
Academic course grades
TOEFL-ITP scores

Exit decisions are made only after all grades have been posted at the end of the semester. Students receive individual email notification and are informed that International Programs and Services (IPS) will process their status change and issue an I20 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.

Complaints

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

A student may make an appointment with the IESL program director to discuss it informally. Such informal discussions usually lead to a solution of the problem. If the discussion does not solve the problem, the IESL program director will direct the student to the department Chair.

If the problem is still not resolved after a meeting with the department Chair, the department Chair will provide the student with information on how to file a formal complaint under the student grievance procedure process. University policy on grievance states:

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, students are directed to the *Scientific Misconduct Policy*, the *Academic Integrity Policy* (available from department chairs and Student Affairs), or to the Office of Institutional Equity to proceed with their complaints. Likewise, complaints about University policy and procedure should be directed to the responsible office or unit.

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 review of the grievance by the faculty member's supervisor, in the following order:

The student should make an appointment with the supervisor for an informal discussion of the grievance. If the grievance cannot be resolved at that time, the student will be advised to prepare and file a written grievance.

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, etc.).

Resolving the Grievance

This is how a student grievance is addressed:

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 department/school. If consultation with others 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 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 dean of the College/School 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 dean of the College/School 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. 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 student may request a complaint form from Room 301 Walker to file a formal complaint. A complaint has to be in writing in order for it to be considered formal. In such cases the Chair or the appropriate supervisor will provide a written response to the complaint. A copy of the formal response will be provided to the Dean and Provost and the student will have five days within which to appeal.

Academic Support

Tutoring is available in most departments—students have access to Learning Centers across campus. Here is the link to all Learning Centers: www.mtu.edu/compass/mentoring/learning-centers/

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 is also available to all students seeking assistance making the transition to Michigan Tech and/or seeking to identify ways to meet their academic and professional goals. Professional and student staff are available to meet with students to discuss a variety of areas including: time management, goal setting, study skills, utilizing campus resources, talking to professors, and adjusting to a new academic environment.

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.

Faculty office hours are times to get help from professors. Office hours are listed on your course syllabi. Syllabi are provided to students on the first day of classes. Course materials are also on Canvas. Learn the names of all your professors! It is important.

It is important that students visit with professors during office hours very early in the semester (students should do so before their first appointment with the IESL program director). Students may ask if they can record lectures so they can go over them after each class. Remember, professors expect formal emails from you—remember your audience when you write emails to your teachers!

If you are not sure about anything, **ASK!**

Disability 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.

Definition of an Individual with a Disability

These policies apply to those who meet the definition of having a disability as set for by the American with Disabilities Act as:

- A person who has a physical or mental impairment which substantially limits one or more major life activity
- A person who has a record of such an impairment
- A person who is regarded as having such an impairment

Eligibility for Services

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.

Students who wish to have services available at the beginning of the semester should make certain their documentation is in place six weeks before the beginning of the semester, and that they have met with the Coordinator of Student Disability Services to discuss necessary accommodations. While efforts are made to meet accommodation requests on shorter notice, students cannot be guaranteed accommodations without providing documentation six weeks before the beginning of the semester.

Below is a list of current approved accommodations offered. A student must provide supporting documentation in order to receive accommodations.

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



To contact Student Disability Services, call 906-487-2212.

For more information on student disability services, visit: <http://www.mtu.edu/dean/disability/>

Textbooks and Course Materials

To be successful, students have to have the course materials that courses require. Students are required to have a copy of all the assigned textbooks for each class.

You cannot borrow or photo-copy a friend's book. You need your own. Here are some things to remember: **Buy the right edition.** If you buy the wrong version of the text book, 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 won't be able to learn as easily.

Get it by 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 available in the book store in the MUB.

Other materials you may need for class include a headset. You need a good quality **headset** and you will need to bring your **headset** to your pronunciation class.

Attendance

Attendance is required in every class. Students need to be in class and to be engaged in order to benefit from instruction. If you need to miss class, email your teacher before 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 is available at <http://www.mtu.edu/dean/conduct/policy/attendance/>.

If you have more than three unexcused absences, you will be reported to the International Programs and Services (IPS) office. This is because 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 will cause you to lose your F-1 visa status.

What is an excused absence?

Excused absence include:

- A) Being sick and bringing a doctor's note to your teacher;
- B) participating in a university-sponsored event such as an athletic competition; or
- C) events that you cannot control, such as car accidents, etc.

Registration

Students in IESL are registered for courses by the IESL program director. At the end of each semester's formal evaluation, students have conferences with teachers. At that conference, students are provided with a copy of their official TOEFL-ITP score report, an assessment of their performance and progress, and are informed of the classes they will be taking the following semester. When students complete their language study, their status is changed to degree-seeking. At that time students are coached on how to register for classes on their own. The coaching occurs only after students have met with the academic advisor in their area of study.

Students are responsible for making sure that all holds on their accounts are settled promptly; otherwise registration will be delayed.

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.

Academic Life Beyond IESL

Towards the end of students' language study, the IESL program begins a careful but methodical preparation for easing students into degree seeking academic life at Tech. At the final conference with students, they are provided information on their strengths and their not-so-strong attributes. They are provided information and resources on how they may function successfully beyond language study.

It is really important to follow guidelines provided by IESL faculty. Up-to-date information is provided for exiting students during their evaluation conferences. All students who exit the program are required to meet the IESL program director during the second week of the first semester after they exit.



Support after IESL

During the first week of the semester after students exit the program, they must go to the Multiliteracies Center (Walker Hall Room 107) to set up a regular appointment with a coach. Students must bring the coaching appointment sheet when they meet the IESL program director during the second week.

Students also need to make contact with the director around midterm and two weeks before finals week. This contact requirement is designed to alert the IESL program of issues that may lead to academic difficulty.

Remember that as a Michigan Tech student, you must have a GPA of 2.0 or better to avoid being put on probation or being suspended. Understand what academic difficulty means. Understand the consequences and make smart choices about using learning centers and learning resources. Understand the academic standard expectations at Michigan Tech in order to manage your time, to ask for help and to continue to improve your language skills. You need to understand these things in order to be successful at the university.

LIFE AND





Useful Terms

1. International Programs and Services (IPS): International Programs and Services is the office that helps all international students and scholars with their academic, research, cultural, and social adjustment and experiences at Michigan Tech. They help you with admission applications, immigration issues, work-related questions, etc. If you are not sure about laws and regulations about your status as an international student, talk to an advisor –rules change and this is how you get accurate information!
2. Form I-20: The I-20 form is what is issued by IPS to a student for an F-1 status. A student uses the form to obtain an F-1 visa which then allows him/her to enter the U.S. with an F-1 status. Everything the student does (for example, transfers, program extensions, etc.) is recorded on this document.
3. Form I-94: The I-94 is proof of legal entry and inspection into the United States. U.S. Customs and Border Protection will provide each traveler with an admission stamp that includes date of admission, class of admission, and the length of one's admitted date.
4. All students must provide Michigan Tech with a copy of their electronic I-94. You can print your electronic I-94 by going to this website: www.cbp.gov/I94
5. Visa: A visa is placed in your passport and it grants you permission to travel to the U.S. There are many different categories of visas. Most IESL students have an F-1 Student Visa (F-1). This means that students are granted permission to travel to the U.S. for full-time study. Such students have demonstrated that they have the financial means to support their entire academic program, and that they have a permanent home abroad that they will return to.

6. Reinstatement: If you violate your F-1 student status, you may apply for reinstatement with United States Customs and Immigration Service (USCIS). In such cases you will need to go to IPS as soon as possible for assistance.
7. Department of Homeland Security (DHS): The U.S. government department in charge of aspects of national security, including foreign visitors who come into the country.
8. Student Exchange Visitor Information System (SEVIS): This is the database used by the Department of Homeland Security to collect, track and manage information regarding exchange visitors, international students and scholars who enter the United States on visas. You paid your SEVIS fee and have a SEVIS number on your I20.

Employment

IESL students with F-1 visas can work on-campus only. Work on campus is limited to 20 hours per week while school is in session. You can work full-time during vacations only if you intend to register for the next semester. If you choose to look for work, remember you cannot work during the time when you are required to be in class. Because the IESL curriculum is full-time, work is unrealistic. If you have a J-1 visa you may only have a job on campus with your program sponsor's advance written permission.

If you are interested in jobs on campus visit this website:

<http://www.mtu.edu/career/students/huskyjobs/>

IESL students cannot work outside Michigan Tech. This will be illegal—that is, it is against the laws of the United States.



Taxes

All F and J visa holders must file a federal tax return by April 15 even if you do not work in the United States.

Federal Tax Forms

1040NR, 1040NR-EZ, 8843 are now available on the web. The web page address to access these forms and instructions for completing the forms can be found here: <http://www.irs.gov/Forms-&Pubs>

The general web page address for the Internal Revenue Service (IRS) is: <http://www.irs.ustreas.gov/>

Forms obtained off the web can be used as official documents. Tax forms can be also obtained at the reference desk in the Library.

Questions

You can call the IRS directly at 1-800-829-1040.

Students employed by MTU who did not receive a W-2 form indicating earnings and taxations should contact the Payroll Office at 487-2130. You must also file a tax form for the State of Michigan if you had earnings. These forms are available at any post office.

Travel

If you plan to travel, meet with either your IESL or IPS advisor as soon as possible. This ensures that you get accurate information before you make any preparations for your travel.

Travel around the United States

If you plan to travel within the United States, be sure to carry all 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 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

Below is an example of what Form I-20 looks like:

U.S. Department of Justice
Immigration and Naturalization Service

Certificate of Eligibility for Nonimmigrant (F-1) Student
Status - For Academic and Language Students (OMB NO. 1653-0038)

Page 1

Please read Instructions on Page 2
This page must be completed and signed in the U.S. by a designated school official.

1. Family Name (surname):		For Immigration Official User	SEVIS Student's Copy
First (given) Name:	Middle Name:		
Country of birth:	Date of birth (mo/day/year):		
Country of citizenship:	Admission number:		
2. School (School district) name: Michigan Technological University Michigan Technological University		3. This certificate is issued to the student named above for: Continued attendance at this school.	4. Level of education the student is pursuing or will pursue in the United States: BACHELOR'S
School Official to be notified of student's arrival in U.S. (Name and Title): Janey Pindral Immigration Assistant		5. The student named above has been accepted for a full course of study at this school, majoring in: The student is expected to report to the school no later than _____ and complete studies not later than _____ months. The normal length of study is _____ months.	
School address (include zip code): 1400 Townsend Drive Houghton, MI 49931-1295		6. English proficiency: This school requires English proficiency. The student has the required English proficiency.	8. This school has information showing the following as the student's means of support, estimated for an academic term of 9 months (Use the same number of months given in item 7):
School code (including 3-digit suffix, if any) and approval date: DET214F00343000 approved on 01/17/2003		7. This school estimates the student's average costs for an academic term of 9 (up to 12) months to be:	a. Student's personal funds \$ _____ b. Funds from this school \$ _____ Specify type: _____ c. Funds from another source \$ _____ Specify type: _____ d. On-campus employment \$ _____ Total \$ _____
8. Remarks:		9. Expected Program Start Date	
10. School Certification: I certify under penalty of perjury that all information provided above in items 1 through 9 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts, or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form; the school has determined that the above named student's qualifications meet all standards for admission to the school; the student will be required to pursue full course of study as defined by 8 CFR 214.2(f)(6); I am a designated official of the above named school and am authorized to issue this form.		10. Expected Program End Date	
Name of School Official	Signature of Designated School Official	Title	Date Issued
11. Student Certification: I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay as specified on page 2. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on page 1 of this form. I also authorize the named school to release any information from my records which is needed by the INS pursuant to 8 CFR 214.3(g) to determine my nonimmigrant status.			
Name of Student	Signature of Student	Date	
Name of parent or guardian If student under 18	Signature of parent or guardian	Address (city)	(State or Province) (Country) (Date)

Form I-20 A-B (Rev. 04-27-88)

For Official Use Only
Microfilm Index Number

IMMIGRATION INFORMATION



After Hours Contact Information

If you have trouble with Customs and Border Protection or an airline regarding your status during normal business hours, call IPS for assistance immediately at 906 487 2160. If you have problems after hours, call Public Safety's non-emergency number at 906 487 2216 and Public Safety will contact IPS personnel for assistance.



At Michigan Tech you will have an experience like no other. Michigan Tech has about 200 student organizations to get involved with on campus and many opportunities to participate in the local community. With all the clubs, organizations, enterprises, and athletics to participate in, we're sure you'll find somewhere to fit right in.

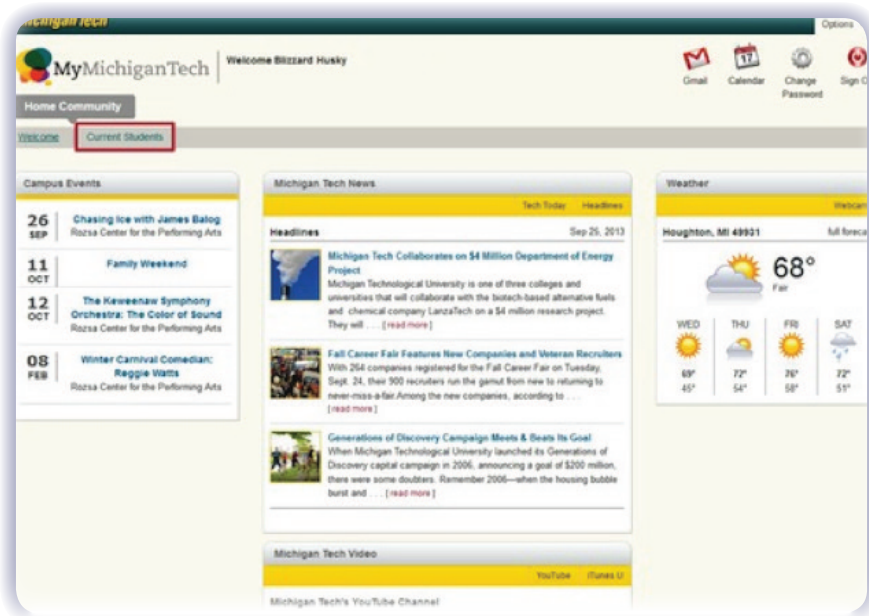
Whether you like kayaking, skiing, or basketball, there are plenty of ways to keep active at Michigan Tech. We have many facilities and amenities to keep you in shape like:

- The Student Development Complex (SDC)
- Mont Ripley
- The Tech Trails

You can always take a swim in one of the many lakes and streams in the area. Lake Superior may be a bit cold sometimes, but it is clean and clear.

MyMichiganTech

MyMichiganTech is a personalized website that will allow students to quickly and easily see their current status. You will also be able to get direct access to Gmail, Canvas, Banweb, and more from MyMichiganTech-- think of this as the first place to go every morning!



- MyMichiganTech is where you can:
- Apply for housing
 - Make payments
 - Access your Michigan Tech email
 - View your grades

Michigan Tech
Create the Future

Sign Out | Help

Browse

Find a page...

*** Unofficial Transcript ***

INSTITUTION CREDIT -Top-

Term: Spring 2013

College: College of Sciences & Arts
Major: Scientific & Tech Comm (BS)
Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
HU	2645	UG	Graphic and Information Design		3.000		
HU	2830	UG	Intro to Speech Communication		3.000		
HU	3130	UG	Rhetorical Theory & Criticism		3.000		
MIS	2100	UG	Intro to Business Programming		3.000		
PE	0121	UG	Beginning Snowboarding		0.500		
UN	2001	UG	Composition		3.000		

*** Unofficial Transcript ***

Term: Fall 2013

College: College of Sciences & Arts
Major: Scientific & Tech Comm (BS)
Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
HU	2400	UG	Intro to Diversity Studies		3.000		
HU	2600	UG	Intro to Sci & Tech Comm		3.000		
HU	3401	UG	Gender and Culture		3.000		
HU	3600	UG	Professional Development in HU		3.000		
HU	4690	UG	Medical Rhetoric & Health Info		3.000		
SS	2100	UG	World Peoples & Environments		3.000		

To the left is an example of an unofficial transcript that can be accessed in Banweb. A copy of your transcript is required in order to renew your Visa.

Below is an example of what your bill may look like. Expenses may or may not apply to you depending on your course schedule.

Tech ID

You will need a Michigan Tech ID to use on-campus printing, go to university events, and much more.

In order to get a Michigan Tech ID, visit the IT Service Center on the first floor on the Van Pelt Library. For more information, visit: <http://www.techexpress.mtu.edu/#page=home;group=HOMEPG>

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Home > Michigan Tech Student Bill

Student Billing
Name: Billed Credits: 18 Student ID: Semester: Spring 2014

Description	Charges	Payments
Balance Forward - Prior Terms	\$ 0.00	
Lab/Course Fee: OE2000	\$50.00	
Lab/Course Fee: HJ4628	\$55.00	
Lab/Course Fee: HJ3120	\$55.00	
Lab/Course Fee: HJ2842	\$110.00	
Spring Tuition - Resident	\$6,735.00	
SVF Experience Tech Fee	\$69.00	
SVF Student Activity Fee	\$60.00	
Fell - Federal Pell Grant		\$2,822.00
SEOG-Fed Supplemental EO Grant		\$100.00
University Student Award		\$3,000.00
Supplemental Univ Student Award		\$500.00
Payment Electronic: Check		\$675.00
Payment Electronic: Check		\$37.00
Lab/Course Fee: PE0230		
Lab/Course Fee: PE0315		
Total Charges Less Credits	\$0.00	
Authorized Aid, Memoed Aid, and Additional Resources		
Total Authorized or Memoed Aid	\$0.00	
Total Due	\$0.00	

Your enrollment HAS BEEN confirmed.
If applicable, RENT PAYMENTS are due on the first of each month, according to your contract. Accounts Receivable information is available at: <http://www.admin.mtu.edu/acct/students/index.htm> if you are mailing a check, this is the address:

Michigan Technological University
Cashier's Office
1400 Townsend Dr
Houghton, MI 49931

Housing

If you sign a housing contract for an academic year, that contract is binding. The housing office will only allow you to break that contract if you have exceptional and documented reasons. Changing your mind because you found a nicer apartment does not count as an exceptional reason. Read contract dates carefully before signing them. If you are not sure, ask before you sign. Filling out the contract online still makes it a legal contract.

If you are living "with friends" at Daniel Heights without an official lease, make sure you understand the visitor rules for Daniel Heights and the legal consequences. Check with the manager's office at DH.

<http://www.mtu.edu/housing/apartments/daniell-heights/>

If you are living in the dorms, remember that you need to let your Resident Assistant (RA) know if you intend to stay during breaks and also if you intend to stay in the summer term.

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. Punch cards can be purchased for \$20.00 each from any transit driver or at the City of Houghton offices. They are located at 616 Shelden Avenue in downtown Houghton.

Downtowner Route

The Downtowner is a one hour route from Michigan Tech to the Copper Country Mall. The cost per ride is \$2.00 for adults. Students, Senior Citizens, and Children are offered a discounted rate of \$1.00.

Day Demand Services

Monday- Friday, 7:00AM - 5:00PM

The cost for a one-way trip within the city limits:

\$5.00 for Adults

\$3.00 for Students

\$2.50 for Senior Citizens 55 and older

\$2.50 for Children 12 and under

The cost for a one-way trip outside the city limits:

\$6.00 for Adults

\$4.00 for Students

\$3.00 for Senior Citizens 55 and older

\$3.00 for Children 12 and under

Evening Demand Services

Monday - Sunday, 5:00PM - 11:00PM

Curb to curb service is provided while Michigan Tech is in session, within Houghton city limits. The cost for a one-way trip within the city limits is \$2.00 per ride.

To arrange for a ride call (906) 482-6092.

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 here.

Copper Country Limo and Taxi

816 West Franklin Street, Hancock, MI 49931

(906) 370-4761

<http://www.coppercountrylimo.com>

Gregg's Taxi

242 Osceola Street, Laurium, MI 49913

(906) 330-5233



Neil's Taxi

201 Franklin Street,
Hancock, MI 49931
(906) 482-5515

Indian Trails Bus Services

This service is for people
looking for transportation
out of the area.

Contact for ticket
information:

(800) 292-3831

<http://www.indiantrails.com>



Health, Safety, and Wellbeing

Mental health is an important part of your health and well-being. The university has counseling services for students and Counseling Services is here to help you with academic and personal problems.

Counseling is confidential. Here are a few of the **academic** things they can help with:

- time management
- anxiety
- counseling
-

Counseling services can also help you with **personal issues**:

- to college
- adjusting to being far away from home
- assault
- STI concerns
- drug problems

For a full list, see this website:

http://www.counseling.mtu.edu/personal_counseling.html

If you have problems and want to talk to someone, you can set up an appointment to talk to a counselor in Counseling Service. If you are unsure, ask your IESL advisor.

Counseling is located on the 3rd floor of the Admin Building (the same building as IPS). For more information, see: <http://www.counseling.mtu.edu/>.

The counseling email address is counseling@mtu.edu. For an appointment, call 906-487-2538 during regular office hours.

Counseling Services is open Monday through Friday 8:00 a.m. to 5:00 p.m. A counselor is available 24 hours a day, seven days a week. For emergencies after hours call 906-487-2216 and ask for the counselor on call.

Your health is your responsibility. The university requires you to have health insurance and therefore you do have to have health insurance. Please keep a copy of your insurance information with you at all times. See this website for student health insurance information:

<http://www.admin.mtu.edu/hro/stud%20insurance/index.shtml>.

Your insurance card is what you present to providers for services.

Services

The nearest health care provider is the **Portage Health University Center**—It is located on the Michigan Tech campus next-door to the Student Development Complex on MacInnes Drive. According to the university website, the Portage Health University Center “provides primary medical care for the community and Michigan Tech students, their spouses, and their dependents on a fee-for-service basis.”

The center is open Monday through Friday, from 8:30 a.m. to 5:30 p.m. Fees are payable to Portage Health (906-483-1860).

They are not billed by the University: <http://www.mtu.edu/housing/residence-halls/current/health/>.

Portage Health also operates an Express Care service (906-483-1777) at 921 W. Sharon Avenue, Houghton office is open seven days a week, including holidays from 10am to 8pm. They also have an after-hours walk-in clinic and hospital emergency care at 500 Campus Drive, Hancock, (906-483-1000).

For minor health issues, you can go to one of the clinics. Emergency room care at the hospital will be expensive and will be billed differently.

Immunizations

Michigan Tech highly recommends that you have the following vaccinations before coming to school:

- Meningococcus vaccine
- Tetanus/ Diphtheria (a primary series and a booster within the last ten years)
- Measles vaccine (two doses) or Measles/Mumps/Rubella (MMR)
- Varicella vaccine, if you have not had chickenpox
- Hepatitis A & B vaccine (three doses)

In addition, it is recommended that you get an influenza vaccination in October or November. For information on immunizations, see the Center for Disease Control and Prevention.

Safety

Your safety is important. There are some simple things you should know.

It is important to always keep your emergency safety alert information up to date--or opt out of the Safety Alert system. Registration will be blocked if you do not do either of the two options. You are strongly encouraged to sign on to the Safety Alert system. If you receive an emergency alert from Public Safety, it is very important that you follow directions. **If you find yourself in an emergency situation, call 911.**

Traffic does not stop at the crosswalk. Wait until no cars are coming before you cross a street! If there is a pedestrian light, the hand means stop and the walking man means go. In the US, **red means stop**, and **green or blue means go**.

Missing Persons

You are a long way from home, and your parents probably worry about you a lot. If you leave Houghton, tell someone where you are going, and leave a note at your house about where you have gone. You are an adult, and you don't have to explain to your teachers why you miss class. However, sometimes bad things happen and we need to find you.

The most common thing that might happen is called **virtual kidnapping**. This is where someone hacks into your QQ or email account and contacts your parents. Sometimes they will pretend to be you and ask for money. Sometimes, they will tell your parents that they have kidnapped you, even if you are safe. If this happens, we need to be able to find you to make sure that you are safe. This is why it is very important that **if you go on a trip, you tell someone where you are going**.

Sexual Assault

If you are uncomfortable in any situation, it is time to remove yourself from that situation. Follow your instincts. If someone stops you from leaving, you should call Public Safety (906-487-2216). No one should be in a place against his or her own will. Remember that anyone can be sexually assaulted. 1 in 4 college-aged women report being raped during college, but men can be raped, too.

Here are some important things to remember:

No means no. If a person says that he/she does not want to have sex, it doesn't mean that the person is being shy. It does mean the person said no!

It is never acceptable to have sex with someone who says he or she does not want to. That is rape and that is against the law.

Silence does not mean "yes." If the person does not say that he or she wants to have sex, you must assume that the person does not want to. It is never acceptable to have sex with someone who is asleep or unconscious. That is rape and that is against the law. Just because someone goes on a date with you, goes into your room, or kisses you does not mean that the person wants to have sex. Most rapes are date rapes. Remember that **your partner can say "no" at any time, and you must stop.**

It is never okay to use alcohol or drugs to get someone to have sex with you. A person under the influence of drugs cannot legally consent to sex.

Married and dating couples can also experience rape. Just because you are dating or married does not mean that you can force your partner to have sex when they do not want to. Having sex with a person underage is against the law. It is a criminal offense.

Remember that the laws of the United States apply in all cases. You cannot say that something you did is acceptable in your home country and therefore that you assumed it is acceptable here too.

If you have been sexually assaulted or think you have been sexually assaulted, contact Counseling Services at 906-487 2538 for an appointment during regular office hours. Counseling Services is open Monday through Friday 8:00 a.m. to 5:00 p.m. A counselor is available 24 hours a day, seven days a week. For emergencies (sexual assault is one) after hours call 906-487-2216 and ask for the counselor on call. You can also dial 911 or go straight to the emergency room.

You may also call Dial Help at 906-482-4357.

You may also call Public Safety if you wish to file a formal complaint. The Public Safety number is 906-487-2216.

You may contact the University's Title IX coordinators for students at 906-487-2687 or 906-487-1963. Visit the website for more information at <http://www.mtu.edu/equity/need-know/title-ix/>.

Drugs and Alcohol

You must complete your drugs and alcohol training online within your first semester. Even better yet, complete it before arriving on campus. If you do not, you will have to pay to complete the test, and you will not be able to register for classes until you do so.

You can email the Health and Wellness coordinator at wellness@mtu.edu for a link to the test. If you or a friend has a problem with drugs or alcohol, please contact Counseling Services. Don't let drugs and alcohol affect your studies or grades.

The legal drinking age in Michigan is 21. You cannot buy, possess, or drink alcohol under the age of 21.

Remember:

Buying alcohol for someone under the age of 21 is a misdemeanor. You will be arrested and you may go to jail. If you are at a party where people under the age of 21 are drinking, you could be arrested for "visiting a house of common nuisance" even if you did not buy the alcohol.

Don't drink and drive. The legal blood alcohol level for driving is .08, but motor skills are impaired before that.

Smoking is not permitted on. Michigan Tech is a smoke-free campus.



Domestic Violence/Assault

The Michigan Tech community has very specific expectations about student conduct and what counts as responsible and acceptable behavior. The student *Code of Conduct* can be found at <http://www.mtu.edu/conduct/policies/student-conduct/>

It is unacceptable to use physical or psychological violence as a method of settling disputes or controlling another person's behavior. It is unacceptable to hit, push, pull, shove, scratch, bite or otherwise inflict bodily harm on anyone. If a student conducts him or herself in a disorderly manner, there will be sanctions after a conference or hearing at the Dean of Students' office. Such behavior may also be criminal and will elicit consequences from the criminal justice system. You cannot claim it is okay to fight in your own country and therefore you assume it is acceptable here too. If you experience any act of violence, you should call Public Safety (906 487 2216) or Counseling Services (906 487 2538). You should never be afraid for your safety in a relationship. If you are afraid, it is time to tell someone so you can get help. Violence is unacceptable under any circumstance.

Violence may be a Title IX violation. See this website for more information <http://www.mtu.edu/equity/need-know/title-ix/>.

Community Conduct Expectations

Michigan Technological University "prepares students to create the future". In doing so, the University inspires the values of community, scholarship, possibilities, accountability and tenacity. These values should serve to guide decisions and foster learning. Standards of conduct are set forth in this Code of Community Conduct to assist the University community in furthering its mission and values. Attendance at the University is both voluntary and a privilege. Upon enrollment, students have the responsibility to uphold the rules and values of the University, and the right to a fair and equitable conduct process.

Academic Honesty

The Michigan Tech community expects students to follow a behavior code at all times. This code of conduct applies to academic work.

Do your own homework, projects and other assignments—it is important practice but it also allows your teachers to see what you cannot do on your own. You will then get the help you need.

Complete your assigned work on time. This way you will not fall behind in class and you can get the help you need when you need it most—while the class is covering the material.

Do not turn in work that you have done in another class. This prevents you from learning new things and it is not honest.

Don't copy and don't have others do your work for you—that is considered cheating and Michigan Tech has policies on this.

Student Conduct Rules

The purpose of publishing conduct rules is to give students general notice of prohibited conduct. Students are responsible for choices they make about their actions and accepting the consequences of those choices. Visit the following website to review the student code of conduct: <http://www.mtu.edu/conduct/policies/student-conduct/>

Academic Misconduct. Violating University policy on academic integrity. Procedures and sanctions for this violation are governed by the Academic Integrity Policy. The Academic Integrity Policy is found at <http://www.mtu.edu/dean/conduct/policy/pdfs/AI%20Policy%202010-11%20Combined.pdf>

Noise Complaints

Noise issues off-campus are handled by the Houghton City Police office at 906-482-2121. If your neighbors are too noisy, you can call the police to ask them to be quieter. This also means that if you have a loud party, your neighbors might call the police. Please be polite to your neighbors and remember not to be too loud.

Driving and Vehicle Ownership

In the United States you may only drive if you are legally authorized to do so. **Driving without a license or permit is against the law.** If you want to drive see IPS for help in getting the necessary documents. You will then have to present these to the Secretary of State's office. That office will determine if you are eligible for a permit and ultimately a license. Remember: do not drive without a permit or license.

Before you buy a vehicle in someone else's name, you should seek legal counsel in order to understand what that will mean for you in the United States. Note that you can purchase a vehicle in your name even if you do not have a permit or license.



Volunteering Opportunities

Animals

Copper Country Humane Society

Volunteer Opportunities: Dog walking, cleaning/organizing, working at shelter, 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 staff has time available. Shelter open hours are M,W,F 4-8 PM and Sat noon-5PM.

*You must be trained to walk dogs—call for training days/times

Children/Mentor Programs

Big Brothers/Big Sisters of the Western UP

Volunteer Opportunities: Traditional Program—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).

Emergency/Crisis Response

American Red Cross

Volunteer Opportunities: Fundraising, Disaster kits, Disaster team (training at no cost), Instructor programs.

Tutoring

Hancock Elementary School

Volunteer Opportunities: Help in library, Reading to kids, Tutoring Tuesday and Thursday 3:15PM-4:15PM

Hancock Middle School

Volunteer Opportunities: “After Hours” program from 3:30PM-4:15PM, Supervise open gym or lunch, Help at sporting events, Chaperone dances and fun nights

Houghton Elementary School

Volunteer Opportunities: Tutoring

Houghton Middle School

Volunteer Opportunities: Tutoring

Youth for Understanding

Volunteer Opportunities: Mentoring/interacting with international high school students

Family/Community Outreach

Houghton County Historical Society

Volunteer Opportunities: Data entry project, work with public, physical labor, miscellaneous chores (painting, mowing, cleaning), building models/displays, research assistants

Hospice/ Elderly Assistance

Keweenaw Home and Nursing Hospice

Volunteer Opportunities: Visiting, Chores for elderly, Office work

Little Brothers Friends of the Elderly

Volunteer Opportunities: Visits to elderly, Wood chopping, Office work, Holiday parties, Leaf raking/ snow shoveling, copper tea, picnics

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/heavy coat, gloves, a hat, a 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 when you get here.

Spring

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

Summer

Now that you're prepared for the cold, summer will throw you a curve ball. Summers in Houghton are hot and humid (from around 20 to 30 degrees Celsius) and last from around the end of May to late August. To beat the heat, be sure to pack sandals, tennis shoes/sneakers, shorts, t-shirts, short sleeve shirts, lightweight pants/trousers, dresses, and/or skirts.



Adjusting to a New Culture

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. It is often called culture shock. 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, stomach aches, and other pains
- Sleeping too much or too little
- Feeling irritable or angry without knowing why
- Becoming too interested in the new culture, people or way of doing things
- Being shy or insecure
- Feeling lost or confused
- Wondering if you made a wrong decision to come to Michigan Tech

Remember most of these feelings happen to most people in similar situations. Many international students at Michigan Tech have these experiences. The first step in managing these feelings is to recognize them for what they are and then give yourself time to get over it. If you get to a point where you are not studying or are missing class, it is time to talk to your advisor.

Religious Freedom

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” 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.

American Holidays

New Year's Day	January 1 st
Birthday of Martin Luther King Jr.	3 rd Monday in January
Memorial Day	Last Monday in May
Flag Day	June 14 th
Independence Day	July 4 th
Labor Day	First Monday in September
Columbus Day	2 nd Monday in October
Election Day	Tuesday on or after November 2 nd
Veterans Day	November 11 th
Thanksgiving Day	4 th Thursday in November
Christmas Day	December 25 th



Daylight Savings Time

Clocks change by one hour two times each year. This allows us to make better use of daylight. Clocks change the second Sunday in March and the first Sunday in November at 2:00 a.m.

Fall Backward: Daylight Savings Time ends the first Sunday in November. Clocks go back to 1 a.m.

Spring Forward: Daylight Savings Time begins the second Sunday in March. Clocks are moved forward to 3 a.m.



Michigan Tech offers its students many activities to enjoy during their time at Tech. Make sure you utilize as many as you can as most activities can be enjoyed free or at little cost!

Student Development Center Facilities

Michigan Tech's Student Development Complex has unbeatable facilities, workout spaces, fitness centers, and game/activity areas—check them out!

Fitness Center

The Michigan Tech Fitness Center is a modern workout facility with all of the 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.

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, recreational, and open swimming. A separate diving well has two one-meter diving boards and a five-meter platform. Community swim lessons and aqua-fit aerobics classes are available.

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.

Varsity Gym (Wood Gym)

Michigan Tech's Varsity Gym—often referred to as the Wood Gym—is the home for the highly successful Huskies men's and women's basketball teams and women's volleyball team.

Racquetball Courts

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

Studio

With mirrored walls and a floor specially designed to provide greater resiliency, Michigan Tech's Studio is used extensively by a variety of departments on campus. Community Programs offers a wide range of regularly scheduled classes, from high-impact conditioning to low-impact yoga and everything in between. The Kinesiology and Integrative Physiology department holds a variety of dance and movement-based physical education classes in the space.

Tech Trails

Michigan Tech's trail system is located right across the street from the Student Development Complex, or the south end of the Michigan Tech campus on MacInnes Drive. The 35 kilometers of trails are nationally recognized for quality, variety of terrain, and maintenance. With Houghton's average snowfall approaching 250 inches, the season usually opens in early December and continues into April. Grooming takes place daily and the system includes 7.5 kilometers of lighted trails, making an after-class ski trip convenient for students.

Intramural Sports

Our mission is to provide a wide variety of recreational 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. We provide the opportunity for students to compete against and interact with one another, thus promoting good citizenship and socialization. Student employees develop social and leadership skills that are essential for lifelong learning. The Intramural-Recreational Sport Services program is designed to be consistent with the educational objectives of Michigan Tech.

The following intramurals are played at Michigan Tech:

Badminton	Basketball	Billiards
Bowling	Dodgeball	Floor Hockey
Racquetball	Racquetball Ladder	Sand Volleyball
Soccer	Soccer-Tennis	Swim Meet
Table Tennis	Tennis	Volleyball Co-Rec
Volleyball	Innertube Water Polo	
Not to mention...Broomball!!!		

SDC Community Programs

Aerobics

Currently featuring Core & More. Get ready to move, crunch, squat, and lift. The workout will use the exercise ball, weights, and easy but effective step routines.

Aikido

Interested in learning a martial arts technique that can improve physical and mental well-being? Aikido is a modern Japanese martial training that emphasizes body movement and momentum rather than punches and kicks. The course teaches blocking, rolling, locking, and throwing movements that help students learn to control the force of an opponent. It's a great way to get fit, strengthen and tone, and learn non-violent strategies for self-defense.

Aqua-fit

If you're looking for an effective and comfortable way to strengthen and tone, look no further than aqua-fit. It's a low-impact aerobics class performed in the water, so it's easy on joints and appropriate for all fitness levels. The class utilizes easy-to-learn moves set to music, like jumping jacks, toe-touches, and simple dance/aerobic steps. You'll strengthen your muscles, get a great cardio workout, and have fun.

Ice Skating

Sharpen your blades, dust off your skates, and hit the ice in this class designed for the beginner adult skater, or those looking to brush up on their skills. Divided into four levels, you can progress at your own pace while being challenged and motivated. Learn the elements of skating forward and backward, plus how to do turns and stops. After you've mastered the basics, you can take on more challenging moves. Stay active and enjoy the ice!

Long and Lean Physique

A dynamic workout designed to shape and tone the body is just a few (dance) steps away. Currently featuring two unique programs to get you moving: Ballet Barre and Power Pilates. Ballet barre combines elements of ballet, Pilates, and yoga to create an effective workout experience. Through a variety of barre exercise moves, you'll improve flexibility, strengthen muscles, and tone and tighten. No previous ballet experience is necessary. Gain power and transform your body with Power Pilates. More than just a workout, it melds controlled, precise movements with concentration and breathing techniques to stretch and strengthen muscles without adding bulk. In addition to toning, you'll also improve your posture, stamina, energy levels, and inner well being.

Personal Training

Whether you're looking to lose weight, gain muscle, or simply increase strength, personal training is a great option. Working with a trainer is one of the fastest and most successful ways to improve your fitness. The individualized attention you'll receive from our professional fitness specialist will help you to custom design a program that works for you. Programs for athletes, children, elderly people, and pregnant women are available.

Spinning

Jump on your bike and spin—it's that easy! Just Spin through warm-ups, sprints, climbs, cool-downs, and more, with plenty of encouragement and upbeat music. You control your bike's resistance, so pedaling is as easy or difficult as you choose. If you love biking (or just doing high-energy, fun workouts), spinning is a great option. New to spinning? Learn to Spin is designed for people who are new to spin and cycle-style workouts. Short on time? Rev it up and burn calories fast in Spin Express.

Yoga

Stretch your way to relaxation and a healthier body and mind with yoga. We offer several classes, including Beginner Yoga, Gentle Yoga, Yoga for Men, Sunrise Yoga, Power Yoga, All-Levels Yoga and Advanced Yoga. Through a variety of stretches, breathing exercises, and meditation techniques, you'll gain flexibility, loosen joints, and train your mind and body to open and relax. Find your Zen place!

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. Not a dancer? Don't worry! There's plenty of rhythm to guide your movements, and classes welcome dancers and non-dancers alike. The best part about Zumba is that it's so much fun, you won't even realize you're working out. Aqua Zumba integrates the Zumba formula and philosophy with traditional aqua fitness disciplines. Splash, stretch, twist and shout your way through a challenging water-based workout!

Mont Ripley

Mont Ripley welcomes all snow enthusiasts. The ski area is owned by Michigan Technological University and sits in the middle of the cities of Houghton and Hancock. Mont Ripley is amazingly convenient and just minutes from great lodging, restaurants, microbreweries, and shopping. Mont Ripley is a star attraction of the scenic Keweenaw Peninsula and is home to the most snow in the Midwest.

Features of Mont Ripley:

- 24 trails
- 440' vertical drop
- 112 acres of skiable terrain
- 100% night skiing and snowmaking
- Six different glade runs
- Three lifts
- One mile from Michigan Tech campus
- Terrain parks with jumps and slides

Mont Ripley is covered with your Experience Tech fee so it's free to all students!

Need a Ride?

Husky Motors Shuttle

The Husky Motor Shuttle bus, provided by Michigan Tech's Transportation Services, now has service to Mont Ripley Monday-Friday, 3:00-9:00 pm. This is a free service for students, faculty, and staff.

Ripley Tune & Supply

Equipment Rental			
	Season*	Full-Day	Half-Day
Boots (Alpine Ski or Snowboard)	\$90	\$18	\$14
Boots Telemark (Limited Availability)	\$100	\$20	\$16
Alpine Skis or Snowboard	\$90	\$22	\$17
Telemark, Twintip, or Rockered Skis	\$100	\$27	\$22
Alpine Ski Package (boots, skis, poles)	\$140	\$28	\$21
Telemark, Twintip, or Rockered Package (Limited Availability)	\$155	\$36	\$24
Snowboard Package (boots, board)	\$140	\$28	\$21
Helmets	--	\$9	\$6
Poles	--	\$8	\$5



Mont Ripley is proud to offer you some of the best brands in the ski/snowboard industry today. Whether you are skiing, snowboarding, or telemarking, Ripley has you covered.

Clubs & Organizations

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; to give the members of the organization opportunities to know each others' culture.

Contact: aso-l@mtu.edu

Chinese Students and Scholars Association

Established to serve as a learning resource for students and staff on the Michigan Tech campus; and to help people learn something about Chinese Culture and Mandarin for those who are interested in it.

Phone: 906-231-9309

Contact: dazheng@mtu.edu

Indian Student's Association

Established to provide for social, cultural, and fraternal relations among Indian nationals associated with Michigan Technological University; promote understanding and more and closer social friendships among Indian nationals and people of other nationalities.

Contact: isa-committee-l@mtu.edu

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 by means of discussions, exchange of opinions, and cooperative activities.

Contact: achhabra@mtu.edu

Malaysian Student Association

The Malaysian Students Association (MASA) is established to promote Malaysian life and culture to the community of Michigan Tech. Members act as ambassadors of Malaysia, a prominent country in the region of Southeast Asia. MASA functions through various gatherings, activities, socials, and cultural fairs. The association strives to work with each member to ensure they have a memorable and fulfilling experience in Michigan Tech. The association promotes and maintains the solidarity between its members. MASA also seeks to cooperate with other organizations in the university to further the above objectives, as well as any other aims pertaining to the interest of the association and its members.

Contact: mmohdhas@mtu.edu

Muslim Student Association

The MSA was established to bring Muslims closer and promote Muslim brotherhood; improve communication and coordination among Muslims on campus; organize Islamic activities; promote Islamic morals; promote communication between Muslim students at Michigan Tech.

Contact: msa@mtu.edu

Nosotros/Society of Hispanic Professional Engineers

Established to create a “sense of community” of the Hispanic/Latin culture at Michigan Technological University; to share the Hispanic/Latin culture with the campus community and to provide a forum for the exchange of information.

Contact: mosanche@mtu.edu

Canterbury House

Established to provide student support for Canterbury House programs. In particular this support includes determining, planning, and helping with activities that the students would like to see happen at or in conjunction with the Canterbury House.

Chess Club

Established to improve in and teach the game of chess to people of all playing levels, including having on-campus and off-campus matches and official chess tournaments and give members of the organization a place and opportunity to play chess

Film Board

Established to promote low cost, quality movie entertainment to the students, faculty, and staff of Michigan Technological University.

Literary Arts Club ([PANK] Magazine)

The Literary Arts Club (LAC) at Michigan Tech is the campus arm of [PANK] -- PANK Magazine & Tiny Hardcore Press.

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. Big-name performers and acts at the Rozsa Center have included Bob Saget, Colin Mochrie and Brad Sherwood, Garrison Keillor, Yellowcard, and the Alan Parsons Live Project, just to name a few. The 80,000-square-foot facility includes a main stage, as well as an art gallery, recital facilities, a ticketing office, a concessions stand, practice rooms, dressing rooms, a scene shop, classrooms, conference rooms, and offices. The building's architecture reflects the inclined look of the local copper mine hoists and shaft houses.

The Department of Visual and Performing Arts (VPA) sponsors a variety of events throughout the school year. Performance venues include on-campus locations, such as the Rozsa and McArdle Theatre, as well as off-campus locations, such as the Calumet Theatre. Students can attend VPA events at no additional cost.

Tech Traditions

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.

At **K-Day**, classes are cancelled for an afternoon in the fall so that students, faculty, and staff can celebrate the beautiful Keweenaw Peninsula with a picnic on the shores of Lake Superior.

The Huskies have built a strong tradition of excellence in the University's men's and women's varsity **athletic programs**. Men's teams include basketball, cross-country, football, ice hockey, tennis, track, Nordic skiing, and cheerleading. The University sponsors women's programs in basketball, tennis, track, volleyball, cheerleading, Nordic skiing, and cross-country.

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 the students. Other activities include bed races, human pyramid, 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; skits, broomball, and other sports; sleigh rides; a queen; and more midwinter fun than you'd think was possible! Winter Carnival is usually held in late January to early February with students getting two days off from classes.



APPENDIX I

Michigan Technological University IESL Program SLOs

TRANSITIONAL LEVEL		
LSP (Listening, Speaking, Pronunciation)	Writing/Grammar	Reading/Vocabulary
<p>SLO1. Students will be able to identify main ideas and supporting details in complex authentic oral texts on academic topics</p> <p>SLO2. Students will be able to critique oral arguments</p> <p>SLO3. Students will be able to lead formal classroom discussion related to complex oral or written academic text(s)</p> <p>SLO4. Students will be able to synthesize and present group findings</p> <p>SLO5. Students will be able to apply knowledge of speech features to production</p> <p>SLO6. Students will be able to locate reliable sources using library databases</p> <p>SLO7. Students will be able to quote, paraphrase, and summarize sources to develop ideas in context of complex oral arguments</p> <p>SLO8. Students will be able to employ academic sources including facts, statistics, news, research, graphs, and expert opinions</p> <p>SLO9. Students will be able to critique evidence to build an argument</p> <p>SLO10. Students will be able to format image credits, in-text citations and references within PowerPoint presentations for various types of academic sources</p> <p>SLO11. Students will be able to integrate oral citations into presentations for various types of academic sources</p> <p>SLO12. Students will be able to deliver a coherent 10-15 minute presentation</p> <p>SLO13. Students will be able to construct a complex argument supported by textual evidence</p> <p>SLO14. Students will be able to use volume, rate, pauses, inflection, and non-linguistic skills to engage the audience</p> <p>SLO15. Students will be able to craft a PowerPoint presentation that demonstrates strong control of formatting conventions</p> <p>SLO16. Students will be able to use visual aids to enhance speech and engage audience</p>	<p>SLO1. Students will be able to compose short (500-600 words) summary/response/essay(s)</p> <p>SLO2. Students will be able to complete major assignments with length appropriate to their level (Midterm: 1500-2000 words; Final: 2000-3000 words)</p> <p>SLO3. Students will be able to modify scope of ideas to control idea development throughout the paper</p> <p>SLO4. Students will be able to employ various academic sources to support ideas</p> <p>SLO5. Students will be able to locate academic sources</p> <p>SLO6. Students will be able to quote, paraphrase, and summarize academic sources</p> <p>SLO7. Students will be able to integrate the source by utilizing a variety of positive, negative, and neutral reporting verbs, explaining the relevance of the source, and justifying the source with credibility statements</p> <p>SLO8. Students will be able to develop meaningful introductions and conclusions on self-researched academic topics of complex rhetorical modes</p> <p>SLO9. Students will be able to organize ideas with clear topic sentences and relevant details on self-researched academic topics of complex rhetorical modes</p> <p>SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, guiding word, phrases, and sentences, appropriate verb tense, old new information pattern, and meta-commentary</p> <p>SLO11. Students will be able to demonstrate formality in contexts of self-researched academic topics of complex rhetorical modes</p> <p>SLO12. Students will be demonstrate conciseness in contexts of self-researched academic topics of complex rhetorical modes</p> <p>SLO13. Students will be able to format in-text citations and references for a variety of academic sources independently</p>	<p>SLO1. Students will be able to examine academic texts to answer comprehension questions</p> <p>SLO2. Students will be able to identify main ideas and supporting details in academic texts</p> <p>SLO3. Students will be able to synthesize graphic information from multiple sources</p> <p>SLO4. Students will be able to identify cohesive devices in academic texts</p> <p>SLO5. In academic texts, students will be able to identify complex rhetorical patterns (e.g., problem-solution/critique/argumentative)</p> <p>SLO6. Students will be able to evaluate information from academic sources</p> <p>SLO7. Students will be able to make inferences in academic texts</p> <p>SLO8. Students will be able to demonstrate their understanding of unfamiliar vocabulary in academic texts by using different strategies</p> <p>SLO9. Students will be able to annotate an academic text using summative and critical commentary</p> <p>SLO10. Students will be able to utilize a variety of positive, critical, and neutral reporting verbs to introduce a source</p> <p>SLO11. Students will be able to summarize an academic text (of up to 3,000 words)</p> <p>SLO12. Students will be able to read at a speed of 250-300 wpm with 80% accuracy</p>

APPENDIX I

ADVANCED LEVEL		
LSP (Listening, Speaking, Pronunciation)	Writing/Grammar	Reading/Vocabulary
<p>SLO1. Students will be able to identify main ideas and supporting details in short authentic oral texts</p> <p>SLO2. Students will be able to infer information based on details given in short authentic oral texts</p> <p>SLO3. Students will be able to formulate questions and lead formal classroom discussion related to oral or written academic text</p> <p>SLO4. Students will be able to present group findings</p> <p>SLO5. Students will be able to identify pronunciation patterns that interfere with comprehensibility in own speech</p> <p>SLO6. Students will be able to locate reliable sources</p> <p>SLO7. Students will be able to quote, paraphrase, and summarize sources to develop ideas in context of oral arguments on controversial topics</p> <p>SLO8. Students will be able to employ relevant sources including facts, news, statistics, research, graphs, expert opinion</p> <p>SLO9. Students will be able to format image credits, in-text citations and references within PowerPoint for common academic sources</p> <p>SLO10. Students will be able to use oral citations for common academic sources</p> <p>SLO11. Students will be able to deliver coherent 8-10 minute presentation</p> <p>SLO12. Students will be able to construct argument on a controversial issue supported by textual evidence</p> <p>SLO13. Students will be able to control language formality, accuracy, and non-linguistic skills</p> <p>SLO14. Students will be able to craft a PowerPoint that demonstrates control of formatting conventions</p> <p>SLO15. Students will be able to make explicit connections between speech and visual aid</p>	<p>SLO1. Students will be able to compose short (400-500 words) summary/response/essay (s)</p> <p>SLO2. Students will be able to complete major assignments with length requirements appropriate to their level (Midterm: 1000 words; Final: 1300 words)</p> <p>SLO3. Students will be able to modify scope of ideas to control thesis</p> <p>SLO4. Students will be able to employ various reliable sources to support ideas</p> <p>SLO5. Students will be able to locate reliable sources</p> <p>SLO6. Students will be able to quote, paraphrase, and summarize reliable sources</p> <p>SLO7. Students will be able to integrate sources by utilizing a variety common reporting verbs to introduce the source and explaining the relevance of the source</p> <p>SLO8. Students will be able to develop meaningful introductions and conclusions on guided-researched academic topics of common rhetorical modes</p> <p>SLO9. Students will be able to organize ideas with clear topic sentences and relevant details on guided-researched academic topics of common rhetorical modes</p> <p>SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, guiding words and phrases, and old new information pattern</p> <p>SLO11. Students will be able to demonstrate formality in contexts of guided-researched academic topics of common rhetorical modes</p> <p>SLO12. Students will be demonstrate conciseness in contexts of guided-researched academic topics of common rhetorical modes</p> <p>SLO13. Students will be able to format in-text citations and references for common academic sources</p> <p>SLO14. Students will be able to correct most of the errors in contexts of guided-researched academic topics of common rhetorical modes</p>	<p>SLO1. Students will be able to answer comprehension questions in adapted academic texts</p> <p>SLO2. Students will be able to identify main ideas and supporting details in adapted academic texts</p> <p>SLO3. Students will be able to identify and analyze author's purpose and tone</p> <p>SLO4. Students will be able to distinguish between facts and opinions</p> <p>SLO5. Students will be able to summarize a graph</p> <p>SLO6. Students will be able to identify transitions in adapted academic texts</p> <p>SLO7. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect / compare & contrast / classification)</p> <p>SLO8. Students will be able to evaluate information from reliable sources</p> <p>SLO9. Students will be able to make inferences in adapted academic texts</p> <p>SLO10. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts by using different strategies</p> <p>SLO11. Students will be able to annotate an adapted academic text using summative and critical commentary</p> <p>SLO12. Students will be able to summarize an adapted academic text (of up to 3000 words), including main ideas and major supporting details</p> <p>SLO13. Students will be able to read at a speed of 200-250 wpm with 75% accuracy</p>

INTERMEDIATE LEVEL

LSP	Writing/Grammar	Reading/Vocabulary
<p>SLO1. Students will be able to identify main ideas and supporting details in modified and simple authentic oral texts</p> <p>SLO2. Students will be able to participate in formal classroom discussion related to oral or written text</p> <p>SLO3. Students will be able to formulate questions for information and clarification</p> <p>SLO4. Students will be able to gather information as a group</p> <p>SLO5. Students will be able to identify pronunciation patterns in own speech and speech of others</p> <p>SLO6. Students will be able to differentiate between reliable and unreliable sources</p> <p>SLO7. Students will be able to quote or paraphrase sources to develop ideas in context</p> <p>SLO8. Students will be able to employ relevant evidence including personal or anecdotal examples, facts, news, or statistics</p> <p>SLO9. Students will be able to identify weak or irrelevant evidence</p> <p>SLO10. Students will be able to recognize and include all relevant elements (author, date, title, publisher as applicable/available) when incorporating in-text citations and references in PowerPoint presentations</p> <p>SLO11. Students will be able to use oral citations for relevant sources</p> <p>SLO12. Students will be able to deliver coherent 5-7 minute presentation</p> <p>SLO13. Students will be able to deliver an informational presentation supported by evidence</p> <p>SLO14. Students will be able to control volume, rate of speech, and non-linguistic skills</p> <p>SLO15. Students will be able to craft a PowerPoint presentation that demonstrates use of formatting conventions (titles, bullet points, capitalization; fonts; images)</p>	<p>SLO1. Students will be able to compose short (300-400 words) summary/response/essay paper(s)</p> <p>SLO2. Students will be able to complete major assignments with length requirements appropriate to their level (Midterm: 500 words; Final: 800 words)</p> <p>SLO3. Students will be able to modify scope of ideas at the paragraph level</p> <p>SLO4. Students will be able to employ various relevant sources to support ideas</p> <p>SLO5. Students will be able to differentiate between reliable and unreliable sources</p> <p>SLO6. Students will be able to quote, paraphrase, and summarize assigned sources</p> <p>SLO7. Students will be able to integrate sources by utilizing simple reporting verbs to introduce the source, and connecting the source to the idea</p> <p>SLO8. Students will be able to develop meaningful introductions and conclusions on familiar topics of common rhetorical modes</p> <p>SLO9. Students will be able to organize ideas with clear topic sentences and relevant details on familiar topics of common rhetorical modes</p> <p>SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, and guiding words</p> <p>SLO11. Students will be able to demonstrate formality in contexts of familiar topics of common rhetorical modes</p> <p>SLO12. Students will be able to include important elements when incorporating in-text citations and references</p> <p>SLO13. Students will be able to correct most of the errors in contexts of familiar topics of common rhetorical modes</p>	<p>SLO1. Students will be able to examine general texts to answer comprehension questions</p> <p>SLO 2. Students will be able to identify main ideas and supporting details in general texts</p> <p>SLO 3. Students will be able to examine graphs to answer comprehension questions</p> <p>SLO 4. Students will be able to identify author's purpose and tone</p> <p>SLO 5. Students will be able to distinguish between facts and opinions</p> <p>SLO 6. Students will be able to identify transitions in general texts</p> <p>SLO 7. In general texts, students will be able to identify common rhetorical patterns (e.g., compare & contrast / process)</p> <p>SLO 8. Students will be able to evaluate information from assigned sources</p> <p>SLO 9. Students will be able to make inferences in general texts</p> <p>SLO 10. Students will be able to demonstrate their understanding of unfamiliar vocabulary in general texts by using different strategies</p> <p>SLO 11. Students will be able to annotate a general text using summative commentary</p> <p>SLO 12. Students will be able to summarize a general text (of up to 2000 words) by transferring the information into an outline, including main ideas and major supporting details</p> <p>SLO 13. Students will be able to read at a speed of 175-200 wpm with 70% accuracy</p>

A P P R E N D I X I

