## X. 2011 CALENDAR

**Language Systems International**

| | |
|---|---|
| | **January** |
| January 3rd | First Day of Winter Term/Morning Orientation<br>Afternoon & Evening Regular Classes |
| January 17th | **Martin Luther King Jr. Holiday – No Classes** |
| | **February** |
| February 14th | Valentine's Day Party |
| February 21st | **President's Day – No Classes** |
| | **March** |
| March 4th | 1st Annual LSI Basketball Tournament |
| March 25th | Last Day of Winter Term; Graduation Party |
| March 28th – April 1st | **Spring Break** |
| | **April** |
| April 4th | First Day of Spring Term/Morning Orientation<br>Afternoon & Evening Regular Classes |
| April 22nd | Earth Day – Volunteer Activities |
| | **May** |
| May 13th | 4th Annual LSI Gold Cup Soccer Tournament |
| May 30th | **Memorial Day – No Classes** |
| | **June** |
| June 24th | Day of Spring Term; Graduation Party |
| June 27th – July 4th | **Summer Break** |
| | **July** |
| July 4th | **Independence Day – No Classes** |
| July 5th | First Day of Summer Term/Morning Orientation<br>Afternoon & Evening Regular Classes |
| July 29th | Luau Party |
| | **August** |
| August 26th | Beach Party and LSI Volleyball Tournament |
| | **September** |
| September 5th | **Labor Day – No Classes** |
| September 23rd | Last Day of Summer Term; Graduation Party |
| September 26th – 30th | **Fall Break** |
| | **October** |
| October 3rd | First Day of Fall Term/Morning Orientation<br>Afternoon & Evening Regular Classes |
| October 31st | Halloween Party |
| | **November** |
| November 23rd | Thanksgiving Potluck |
| November 24th – 25th | **Thanksgiving – No Classes** |
| | **December** |
| December 23rd | Last Day of Winter Term;<br>Christmas & Graduation Party |
| December 26th – 30th | **Winter Break** |



# LANGUAGE SYSTEMS
INTERNATIONAL

# Student Catalog

January 1, 2011 to January 1, 2012

**LSI ALHAMBRA CAMPUS**
1635 W. Main St.
Alhambra, CA 91801
Tel: (626) 284-9852
Fax: (626) 284-9893
alhambra@languagesystems.com

**LSI DOWNTOWN LA CAMPUS**
3250 Wilshire Blvd., Suite 200
Los Angeles, CA 90010
Tel: (213) 385-3665
Fax: (213) 385-7908
la@languagesystems.com

**LSI ORANGE COUNTY CAMPUS**
750 S. Placentia Ave.
Placentia, CA 92870
Tel: (714) 572-1771
Fax: (714) 579-0498
oc@languagesystems.com

**LSI TORRANCE CAMPUS**
3528 Torrance Blvd., Suite 304
Torrance, CA 90503
Tel: (310) 792-7770
Fax: (310) 792-3850
torrance@languagesystems.com

| Morning Schedule | Afternoon Schedule | Evening Schedule |
|---|---|---|
| Monday—Friday | Monday—Friday | Monday—Friday |
| 9:00am—12:36pm | 1:30pm—5:06pm | 6:00pm—9:36pm |

www.languagesystems.com

TABLE OF CONTENTS


| Topic | Page # |
|---|---|
| **I. MISSION STATEMENT** | **4** |
| A. Goals | 4 |
| B. Standards | 4 |
| C. Values | 4 |
| D. International Students | 4 |
| E. English as a Second Language (ESL) | 4 |
| F. Test Preparation | 4 |
| G. Equipment & Materials | 5 |
| i. Equipment | 5 |
| ii. Materials | 5 |
| H. Library and Learning Resources | 5 |
| I. Activities | 5 |
| **II. FACILITIES & INSTRUCTORS** | **6** |
| A. Facilities | 6 |
| B. Instructors | 6 |
| C. Language System International - Alhambra (Main Campus) | 6 |
| D. Language System International - Downtown (Branch) | 7 |
| E. Language System International - Orange County (Branch) | 8 |
| F. Language System International - Torrance (Branch) | 9 |
| **III. CLASS DESCRIPTIONS** | **11** |
| Level 1 | 11 |
| Level 2 | 12 |
| Level 3 | 13 |
| Level 4 | 14 |
| Level 5 | 15 |
| Level 6 | 16 |
| Level 7 | 17 |
| Business English - Intermediate Program | 18 |
| Business English - Advanced Program | 19 |
| Conversation Program - Intermediate | 20 |
| Conversation Program - Advanced | 20 |
| TOEIC Preparation | 21 |
| TOEFL Preparation (Internet-Based & Paper-Based Tests) | 21 |
| GMAT/GRE Preparation | 23 |
| **IV. ADMISSIONS & ACADEMIC POLICIES** | **24** |
| A. Admissions Requirements | 24 |
| B. Entrance Testing Requirements | 24 |
| C. Certificate Issuance | 24 |
| i. Requirements for Completion in ESL - 12 Weeks | 25 |
| ii. Requirements for Completion in ESL - 8-11 Weeks | 25 |
| iii. Criteria for Academic Progress | 25 |
| iv. Trial Promotion | 25 |
| D. Policy on Repeating Courses | 26 |
| E. Attendance | 26 |
| F. Behavior: | 26 |
| G. Satisfactory Academic Progress | 26 |
| H. Probation | 26 |




## B. Housing

Language Systems International offers non-residential programs and therefore has no responsibility finding or assisting a student with housing. However, U.S. Student Services (USSS) provides many Language Systems International students with housing and dormitory services. USSS can be reached at (424) 245-2069 for additional information.

## C. Student Services

U.S. Student Services (USSS) provides student services for LSI students such as airport pick-up, pre-paid phone cards and cell phones for rent. Arrangements must be made at the specific campus the student will attend. USSS can be reached at (424) 245-2069 for additional information.

## D. Late Fee

A late payment fee will be charged if tuition is not paid by the tuition due date. If payment is made from one to five business days after the tuition due date, the late payment fee is 5% of the tuition due. If payment is made more than five business days after the tuition due date, the late payment fee is 10% of the tuition due. If a check is returned unpaid because of insufficient funds, there will be a $25.00 penalty charge.

# IX. QUESTIONS, GRIEVANCES AND COMPLAINTS

## A. Questions

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Bureau for Private Postsecondary Education
Physical Address: 2535 Capitol Oaks Drive, Suite 400 Sacramento California, 95833
Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818
Website: www.bppe.ca.gov
Toll Free Number: 1 (888) 370-7589
Fax Number: (916) 263-1897

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

## B. Grievances and Complaints

If a student has a complaint about his/her class, teachers, or administration at Language Systems, fill out a *Complaint* form obtained from the school's front office. The student's complaint will be given to the academic coordinator and addressed, and an appointment will be made with the student in order to discuss the situation. If, however, the student feels that his/her complaint cannot be worked out, he/she has the right to either write or call the Bureau for Private Postsecondary Education.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1 (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site (www.bppe.ca.gov).

## B. Dismissal Policy

If an F-1 student does not comply with all the student visa requirements, which include over 80% attendance in his/her study course, then his/her I-20 will be terminated.

Students must not violate any internal rules of the school. All students must observe the following rules while in the classroom:

- Buy all required textbooks.
- Attend class regularly.
- Come on time to all classes.
- Do not cheat on tests or classwork.
- Do not act aggressively, disrespectfully or inappropriately toward any student, teacher, or staff member.

If a student does not observe the classroom rules, he/she will be given a verbal warning. If a student persists in breaking any school rules, he/she will be given a written warning. If a student continues to break school rules after the verbal and written warnings, LSI has the right to terminate the student's enrollment. In cases of extreme behavior, LSI will terminate the student's enrollment immediately, without prior warning.

# VIII. COST

## A. Tuition Schedule, Cost & Hours

The following is a schedule of tuition, fees, and other charges and expenses necessary for the term of instruction and the completion of the course of study.

| Program | Tuition 4 weeks | Tuition 12 weeks | Tuition 16 weeks | Tuition 24 weeks | Tuition 48 weeks | Hours Required for Completion |
|---|---|---|---|---|---|---|
| ESL | | | | | | 1512 *(all levels combined)* 216 *(per level)* |
| Advantage *(36 hours/week)* | $788 | $1,764 | $2,366 | $3,450 | $6,324 | |
| Intensive *(24 hours/week)* | $683 | $1,502 | $2,074 | $2,888 | $5,660 | |
| Basic *(18 hours/week)* | $525 | $1,176 | $1,577 | $2,300 | $4,216 | |
| Conversation *(18 hours/week)* | $525 | $1,176 | $1,577 | $2,300 | $4,216 | |
| Evening *(18 hours/week)* | $252 | $735 | $987 | $1,349 | $2,699 | |
| TOEFL | | | | | | 216 |
| Intensive TOEFL *(24 hours/week)* | $683 | $1,502 | $2,074 | | | |
| Basic TOEFL *(18 hours/week)* | $565 | $1296 | $1,737 | | | |
| Evening TOEFL *(18 hours/week)* | $289 | $803 | $1,076 | | | |
| TOEIC *(18 hours/week)* | $565 | $1296 | $1,737 | | | 216 |




I. Making Up Classes 27
J. Appeals 27
K. Transfer and Articulation Agreements 27
L. MRP Requirements 28
M. Notice Concerning Transferability of Credits and Credentials Earned at our Institution 28

**V. STUDENT RECORDS 28**
A. Record Retention 28
B. Access to Student Records 28

**VI. ENROLLMENT POLICIES 29**
A. Attendance Policy 29
B. Drop out Policy / Withdrawal Policy 29
C. Change Class Policy 29
D. Leave of Absence Policy 30
I. Placement Services 30
J. Distance Education 30
K. Experiential Learning 30
M. Bankruptcy 30
E. Cancellation Policy 30
F. Refund Policy 30
G. Financial Aid 31
H. Loans 31
L. Student Tuition Recovery Fund 31
N. United States Citizenship and Immigration Service (USCIS) - F-1 Regulations 32
i. Maintaining Student Status 32
ii. Concurrent Enrollment 32
iii. Transfer Procedure 32

**VII. School Policies 33**
A. Rules of Conduct 33
B. Dismissal Policy 34

**VIII. COST 34**
A. Tuition Schedule, Cost & Hours 34
B. Housing 35
C. Student Services 35
D. Late Fee 35

**IX. QUESTIONS, GRIEVANCES AND COMPLAINTS 35**
A. Questions 35
B. Grievances and Complaints 35

**X. 2011 CALENDAR 36**

# I. MISSION STATEMENT

**Language Systems International College of English** (**LSI**) was founded in 1987 with the purpose of providing a multitude of language-related services. The primary focus of the center is to teach English as a second language and test preparation to foreign students in a communicative, student-centered environment. The center is committed to providing strong language educational programs designed for the needs of a uniquely diverse student body. Small classes are provided at all levels, ensuring close interaction between faculty and students.

## A. Goals

The goals of Language Systems International are to implement language instruction to help foreign students function successfully in an English-speaking environment, to introduce and foster studying habits common to those expected at American institutions of higher learning, to aid in the development of critical abilities to think, read, write, listen, and communicate effectively in English, and to build students' self-confidence and self-esteem when communicating in English in academic, business or personal situations.

## B. Standards

At Language Systems International, we put into practice a learning process in which our students are exposed to a variety of educational methods, and our classes are specially tailored to meet our students' academic needs. We implement high learning standards and teaching methods in helping students reach their academic goals. With a seven-level ESL curriculum, specialized test preparation classes, highly qualified instructors, and excellent facilities and equipment, LSI remains committed to quality educational standards and academic achievement.

## C. Values

At Language Systems International, we value diversity and encourage each student to share his or her unique cultural background. We value a learning process in which our students are exposed to a variety of educational methods, and our classes are specially tailored to meet our students' academic needs and goals. We value mutual understanding and friendly relationships established among students, peers and instructors through classes, outdoor activities, and campus events.

## D. International Students

Language Systems International is authorized by the United States Citizenship and Immigration Service (USCIS) to accept nonimmigrant alien students. Our highly experienced staff can provide students with the most current immigration information including how to change and/or extend visa status and how to transfer to our school.

## E. English as a Second Language (ESL)

Seven levels of ESL classes are offered. All classes are especially developed to improve both written and oral expression. Books and other materials are carefully chosen to provide an integrated approach covering grammar, vocabulary and idioms, reading, listening, writing, pronunciation, and speaking. Aspects of American culture are also introduced to help students understand and adapt to American life.

## F. Test Preparation

Students receive special instruction for the **TOEFL** and **TOEIC** in highly structured courses. All four campuses offer courses for the Internet Based



# VII. SCHOOL POLICIES

## A. RULES OF CONDUCT

Students at Language Systems International are expected to help maintain an environment in which there is freedom to learn. Further, students are expected to respect the rights of other students, faculty and staff, and students should uphold standards of integrity, honesty, trust, fairness and civility. Students are expected to adhere to all city, county, state and national laws and regulations. Should a student be found to be in violation of any of the rules of conduct set forth by Language Systems International, "due process" steps shall be followed according to the Disciplinary Policy set forth herein.

Conduct and offensive behavior that will not be permitted by Language Systems International and will be grounds for disciplinary action include but are not limited to the following:

1. Continued failure to comply with the directions of LSI personnel acting in the performance of their duties;
2. Dishonesty of any kind such as cheating, plagiarism or knowingly furnishing false information to LSI;
3. Continued disruptive behavior or obstruction of any teaching, school activity or continued willful disobedience in defiance of the authority of LSI personnel;
4. Continued use of vulgar or profane language in the presence of or directed at LSI personnel or other students;
5. Assault, battery or threat of force or violence on any LSI personnel or student or any individual on the LSI campus;
6. Physical abuse, willful misconduct or any such act that threatens or endangers the health or safety or causes injury or death of any LSI personnel, student or individual on the LSI campus or any member of the community;
7. Theft or intentional or willful misconduct that results in defacing, cutting or damage to property of LSI, any student, instructor or any LSI personnel or member of the community;
8. Possession, use, sale, or being under the influence of any controlled substance or any poison classified as such by Schedule D in section 4160 of the California Business and Professions Code;
9. Smoking anywhere on the premises of LSI or any area designated as a no-smoking area where an LSI function takes place;
10. Any forgery, alteration or intentional misuse of any LSI materials, documents, records or identification;
11. Possession or use of any alcoholic beverages anywhere on LSI premises or at any LSI sponsored event where alcohol is prohibited or presence on LSI premises while under the influence of alcohol;
12. Unauthorized entry into or use of LSI facilities, supplies and/or equipment;
13. Illegal possession or use of any firearms, explosives, or flammable substances while on LSI property or at any LSI sponsored event;
14. Stalking, hate crimes or hate incident; and
15. Any other offense set forth in the California Education Code that constitutes "good cause."

reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## N. United States Citizenship and Immigration Service (USCIS) F-1 Regulations

### i. Maintaining Student Status

A student admitted to the United States in F-1 status must meet certain requirements in order to maintain their legal status and follow the guidelines as set forth by USCIS. These are as follows:

1. Maintain and keep a valid passport.
2. Maintain and follow the attendance policy at the school listed on the form I-20.
3. Maintain a full-course of study, which requires a minimum of 18 clock hours a week.
4. Maintain current enrollment at the school listed on the form I-20.
5. Follow all rules and regulations of the school listed on the form I-20.
6. Limit engagement of any employment to either 20 hours a week on or off-campus and obtain the required authorization to work if employed off-campus.
7. Report any change in address and/or telephone number to the school and USCIS within 10 days.

### ii. Concurrent Enrollment

An F-1 student can be enrolled in two different SEVIS-approved F-1 schools at the same time as long as the enrollment in both schools amounts to a full-time course of study.

The school that the student is attending for the purpose of completing a specific program and that is maintaining the student's form I-20 will be responsible for ensuring that the student is pursuing a full course of study.

### iii. Transfer Procedure

If a student wishes to transfer to another institution after completion of his/her studies, prior to the program end date on the form I-20, the student must inform the school of the intention to transfer, complete the Intent to Transfer form available from the new institution, have LSI execute this form, and return it to the new school. The transfer process must be completed within 60 days from the program end date at LSI.



TOEFL (iBT) and TOEIC, and the Torrance and OC campuses also offer a course for the Paper Based TOEFL. Students study only the material which is relevant to the particular exam. Vocabulary and grammar are studied intensively. The most up-to-date materials are used to sharpen and improve reading and listening comprehension skills. Students also learn specific strategies to maximize their test potential and feel more confident about taking tests.

All classes are taught in an intimate and friendly atmosphere. Students are individually tested at the beginning of their studies to establish their appropriate level and to provide a basis for measuring their progress.

## G. Equipment & Materials

### i. Equipment

Each classroom is equipped with standard teaching equipment: large whiteboards and standard classroom desks. In addition, Language Systems uses a variety of resources to facilitate the learning process. Each classroom has a TV (with DVD player) and a CD player so that teachers may supplement classes with audio and visual aids, such as DVDs and CDs accompanying the textbooks and video segments from popular media. Most campuses (LA, OC, and Torrance) have overhead projectors available for instructors to utilize.

There are also free Wi-Fi internet connections and at least one computer lab on each campus for students to use both in and out of class. For classes that require writing assignments, students will have access to the lab during non-instruction hours for writing purposes. For classes requiring students to work directly on a computer, such as TOEFL preparation, students get hands-on experience in the computer lab, simulating realistic testing situations.

Language Systems International does not have equipment for the hearing impaired and is not able to provide instruction in Braille.

### ii. Materials

Every component in each level is assigned one or two textbooks that have been carefully vetted for that particular class and a syllabus detailing how the texts will be utilized. There are also instructional and supplemental texts and audio-visual materials available for both instructors and students to use to enhance what is learned in the classroom.

## H. Library Human Resources

Each campus has a small library with ESL resource books, used textbooks, new desk copies from publishers, novels (fiction), reference books (dictionaries, encyclopedias), CDs and DVDs (both for educational and entertainment purposes), as well as software that students may use in the computer lab. For most of the learning resources, students are allowed access only on campus, in the resource library or computer lab. However, students are allowed to take the following resources off campus after checking them out with the program coordinator: DVDs/CDs (entertainment-related materials only), used textbooks, and novels. The student must sign a form with the titles he/she has checked out along with the student's contact information and a date that the items need to be returned.

## I. Activities

Because learning involves much more than classroom study, we regularly plan outside activities, both educational and fun. Through activities such as cultural and historical excursions, hiking, skiing etc., students have the opportunity to learn about American culture and lifestyles.

## II. FACILITIES & INSTRUCTORS

### A. Facilities

The main campus of Language Systems International is located in Alhambra, California. There are three additional branch campuses in Southern California: two in Los Angeles County and one in Orange County. Each of the four campuses offers a unique geographic locale, giving students numerous opportunities to participate in the social and cultural activities that California has to offer. In addition, each campus offers modern facilities and equipment, such as computer labs and free Wi-Fi internet connections. The students are provided everything necessary for success, such as information regarding colleges and universities, as well as instructors available for academic counseling and advice. Students have access to kitchen and dining facilities, vending machines, as well as numerous nearby eating establishments, public transportation and parking.

### B. Instructors

Our teachers are experienced, English-speaking instructors committed to providing a comprehensive curriculum and high-quality teaching. All of our teachers have a minimum of three years of experience teaching, an equivalent in education, or a combination of the two; however, many of our teachers have additional experience, including overseas teaching experience, TESL/TEFL degrees and other certifications. As well as being well qualified, they enjoy working with students and strive to make the learning experience a dynamic, creative, and successful one.

### C. LANGUAGE SYSTEMS INTERNATIONAL—ALHAMBRA (Main Campus)

Language Systems International – Alhambra occupies the entire first floor of a major office building in the heart of downtown Alhambra. Located eight miles east of Los Angeles, the city of Alhambra sits in the western San Gabriel Valley region of Los Angeles County. Alhambra is comprised of a wide range of ethnic groups, and its businesses have strong ties to international commerce, including a very active Chinese business district.

Bordering the city of Alhambra is San Gabriel on the east, San Marino and Pasadena on the north and Monterey Park on the south. Major freeways include interstate highways 10 and 710. Several renowned educational institutions are located nearby, such as the California Institute of Technology (CalTech), California State University, Los Angeles (CSULA), Pasadena City College (PCC) and East Los Angeles College. Slightly further away are the University of California, Los Angeles (UCLA) and University of Southern California (USC). Students may take advantage of the numerous articulation agreements Language Systems International has with the surrounding colleges and universities. In addition, LSI Alhambra is an official ETS testing site and administers the iBT TOEFL. The campus is on a major bus route with a wide variety of housing and homestay opportunities available for students.

#### LSI—ALHAMBRA INSTRUCTORS

**Natalya Kolesnyk** - Program Coordinator
M.A. in TESL - California State University Dominguez Hills.

**Andrea Burnett** - ESL Instructor
B.S. in Finance - University of Florida
M.A. (in progress) - Fuller Seminary

**Diego Connelly** - TOEFL Instructor
M.A. in Literature - California State University, Northridge.

**Clatrina Cooper** - ESL Instructor
B.A. in Psychology - University of Southern California
TEFL certificate - International TEFL Teacher Training



### K. Financial Aid

Currently, Language Systems International does not participate in any federal or state financial aid programs.

### L. Loans

If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial and program funds.

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

### M. Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if either of the following applies:

1) You are not a California resident, or are not enrolled in a residency program, or
2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered [by] students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or

## D. Leave of Absence Policy

In order for a student to request a leave-of-absence, the student must inform the office in writing as to the reason for the leave-of-absence and for how long the leave is requested. If a leave of absence is for medical reasons, a physician's letter is required confirming the medical condition.

## E. Placement Services

Language Systems International does not offer placement services at this time.

## F. Distance Education

Language Systems International offers no distance learning at this time.

## G. Experiential Learning

Language Systems International offers non-credit courses in English and test preparation. Therefore, there is no award of credit for prior experiential learning.

## H. Bankruptcy

Language Systems International has no pending petition in bankruptcy, and is not operating as a debtor in possession. Further, Language Systems International has not filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101et seq.).

## I. Cancellation Policy

You have the right to cancel your enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You must indicate your request to cancel and obtain a refund by submitting a letter to the LSI Campus listed on your I-20.

## J. Refund Policy

You shall be refunded 100% of the amount paid for institutional charges, less the $250 non-refundable fees, if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later.

If after the above cancellation deadline, the refund shall be computed by multiplying the amount the student has paid for instruction, less the $250 non-refundable fees, by a fraction. The fraction is the number of hours of instruction which the student has not received but for which the student has paid divided by the total number of hours of instruction for which the student has paid. Under California law, if the student withdraws after using more than 60% of the class hours paid for, no refund will be issued.

All refunds as determined above will be paid within 45 days after the date of your completion of or withdrawal from LSI's program, according to LSI's Cancellation or Drop Out/Withdrawal Policy.

If your enrollment was facilitated by an authorized LSI overseas agent, the processing of any applicable refund may be governed by the contractual agreement between LSI and the agent. You are advised to consult with your agent prior to entering into this enrollment agreement should you have any questions.



## LSI—ALHAMBRA INSTRUCTORS *(continued)*

**Marcia Dos Reis** - ESL Instructor
B.A. (equivalent) in Translation & Interpretation - Ibero American University

**Erber Espinoza** - ESL Instructor
B.A. (equivalent) in TEFL - Universidad de Guadalajara Mexico

**Timothy Gore** - ESL instructor
B.A. in Theology - LIFE Pacific College

**Justin Greene** - ESL Instructor
B.A.in Chinese and Business Economics - Wofford College

**Suzanne Kelley** - ESL Instructor
M.A. in TESL - California State University Dominguez Hills

**Ronalee Miyasaki** - TOEFL instructor
B.S. in Biological Sciences - University of California, Irvine

**Rachel Orfila** - ESL Instructor
M.A in English - University of New Orleans

**Judith Sullivan** - ESL Instructor
B.A. in Political Science - University of California, Los Angeles

**Elizabeth Williams** - ESL Instructor
B.A. in Economics - Claremont McKenna College
M.S. in International Management - HEC, Paris, France
TESOL Certificate (in progress) - American TESOL Institute

## D. LANGUAGE SYSTEMS INTERNATIONAL— DOWNTOWN (Branch)

The city of Los Angeles is an important center of culture, business, media, and international trade. However, Los Angeles is most famous for being the center of the world's entertainment industry, drawing millions of tourists every year and offering something for everyone. Students of the Downtown campus are able to participate in frequent activities that introduce them to the sites and experiences of Los Angeles, such as the Hollywood Walk of Fame and its over 2300 stars, Grauman's Chinese Theatre and its handprints and footprints, and the famous Hollywood/Highland entertainment center.

Students also benefit from the renowned cultural offerings of Los Angeles, including the Disney Concert Hall, built by the prize-winning architect Frank Gehry, the Los Angeles County Museum of Art, the Museum of Contemporary Art and the J. Paul Getty Museum, designed by renowned architect Richard Meier.

Students receive instruction in one of the numerous classrooms occupying an entire floor of a high-rise office building located in the heart of Los Angeles. A large kitchen and lunch area are continuously available during the day for breaks and study periods, and there are outdoor patio facilities available as well. Being the largest of the four campuses, the Downtown branch provides a greater number of classes in each program to accommodate the increased number of students. LSI Downtown is also an official ETS testing site and administers the iBT TOEFL, the iBT TOEIC Speaking and Writing Tests, and the TOEIC Listening and Reading Test. In addition, students can take the Institutional TOEFL (ITP) at LSI, which is accepted by many colleges.

An additional advantage to the Downtown LA location is the numerous ethnic restaurants available for students, as well as convenient proximity to public transportation such as bus routes and the Metro rail line. The campus is near major interstate highways 10 and 101 , and numerous colleges and universities are in close proximity to the school, including the University of Southern California (USC) and Los Angeles Community College (LACC). A large variety of housing options exist for students within walking distance of the school.

## LSI—DOWNTOWN INSTRUCTORS

**Ligia Andersen** - Program Coordinator
B.A. (equivalent) in English Literature - Universidade de Santo Amaro, Sao Paolo, Brazil
A.S. (equivalent) in Biology/C. Pathology - OSEC, Sao Paolo, Brazil

**Johnny Brown** - ESL Instructor
B.A. in Political Science & History - Vanguard University

**John Bury III** - ESL Instructor
B.A. in Music - Los Angeles Valley College

**Alyssa Carpenter** - ESL Instructor
BA in English and French - University of Northern Colorado

**Raymond Carson** - ESL Instructor
M.A. in Music - University of Arizona

**Scott Casperson** - ESL Instructor
B.S. in Advertising - University of Florida

**Mary Jo Cleary** - ESL Instructor
B.A. in History/Environmental Studies - Northern Arizona University

**Ikenna Ebigbo** - ESL Instructor
B.A. in Global Studies/Socioeconomics and Politics - University of California Santa Barbara

**Peter Ellis** - TOEFL Instructor
B.A. in English - University of California Santa Barbara

**Paul Grosfield** - ESL Instructor
B.A. in Art & Minor in Japanese - Lewis and Clark College, Portland, OR

**Bryan Hahn** - ESL Instructor
B.A. in Broadcast Journalism - Cal State University Northridge
M.A. in TESOL (in progress) - Loyola Marymount University

**Maria Kelly** - ESL Instructor
B.A. in English/ Creating Writing - New York University

**Ted Lehde** - TOEFL Instructor
B.A. in History - University of California Los Angeles

**Iain McConnell** - ESL Instructor
B.A. in English - McMaster University, Hamilton, Ontario

**Michele Neighbors** - ESL Instructor
B.A. in English - Cal State University Fullerton
M.A. in History - Cal State University Los Angeles

**Birthe Reimers** - ESL Instructor
M.A. in African American Studies - University of California Los Angeles

**Stephen Sims** - ESL Instructor
M.A. in Art History - University of Chicago

## E. LANGUAGE SYSTEMS INTERNATIONAL—ORANGE COUNTY (Branch)

The Orange County branch is the only location outside of Los Angeles County and is known as the "OC" Campus. Being located in Orange County, this campus has the privilege of being near the "Happiest Place on Earth" – Disneyland. In addition, students can enjoy Knott's Berry Farm and are in close proximity to the beautiful coastline of Orange County, such as Newport Beach and Laguna Beach.

The OC Campus is near numerous colleges and universities to which students can transfer, such as the University of California, Irvine (UCI) and Fullerton College. The OC Campus is also next to the city of Irvine, which continues to grow as a major center for technology and business.

The OC Campus occupies an entire two-story building in the dynamic business section of the city of Placentia. After receiving a recent renovation, this campus provides students with modern amenities, large classrooms and audio-visual equipment to facilitate the student's success. Students can take the Institutional TOEFL (ITP) at LSI OC, which is accepted by many colleges. In addition to being near several colleges, it is located on convenient routes for public transportation and major interstate highways 57 and the 91. Numerous housing opportunities exist for students because of the proximity to the various colleges and universities in the area.



third party without the written consent of the student.
Language Systems International maintains all educational records of students in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, and requires written consent of the student before education records are disclosed to third parties, with the exception of accrediting commissions or governmental agencies so authorized by law.

Students must request a Student Records Release form from the front desk for each release they request.

Language Systems International guarentees the student's right to access his/her own files, and requests for transcripts can be in writing to:

Language Systems International, Attention: Office Personnell
1635 West Main St., Alhambra, CA 91801

Please enclose a stamped, self-addressed envelope along with a $5.00 transcript fee.

# VI. ENROLLMENT POLICIES

## A. Attendance Policy

Students are expected to attend class daily for the entire class period, with a minimum of 80% attendance required to maintain student standing. A student may be dropped from a class if either the number of absences for the student has become excessive or the student is no longer participating in the class. Such decision may take into account the instructor's position as to the prospect for the student successfully completing the course.

If a student knows that he/she will be absent, it is his/her responsibility to inform the office as well as his/her teachers in writing. If a student does not inform the office of his/her absence, then it will be considered unexcused. If a student has more than three unexcused absences per month, the student may be found in violation of his/her status, and the student may be dropped from the program at the school's discretion.

## B. Drop Out/Withdrawal Policy*

You have the right to withdraw from a course of instruction at any time. A withdrawal can take place either by written notice provided by you to the school you are attending or by your conduct, including but not necessarily limited to, your lack of attendance.

Should you choose to withdraw by written notice, you must complete a Drop Out/Withdrawal form obtained at the front office. Once the form is filled out and signed, it must be taken to the front office, where it will be recorded, and filed. The student must refer to the Refund Policy for any applicable refund. (see Refund Policy)

*If a student with an F-1 visa decides to withdraw from or is dropped from the program, the student may be found in violation of his/her F-1 visa status. The United States Citizenship and Immigration Service (USCIS) will be informed of all students who drop out and/or withdraw from classes.

## C. Change Class Policy

If for some reason a student feels that he/she was placed in the incorrect class and would like to try another class level, that student must make an appointment with the program coordinator. The student's teacher(s) and program coordinator must agree that the student can enter another class level. In addition, the student may be required to take a placement test to make sure that it is the correct level for the student.

## L. MRP Requirements

In addition to successfully completing level 5 or 6 at LSI, students must also take the initial placement test given at the college they are planning to attend.

The following colleges are for students successfully completing **level 5**:

1. El Camino College
2. Los Angeles Harbor College
3. Los Angeles Trade-Tech College

The following colleges are for students successfully completing **level 6**:

1. Cerritos College
2. Cypress College
3. East Los Angeles College
4. Fullerton College
5. Glendale Community College
6. Orange Coast College
7. Pasadena City College
8. Santa Monica College
9. West Los Angeles College

## M. Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Language Systems International (LSI) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in English as a Second Language, Business English, Conversation, TOEFL, TOEIC or GMAT/GRE is also at the complete discretion of the institution to which you may seek to transfer.

If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Language Systems International (LSI) to determine if your (credits or degree, diploma or certificate) will transfer.

At this time, Language Systems International offers non-credit courses and therefore does not recognize any credits earned at other institutions in courses of ESL study.

# V. STUDENT RECORDS

## A. Record Retention

Records will be stored by year. Current records will be filed according to day/evening program and are retrievable by student name. Records for each student will be maintained for a period ending five years after the date of the student's graduation, withdrawal or termination. Each file will contain: a completed application form, an enrollment agreement, an I-20 copy (if applicable), a bank statement, a copy of passport information, an entrance exam, financial information, a copy of certificate(s) of completion (if applicable), a record of enrollment, withdrawal (if applicable), leave of absence, tuition information / refund information, and any complaints or correspondence. All applicable documents must be signed. A printed copy of each current record required by the California Code of Regulations Section 71930 for each student shall be maintained and will be available for inspection at all times. Records will also be kept in a digital format, which will be constantly updated and kept in a separate location to ensure the safekeeping and storage of information.

## B. Access to Student Records

The Family Right and Privacy Act of 1974 (PL93380) prohibits an institution from releasing the school records or any other information about a student to any



## LSI—ORANGE COUNTY INSTRUCTORS

**Tyson Mussack** – Program Coordinator
B.A. in Biblical Studies - Biola University

**Anne Adam** - ESL Instructor
B.A. (equivalent) in EFL/ESL - Bielefeld University, Germany
M.A. (equivalent) in Education - Bielefeld University, Germany

**Leslie Bennett** - ESL Instructor
B.A.in Arts, Politics, and Latin American & Latino Studies - University of California Santa Cruz, CA
M.S. in Education with emphasis in TESOL (in progress) - California State University Fullerton, CA
TESL/TESOL Certificate - Oxford Seminars, Los Angeles

**Elena Cruz** - ESL Instructor
B.A. in English Education - California State University Long Beach
M.A. in Linguistics (TESL) - California State University Long Beach
TESL Certificate - California State University Long Beach

**David Labinger** - TOEFL Instructor
B.A. in Philosophy - California State University, Fullerton
M.A. in Philosophy (in progress) - California State University Long Beach

**Helen Lee** - ESL Instructor
B.A. in Art History & Minor in Education - University of California Los Angeles
Credentials: CBEST

**Andrew Long** - TOEFL/ESL Instructor
B.A. in English - California State University Long Beach

**Iris Marialaki** - ESL Instructor
B.A. in Psychology and Social Behavior with a minor in Italian Studies - University of CaliforniaIrvine

**Crystal Saludes** - ESL Instructor
BA in Psychology & Minor in Music - University of California Davis

**Nelieta Thompson** - ESL Instructor
M.S. in Special Education - National University
B.A. in Interdisciplinary Studies - National University
Credentials: CSET, CBEST

**Shane Uesugi** - ESL Instructor
B.A. in Humanities - University of California Irvine
Certification: CBEST

**Mario Valadez** - ESL Instructor
B.A. in History - University of California Los Angeles
M.A. in Latin American Studies - University of California Santa Barbara

**John Vandenberg** - ESL Instructor
B.A. in Diversified General Studies - Pacific Christian College (now Hope International University), Fullerton, CA

## F. LANGUAGE SYSTEMS INTERNATIONAL—TORRANCE (Branch)

Torrance is home to corporate offices for numerous companies, from computer firms to automobile manufacturers. Although Torrance is known for its hotels, shopping centers and entertainment facilities, perhaps its best attraction is its proximity to renowned beaches, such as Redondo Beach and Hermosa Beach. Each year, numerous events and competitions take place that are known internationally, such as beach volleyball tournaments, marathons and surfing competitions.

The weather in Torrance is like no other campus in its continuous sea breeze and ocean air. The climate lends itself to students taking frequent trips to the nearby beaches and numerous parks for school activities and cultural events.

Students at the Torrance campus benefit from being on the top floor of one of several buildings located in a thriving business complex in the center of Torrance. The complex has a large series of paths and walkways between the buildings that provides a natural setting for students to quietly study or relax. The facility provides kitchen and lunch areas, as well as vending machines, microwaves and refrigerators inside the campus. The complex also has its own snack shop and is located adjacent to an outpatient medical facility. The campus is located near a major shopping center and numerous

restaurants and is in close proximity to all major retail centers. It is conveniently located near interstate highways 91 and 405 and a few miles south of Los Angeles International Airport (LAX). LSI Torrance is also close to many colleges, including El Camino College and LA Harbor College, and the school is an official ETS testing site and administers the iBT TOEFL.

There are a wide variety of housing options available for students at all pricing levels, and the campus is located on major bus lines.

## LSI—TORRANCE INSTRUCTORS

**Sylvia Macias** – Program Coordinator
B.A. in Communication - University of California, San Diego, California

**Les Altstatt** – iBT TOEFL and TOEIC Instructor
B.A. in English Literature - George Washington University, Washington D.C.

**Jeff Bernett** – ESL Instructor
B.A. in English - University of Minnesota at Twin Cities, Minnesota

**Elizabeth (Betsy) Kenoff-Boyd** – ESL Instructor
B.A. in Liberal Studies - Antioch University, Los Angeles

**Bhumika Kelkar-Chettiar –** ESL Instructor
B.A. in Liberal Studies - California State University, Fullerton, California

**Andres Fujiwara** – ESL Instructor
B.A. in History - California State University, Dominguez Hills, Carson, California
California Teaching Credential

**Laura Foster** – ESL Instructor
B.A. and M.A. in Communication - California State University, Long Beach, California

**Antony (Tony) Fusaro**- ESL Instructor
B.A. in History and Communication Studies - University of Windsor, Ontario, Canada

**Duane (DJ) Johnson** – ESL Instructor
B.A. in English Literature - Barry University, Miami, Florida
A.A. in Business Administration - University of Maryland, Okinawa, Japan

**Steven Lee** –ESL Instructor
B.A. in English - University of Hawaii, Honolulu, Hawaii

**John Mouzakis** – pBT TOEFL Instructor
B.A. in Music and Social Sciences - University of California, Los Angeles, California
California Teaching Credential
TESOL Certificate - UCLA

**Azucena Yoshikawa**- ESL Instructor
B.A. in Anthropology - Occidental College, Los Angeles, California
M.A. in Teaching - SIT Graduate Institute, Brattleboro, Vermont



The Program Coordinator will check the student's progress every 2 weeks. As long as the student is following the above requirements and showing progress, he/she will continue on Probation until receiving the scores and/or attendance needed for satisfactory progress. If a student is exhibiting the same behavioral issues, is not maintaining required the required attendance or is not showing academic progress while on Probation, he or she will be terminated from the program.

## I. Making Up Classes

If a student is on Probation due to low attendance, he/she can do one of the following in order to quickly correct the low attendance percentage and get out of Probation:

- attend a private lesson at 3.6 hours, where the private-lesson instructor will cover the materials missed in class, as well as additional instruction to deal with the student's unique needs
- attend a makeup class, which is a 3.6-hour self-study class that will only be offered once a week. The student will be required to study any materials missed in class, as well as utilize self-study materials supplied by LSI to deal with the student's unique needs

Please note that both options above have additional costs involved.

## J. Appeals

If a student receives an Intent to Terminate Enrollment notice, he/she can appeal the termination. In order to appeal, the student must first submit an appeal in writing that explains the special circumstances that caused the termination, such as the death of a relative, an injury or illness of the student, or other special circumstances. That appeal will be given to a committee made up of the manager, the program coordinator, and an instructor/director, whichever is more appropriate in the situation. Before a decision is made, a meeting will be scheduled for the student to discuss the appeal with the committee. If the appeal committee accepts the student's appeal, the student will be placed on probation until the end of the term or the problems causing termination are corrected, whichever comes later.

## K. Transfer and Articulation Agreements

Language Systems has special agreements, or Mutual Recognition Programs (MRP), with many Los Angeles area schools. These MRP agreements allow students to transfer without a TOEFL score, and some also allow Concurrent Enrollment, which means Language Systems students can take part-time credit classes while the student is studying at Language Systems. After students complete level 5 or 6 at Language Systems, they can transfer to the certain local colleges without a TOEFL score. The intensive ESL program at Language Systems is uniform regarding the skills learned in each level, so a level 6 student in LA would have a similar TOEFL score to a level 6 student in Torrance since the same skills are needed to enter and complete that particular level. Therefore, a student from any LSI campus, successfully completing level 5 or 6 at LSI, will be able to choose from any college having an MRP agreement with Language Systems.

## D. Policy on Repeating Courses

Occasionally, students may complete a course but desire to take the course again (often students of test preparation courses who need additional practice in order to reach a desired score). A student who wishes to repeat a course he or she has already completed will need to meet with the Program Coordinator to explain his or her unique situation. If the Program Coordinator determines that the student would benefit from repeating the course, the student may re-enroll in that course one time only. The student is again expected to maintain Satisfactory Academic Progress in the course and fulfill all requirements. If at any point a student repeating a course is not meeting Satisfactory Academic Progress, he or she will receive a warning, followed by withdrawal from the program.

## E. Attendance

Students are expected to attend class daily for the entire class period, with a minimum of 80% attendance required to maintain student standing. A student may be dropped from a class if either the number of absences for the student has become excessive or the student is no longer participating in the class. Such a decision may take into account the instructor's position as to the prospect of the student successfully completing the course.

If a student knows that he/she will be absent, it is his/her responsibility to inform the office as well as his/her teachers in writing. If a student does not inform the office of his/her absence, then it will be considered unexcused. Student attendance will be checked biweekly, and if a student's overall attendance goes below 80%, the student will need to speak to the Program Coordinator, who will place the student on Probation.

## F. Behavior

If a student does not observe the classroom rules or is found in violation of LSI's stated Rules of Conduct, he/she will be given a verbal warning, and if necessary, placed on Probation.

## G. Satisfactory Academic Progress

Students are required to make Satisfactory Academic Progress (SAP) throughout the program, which means that the student must maintain a minimum attendance average of 80% and at least one of the **Criteria for Academic Progress**. Progress will be assessed on a quarter basis (called a "term"). If a student is not meeting SAP on their midterm progress report, they will receive a warning notice that they are in danger of failing. If a student fails two terms in a row, they will need to meet with the Program Coordinator and be placed on probation for the following term. If at any point during the term of probation, the student is not meeting SAP, they will be withdrawn from the program.

## H. Probation

Probation will be used when a student is in danger of being terminated, whether due to behavioral, attendance or academic reasons. When a student is placed on Probation, they must fulfill the following requirements until either the student fulfills the **Criteria for Academic Progress** or is terminated from the program:

- **90% Attendance** (only 1 absence every 2 weeks)
- **90% Participation**
- **90% Homework** scores
- **80% Test/Quiz** scores



# III. CLASS DESCRIPTIONS

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

## Level 1 - 216 Hours per Term

The Level 1 ESL course is designed to introduce and develop fundamental English skills. The focus of this course is on the basic language and functions required to effectively communicate in the English-speaking world.

Basic **grammatical structures** presented at this level include the simple sentence parts (nouns, pronouns, articles, verbs, adjectives, adverbs, prepositions), present/past simple verbs, modals, question formation and comparatives/superlatives. Fundamental grammar structures are introduced through ample examples and explanations so that students can experiment and become familiar with ways of communicating their ideas in the target language.

The **reading and vocabulary** stressed in this level involve simple sentence level reading and the acquisition of survival vocabulary covering a variety of everyday activities and functions. Basic words needed for simple interactions are presented through a variety of visuals and class activities designed to encourage the practical use of newly acquired vocabulary in real-life situations.

**Listening and speaking** skills are introduced through the use of realia, pictures, or pantomime. The focus of the listening/speaking section of the class is to help students build their basic fluency and comprehension skills so that they can deal with common situations and topics in an English-speaking environment. Development of basic pronunciation skills will also be emphasized through stress and reduction exercises accompanying new language and functions.

Through a variety of class activities, homework and support materials, students will develop the essential grammar, listening, speaking, reading and vocabulary skills necessary to successfully survive in an English-speaking environment.

| Level 1 Characteristics | Objectives |
|---|---|
| • Sentences consist of no more than two or three words. Frequent long pauses and repetition are evident.<br>• Pronunciation is often unintelligible and strongly influenced by the student's native language. | • Survival vocabulary<br>• Elementary pronunciation<br>• Basic grammatical structures |

## III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

### Level 2 - 216 Hours per Term

The level 2 course continues to introduce and expand on the fundamentals of English. Students are taught to build on basic skills through communicative exercises and extension activities. The material provided is intended to encourage students to express practical ideas beyond survival English.

**Grammatical structures** in level 2 involve the present, past, present continuous and future (with going to) verb tenses, question formation, count/non-count nouns, modal auxiliaries and comparatives/superlatives. Emphasis will be on expanding the productive use of these structures in a meaningful and communicative manner while building on the students' basic knowledge of grammatical structures.

The **vocabulary focus** is on the acquisition and use of functional words beyond basic survival English. Students will learn how to understand contextual clues and use the dictionary in English to increase their basic **vocabulary**. To build fluency, reading strategies will be established for basic comprehension of details, understanding the main idea, and making simple inferences. The reading level involves present, past, present continuous, and future tenses (going to and will) in basic sentence structures involving conjunctions and adverb clause connectors.

The **listening/speaking** emphasis is on the limited expansion and production of more involved language structures, including a broader range of common topics, multiple speech functions, and appropriate language for various situations.

Throughout this course, students will be encouraged to build on their basic knowledge of vocabulary, understand simple reading passages, and participate in interactive grammar-based conversations. The goal is to successfully expand on survival skills and engage in the productive use of communicative functions designed to enhance the students' basic skills in English.

| Level 2 Characteristics | Objectives |
|---|---|
| • Simple questions or statements with reasonable accuracy although basic grammatical errors frequently evident.<br>• There is little autonomy of expression<br>• Practical vocabulary for elementary needs<br>• Vocabulary facilitates discussion of limited topics beyond basic survival needs such as personal history, hobbies and opinions | • Develop thinking skills in English<br>• Emphasis on basic grammatical structures, listening comprehension and reading skills to build the fundamental guideline for speaking<br>• Express more practical needs beyond survival English |



### i. Requirements for Completion in ESL - 12 Weeks

If a student who is enrolled for an entire program wants to receive a Certificate of Completion and/or be promoted to the next level at the end of the program, he or she must:

A. be enrolled in the current level for **all 12 weeks**
B. have maintained a minimum of **80% attendance** in the current level
C. have satisfied at least 2 of the 3 **Criteria for Academic Progress** in the current level

### ii. Requirements for Completion in ESL - 8-11 Weeks

If a student who has been enrolled for less than 12 weeks of a program wants to receive a Certificate of Completion and/or be promoted to the next level at the end of the program, he or she must have:

A. been enrolled in the current level for **at least 8 weeks**
B. maintained a minimum of **80% attendance** in the current level
C. have satisfied all 3 of the 3 **Criteria for Academic Progress** in the current level

### iii. Criteria for Academic Progress

The **Criteria for Academic Progress** are

- **80% Participation**
- **75% Class Average** (Combination of Homework and Test scores)
- an **Exit Test** score appropriate for the next level

If students do not agree with the teachers' decision denying promotions to the next level, they must take at least one of the following actions:
If a student was not promoted due to being within 2 points on the Exit Test, he or she may take the Exit Test again (different form) and be promoted if he or she receives the appropriate score to advance to the next level.
Discuss the possibility of a "trial promotion," on which the student agrees to meet certain academic requirements in the next level for a period of one month. The Program Coordinator will track progress and follow up after the one-month term is complete. See "Trial Promotion" below for more details.

If a student attempted to promote but didn't meet the requirements for promotion or trial promotion, or if a student was enrolled for at least 8 weeks and was not promoted at the end of the term, that student must be enrolled in the same level for at least 4 weeks before attempting promotion again.

### iv. Trial Promotion

If a student has fulfilled the **A** and **B** of the **Requirements for Completion** , but only has **one** of the three **Criteria for Academic Progress**, he or she may be eligible for a trial promotion. Trial Promotion is at the discretion of the Program Coordinator, who may also consult with the student's instructors. If a student is allowed a Trial Promotion, he or she must maintain the following minimums for 4 weeks:

- **90% Attendance**
- **90% Participation**
- **90% Homework**
- **80% Test Scores**

If a student meets the above standards after 4 weeks, he/she will receive a Certificate of Completion for the previous level and be promoted into the new level. However, if a student has not met the above standards at the end of the trial period, he/she must return to the previous level.

# IV. ADMISSIONS & ACADEMIC POLICIES

## A. Admissions Requirements

As a prerequisite to admission, applicants must be 18 years of age or older. If less than 18 years of age, applicants must hold a high school diploma or its equivalent, or if currently enrolled in high school, study at Language Systems International shall be limited to study during a break recognized by the student's high school.

Applications are accepted throughout the year and must be in writing, either in hardcopy or online. While no interview is required, applicants are welcome to visit any campus and upon request may audit an actual class.

As part of the admissions process, overseas initial applicants must submit a completed application, a copy of a valid passport, current proof of financial responsibility and payment of all required fees. Transfer students must submit a completed application, a completed transfer-in form, a copy of a valid passport, a copy of a current I-20, a copy of the most recent I-94, current proof of financial responsibility and payment of all required fees. Applicants will be notified of their acceptance in writing after submitting a completed application package.

Language Systems International reserves the right, at its discretion, to withhold registration from, or require withdrawal from the program of, any student or applicant.

Language Systems International admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to its students. Consistent with its obligations under the law, LSI prohibits unlawful discrimination, including harassment, on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or any other characteristic protected by applicable law in the administration of LSI's programs and activities.

## B. Entrance Testing Requirements

Students who wish to enroll at LSI will first take a placement test. LSI uses the Michigan Placement test for this purpose. The Program Coordinator (or other qualified faculty member) will review the student's history and placement test score, placing the student in one of LSI's 7 levels. Prerequisites for test preparation courses, as well as business and conversation courses are based on eligibility or completion of these levels. If students are believed to have been placed into inappropriate levels, the student or any faculty member may approach the Program Coordinator, suggesting additional assessment in the first week of placement.

If a student misses more than 8 continuous weeks of class, any previous Exit Test scores and/or Certificates of Completion obtained can no longer be considered for level placement. A student who has missed more than 8 continuous weeks of class must take an Exit Test to be placed in the proper level.

## C. Certificate Issuance

A Certificate of Completion is issued to every student who successfully completes a 216-hour course. The requirements are based on how much of the course a student has completed (a minimum of 8 out of 12 weeks).



# III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

## Level 3 - 216 Hours per Term

The level 3 course emphasizes the expansion and development of basic conversational functions, essential grammatical structures, and simple reading skills, including a broader range of vocabulary items.

The main focus of the **grammar** section is to strengthen and reinforce fundamental grammatical skills through controlled exercises and open-ended fluency activities. Students are introduced to a wider range of verb tenses, including the simple present, present continuous, simple past, past continuous, present perfect, present perfect continuous, present/past passive, past perfect, and the future with will/going to. The emphasis is on expanding the students' knowledge of verb tenses and more detailed grammatical structures to facilitate fluency beyond the functional level.

In the **reading/vocabulary** section, the focus is on strengthening basic reading skills and expanding the students' vocabulary base through a variety of extension activities designed to facilitate the expression of ideas related to the reading topics. The development of more involved reading skills, such as scanning, using contextual clues, and making inferences, is emphasized in order to deal with longer, more difficult reading passages. Students are provided with academically high interest passages that will encourage students to use newly acquired vocabulary and share their background experiences.

In the **listening/speaking** section, students are introduced to a broader range of more detailed language functions that facilitate conversational competency on a more interactive level. Language functions and structures related to expressing opinions, describing people/things, identifying problems, giving advice, and making suggestions are used in creative extension activities designed to accommodate the students' interest and confidence.

Throughout this course, the focus will be on expanding the use of essential grammatical structures that include a wider range of verb tenses, developing solid reading skills to deal with more complicated material, building a substantial vocabulary base, and using more involved language functions. Through the expansion of these skills, students will be better equipped to expand on their basic skills and to successfully function on a more interactive level.

| Level 3 Characteristics | Objectives |
|---|---|
| • Slight development in stress/ intonation is evident<br>• Able to satisfy everyday needs and minimum courtesy requirements<br>• Can formulate and respond to simple questions & statements using accurate basic grammatical structures<br>• Able to satisfy limited functional requirements and social demands in an English-speaking environment | • Strengthen listening comprehension and knowledge of vocabulary to allow understanding of more complex grammar<br>• Provide more fluency practice using common grammatical structures and speech functions to make conversation more communicative & natural |

## III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

### Level 4 - 216 Hours per Term

The level 4 course focuses on the combination of basic language skills acquired at the lower levels with more sophisticated language functions, structures, and comprehension skills. The goal is to facilitate the transition from practical language skills to more involved structures, including broader cultural topics, complex grammar, and academic vocabulary.

The **grammatical structures** presented at this level involve reinforcing familiar verb tenses, including the present, present perfect, past, future and passive tenses. These verb tenses are integrated into more complex sentence structures presented at this level, including adverb and adjective clauses. In addition, students are introduced to more numerous functions of gerunds and infinitives as well as the diverse roles of modals. Students will build on familiar structures by formulating more sophisticated sentences to facilitate communication beyond the practical level.

The **reading and vocabulary** section stresses the importance of strengthening essential reading skills, including skimming, scanning, locating the main idea, distinguishing between direct/indirect details, and using contextual clues. The fortification of these skills will develop the students' ability to read more difficult reading passages, involving complex grammatical structures and academically oriented vocabulary, with more fluency and speed.

In the **listening/speaking** section, students are presented with a wide range of language functions, vocabulary, idiomatic expressions, and cultural issues. Communication on a level beyond practical English is emphasized as students make the transition from basic to more sophisticated language skills. Freestyle conversation in a structured environment through the use of complex language functions, synonyms, and idiomatic expressions will be implemented. Students participate in highly relevant, culturally focused discussions designed to motivate interest and meaningful use of newly acquired language functions and vocabulary.

In this course, an emphasis will be put on strengthening familiar language skills through the addition of more sophisticated vocabulary, idiomatic expressions, structures, and functions. Formulating a more complex combination of language functions and structures will improve the students' speaking skills and build a solid foundation for the transition to a higher level of language acquisition.

| Level 4 Characteristics | Objectives |
|---|---|
| • Able to satisfy most functional requirements<br>• Some spontaneity in language production, but fluency is not consistent<br>• Flexibility in a variety of circumstances beyond immediate survival needs<br>• Able to initiate and sustain general conversations but has only a slight understanding of the social conventions related to conversation<br>• Errors frequently evident in more complex grammatical patterns<br>• Able to express basic feelings and intentions | • Develop accurate and natural expressions<br>• Strengthen listening skills to allow understanding at natural speed<br>• More complicated grammar and discussion of more diverse subjects |



## III. CLASS DESCRIPTIONS (continued)

All Test Preparation courses at Language Systems International are 3.6 hours per day and focus on the specific needs required to obtain a better score on the relevant test.

### GMAT/GRE Preparation - 216 Hours per Term

(Prerequisite: eligibility for level 6 or above)

GMAT/GRE Preparation has a unique 10-day system that covers all of the verbal and writing portions of the GMAT and GRE tests. You will have a practice test every two weeks to get an idea of your score.

**Intensive Review of the Verbal Sections of Each Test**: In combined and separated sessions, the class reviews the verbal sections of each test, using materials that simulate actual test questions. Classes are combined for the reading review, but are separated for those parts of the GRE and GMAT that are different.

**Intensive Writing Practice**: Students regularly write and receive feedback on essays that focus on the analytical skills necessary to do well on the writing sections of the tests

**Intensive Vocabulary Review**: Vocabulary common to the GRE and the GMAT is pulled from the materials, explained, and reviewed on a regular basis.

| GMAT/GRE Characteristics | Objectives |
|---|---|
| • Students who need a GRE or GMAT score to enter a graduate school program in the US or abroad<br>• Students who wish to improve their academic verbal, writing and vocabulary skills beyond the level of the TOEFL | • Help students pass the GRE or GMAT tests<br>• Help students who wish to succeed in a graduate-level academic environment |

## TOEFL Preparation (Internet-Based) - 216 Hours per Term

The TOEFL class is an intensive look at the skills and strategies necessary to achieve a successful score on the four sections of the iBT test. The class is 18 hours per week and runs Monday-Friday. It includes instruction in the following areas:

**Integrated Writing**: Strategies are presented to improve reading, listening, note taking and writing. Students write on a topic that simulates actual TOEFL questions, and are given feedback by the instructor.

**Integrated Speaking**. Strategies are presented to improve speaking, reading, listening, note taking, and pronunciation. Students speak on a topic that simulates actual TOEFL questions, and are given feedback by the instructor.

**Independent Writing:** Strategies are presented to help students write the standard American English essay. Students write on a topic that simulates actual TOEFL questions, and are given feedback by the instructor.

**Independent Speaking**. Strategies are presented to improve speaking, organization, and pronunciation. Students speak on a topic that simulates actual TOEFL questions, and are given feedback by the instructor.

**Reading:** Students are introduced to the ten question types presented in the iBT reading section and learn strategies to answer the questions more effectively.

**Listening:** Students are introduced to the six question types presented in the iBT listening section and learn note-taking strategies to effectively capture the main ideas and details.

In addition to classroom instruction, LSI regularly makes use of the computer lab at each campus in order to provide students with a more authentic iBT TOEFL experience. Computer practice is given in each subject area, but there is special emphasis on the writing and speaking skills.

## TOEFL Preparation (Paper-Based) - 216 Hours per Term

The TOEFL class is an intensive look at the skills and strategies necessary to achieve a successful score on the four* sections of the PBT test. The class is 18 hours per week and runs Monday-Friday. It includes instruction in the following areas:

**Writing***: Strategies are presented to help students write the standard American English essay. Students write on a topic that simulates actual TOEFL questions, and are given feedback by the instructor.

**Reading**: Students are introduced to the nine question types presented in the PBT reading section and learn strategies to answer the questions more effectively.

**Listening**: Students are introduced to the question types and dialogue structures presented in the PBT listening section and learn strategies to effectively pick out and understand the main ideas and details.

**Structure and Written Expression**: Students are introduced to relevant grammar structures and common errors that are tested in the PBT Sentence Structure section. Grammar and syntax structures are reinforced through extensive practice.

*The writing section is an optional part of the PBT test that is often, but not always, required.



## III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

## Level 5 - 216 Hours per Term

The level 5 course focuses on enhancing open-ended communication skills, accurately using complex grammatical structures, and dealing with a greater variety of reading passages. The main goal is the expansion and development of the students' authentic language capabilities.

In the **grammar** section, an emphasis is put on reinforcing and accurately using complex grammatical skills in a less controlled environment. Verb tenses, modals, gerunds, infinitives, and adjective/adverb clauses are reinforced and expanded on using a variety of interesting and relevant contexts. In addition, students are introduced to complex grammatical forms such as noun clauses and unreal conditions. In general, students will be encouraged to develop their existing grammatical competencies through various activities designed to facilitate extensive practice and production of more involved language structures.

Level five **reading/vocabulary** primarily focuses on reinforcing the students' previously acquired reading skills and presenting new, more sophisticated skills. The fortification of skills such as locating the main idea/supporting details, skimming, scanning, and increasing speed will be emphasized. In addition, more involved skills, including categorizing, drawing conclusions, and summarizing, will be presented to enhance the students' ability to deal with inferential features and cultural references in a broad range of complex reading passages.

In the **listening/speaking** section, a wide range of listening, conversation, and pronunciation skills are presented. Communication based on increasing the accuracy of existing language functions and focusing on fluency in a less controlled environment is emphasized. Students are encouraged to participate in a number of situations in which they use more complex language functions to give presentations, conduct interviews, and discuss various cultural and academic issues.

Throughout this course, students will be encouraged to develop their accuracy and fluency through a variety of open-ended activities. This will include using complex grammatical structures in a less controlled environment, acquiring more sophisticated reading skills that enhance students' inferential abilities, and applying more involved language functions in a wide-ranging array of cultural and academic situations.

| Level 5 Characteristics | Objectives |
|---|---|
| • Can deal with most social situations with confidence<br>• Firm grasp of daily conversation<br>• Knowledge of vocabulary is sufficient to discuss a wider range of topics<br>• Able to handle more complex grammatical structures with a greater degree of competence | • Stress on accuracy when using more complex grammatical structures<br>• Use more idiomatic expressions in conversation<br>• More academic vocabulary covering a wide range of topics and opinions |

## III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

### Level 6 - 216 Hours per Term

The level 6 course focuses on expanding a variety of presentation skills, developing formal written and oral communication, and enhancing analytical and critical thinking skills. The main goal is to refine the skills that students have already acquired in the lower levels and expand on more sophisticated skills needed for high-level social and academic interaction.

Level 6 **grammar** emphasizes the accurate use of both **written** and oral communication. At this level, students are expected to have already acquired knowledge of complex grammatical structures. Therefore, for oral communication, the focus is on fine-tuning and troubleshooting problem areas. In-depth techniques for writing are also used to develop coherent paragraphs, with a stress on grammatical structures that complement the different paragraph types. Students will have ample opportunity to practice and refine their writing skills throughout the term.

In the **reading/vocabulary** section, the purpose is to polish and perfect reading skills related to recognizing topics/details, making inferences, and understanding vocabulary in context. An emphasis is put on developing analytical and critical thinking skills in relation to authentic and academic reading material.

Level 6 **listening/speaking** focuses on both informal and formal presentation skills related to public speaking and everyday communication in the English-speaking world. Students will work on orally presenting information, ideas, and opinions, in a coherent, organized manner. In addition, to public speaking skills, students will also gain essential communication skills including improving body language, becoming effective listeners, and understanding interpersonal and intercultural communication.

Throughout the level 6 course, students will be fine-tuning their oral communication skills to enhance both the accuracy and fluency of their English language abilities. In addition, developing coherent paragraphs and using a variety of complex grammatical structures in writing will also be emphasized.

| Level 6 Characteristics | Objectives |
|---|---|
| • Can effectively communicate about more complex topics<br>• Firm grasp of simple, compound, and complex grammatical structures<br>• Areas of weakness include articles, prepositions, tense usage and passive constructions<br>• Demonstrates fluency and ease of speech<br>• Can respond appropriately in most situations | • Broaden vocabulary knowledge and usage<br>• Express opinions about social/political topics<br>• Express contradictory opinions without hesitation |



## III. CLASS DESCRIPTIONS (continued)

All Test Preparation courses at Language Systems International are 3.6 hours per day and focus on the specific needs required to obtain a better score on the relevant test.

### TOEIC Preparation - 216 Hours per Term

TOEIC preparation program has a unique 10-day system that covers all 7 parts of the TOEIC listening and reading. You will have a practice TOEIC test every two weeks to get an idea of your TOEIC score. You can get a high TOEIC score to help you find a good job in your country.

**Intensive study of the TOEIC test:** The class uses authentic TOEIC questions in listening, grammar, vocabulary, and reading. The students participate in simulated test situations and review each test question by question.

**Speaking and Writing Practice:** The class uses a textbook approved by ETS that focuses on the new speaking and writing sections of the test. Students practice for these parts in at least two sessions each week. Pronunciation, intonation, grammar, sentence structure and other skills are emphasized to help the student succeed on these parts of the test.

**Intensive vocabulary building:** The class uses a textbook that contains vocabulary that most commonly appears on the TOEIC test. Up to an hour a day is spent on learning new words, understanding and practicing them in context, and reviewing word forms. In addition, words are often pulled from the practice tests for review. Through these two approaches, students are introduced to vocabulary from both American and British English.

**Business Readings:** Authentic business articles from newspapers and magazines are used to give students real life in-context examples of how business vocabulary is used. Students read and discuss the articles in class in order to practice comprehension skills of business-related environments.

In addition to the listening and reading portions of the paper-based test, ETS has two computer-based sections: speaking and writing. Right now, these test sections are optional, based on who the test-taker wants to submit TOEIC scores to.

| TOEIC Characteristics | Objectives |
|---|---|
| • Students who need a TOEIC score to get a job in their country<br>• Students who wish to work in business in an English-speaking country<br>• Students who wish to learn business related vocabulary | • Help students pass the TOEIC test.<br>• Help students be more successful in an actual business environment by building up their business vocabulary and comprehension of the business environment |

### TOEFL Preparation (Both Courses)

The TOEFL classes are intensive look sat the skills and strategies necessary to achieve a successful score on the different TOEFL tests.

| TOEFL Characteristics | Objectives |
|---|---|
| • Students who need a TOEFL score to get a job<br>• Students who need a TOEFL score to pursue higher education<br>• Students who wish to learn academic related vocabulary | • Help students pass the TOEFL test.<br>• Help students be more successful in an actual academic environment by building up their academic vocabulary and compre- |

## III. CLASS DESCRIPTIONS (continued)

All Conversation courses at Language Systems International are 3.6 hours per day and aim to improve a student's conversation skills.

### Conversation Program - Intermediate - 216 Hours per Term

(Prerequisite: eligibility for level 3 or above)

Conversation – Intermediate consists of 3 classes: CMAR, FOI and RPP. This program is intended for intermediate-level students who wish to focus on their ability to converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

**1st Class: Conversation Management and Accent Reduction (CMAR)**
CMAR focuses on improving everyday, practical communication skills and practicing American English pronunciation in order to speak with confidence, clarity and effectiveness.

**2nd Class: Focus on Idioms (FOI)**
In FOI, students study idioms commonly used in everyday conversations, with an emphasis on using the idioms correctly in their own speech. The students will practice idioms in a variety of different contexts and build confidence in using idioms in conversations and discussions.

**3rd Class: Role Play Practice (RPP)**
The focus of RPP is on immersing the students in different "real life" situations in which they must communicate effectively. In this class, the students will act in a variety of contexts in order to learn how to deal with real situations in the English-speaking world. Students will do dialogues, improvisations, and acting in order to improve communication skills. In addition, students will practice both formal and informal telephone skills in a variety of different contexts using real phones.

### Conversation Program - Advanced - 216 Hours per Term

(Prerequisite: eligibility for level 6 or above)

Conversation – Advanced consists of 3 classes: CMAR, IDC and IDD. This program is intended for advanced-level students who wish to focus on their ability to converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

**1st Class: Conversation Management and Accent Reduction (CMAR)**
The focus is on improving pronunciation and intonation in debates, presentations, speeches, and advanced discussions. The goal is to speak with confidence, clarity, and native-like pronunciation.

**2nd Class:** In-Depth Communication (IDC)
Students will improve their skills while working on a variety of special projects, including different types of presentations and speeches. In addition, they will practice advanced conversation strategies in a variety of formal and informal situations, including negotiating, expressing concerns, and persuading.

**3rd Class:** In-Depth Discussion (IDD)
The focus off IDD is on developing and sharpening students' skills in formal and informal debates and discussions related to real-life issues in the United States. Students will practice forming arguments and counter-arguments as well as expressing one's point of view on a variety of relevant issues.



## III. CLASS DESCRIPTIONS (continued)

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: **Grammar & Writing**, **Reading & Vocabulary**, and **Listening & Speaking**

### Level 7 - 216 Hours per Term

The level 7 course focuses on refining fluency and critical thinking skills. The main goal is to further develop and enhance the learners' authentic language capabilities through a variety of high-level, student-centered activities incorporating advanced conversation, academic essay writing, and analytical reading skills.

Level 7 **writing** includes an in-depth review and practice of important complex structures by developing various types of academic essays. The focus will be on standard, universally recognized forms of written essays and term papers accepted at American colleges and universities. **Grammar** usage is interwoven into the writing for a broad range of essay types and creative papers. The emphasis in grammar will be on fine-tuning and troubleshooting problem areas in relation to written statement.

In the **reading/vocabulary** section, the goal is to refine the advanced skills of interpretation, inference, critical analysis, evaluation and application. There will be an emphasis on the review of basic comprehension skills like scanning and on more advanced skills such as humor and intention.

Level 7 **listening/speaking** focuses on controlled, topic-related conversation and presentation skills. Through the use of authentic radio and video clips, students will further develop not only their basic comprehension skills, but also more sophisticated skills related to formulating opinions and arguments based on the issues presented in the listening passages. Students use their advanced verbal skills to acquire and reinforce advanced vocabulary, make presentations and debate various social issues.

Throughout the level 7 course, the focus is on enhancing students' advanced language capabilities through developing academic essays, reinforcing high-level reading skills, and presenting sophisticated arguments on a variety of relevant issues.

| Level 7 Characteristics | Objectives |
|---|---|
| • Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics<br>• Can discuss particular interests and special fields of competence with reasonable ease<br>• Vocabulary is more extensive<br>• Excellent command of complex grammatical structures<br>• Errors virtually never interfere with understanding | • Maintain a high level<br>• Broaden knowledge of academic vocabulary and idiomatic expressions<br>• Communicate on all topics |

## III. CLASS DESCRIPTIONS (continued)

### Business English - Intermediate Program - 216 Hours per Term

(Prerequisite: eligibility for level 4 or above)

Business English – Intermediate consists of 3 classes: Business Communications, Business Theory & Meeting Skills, and Business Practice. This program serves as an introduction and will prepare students for all aspects of the business world. The individual courses present and reinforce essential business skills, from presentations to PowerPoint, from negotiating to socializing, from phone skills (with real cell phones) to letter-writing.

**Business Communications**

This class focuses on introductory telephone skills (with real cell phones), writing skills (letters, faxes and emails), socializing skills, and cultural considerations for the U.S. business world. Students will actively participate in phone conversations, role-play realistic business scenarios, and become familiar with the customs and etiquette of the U.S. business landscape. Weekly tests will measure learners' progress in pronunciation, syntax, and acquisition of phrases commonly used throughout the workplace. Students will be instructed in the correct forms for all types of business communication, including official letters, emails, and faxes, voicemails and computer English.

**Business Theory & Meeting Skills**

The focus of this class is to establish English skills necessary to enter the worlds of business and economics. Students will lead and participate in weekly meetings, practice negotiating skills, considerably expand their general knowledge of American business culture, and increase their self-confidence when writing and speaking in different business situations and environments. Topics include: Career management, product descriptions, corporate entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money. Students will be tested weekly on ever-increasing business vocabulary skills and on a bi-weekly basis for meeting and inter-personal skills.

**Business English Practice**

This class instructs students in what is necessary when using graphs, charts, PowerPoint and overhead projector formats to make presentations, present business plans, and describe company structures, in groups and individually. Students will also learn standard interview protocols and practice interviewing skills in English, as well as learn how to market themselves by creating effective portfolios and resumes, describing themselves and negotiating salary. Students will be required to make presentations where they display effective communication and organizational skills.



## III. CLASS DESCRIPTIONS (continued)

### Business English - Advanced Program - 216 Hours per Term

(Prerequisite: a passing score in Business English – Intermediate, or eligibility for level 6 or above )

Business English – Advanced consists of 3 classes: Business Communications, Business Theory & Meeting Skills, and Business Practice. This program reviews and builds on the basic topics covered in Business English – Intermediate and will prepare students for more complex interactions in the business world. The individual courses present and reinforce more comprehensive business skills, from presentations to PowerPoint, from negotiating to socializing, from phone skills (with real cell phones) to letter-writing.

**Business Communications**

This class focuses on advanced telecommunication skills (using cell phones, skype, and webinars), writing skills (business letters, faxes, emails, and social media), socializing skills, and cultural subtleties needed to interact in the U.S. business world. Students will actively participate in business meetings via cell phones, skype, and webinars, role-play realistic business scenarios, and become familiar with the customs and etiquette of the U.S. business landscape. Weekly tests and projects involving simulated business situations will measure individual learner's progress in pronunciation, syntax, and acquisition of phrases commonly used throughout the workplace. Students will be instructed in the correct forms for all types of business communication, including official letters, emails, messages on social media (such as Facebook and), faxes, and voicemails.

**Business Theory & Meeting Skills**

This class is designed with more-intensive instruction focusing on English skills for the worlds of business and economics. Students will plan, lead and participate in weekly business meetings, practice negotiating skills in a variety of business settings, aggressively expand their general knowledge of American business culture, and increase their self-confidence when writing and speaking in different business situations and environments. Topics include: Career management, product descriptions, corporate meetings and entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money. Students will be tested weekly on more sophisticated business vocabulary skills and on a bi-weekly basis for meeting and inter-personal skills.

**Business English Practice**

This class expands on students' ability to design and use of business graphs, charts, PowerPoint and overhead projector formats to make presentations, create and present business plans, and describe company structures. Students will review and further their knowledge of interview protocols and practice interviewing skills in English, as well as learn how to market themselves by creating effective portfolios and resumes, describing themselves and negotiating salary. Students will be required to make several graded presentations where they display advanced communication and organizational skills.