Culture & Intensive English Program
Curriculum Guidelines

Essential Documents

Outcomes
Outcomes are standardized for all classes. These can be found on W:\CIEPGroups\CIEP teachers under the corresponding level as well as on the syllabi. The outcomes are skills that students are expected to know before moving onto the next level. Worksheets, quizzes, compositions, and tests already on W:\CIEPPublic\Curriculum\Teacher Resources contain activities and materials to teach and assess these outcomes. These materials can be changed and/or created by instructors.

Overviews
Overviews for all classes can be found on W:\CIEPGroups under the corresponding level. These overviews are a general guideline for your classes, but they are not standardized and do not have to be strictly followed; in other words, instructors do not have to cover units listed and choose to cover others. For example, the overview may say to give a Unit 1 test and begin Unit 2. A teacher can interpret this and think about their own schedule to decide if they want to start Unit 2 on Tuesday or perhaps Friday. It is always good pedagogy to plan ahead and look at final exams to decide what skills need to be taught prior to these exams.

Syllabi
Syllabi for classes can be found on W:\CIEPGroups\CIEP teachers under the corresponding level. Syllabi can be filled out with personal information, but they already contain the standardized information needed for the class, including outcomes.

A Note about CIEP I:
CIEP I is considered basic and pre-academic. Due to the variability of skills that are possible in students that are placed at this level, the outcomes have been divided into A, B, and C. At the beginning of each session, the CIEP I teacher should evaluate student skills through a diagnostic test or class performance. Then, based on the skill level of the majority of the students, the teacher then selects and provides instruction on the appropriate skills and outcomes. The instructor should order a textbook from the UNI Bookstore as soon as possible. Materials for these classes are found in W:\CIEPPublic\Curriculum\Teacher Resources\CIEP I - High Beginner.

In order to pass out of CIEP I, all students must take the CIEP Entrance Exam, which assesses their learning of CIEP I outcomes and allows them entrance into CIEP II, which is considered academic preparation. The entrance exam can be found in W:\CIEPGroups\CIEP teachers\CIEP Entrance Exam to CIEP II.
Course Materials

Textbooks

Textbooks for instructors can be found in the bookshelf next to room MAU113F or be acquired from the previous instructor. If textbooks cannot be not found, please discuss with the OIE Director or CIEP Curriculum & Assessment Coordinator.

Students are expected to have the textbooks by the end of the first week of classes. After the first week, teachers are not allowed to make copies of textbook pages for students who have not purchased the textbooks.

Each textbook has a website of teacher materials (videos, audio, answer keys, graphic organizers, exams, etc.). Many of these materials have been downloaded onto W:\CIEPPublic. Videos and audio for units can always be found on the publisher website. Here are the links to the publisher website:

- Reflect: https://eltngl.com/sites/reflect1e/home (Username - ReflectTeacher, Password - ngl_reflect)
- Grammar Explorer: https://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=PRO0000000538 (create own account)

To use the publisher exams for Grammar Explorer, a ticket must be placed with IT services to download ExamView on your computer. You may place a ticket through Service Hub, https://it.uni.edu/service-hub/. The tech team can remote into your computer to download it for you.

Diagnostics

Diagnostics can be found on W:\CIEPGroups and W:\CIEPPublic under the corresponding level folder. Diagnostics are created to assess the outcomes for that particular level (NOT the prior level). Therefore, students may do very poorly on these diagnostics. This is to be expected. However, if a student successfully completes all or almost all the sections, they may be a candidate for discussion in the staff placement meeting. Diagnostics are not standardized; other versions of diagnostics can be found on W:\CIEPPublic in the “Teacher-created Diagnostics” folders, in the corresponding level folder.

Lab

In addition to their class hours, it is required for students to participate in a 50-minute lab to continue their language studies and practice. Attendance is mandatory for all activities during this lab hour. During this time, students may meet with native speakers, listen to guest lecturers, complete homework, take quizzes/tests, or engage in other activities.

The level instructor is responsible for providing lessons or materials needed in the lab each day. The lab is staffed by another CIEP instructor or office staff member who will take attendance and aid students as necessary. Teachers are encouraged to be creative with the activities and rotate between group and individual activities. Any materials created by previous teachers for the lab can be found in W:\CIEPPublic\Curriculum\Teacher Resources
eLearning/Blackboard

When students are enrolled in classes, they are listed in an eLearning (Blackboard) course that is maintained by the level instructor. Students with holds on their account cannot be enrolled in courses and, therefore, do not appear in eLearning. If there are students in the class who are not listed in eLearning, the instructor should contact the OIE Office to determine if the student has a hold on their account.

Instructors must make the eLearning course available before students are able to access and use the course material. Likewise, at the end of each session, instructors may reset all completed courses to “unavailable.”

Instructors can use eLearning to upload documents, presentations, syllabi, and other important reference materials related to the content of the course. eLearning can also be used for online assessments or practice tests. For audio and video recordings, upload media to Panapto and link to your eLearning course. Find support on doing this here: https://servicehub.uni.edu/docs/pages/viewpage.action?pageId=113804121

For CIEP II through V, eLearning is required for the submission of writing assignments (journals and compositions) through Turnitin, a plagiarism detection and prevention tool. Submitting writing assignments through Turnitin also gives instructors the option to give feedback to students on their drafts electronically through the GradeMark feature.

Every instructor is required to record class grades on eLearning. More information on grading can be found here: W:\CIEPGroups\CIEP teachers\Other Materials\Grading. At the end of the session, PDFs of eLearning score sheets must be emailed to the OIE Director so they can be kept in a separate, secure file on the W:drive. Students can always check their grades as updated by the instructor on eLearning.

For more information on how to use eLearning, please see the eLearning-The Basics document located on W:\CIEPPublic\Curriculum\Technology & Resources. For more information about how to use Turnitin, please see the Blackboard 9.0 Integration Instructor User Manual also located on W:drive\CIEPPublic\Curriculum. Further questions about eLearning should be directed to senior instructors, the Assessment & Curriculum Coordinator, or IT at https://it.uni.edu/service-hub/.

Assessment

Grade Weights

<table>
<thead>
<tr>
<th>Weekly Skills Practice</th>
<th>Skills Check</th>
<th>Integrated Assessments</th>
<th>Final Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>25%</td>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Weekly Skills Practice

Weekly Skills Practice include assignments such as logs, journals, and lab tasks. These are assignments that are mostly completed outside class time. They focus on fluency in using 1-2 specific skills. The instructor should give several of these types of assignments every week. These assignments are usually given fewer than 15 points each and graded on a rubric. The classroom instructor may create the weekly skills practice assignments.
**Journals**

The purpose of journals is for students to practice the newly acquired grammar structures in the unit. Pre-made journals can be found in the folder `W:\CIEP\Public\Curriculum\Teacher Resources`. Teachers can also create their own. Journals can be used as a tool for self-reflection or as a brainstorming prompt to begin a composition assignment. Journals are graded on the basis of completion and accuracy of targeted grammar structures. Students should be writing 1-3 journals per unit. Students can submit handwritten journals or post them on eLearning. Journals can be returned to students if handwritten.

The length expectations that students should write by the end of the course (according to syllabi) are as follows:

<table>
<thead>
<tr>
<th>CIEP I</th>
<th>CIEP II</th>
<th>CIEP III</th>
<th>CIEP IV</th>
<th>CIEP V</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 60-90 words</td>
<td>10-13 lines,</td>
<td>14-17 lines,</td>
<td>18-21 lines,</td>
<td>22-25 lines,</td>
</tr>
<tr>
<td>B: 90-120 words</td>
<td>190-244 words</td>
<td>266-320 words</td>
<td>343-401 words</td>
<td>418-476 words</td>
</tr>
<tr>
<td>C: 8-10 lines,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>114-170 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If staff find challenges in meeting these guidelines, they can provide alternative prompts. For example, instead of requiring 21 lines on a journal prompt in CIEP IV, the instructor could design a journal assignment that is 3 prompts requiring 7 lines each.

**Speaking Logs**

Students must complete speaking logs throughout the term. These logs should be based upon culture talks, conversation hours, conversation partners, and any other activities that encourage students to use English outside of class. They can be in response to lectures watched in class or other class assignments. Students can also substitute culture talks and other activities with work or community experience. Also, the students can do the self-assessment log at the end of each chapter. All activities must use level appropriate language, such as grammar, pronunciation, transitions, etc. The recorded log will be a chance for students to reflect on the experience and critically think about how they can apply things they learn in class.

There is no required number of logs to be assigned throughout the session, but the teacher should assign at least 1 per unit. Teachers assess logs on the quality of responses. It is recommended that teachers grade logs using a rubric that assesses along SLOs; logs and rubrics can be found in the folder `W:\CIEP\Public\Curriculum\Teacher Resources`. Simple metacognitive and critical thinking questions include “What happened? What was good or bad about….? What are you going to do better next time?” The first log can be done in class so that students will know what is expected.

**Skills Check**

Skills Check are shorter assignments that entail formative assessment and include short presentations, discussions or Socratic seminars, lecture notes, quizzes, and comprehension organizers. The tasks are limited, but perfection in the skills is not required. The average time required to complete these skills checks are 5-20 minutes in class (or a take-home assignment that takes less than one hour to complete), and are given 20-50 points. These are usually graded on a rubric. The classroom instructor may create the weekly skills checks.
Comprehension Organizers

Comprehension organizers are designed to get students thinking about readings and lectures/talks in different ways and to comprehend the information. Graphic organizers, outlines, or notes can be used for comprehension organizers. Pre-made comprehension organizers can be found in the folder W:\CIEPPublic\Curriculum\Teacher Resources as well as the textbook website (see textbook links above), but instructors may create organizers that correlate to a level appropriate outcome. A comprehension organizer must be used for each reading, lecture, or unit discussed in class. These comprehension organizers are used on tests to assess the student’s comprehension and ability to apply the information from class. Comprehension organizers are collected and graded. Rubrics for grading can be found in W:\CIEPPublic\Curriculum\Teacher Resources\.

Students are allowed to work on comprehension organizers in class (individually) or outside of class as homework. However, after use on the test, instructors should collect and keep these organizers.

CIEP I

At this level, students will work towards filling in missing words from a conversation. They will also organize main ideas, support, and details onto a highly modified graphic organizer by topic, sequentially, and/or chronologically. They are expected to copy phrases and sentences from a text.

CIEP II

At this level, comprehension organizers should have limited main ideas with little to no details. They should start to move away from complete copying and dictation and start to write key words only. There should be no symbols or abbreviations expected. The comprehension organizers should be provided for the students. Students should not be indenting to show relationships of ideas.

CIEP III

At this level, comprehension organizers should include dictation. There should be almost no symbols or abbreviations expected, but students should be noting whole numbers. The comprehension organizers should be provided for the students. Students also should start annotating and margin-glossing in texts. Students do not need to be indenting to show relationships of ideas.

CIEP IV

At this level, comprehension organizers should include all or some paraphrased main ideas and details. There should be a limited range of symbols and abbreviations with numbers including fractions and decimals. The comprehension organizers should be guided. Students should be indenting 1 level to show relationships between ideas.

CIEP V

At this level, comprehension organizers should include paraphrased main ideas and details. There should be a wide and accurate range of symbols and abbreviations with numbers. The comprehension organizers should be minimally or not guided. Students should be indenting 2-3+ levels to show relationships between ideas.
Quizzes

Instructors can find pre-made quizzes on W:\CIEPPublic\Curriculum\Teacher Resources but are allowed to modify and create quizzes. In addition, quizzes can be varying styles or length as chosen by the instructor. All quizzes should be collected and kept by the instructor. Quizzes can also be done on eLearning as homework. If quizzes are timed and questions randomized, the cheating will be minimal. Students’ scores are recorded automatically in the eLearning Gradebook. Target outcomes must be written on the quiz.

Remember that according to the CIEP Curriculum Assessment Guidelines, “instructors are to administer 4-10 quizzes per term for a final eight-week total of 100 points or more. Quizzes are short assessments that cover a minimum number of SLOs. These should focus on one or two particular areas of instruction or skills, such as vocabulary words, word forms, or word stress. The purpose of having multiple quizzes and more often than tests is to give quick, immediate feedback on formative learning so the instructor can make decisions on further teaching.”

Integrated Assessments

Integrated assessments are summative assessments that evaluate mastery of multiple skills in a unit. These include integrated tests, formal presentations, and written compositions. These tasks usually include significant feedback and instruction from the instructor before the final product is submitted. These are usually graded on a rubric and are given 30 to 120 points. The classroom instructor may create integrated assignments.

Tests

Pre-made tests for all levels can be found in the folder W:\CIEPPublic\Curriculum\Teacher Resources\CIEP V- Advanced English. Instructors are allowed to modify or create their own tests. All tests should be collected and kept by the instructor after completion. Target outcomes must be written on the test.

Remember that according to the CIEP Curriculum Assessment Guidelines, “tests are longer assessments that cover more SLOs. The tests should coincide more or less with the number of chapters or units that a class covers. Instructors should administer 3-10 tests per term. These typically are two to four pages long and are worth approximately 30-75 points each. At the end of the eight-week term, tests should total more than 100 accumulated points.”

Final Exams

Final exams are summative assessments that evaluate mastery of multiple skills throughout the course. Final exams take place over two days and are given 300-400 points in total. Final exams are standardized and cannot be altered by the classroom instructor. Final exam materials can be found on W:\CIEPGroups\CIEP teachers under the corresponding level.

Paper-based finals can be found in W:\CIEPGroups\CIEP teachers. These are standardized assessments and are NOT to be changed by the instructor without prior approval by the Curriculum & Assessment Coordinator. Final exams for online classes can be modified by instructors based on retired, unused exams. These finals must be given to a peer or mentor for evaluation before administration. Final Exams for eLearning can be found in the shared Google Drive folders to be uploaded into an eLearning course. Finals for your classes should be looked over prior to implementing them and used as a target goal at the end of the term.
Final Exams for CIEP I

The Final Exam for CIEP I can be completed in 1 class day. The instructor may choose to do this on Day 1 or Day 2; whatever day they choose, the other day must be used for instructor or other sorts of class review. Final Exams for CIEP I can be found in the folder W:\CIEPGroups\CIEP teachers\CIEP I - High Beginner English\Final Exams.

Final Exams for CIEP II, III, and IV

Finals are given over the course of 2 days. Students will have 2 hours and 50 minutes to complete the test and may leave when finished. At the end of the time, all materials are collected and graded. Tasks assess reading, writing, grammar, listening, and speaking skills. These tasks are allocated between Day 1 and Day 2 as time allows for each skill assessment.

Day 1 Exams

The Final Exams, answer keys, and audio or video recordings can be found in the folder W:\CIEPGroups\CIEP teachers. All Day 1 Final Exams include assessing outcomes related to writing, which require a second reader.

Second Reader’s Role

The role of a second reader for final exams is to give the main instructor feedback. Second readers should grade the main instructor’s exams and return within 24 hours of the exam (not counting weekends). Please complete the second reading prior to your own class. Also, keep in mind that as a second reader, the main instructor may seek you to discuss your suggestion. If the difference in opinion is such that one instructor deems the exam as C- or below and the other instructor does not, the main instructor may look for a third reader. The role of the third reader is the same as that of the second reader. The main instructor is ultimately the person who decides the grade. The main instructor does not need to show students the other instructor’s grading.

The Assessment & Curriculum Coordinator will make second reader arrangements in Week 5 or 6 for the writing final exams (at the end of Finals Day 1). If possible, junior staff should exchange with a member of the senior staff. On the day of the exam, after the exam, give the instructor you are exchanging your exams with 1) a copy of the prompt you used, 2) photocopies of your students’ exams, and 3) enough rubrics so that they can grade your exams. When you get them back, check to see if both of you have assigned about the same grade. The main instructor has the final decision on allocating a grade to a writing final exam; however, they should consider the following:

a. If one instructor allocates a passing grade and the other a failing grade (e.g. C vs. C-), please consult with the instructor you exchanged your exams with. Talk about the reasons for this discrepancy. If needed, find a third instructor to read the composition in question.

b. If the grades are disparate by a letter grade or more, find a third instructor to read the composition.

Do not discuss the details of who the second reader was with students. Remember that the second reader helps the main instructor as a point of reference only.

What to do with a final composition that is about a different topic from the prompt?

There is a possibility that the student did not understand the prompt. In that case, delete points in the “Unity” item on the exam rubric. However, there is also the possibility of the student having memorized a previous composition and they are not
really writing an original composition for the final exam. Assign a zero to the exam, indicated by “failing” on the exam rubrics: see item Production/Originality/Plagiarism: The paragraph is the student’s original work at the time of the exam.

Junior staff, should you need further assistance, please consult with the Assessment & Curriculum Coordinator or any of the senior staff members.

Day 2 Exams
The Final Exams, answer keys, and audio or video recordings can be found in the folder W:\CIEPGroups\CIEP teachers.

Proctoring Exams
These are important points to know when administering final exams:

- They are allowed as many blank sheets of paper as they want, pencils, erasers, paper bilingual and paper monolingual dictionaries (they may not use “pictionaries”). Any sheets of paper used for the exam must be turned in along with their final test.
- Students are not allowed to use their textbooks during examinations. Exam prompts include a basic explanation of composition content.
- The use of electronic dictionaries, personal laptops, or cell phones is banned during any examination in the program.
- If there is a computer and a screen to project what is on the computer, and you feel comfortable with this, you could allow the students to access an online dictionary. The screen will help you, the instructor, check up on what they are doing on the Internet.

Final Exams for CIEP V
Final exams in CIEP V do not follow the plan described above. CIEP V final exams are as follows. Necessary materials can be found in the folder W:\CIEPGroups\CIEP teachers\CIEP V- Advanced English\Final Exams. All of these assessments are graded in the “Final Exams” category.

CIEP V Day 1 – Final Paper and Presentation
CIEP V students are assigned a final paper that they begin working on several weeks into the session. On Day 1 of finals, students will be expected to complete and turn in their research paper. If the class is small, students may have some time to finish their paper on this day, but it is due by the end of the class time.

Additionally, students will present their research findings in a formal presentation to the class. The CIEP V instructor is encouraged to invite other CIEP and OIE students and staff to celebrate the accomplishments of the students’ hard work. Students must use a PowerPoint for this presentation in a well-organized and clear manner. While students are presenting, teachers should refer to the rubric on W:\CIEPGroups to score the students.

The research paper should be graded by two instructors.
CIEP V Day 2 – Final Exam

CIEP V students complete 1 day of final exam testing on cumulative skills that they have learned throughout the course. The instructor should follow the guidelines on proctoring exams that are described above.

Worksheets and Homework

Homework is assigned to help students learn the skills for each chapter and to meet the SLOs. Instructors can find worksheets and assignments in W:\CIEPPublic\Curriculum\Teacher Resources, which can all be modified by the instructor. Worksheets and assignments are not graded but are seen as practice for students. Students are allowed to keep these assignments to practice and study from.

Integrated Language Skills

Listening

Students will listen to authentic and diverse talks in different modes that are appropriate for the level, e.g. uses the grammar structures and vocabulary at that level. Below is the length of time and intervals for audio/video recording for each level.

CIEP I

Students will listen to authentic and diverse talks in different modes that are appropriate for the level. Lectures or videos at this level should be up to 3 minutes. Students may listen to lectures 3 times during practice and assessments.

CIEP II

Students will listen to authentic and diverse talks in different modes that are appropriate for the level. Lectures or videos at this level should be up to 4 minutes. Students may listen to lectures 3 times during practice and assessments.

CIEP III

Students will listen to authentic and diverse talks in different modes that are appropriate for the level. Lectures or videos at this level should be up to 4-8 minutes. Students may listen to lectures 3 times during practice and assessments.

CIEP IV

Students will listen to authentic and diverse talks in different modes that are appropriate for the level. Lectures or videos at this level should be up to 7-10 minutes. Students may listen to lectures 3 times during practice and assessments leading to only 2 times during the final.

CIEP V

Students will listen to authentic and diverse talks in different modes that are appropriate for the level. Lectures or videos at this level should be up to 7-15 minutes (according to the syllabus). Students may listen to lectures 2 times during practice and assessments leading up to listening only 1 time on the final.
Speaking

Class Discussions and Extended Speaking

Students give talks, discuss class topics, and participate in role plays with extended speaking. The teacher assesses students based on specific areas, including language function use, vocabulary use, grammar at the current level, and pronunciation of previously learned structures. A rubric should be used to help grade these activities.

Presentations

**CIEP I**

Students give short presentations that are 1-3 minutes about biographical or familiar topics, or daily activities. They should use present tense verbs and the vocabulary and pronunciation should be level appropriate. It is not expected that students use a visual at this level.

**CIEP II**

Students will give formal speeches or presentations that are 2-3 minutes long. They should use minimal, simple transitions and can have notes in hand. The pronunciation and grammar of their speech/presentation should be level appropriate. It is not expected that students use a visual at this level.

**CIEP III**

Students will give formal speeches or presentations that are 3-5 minutes long. They should use a variety of transitions that are sometimes appropriate and can have notes in hand. The pronunciation and grammar of their speech/presentation should be level appropriate. It is expected that students use some simple images and text during their speech/presentation at this level.

**CIEP IV**

Students will give formal speeches or presentations that are 4-6 minutes long. They should use a variety of transitions that are usually appropriate and can have some minimal notes in hand. The pronunciation and grammar of their speech/presentation should be level appropriate. It is expected that students use a visual image or text at this level.

**CIEP V**

Students will give formal speeches or presentations that are 5-7 minutes long. They should use varied and appropriate transitions and have minimal to no notes in hand. The pronunciation and grammar of their speech/presentation should be level appropriate. It is expected that students use visual images and text at this level corresponding to an academic presentation.

Pronunciation

Teachers should complete all pronunciation activities in the assigned chapters but are free to address individual issues according to students’ needs. The goal is not for accent reduction: the goal is comprehensibility. There are resources in the CIEP library which offer excellent help, especially *Clear Speech and Pronunciation Power*. The website *Pronuncian* ([https://pronuncian.com/podcasts/](https://pronuncian.com/podcasts/)) has excellent podcasts and videos for classroom and

**CIEP I**

Apply phonics and word analysis by sounding out and identifying target sight vocabulary and whole numbers.

**Suggested for A:** Recite and write the alphabet; discriminate between upper and lower case letters. Articulate numbers 1-100. Speak with intelligible pronunciation of vocabulary utilizing...consonant and vowels, appropriate intonation when articulating questions; use and respond to elementary common reductions and contractions.

**Suggested for B:** Articulate and write numbers 1-100 differentiating between commonly confused numbers; recall and note numbers spoken in a talk or conversation. Speak with intelligible pronunciation of vocabulary utilizing... long and short vowels, discrimination between long and short vowels and pronunciation of most consonant sounds; a selected number of common reductions and contractions.

**Suggested for C:** Articulate and write numbers 1-100,000. Speak with intelligible pronunciation of vocabulary utilizing... correct consonants, vowels, word stress, reductions and final -s and -es endings. Use, respond to and write many common reductions and contractions.

**CIEP II**

At this level, students should be working on segmentals including elements of phonics (spelling), consonants of English, long and short vowels, and final consonants and clusters. For suprasegmentals, students should have basic intonation (declarative, question, request vs. apology), be sensitized to stress-timing, and stress perception. There should be no phonotactics used at this level.

**CIEP III**

At this level, students should be working on segmentals including elements of phonics, tense and lax vowels, final consonants and clusters, and review of low level segmentals. For suprasegmentals, students should have word stress, sentence stress, and intonation. For phonotactics, students should work on vowel reduction, (Schwa) rhythm, and linking.

**CIEP IV**

At this level, students should be working on segmentals including elements of phonics, tense and lax vowels, final consonants and clusters, and review of low level segmentals. For suprasegmentals, students should have word stress, sentence stress, and intonation. For phonotactics, students should work on vowel reduction, (Schwa) rhythm, and linking.

**CIEP V**

At this level, students should be working on segmentals including vowels (or other individual needs). For suprasegmentals, students should have intonation patterns and sentence stress. For phonotactics, students should work on linking and register awareness.
### Reading

<table>
<thead>
<tr>
<th></th>
<th>CIEP I</th>
<th>CIEP II</th>
<th>CIEP III</th>
<th>CIEP IV</th>
<th>CIEP V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>100-300 words</td>
<td>300-400 words</td>
<td>400-500 words</td>
<td>500-650 words</td>
<td>650-900 words</td>
</tr>
<tr>
<td>Content</td>
<td>Highly modified texts</td>
<td>Modified texts</td>
<td>slightly modified texts</td>
<td>slightly modified and/or authentic academic texts</td>
<td>academic and authentic texts</td>
</tr>
<tr>
<td>CEFR Scale</td>
<td>Pre-A1-A2</td>
<td>A2-B1</td>
<td>B1</td>
<td>B2</td>
<td>B2 to C1</td>
</tr>
<tr>
<td>Readability</td>
<td>3.0-4.9</td>
<td>5.0-6.5</td>
<td>6.6-7.9</td>
<td>8.0-9.5</td>
<td>9.6-12.0</td>
</tr>
</tbody>
</table>

### Writing

**Compositions**

In all writing, students will follow the process approach. This means that students usually write three drafts for every composition: an outline or organizer (first draft), a second draft, and a third or final draft. However, it is the instructor’s decision as to how many drafts students will be required per composition. In CIEP I, often only a first and second draft are assigned. The instructor should discuss this with the students the first day of class and include it in the syllabus. Also, note that compositions can be returned to students.

**Process of Composition**

Instructors collect all drafts and give feedback on the students’ work. Instructors should use the standardized editing symbols list found on W:\CIEPGroups\CIEP teachers\Writing\Outcomes, Overviews, and Guidelines\Grading. If the class is large, students work on peer-editing specific aspects of the first and second drafts guided by a worksheet prepared by the instructor. Peer-editing worksheets can be found in the W:\CIEPPublic drive. After the students receive feedback on their outline or organizer, they will revise their compositions and submit a second draft. The instructor should use the standardized editing symbols list to provide feedback on the second draft.

After the students receive feedback on their second draft, they will revise their compositions and submit a third/final draft. The third/final draft should be submitted via eLearning. The outline/organizer and second drafts should also be given to the teacher the same day the final draft is due. For in-person classes, instructors may print the third/final draft, print the rubric to grade the final draft and staple all the drafts together. If preferred or necessary for online classes, instructors can do the grading electronically via eLearning or TurnItIn. There are several rubrics for final drafts in the folder W:\CIEPPublic\Curriculum\Teacher Resources\ If needed, please consult with the Curriculum & Assessment Coordinator, senior staff member, or the previous instructor.

For each composition, each subsequent draft should be awarded a progressively larger percentage to reflect student’s work. A suggested percentage is 10% for the first draft (outline), 40% for the second draft and 50% for the final draft.
CIEP I
Compositions at this level are a string of related sentences. Over the term or as they move from A to C curriculum, they should move from a list of sentences to a paragraph form. There is a clear topic and simple topic sentence with details and examples to support the topic sentence.

CIEP II
Composition at this level means an emergent paragraph with a basic topic sentence. It is required that the students write 3-5 compositions.

CIEP III
Composition at this level means a more fully-developed paragraph. It is required that the students write 3-5 compositions.

CIEP IV
Composition at this level means an emergent 4-paragraph essay, with the option for a 5-paragraph as prerogative of teachers and students. It is required for students to complete 3-4 essays at this level.

CIEP V
Composition at this level means a fully developed multi-paragraph essay following different rhetorical styles and summary/response writing. Students should write 3 essays in this level with an additional research paper. Composition assignments for this level require that students include outside information from sources with APA citations.

Research

<table>
<thead>
<tr>
<th>CIEP I</th>
<th>CIEP II</th>
<th>CIEP III</th>
<th>CIEP IV</th>
<th>CIEP V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>none</td>
<td>none</td>
<td>- find credible resources</td>
<td>- find credible research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- paraphrase &amp; summarize short ideas from research</td>
<td>- paraphrase &amp; summarize ideas from research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- cite research in APA</td>
<td>- APA in research</td>
</tr>
</tbody>
</table>

Plagiarism
A suggested procedure for deterring plagiarism is to take the time to write the complete outlines/organizers and first drafts in class. This means that the instructor will have a baseline to compare natural (and unnatural) progressive improvements with which to document student’s achievements/misses or a possible instance of plagiarism. This meets outcomes about research and citations.

Students should upload each draft via eLearning/Blackboard to Turnitin.com. You will first need to create the assignments in Blackboard so that students are able to do this. Using eLearning and TurnItIn has two purposes: first, it allows you to create a database to which you and other instructors can refer to when dealing with suspected plagiarism, and second, it aligns with the mission of the CIEP to prepare our students for academic instruction in colleges and universities. If the instructor finds a previous similar composition, they may want to investigate the original.
To do so, simply select the button to ask the instructor whose student submitted the original composition. Then it will automatically send an email to the instructor, who will then need to permit it.

If you can prove plagiarism, do not accept any work. It is up to the teacher whether to give the student another opportunity to write the plagiarized work or to allot a zero to that piece of homework. Make sure that your policy to handle plagiarized work is included in your syllabus. The plagiarism form for the OIE office should also be filled out; this can be found online in the student handbook: https://ciep.uni.edu/student-handbook. Guidelines for meeting with the student and having either the Curriculum & Assessment Coordinator or other senior teacher as a witness should also be included.