



Competency 2: The student will demonstrate the ability to perform academic **speaking** tasks by:

1. participating in college-level oral communication tasks such as classroom discussions, small group activities, conducting interviews (field studies), and giving oral reports or demonstration presentations.
2. preparing for participation in the above communication tasks by gathering, selecting and organizing basic support materials and by planning delivery with attention to audience and peer interaction needs.
3. summarizing information or opinions from original sources, including textbooks and professors, and crediting the sources.
4. adjusting grammar and vocabulary use to fit different communication situations (e.g., addressing questions in appropriate style in a classroom setting vs. writing test answers from teacher lectures and required readings).
5. speaking at an advanced level with comprehensible pronunciation, stress, and intonation.

Competency 3: The student will demonstrate acquisition of academic **vocabulary** by:

1. expanding general knowledge of English vocabulary and expressions (e.g., through the study of word forms and affixes, synonyms, antonyms, collocations, idioms, phrasal verbs, and context).
2. using common academic vocabulary in context.
3. using formal and informal expressions appropriate to inclusion in first-year college discourse communities such as employing mechanisms for turn taking, negotiating, questioning or clarifying, and facilitating conversation flow.
4. using lexico-grammatical structures identified in the MDC general education high frequency language samples.

Competency 4: The student will demonstrate the ability to use **grammar** for academic purposes by:

1. speaking and writing with increasing accuracy.
2. using grammar/vocabulary characteristic of academic communication in most commonly taken first-year general education courses.
3. recognizing sentence structure components in scientific/academic writing (subjects, verbs, additional elements).
4. recognizing clauses in scientific/academic writing.
5. using clause structures (noun, adverb, and adjective/relative clauses).
6. expressing logical relationships through subordination and coordination (with attention to parallelism).
7. using phrasal structures (including noun phrases, clause reductions, gerunds, etc.).

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8. using verbs in a variety of tenses, aspects, voices, and moods.
9. using modal and conditional forms.
10. maintaining agreement between both subject and verb and pronoun and antecedent.
11. recognizing and correcting sentence level errors.

Competency 5: The student will demonstrate **technology and study** skills by:

1. using the lab, Internet, and/or other resources for support of communication activities.
2. applying successful study habits from notes.
3. selecting the most important information from assignments and lessons presented during class sessions to study for tests or use for other academic tasks.

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