

# English Language Support Program

## Handbook 2021 - 2022

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August 2021

I am very pleased to welcome you to Emory University, and I hope your stay will be pleasant and successful. The English Language Support Program Handbook contains useful information to assist you during your time at Emory. You will want to read it carefully and ask any questions about parts you may not understand.

The Handbook describes the English language assessment requirement and the support available if you require assistance in improving your English language proficiency. All individuals are required to take an Emory-Specific English Language Assessment prior to registering for classes.

If you are a degree-seeking graduate student and the results on the assessment indicate the need for support, you will enroll in a series of support courses during your first year at Emory. Upon satisfactory completion of the course sequence, you will take a Post Speaking Assessment to show your degree of improvement and to receive recommendations for teaching in the Graduate School's TATTO program. The assessment scores will be mailed to you and to the Director of Graduate Studies in your department.

If you are an Emory employee, you can enroll in one course per semester (either speaking or writing). Upon satisfactory completion of the speaking course sequence, you will take a Post Speaking Assessment to show your degree of improvement.

I encourage you to participate actively in the courses and to continue developing your language skills while you are in the U.S.

Best wishes for a successful year!

Sincerely,

*Mackenzie Bristow*  
Program Director



FACULTY

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**Mackenzie Bristow**  
**Program Director**  
mackenzie.bristow@emory.edu  
(404) 727- 2183

*1784 North Decatur Rd  
Suite 101  
Atlanta, Georgia 30322*



**Heather Boldt**  
**Instructor**  
heather.boldt@emory.edu  
(404) 727-8075



**Peggy Wagner**  
**Instructor**  
peggy.wagner@emory.edu  
(404) 727-1217



**Grace Song**  
**Instructor**  
grace.song@emory.edu  
(404) 727-9187

## Testing Policy

All **degree-seeking graduate students**, regardless of citizenship status or educational background, whose first language is not English must take the Laney Graduate School English Language Proficiency Test or receive an exemption **before** registering for degree classes or participating in TATTO. This assessment is not used in the admissions process, but for teaching recommendations and placement of students who need English language support. If scores indicate a speaking and/or writing course requirement, these courses must be taken in the first academic year, including first-session summer semester as needed. Assessment scores for graduate students are provided to the students and to the Directors of Graduate Studies.

**Emory research employees** who wish to enroll in an ELSP class must first take the test and then be advised into a sequence of class based on their scores. Scores for Emory employees are provided to the employees.

The test has two sections: speaking and writing.

## SPEAKING SKILLS:

The **Initial Speaking Assessment** consists of a thirty-minute recorded conversation between a trained interviewer and a student. The speech sample is scored by two raters and measures patterns of strengths and weaknesses establishing the student's level of consistent functional ability. A ranking system of **Novice**, **Intermediate**, **Advanced**, and **Superior** with **low**, **mid**, and **high** sub-categories within each level (except Superior) is used to describe the student's oral proficiency.

Based on the score, a **graduate student** may be required to take ELSP support courses and will receive recommendations for participating in TATTO (see chart on next page).

Upon completing the required speaking course sequence, the speaking requirement is satisfied. However, all students are welcome to continue enrolling to enhance their skills and reach their professional development goals.

## ASSESSMENT

Levels & Teaching Recommendations	Description of Speaking Levels
<b>Superior Level 4</b>  Full Teaching	<p><b>A superior speaker requires no more support than most entering graduate students.</b></p> <p><b>Superior - No ELSP Required</b>            Communicates effectively in extended discourse on a wide range of topics from both concrete and abstract perspectives. Supports opinions and hypothesizes, and can handle linguistically unfamiliar topics and situations using native-like strategies. Sporadic errors may appear; however, listeners are not distracted from the message.</p>
<b>Advanced Level 3</b>  Supervised Teaching	<p><b>An advanced speaker would benefit from direct speaking instruction, maximizing learning.</b></p> <p><b>Advanced High - No ELSP Required; Recommended courses: 520 (fall), 530 (spring)</b>            Handles at least 50% of superior tasks, though patterned errors may appear. With some consistency can support opinion and provide structured arguments; however, performance will feature breakdown such as discussing topics more comfortably concretely, resorting to simplification through the use of description or narration in place of argument, or lacking the more sophisticated and precise language needed to adequately address the task.</p> <p><b>Advanced Mid - Required courses: 517(fall), 518 (spring)</b>            Handles a large number of communicative tasks in paragraph length discourse with ease and confidence. Can discuss topics of personal and public interest, providing full accounts though with occasional difficulty and awkwardness. Often able to state an opinion or cite conditions but lacks the ability to consistently provide a structured argument in extended discourse.</p> <p><b>Advanced Low - Required courses: 517 (fall), 518 (spring)</b>            Handles a variety of communicative tasks in paragraph length discourse though somewhat haltingly at times. Can discuss topics of personal and, to a lesser degree, public interest, and demonstrates ability to narrate and describe in major time frames, perhaps with noticeable self-correction and "grammatical roughness." Conveys the intended message without confusion, and can be understood by listeners not accustomed to non-native speakers; however, repetition or restatement may be needed.</p>
<b>Intermediate Level 2</b>  <b>High:</b> Restrict to controlled teaching in small groups  <b>Intermediate Mid/Low:</b>  No teaching	<p><b>An intermediate speaker needs direct speaking instruction and consistent speaking practice.</b></p> <p><b>Intermediate High - Required courses: 505 (fall), 515 (spring), 516 (summer)</b>            Handles at least 50% of advanced tasks, though errors and hesitation may occur. With some consistency can narrate and describe in major time frames using connected discourse; however, performance will feature breakdown such as the failure to maintain the narration in the appropriate time frame, the disintegration of connected discourse, or the inability to be understood by listeners not accustomed to non-native speakers.</p> <p><b>Intermediate Mid - Required courses: 505 (fall), 515 (spring), 516 (summer)</b>            Handles successfully a variety of communicative tasks in predictable social and work-related situations with strings of sentences and some paragraphing. With the advanced level tasks of narration and description, can provide information but has difficulty linking ideas, maintaining appropriate time frame, and using communicative strategies, such as circumlocution.</p> <p><b>Intermediate Low - Required courses: 505 (fall), 515 (spring), 516 (summer)</b>            Handles a limited number of communicative tasks in predictable social and work-related situations with strings of sentences. Creates meaning with language, though often filled with hesitancy and inaccuracies while searching for appropriate grammatical structures and vocabulary. Can generally be understood by sympathetic listeners, especially those accustomed to non-native speakers.</p>
<b>Novice Level 1</b>  No Teaching	<p><b>A novice speaker needs intensive language instruction to meet the demands of graduate school.</b></p> <p><b>Novice - Students at this level are not anticipated.</b></p> <p><b>High:</b> Handles at least 50% of intermediate tasks, but unable to sustain performance. Conversation restricted to a few predictable topics. <b>Mid and Low:</b> Communicates minimally and with difficulty.</p>

**ENGLISH LANGUAGE  
ASSESSMENT**

**WRITING SKILLS:**

The **Writing Skills Assessment** requires the student to complete a one-hour essay on a designated academic topic. The essay measures writing competence and is evaluated and scored by two trained raters. A ranking system of **Novice, Intermediate, Advanced,** and **Superior** is used to describe the student’s writing proficiency.

Levels	Description of Writing Levels
<b>Superior Level 4</b>  Full Competence	<b>Superior - No ELSP Required</b> Contains all the qualities of clear and purposeful academic writing; effectively addresses the writing task; well organized and developed; shows consistent facility in the use of language even though the essay may contain a few errors. Student requires no more support than an average native speaker/writer.
<b>Advanced Level 3</b>  Competence	<b>Advanced High - No ELSP Required</b> Exhibits emerging characteristics of the superior level  <b>Advanced Mid - No ELSP Required</b> Contains most of the qualities of clear and purposeful academic writing; generally well organized and developed. Errors generally do not distract or obscure meaning. Student would benefit from peer/faculty support.  <b>Advanced Low - No ELSP Required; Recommended courses: 510 (fall), 511 (spring)</b> Demonstrates minimal control of the advanced level. Student would benefit from direct instruction and consistent writing practice for at least one semester
<b>Intermediate Level 2</b>  Minimal Competence	<b>Intermediate High – Required courses: 510 (fall), 511 (spring)</b> Exhibits emerging characteristics of the advanced level. Student needs direct instruction and consistent writing practice.  <b>Intermediate Mid - Required courses: 510 (fall), 511 (spring)</b> Contains some of the qualities of clear and purposeful academic writing; addresses the topic but may slight parts of the task; adequately organized and developed; possible inconsistent facility with syntax and vocabulary. Errors may distract reader from the message or obscure the meaning. Student needs direct instruction and consistent writing practice.  <b>Intermediate Low - Required courses: 510 (fall), 511 (spring)</b> Demonstrates minimal control of the intermediate level. Student needs direct instruction and consistent writing practice.
<b>Novice Level 1</b>  Little or No Competence	<b>Novice High</b> Exhibits emerging characteristics of the intermediate level. <b>Student needs intensive writing instruction.</b>  <b>Novice Mid</b> Demonstrates some developing competence in academic writing; lacks a central idea and a clear organizational plan; contains an accumulation of errors in grammar or word choice. <b>Student needs intensive writing instruction</b>  <b>Novice Low: No Competence</b>

Scale for test adapted from criteria developed for the TOEFL Test of Written English (TWE) and Advanced Placement International English (APIEL).

## SUPPORT COURSES

The English Language Support Program is designed to provide English language assistance for international and multilingual **graduate students** during their first academic year. A core curriculum of courses helps students perform well in their academic classes and prepares students for future professional opportunities. The courses help **Emory employees** participate effectively in their work environment and profession. The goals and objectives of oral and writing skills courses have been established to fit the needs and requirements of the academic departments and the students. Each course listed below is described in detail in Appendix B.

### Courses Offered:

First-Year Required Course Sequence for Graduate Students (Open to Emory Research Employees)			
Placement Scores	Fall	Spring	First-Session Summer
<b>Writing:</b> Intermediate – Required Advanced-Low – Recommended	ELSP 510: Fundamentals of Graduate Writing I 3 credits	ELSP 511: Fundamentals of Graduate Writing II 2 credits	ELSP 521 Research Article Writing 1-2 Credits
<b>Intermediate Speaking:</b> All Sub-levels	ELSP 505: Communication Skills for Intermediate Speakers I  3 credits	ELSP 515: Communication Skills for Intermediate Speakers II  3 credits	ELSP 516: Communication Skills for Intermediate Speakers III  2 credits
<b>Advanced Speaking:</b> Low - Mid	ELSP 517: Communication Skills for Advanced Speakers I  3 credits	ELSP 518: Communication Skills for Advanced Speakers II  2 credits	
Electives (Graduate Students & Research Employees)			
<b>Advanced Speaking:</b> High  (Open to students who complete an ELSP speaking sequence with a minimum 3.0 score on Post Assessment)	ELSP 520: Seminar in Professional Communication  3 credits	ELSP 530: Laboratory in Professional Communication  2 credits	
Electives (Research Employees)			
<b>Intermediate Speaking:</b> Low-Mid		ELSP 502: Fluency Building I  3 credits	ELSP 503: Fluency Building II  2 credits

## REGISTRATION PROCEDURES

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Before students register, they must first meet with faculty to pick up assessment scores and a signed registration form. Please contact your program for information on dates and time.

### **ATTENDANCE POLICY:**

ELSP courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the ELSP in the Laney Graduate School, students are expected to participate actively in all ELSP classes.

If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the Instructor will notify the Director of the ELSP in writing. The ELSP Instructor in consultation with the student and the ELSP Director will determine if s/he will be able to complete the class satisfactorily.

### **PLAGIARIAM POLICY:**

Deliberately or inadvertently using the words of another person without giving due credit is considered **plagiarism** (a serious offense at the university). Each student is responsible for understanding what constitutes plagiarism. Refer to the Laney Graduate School handbook at: <https://gs.emory.edu/handbook/honor-conduct-grievance/honor/index.html#two>

### **TITLE IX POLICY:**

Emory University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Thus, in accordance with federal law and its commitment to a fair and open campus environment, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, sex, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law.

Title IX of the Educational Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Emory fosters a safe learning and working environment that supports academic and professional growth of students, staff, and faculty and does not tolerate sexual misconduct in its community and will take prompt action when misconduct occurs. Emory's full Title IX policy can be found here:

<https://emory.ellucid.com/documents/view/16836/?security=4f94881ac0ddcbae11c4a4115a74ae7de40de24b>

## GRADING SYSTEM ATTENDANCE POLICY

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Courses are credit courses entered on a student's transcript (for both **graduate students and Emory employees**); however, the credits do not count toward degree requirements. Graduate students are expected to complete each course satisfactorily during their first academic year for participation in the TATTO Program and for graduation requirements. Courses are graded as satisfactory or unsatisfactory.

Students are encouraged to perform well in each course in order to meet the language proficiency requirements to pass the course and to participate successfully in an academic program and work environment.

### ATTENDANCE POLICY

Support courses are developed around a very tight schedule making attendance in each class important for the student's full language development. In order to meet the English language requirements of the Laney Graduate School, students are expected to participate actively in all classes.

**If a student misses three classes in a 3-credit course or two classes in a 2-credit course, the instructor will notify the director of the ELSP Program in writing. The instructor in consultation with the student and the Program Director will determine if s/he will be able to complete the class satisfactorily.**

## Appendix A: Testing Schedule

ELSP coursework is a required, integral part of the LGS curriculum. All degree-seeking students, regardless of citizenship status or educational background, whose first language is other than English must take the Laney Graduate School English Language Proficiency Test or receive an exemption. This assessment is not used in the admissions process, but for teaching recommendations and placement of students who need English language support. See information about accessing the placement test below.

The ELSP language assessments are conducted on Canvas (Emory's course delivery system) and Zoom by invitation.

Upon accepting the invitation to Canvas, you will have access to ELSP Testing Course and will be able to take the writing assessment and make an appointment for the oral interview.

The deadline to complete the writing assessment and to make an appointment is August 6. If you have not received an invitation and feel you would like to be tested, please contact us. For further information, our Frequently Asked Questions page will be useful as well as the "What to Expect" section below. Please contact the director, Mackenzie Bristow at [mbrist2@emory.edu](mailto:mbrist2@emory.edu) for further questions.

### What to Expect

The Initial Speaking Assessment consists of a thirty-minute recorded conversation between a trained interviewer and a student. The speech sample is scored by two raters and measures patterns of strengths and weaknesses establishing the student's level of consistent functional ability. A ranking system of Novice, Intermediate, Advanced, and Superior with low, mid, and high sub-categories within each level (except Superior) is used to describe the student's oral proficiency. Based on the score, a graduate student may be required to take ELSP support courses and will receive recommendations for participating in TATTO, if needed.

The Writing Assessment requires the student to complete a one-hour essay on a designated academic topic. The essay measures writing competence and is evaluated and scored by two trained raters. A ranking system of Novice, Intermediate, Advanced, and Superior is used to describe the student's writing proficiency with low, mid, and high sub-categories within each level (except Superior). A student who scores Superior, Advanced High or Advanced Mid has no ELSP writing course requirements. A student who scores Advanced Low is recommended to take one course in the fall (ELSP 510). A student who scores Intermediate, High, Mid, or Low is required to complete a two-course sequence (ELSP 510, ELSP 511)

## Appendix B: 505 Syllabus

### ELSP 505 INTERMEDIATE TRACK SYLLABUS Communication Skills for Intermediate Speakers I ~ to communicate clearly with paragraph discourse structure ~

**Description:** ELSP 505 is designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ESL speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible.

**Objectives:** In ELSP 505, students focus on:

- language functions: developing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- fluency: improving the flow of speech and developing the ability to use cohesive devices to connect sentences
- grammar: improving command of word endings, word forms and syntax
- pronunciation: improving articulation of sounds and building awareness of grouping and rhythm
- vocabulary: expanding vocabulary and lexical phrases used in academic speaking tasks
- listening: building awareness of patterns of spoken English to improve comprehension
- self-study strategies: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through the following major speaking tasks:

- scripted formal presentations related to your field of study
  - describing a process
  - providing an extended definition of a term
- seminar-style discussions of academic content
  - participating appropriately in formal discussions
- audio recordings focusing on specific features of speech

**Grading:**

S (satisfactory)      U (unsatisfactory)

In addition, students must:

- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 515

Students should remember that **consistent speaking and listening practice over time and outside of class** is required to develop the ability to participate effectively in interactive language activities.

**ELSP 515: Communication Skills for Intermediate Speakers II**  
**- to effectively communicate with your words and your voice -**

**Description:** ELSP 515 is designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ESL speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible. This course focuses on:

- language functions: advancing the ability to narrate and describe in major time frames and developing the ability to elicit and support opinions in cohesive paragraphs
- fluency: improving the flow of speech and developing the ability to use cohesive devices to connect sentences and paragraphs
- grammar: improving command of word endings, word forms and syntax
- pronunciation: improving grouping (pausing, linking and focus), rhythm (word and sentence stress), intonation (vocal variety), and articulation of sounds as needed
- vocabulary: expanding vocabulary and lexical phrases used in academic speaking tasks
- listening: building awareness of patterns of spoken English to improve comprehension
- self-study strategies: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through the following major speaking tasks:

- Semi-scripted formal presentations
- Seminar-style discussions of academic content and current events
- Audio recordings focusing on specific features of speech

**Grading (on Graduate School transcripts):** **S** = satisfactory (pass)      **U** = unsatisfactory (fail)

To receive an "S", a student must receive an overall satisfactory grade (80%). In addition, the student should demonstrate an improvement in functional speaking ability as described in the objectives and a level of proficiency adequate for effective participation in ELSP 516. See reverse for grading details.

**Attendance Policy:** ELSP courses are developed around a very tight schedule making attendance in each class important for the student's full language development. If a student misses three classes, the Instructor will notify the Director of the ELSP in writing. The instructor in consultation with the student and the ELSP Director will determine if s/he will be able to complete the class satisfactorily.

**Plagiarism:** Using the words of another person without giving credit is considered plagiarism (a serious offense at the university). Each student is responsible for understanding what constitutes plagiarism.

**ELSP Policy on Late Assignments:** Students are expected to complete all assignments on time. Assignments turned in later than one week after the due date will receive a **zero** grade. The ELSP Director will be notified when a student receives unsatisfactory grades.

In case of emergency health reasons, a student must notify the instructor and may be required to submit a note from his/her doctor or from the program Director of Graduate Studies. AY 2020/2021: See p. 3 for Covid-related health information.

*Students should remember that **consistent speaking and listening practice over time and outside of class** is required to develop the ability to participate effectively in interactive language activities*

## Appendix B: 516 Syllabus

### ELSP 516: Communication Skills for Intermediate Speakers III

- to apply effective communication skills in professional speaking tasks -

OPI (Speaking Assessment): On completion of ELSP 516, students take a speaking assessment similar to the one taken on entering the program.

**Description:** Designed to improve the communication skills of intermediate (OPI level 2) students and build on ELSP 505 and 515. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ESL speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible.

**Objectives:** Students will focus on:

- language functions: advancing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- fluency: improving the flow of speech and advancing the ability to create coherent and linked paragraphs
- grammar: exhibiting more consistent control of word endings, word forms and syntax
- pronunciation: improving grouping (pausing, linking and focus), rhythm (word and sentence stress), intonation (vocal variety), and articulation of sounds as needed
- vocabulary: using precise vocabulary and lexical phrases in academic speaking tasks
- listening: noticing patterns of spoken English to improve comprehension
- self-study strategies: implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through the following major speaking tasks:

- academic, formal presentations related to your field of study
  - mock interview; responding professional to questions
  - field of study topic with visual support
- seminar-style discussions of academic content
  - participating in and leading formal seminar-style discussions
- audio recordings focusing on specific features of speech

**Grading:**        **S = satisfactory**        **U = unsatisfactory**

ELSP courses and grades are included on GSAS transcripts. In order to pass this course, students must receive a grade of **SATISFACTORY ("S")**. In order to receive an "S", a student must:

- attend class (refer to attendance policy) and receive satisfactory grades (see "ELSP 516 Grading") for the following:
  - Recorded Presentations
  - Discussions - Leading & Participating
  - Classroom Assignments (Audio Activities, Textbook, Other)
- demonstrate improvement in functional speaking ability as described in the objectives

## Appendix B: 517 Syllabus

### ELSP 517 ADVANCED TRACK

#### Communication Skills for Advanced Speakers I

#### - to communicate effectively with your words and your voice -

**Course Objectives:** Advanced speakers (OPI level 3) can narrate and describe in the past, present, and future time frames in paragraph-length discourse. Although they may have varying degrees of fluency and accuracy, advanced speakers can convey their message without confusion and be understood by listeners not accustomed to ESL speakers. However, they may lack the language to discuss topics extensively, participate in formal and professional conversations, and consistently provide a structured argument in extended discourse. ELSP 517 is designed to improve the communication skills of advanced students by focusing on:

- **language functions:** solidifying the ability to narrate and describe in major time frames; and advancing the ability to structure, explain, and defend arguments and the ability to construct hypotheses
- **fluency:** improving the flow and flexibility of speech and the use of cohesive devices to connect discourse
- **grammar:** improving command of word endings and forms, syntax, and complex structures
- **pronunciation:** improving word stress, grouping (pausing, linking, and focus), intonation (vocal variety), rhythm, and English sound articulation (individualized)
- **vocabulary:** expanding vocabulary from general to more precise and sophisticated word choice
- **listening:** building awareness of patterns of spoken English to improve comprehension
- **self-study strategies:** developing and implementing learning techniques outside the classroom

These objectives will be practiced and demonstrated through the following major speaking tasks:

- informal and formal academic presentations with field of study content, including an informal research talk, and presentations demonstrating effective integration of visual support with PowerPoint
- discussions in which students lead and participate in and other communicative activities

**Learning Objectives:** At the end of this course, students will

- discuss current issues and research methodology with accurate verb tense and verb endings
- express ideas in detail and an organized manner about current issues and work interests
- use organizational strategies to express opinions and to speak in extended discourse
- establish conditions and construct hypotheses using more complex structures and verb tense
- deliver well-organized presentations with accuracy, clarity, and vocal variety

**Attendance Policy:** If a student misses three classes, the Instructor will notify the Program Director. The instructor with the student and the Director will determine if the class can be completed satisfactorily.

**Plagiarism:** Using the words of another person without giving credit is considered plagiarism (a serious offense at the university). Each student is responsible for understanding what constitutes plagiarism.

**ELSP 517: Grading Additional or different grading criteria may be given with an assignment**

**Grading (on graduate school transcripts):** S = satisfactory (pass) U = unsatisfactory (fail)

To receive an "S", a student must receive an overall satisfactory grade (80%) for graded assignments.

3 presentations (5%, 10%, 10%).....	25%	Audio recordings....	25% (Final = 10%)
Class activities..... (= in class & prepared for discussions & activities).	20%	Assignments .....	30%

**Grading Policy:** Students are expected to complete all assignments on time. Assignments turned in later than one week after the due date will receive a **zero** grade. The ELSP Director will be notified when a student receives unsatisfactory grades. In case of emergency health reasons, a student must notify the instructor and may be required to submit a note from his/her

doctor or from the program Director of Graduate Studies.

### **Presentations**

- 10 **Excellent:** The presentation followed the given guidelines, and content was easily understood
- 9 **Very good:** One or two guidelines may need slight improvement, but content was fully understood
- 8 **Good:** One or two guidelines may need improvement, but content was mostly understood
- 7 **Fair:** Guidelines may need significant improvement, but main ideas were clear
- 6- **Poor:** Guidelines may need significant improvement, and/or content was difficult to understand

### **Assignments**

- 10 **Excellent:**
  - The assignment followed guidelines for content, language use, and deadlines; and was completed with thoroughness
  - The assignment showed evidence of monitoring for grammatical and/or pronunciation issues as relevant
- 9 **Very good:** One or two guidelines may need slight improvement, but assignment was completed with thoroughness
- 8 **Good:** One or two guidelines may need improvement, but assignment was completed
- 7 **Fair:** Guidelines may need significant improvement, but assignment was completed
- 6- **Poor:** Guidelines may need significant improvement
- 0 **Not completed:** Assignment was either not completed or not turned in within one week of due date (see ELSP grading policy)

### **Participation in discussions and other significant communicative activities**

- 10 **Excellent:**
  - The student participated actively and appropriately for the given objectives
  - Assignments (if any) for the activity were completed before class
  - The student showed evidence of monitoring for pronunciation and/or grammatical issues
- 9 **Very good:** One or two qualities may need slight improvement, but participated actively and effectively
- 8 **Good:** One or two qualities may need improvement, but the student gave full attention to the activity
- 7- **Fair:** The student did not give full attention to the activity
- 0 **Absent:** The student was not in class for the activity

### **Audio Recordings**

- 10 **Excellent:**
  - The recording followed the given guidelines, and the content was easily understood
  - The student showed evidence of practicing the given objectives (e.g. content or use of voice)
  - The student showed evidence of monitoring for pronunciation and grammatical issues
- 9 **Very good:** One or two guidelines may need slight improvement, but content was fully understood
- 8 **Good:** One or two guidelines may need improvement, but content was mostly understood
- 7 **Fair:** Guidelines may need significant improvement, but main ideas were clear
- 6- **Poor:** Guidelines may need significant improvement, and/or the content was difficult to understand
- 0 **Not completed:** Assignment either not completed or not turned in within one week of due date (see ELSP grading policy)

### **Final Interview**

- 10 **Excellent:**
  - Questions were answered fully and appropriately (for narration and structuring arguments)
  - The speaker was fluent and confident
  - The speaker's grammar was accurate (especially in verb phrases)
  - The speaker's voice was easily comprehensible (e.g., thought groups, word stress, vocal variety, articulation)
- 9 **Very good:** One or two criteria may need slight improvement, but content was fully understood
- 8 **Good:** One or two criteria may need improvement, but content was mostly understood
- 7 **Fair:** Criteria may need significant improvement, but main ideas were clear
- 6- **Poor:** Criteria may need significant improvement, and/or content was difficult to understand

## **Appendix B: 518 Syllabus**

**ELSP 518: Advanced Track**  
**Communication Skills for Advanced Speakers II**  
*- to apply effective communication skills in professional speaking tasks -*

**Description:** ELSP 518 is designed to continue to improve the communication skills of the Advanced (Level 3) student. Advanced speakers can narrate and describe in the past, present, and future time frames with varying degrees of fluency and accuracy and can be understood by listeners not accustomed to ELSP speakers. However, speakers may lack the language to discuss topics extensively, to participate in formal and professional conversations, and to consistently provide a structured argument in extended discourse. ELSP 518 facilitates movement from instructor-guided monitoring of communication patterns (as in ELSP 517) to self-monitoring during structured and spontaneous speaking situations.

**Objectives:** ELSP 518 focuses on:

- **language functions:** solidifying the ability to easily and confidently narrate and describe in various time frames; advancing the ability to structure, explain, and defend arguments, and construct hypotheses
- **fluency:** improving the flow and flexibility of speech and the use of cohesive devices to connect extended discourse
- **grammar:** improving command of word endings, word form, syntax, and advancing control of complex structures
- **pronunciation:** improving word stress, grouping (pausing, linking, and focus words), intonation (vocal variety), rhythm, and English sound articulation (individualized)
- **vocabulary:** expanding vocabulary from general to more precise and sophisticated word choice
- **listening:** building awareness of patterns of spoken English to improve comprehension
- **self-study strategies:** implementing learning techniques outside the classroom

These objectives will be practiced and demonstrated through the following major speaking tasks:

- formal academic presentations related to field of study: unscripted
  - mock job interview: responding to professional/academic questions using extended discourse, formal language
  - presenting with visual support (data, images, etc) using PPT
- leading and participating in Seminar-style discussions of self-selected academic topics
  - choosing readings that are academic, field-related, and appropriate for a diverse scholarly group
  - developing questions to identify problems, pose potential solutions, and evaluate proposed solutions
  - using effective and appropriate strategies to open, lead, participate in, manage and close a seminar-style academic discussion
  - audio activities - unscripted, practicing and demonstrating formal academic language with extended discourse

**Grading: S = satisfactory**

**U = unsatisfactory**

ELSP courses and grades are included on GSAS transcripts. In order to pass this course, students must receive a grade of **SATISFACTORY ("S")**. In order to receive an "S", a student must:

- attend class (refer to attendance policy) and receive satisfactory grades (see "ELSP 516 Grading") for the following:
  - Recorded Presentations
  - Discussions - Leading & Participating
  - Classroom Assignments (Audio Activities, Textbook, Other)
- demonstrate improvement in functional speaking ability as described in the objectives

**OPI (Speaking Assessment):** On completion of ELSP 516, students take a speaking assessment similar to the one taken on entering the program.

## Appendix B: 520 Syllabus

### ELSP 520: Seminar in Professional Communication

*~ to communicate effectively in a real professional speaking event ~*

**Description:** ELSP 520 is designed to improve the academic and professional speaking performance of the Advanced and Superior level students (OPI Levels 3.7-4.0) who may struggle with the speaking demands of their academic/professional environment. These speakers can provide a structured argument to support their opinions as well as construct hypotheses; they are able to explain in detail and narrate fully and accurately in all time frames with linguistic ease, confidence and competence. However, when they are called on to perform complex tasks over a variety of topics, their language may break down or prove inadequate: patterns of error appear, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis. Although they may be able to discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, in general, they may be more comfortable discussing a variety of topics concretely.

**Objectives:** To speak effectively in an American academic or professional setting or to present locally and nationally, international students must acquire a high level of spoken American English language skills. They must learn to use articulate speech, language cues for clear organization of material, voice quality and vocal variety (speaking with sufficient volume and stressing key points) while exhibiting self-confidence. They must learn to cope with unwritten cultural "rules" and sophisticated vocabulary and colloquialisms. The process for mastering all these skills requires time and effort. In response to these needs, this course will:

- offer support in oral communication concurrent with student's initial teaching experience/professional speaking event
- ensure that students transfer speech patterns such as connected/paragraph discourse, pronunciation, voice quality, and vocal variety to the real teaching experience/professional speaking event
- guide student's in monitoring and reflecting upon their speaking performance
- facilitate the learning and adoption of effective body language, voice, expression and behavior appropriate for American university classrooms, conferences, professional work environment
- provide learning strategies for successful interaction in and out of the class-room that can compensate for weak language areas
- provide an environment in which students practice speaking tasks with self-confidence
- enable students to develop habits and language skills necessary for self-directed growth

**FORMAT:** ELSP 520 will combine group discussion sessions/classroom activities and individual consultations to reflect upon video-recorded teaching/presenting performance. If applicable, participants will have the opportunity to be observed and/or video-recorded while teaching or presenting. Each observation will be followed by an individual consultation with the ELSP instructor.

#### *Sample Tasks*

- **Micro-teaching / presentations**  
You will be required to give a minimum of 3 micro-teaching /conference presentations during the semester (times to be announced). Each presentation will be a 5-7 minute mini-lecture or presentation from your field of study. Presentations #2 & 3 will use visual support (Power Point, Board, Handouts, etc).
- **Organization strategies for lectures or presentations**
- **Asking and responding to questions**
- **Counter-arguing/evaluating arguments**
- **Seminar Discussions**  
You will lead at least one seminar-style discussion based on a reading of your choosing from your field of study. The purpose of the seminar is to facilitate an in-depth understanding of the topic chosen. (Times to be announced: see Calendar of Activity)
- **Strategies for speaking clearly**
- **Explaining visual information**
- **In-depth of analyses of discussion topics**

**GRADING:** S/U

**Syllabus**  
**ELSP 530 – Laboratory in Professional Communication**  
*~to self-monitor and self-correct targeted areas ~*

**Description:** ELSP 530 offers support to international graduate students and professionals who are Advanced-High/Superior speakers (OPI Levels 3.7-4.0), or have completed the ELSP course sequence requirements with an Advanced-Low score (OPI 3.0) or higher, or they have completed the summer TATTO course (if required). Advanced-High and Superior speakers can provide a structured argument to support their opinions as well as construct hypotheses; they are able to explain and narrate fully and accurately in all time frames with linguistic, ease, confidence and competence. However, when they are called on to perform complex tasks over a variety of topics, their language may break down or prove inadequate: patterns of error appear, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis. Although they may be able to discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, in general, they may be more comfortable discussing a variety of topics concretely.

**Objectives:** This course will focus on the enhancement of spoken skills required in a professional and/or teaching environment. To continue to build professional speaking skills and learn beyond the classroom, students need individualized practice and feedback, and training in self-monitoring. In this course, students will monitor their individual communication patterns during classroom performance and/or video observation of themselves while conducting professional speaking tasks. These tasks will be followed by individual consultations with the ELSP instructor.

In the ELSP 530 course, the students will learn to:

- develop language and classroom/professional behavior that enhance teaching and/or professional speaking
- adopt strategies to improve weak areas
- effectively self-monitor and self-correct targeted areas

**Sample Tasks**

Conference Presentations	Hypothesizing and Analyzing
Lectures	Abstracting, Expanding, Defending Arguments
Discussions	Responding to Questions
Reporting	Organizing Poster Presentations
Negotiating	Summarizing
Interviewing/Patient Histories	Discussing Non-Verbal Visual support

**Format:**

ELSP 530 offers small group activities, and one-on-one consultations, and work and/or classroom related observations.

In order to pass the course, students must receive an 'S' (satisfactory). To receive an 'S', students must:

- attend all scheduled consultations
- complete all the assignments on time
- meet the objectives listed above

*Support classes are **serious and rigorous graduate school courses**. When you enroll, you must commit the time and energy to complete the class satisfactorily. Attendance is mandatory; you cannot miss more than 2 classes during the semester without affecting your grade.*

**ELSP 510: Fundamentals of Graduate Writing I  
- to write effectively for an academic audience -**

**Description:** Few skills will be as important to you as a graduate student and professional scholar as writing. ELSP 510 sets priorities for learning to help you build a solid foundation of writing standards, strategies, and skills to position yourself as a successful writer in the academic community. To be recognized as a member of an academic community, you must write purposefully and correctly, which requires effort. ELSP 510 emphasizes the importance of continuous practice, revising, and editing in developing this skill.

**OBJECTIVES:**

The purpose of ELSP 510 is to prepare students to write effectively for an academic audience. The course:

- emphasizes the importance of writing communities and the assumptions of English-speaking writers
- presents the basic qualities of writing expected by writers in U.S. academic settings
- targets learning strategies to help you write easier, faster, and smarter
- provides a variety of tasks to practice writing skills
- highlights synthesis and documentation of information without plagiarizing
- focuses on individual learning by targeting specific areas most critical to your advancement
- directs students to evaluate, revise, edit and proofread your writings with on-going instructor feedback

Students will:

- Apply basic (assumptions) of academic writing (Audience Purpose Style) through a variety of academic structures
- Analyze purposes and features of common academic genres and scholarly writings
- Apply a scholarly academic tone
- Apply self-learning strategies (corpus, portfolio, editing)
- Demonstrate through a variety of academic structures the ability to apply macro and micro organizational strategies
- Identify plagiarism
- Employ summarizing and paraphrasing strategies

**Content Areas:**

<p>Academic Writing Communities</p> <ul style="list-style-type: none"> <li>▪ Basic Assumptions</li> <li>▪ Targeting Audience</li> <li>▪ Academic Language</li> </ul> <p>Paragraphs</p> <p>Flow of Information</p> <ul style="list-style-type: none"> <li>▪ Cohesive Devices</li> </ul> <p>Reader Expectations</p> <ul style="list-style-type: none"> <li>▪ Claim</li> <li>▪ Macro Structure</li> <li>▪ Credible Support</li> </ul> <p>Outside Sources</p> <ul style="list-style-type: none"> <li>▪ Paraphrasing</li> <li>▪ Citing Sources</li> <li>▪ Summarizing</li> </ul>	<p>Process Writing Strategies</p> <p>Self-Editing Skills</p> <ul style="list-style-type: none"> <li>▪ Parts of Speech</li> <li>▪ Subject + Verb + Object</li> <li>▪ Phrases and Clauses</li> <li>▪ Sentence Types</li> <li>▪ Verb Forms</li> <li>▪ Nouns and Articles</li> </ul> <p>Common Structures</p> <ul style="list-style-type: none"> <li>▪ Problem-Solution</li> <li>▪ Comparative</li> <li>▪ Commentary</li> </ul> <p>Writing Portfolio</p>
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**To meet the objectives of the class, students will be required to:**

- attend class and participate in class activities
- complete all assignments in a timely manner
- complete all quizzes
- complete 2-3 drafts of the writing assignments; receive a *B* or higher on final drafts

**GRADING: S/U**

70% Writing Tasks

5% Biographical Brief

5% Style

5% Extended Definition

10% General to Specific

20% Problem Process Solution

5% Data Commentary

10% Data Commentary Comparison

20% Quizzes

10% Other Assignments

*If a student receives a grade of Unsatisfactory, she or he will not continue with ELSP 511 spring semester and will repeat ELSP 510 the next fall semester.*

**ELSP 511: Fundamentals of Graduate Writing II**  
**- to write effectively with professional writing conventions displayed in research articles-**

**Prerequisite:** Satisfactory Completion of ELSP 510

**Description:** ELSP 511 is designed to expand the written communication skills of international graduate students who have a basic understanding of effective academic writing. The purpose of this course is to prepare students for academic research writing. The course will focus on:

- the synthesis and documentation of information
- expanded strategies for rewriting compositions for content, style, cohesion, grammar
- the use of critical thinking skills and development of informed views
- presentation of research findings in a group publication

**Objectives:** to write effectively with professional writing conventions displayed in research articles

Students will submit research articles to the ELSP 511 Class Publication published annually by all sections. The publication will showcase articles focusing on current and relevant research incentives of interest to the students.

Students will be expected to work cooperatively with peers (as is often the case in research projects) and to collaborate in open discussion and writing activities. The research theme and topics will relate to students' areas of research interest.

Collaborative, or team, writing is required to publish the class journal. The group members must agree on the nature and scope of the writing project; develop a precise plan to complete the project; communicate with each other effectively; divide responsibilities equally, and exhibit thoughtfulness, courtesy, and dependability.

Each member will be responsible for at least two roles on the writing team:

- writer of a specific section of the project
- specialist in one or more areas concerning the publication of the project.

**Grading:** S = satisfactory P = in progress U = unsatisfactory  
(Satisfactory Grade requires a B average on all assignments)  
50% = Individual Assignments  
50% = Final Group Project

## ELSP 521 Academic Research Writing

**Description:** ELSP 697 is an intensive analysis of the principles of research article writing through genre and corpus analysis. Students will have an opportunity to analyze published literature in their own field and then apply conclusions to an original piece of writing. Course content focuses on the central role of rhetorical organization, development of identifying a research gap, construction of logical arguments, data interpretation, as well other important concepts including reader-oriented writing, style, and tone. Some of the sub-genres to be analyzed and practiced include introductions, methods, results, discussions, conclusions, and abstracts.

### Objectives

Identify and the general language trends used in IMRD research papers  
Demonstrate understanding of the ways in which writers, texts and readers interact  
Use appropriate grammatical and lexical items within field of study  
Use the appropriate register for the text's audience and purpose  
Structure information effectively

### Textbook:

There is no textbook for this course, but you mind find the following resources useful:

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.

The art of writing science." Kevin W. Plaxco. 2010. *Protein Science*. Volume 19, Issue 12, 2261-2266

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3009394/>

### Technology:

Dropbox [www.dropbox.com](http://www.dropbox.com)

Antcon: <http://www.laurenceanthony.net/software/antcon/>

**Class activities:** Each class session includes text analysis, writing, and redrafting/editing work. Students will use both self-selected articles as well as sample texts provided by the instructor to identify models and language trends. Students will have a choice between two main projects. The first option will focus on analyzing the student corpus in relation to an original piece of writing either intended for publication or submission to a fellow researcher or PI. Alternatively, if the student does not have a writing intended for publication, a research report on the corpus analysis will be sufficient. In both cases, learners will collect articles from their field of study and analyze the text manually and with a concordancer (Antcon) followed by writing, proof reading and editing.

### Grading:

**Grading: S/U** (A final grade of A or B = S on transcript)

20% In class writing assignments

30% Peer editing feedback

50% Writing Project

Introduction	10%
Method	10%
Results	10%
Discussion/Conclusion	10%
Abstract	10%

## Appendix B: ELSP 502 Syllabus

### ELSP 502: Fluency Building I

#### Required Materials:

*Tapestry Listening & Speaking 2*

#### Supplemental Materials:

**Description:** Designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ESL speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible.

**Objectives:** This class provides foundational support focused primarily on grammar, pronunciation, and fluency before an employee enrolls in the graduate student intermediate speaking sequence.

In particular, students will work on:

- **language functions:** developing the ability to narrate and describe in major time frames and to elicit and support opinions
- **fluency:** improving the flow of speech and developing the ability to use cohesive devices to connect sentences to create cohesive paragraphs
- **grammar:** improving command of word endings, word forms and syntax
- **pronunciation:** improving articulation of sounds and building awareness of grouping and rhythm
- **vocabulary:** expanding vocabulary and lexical phrases used in academic speaking tasks
- **listening:** building awareness of patterns of spoken English to improve comprehension
- **self-study strategies:** implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through various communicative tasks, including:

- Structured discussions in pairs and small groups
- Collaborative projects, such as designing and conducting surveys and reporting the results
- Audio journals and writing assignments to practice language skills and reinforce vocabulary

**Grading:**                      S (satisfactory)                      U (unsatisfactory)

ELSP courses and grades are included on GSAS transcripts. In order to receive a **Satisfactory** grade in this course, students must:

- attend class (refer to attendance policy below) and complete assignments on time
- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 503

Students should remember that **consistent speaking and listening practice over time and outside of class** is required to develop the ability to participate effectively in interactive language activities.

## Appendix B: ELSP 503 Syllabus

### ELSP 503: Fluency Building II

#### Required Materials:

*Tapestry Listening & Speaking 2*  
by Mary McVey Giland Pamela Hartmann  
3-ring notebook (in which to put handouts)

#### Supplemental Materials:

*Cambridge Dictionary of American English*  
with CD-ROM

**Credit Hours: 2**

**Description:** Building on ELSP 503, this course provides foundational support focused primarily on grammar, pronunciation, and fluency before an employee enrolls in the graduate student intermediate sequence. Designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to ESL speakers. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible.

#### Objectives:

In particular, students will continue to work on:

- **language functions:** developing the ability to narrate and describe in major time frames and to elicit and support opinions in cohesive paragraphs
- **fluency:** improving the flow of speech and developing the ability to use cohesive devices to connect sentences
- **grammar:** improving command of word endings, word forms and syntax
- **pronunciation:** improving articulation of sounds and building awareness of grouping and rhythm
- **vocabulary:** expanding vocabulary and lexical phrases used in academic speaking tasks
- **listening:** building awareness of patterns of spoken English to improve comprehension
- **self-study strategies:** implementing learning techniques outside the classroom, including self-monitoring and self-correcting

These objectives will be practiced and demonstrated through various communicative tasks, including:

- Structured discussions in pairs and small groups, using appropriate conversational strategies
- Summarizing and reporting on current events to improve language usage and reinforce vocabulary
- Short listening activities to improve overall comprehension of spoken English
- Audio journals and writing assignments to practice language skills and reinforce vocabulary

#### Grading:

**S** (satisfactory)

**U** (unsatisfactory)

**P** (In progress)

ELSP courses and grades are included on Emory's Graduate School transcripts. In order to receive a **Satisfactory** grade in this course, students must:

- attend class (refer to attendance policy below)
- satisfactorily complete assignments/in class activities
- demonstrate improvement in functional speaking ability as described in the course objectives
- demonstrate a level of proficiency adequate for effective participation in ELSP 505

Students should remember that **consistent speaking and listening practice over time and outside of class** is required to develop the ability to participate effectively in interactive language activities.

## Appendix C: Class Materials

### INFORMATION ABOUT CLASS SCHEDULE AND CLASS MATERIALS

<p><b>Schedule Confirmation</b></p>	<p>You must confirm class day and time in OPUS or with the ELSP. NOTE: the start date for ELSP classes below (may be different in OPUS).</p> <p>If you need to make a change in your schedule, you must contact Mackenzie Bristow <a href="mailto:mackenzie.bristow@emory.edu">mackenzie.bristow@emory.edu</a></p>
<p><b>Class Textbooks:</b> Emory Bookstore, Barnes and Nobles (2<sup>nd</sup> floor-Textbooks)</p>	<p>If enrolled in ELSP 510, you will need to purchase: <u><a href="#">Academic Writing for Graduate Students</a></u> THIRD EDITION by John Swales &amp; Christine Feak (University of Michigan Press, 2012)</p>
<p><b>Employees Only</b></p>	<p>1. Make sure you complete the <i>Courtesy Scholarship Award Form</i> and waive the <i>student medical insurance</i> requirement in OPUS. Failure to do this may result in YOU being charged for the full tuition and insurance.</p> <p>2. Once registered for a class, check your detailed OPUS account (<i>View Account Detail</i>). <u>First</u>, you should note a list of charges (tuition, a variety of fees, and a possible medical insurance charge).</p> <p><u>Next</u>, you should check to make sure these charges have been paid; note that the charges are listed again but with a minus sign after each charge. Your balance will return to <b>zero</b> after all charges have been posted and paid.</p> <p>If your itemized account does not show a zero balance, you should contact Mackenzie Bristow (<a href="mailto:mackenzie.bristow@emory.edu">mackenzie.bristow@emory.edu</a> or your instructor).</p>