



Texas State Intensive English (TSIE) Student Handbook

2025-2026



Using this Handbook

The Texas State Intensive English (TSIE) Student Handbook will describe all policies and procedures specific to the TSIE program and can be used by all TSIE students, no matter how many intensive English classes they are enrolled in.

Each semester, students should peruse this handbook for important policies and procedures. In addition, students should look through the Table of Contents on the following pages for a quick overview of the information found in this handbook. All students can make an appointment to discuss topics with the TSIE staff if there are questions or concerns. This handbook is subject to change. It is the responsibility of each TSIE student to understand the information presented in this handbook and communicate with the TSIE staff if any sections are unclear.

Table of Contents

Section One	1
Administrative Information	1
1.1 Schedules	2
1.1.1 Program Days.....	2
1.1.2 Non-Class Days	2
1.1.3 Class Schedules.....	2
1.1.4 Vacation	3
1.2 Policies	4
1.2.1 Communication.....	4
1.2.2 The Environment of the Thornton International House.....	5
1.2.3 TSIE Students and Texas State Academic Courses	5
1.2.4 TSIE Midterm and Final Grades.....	5
1.2.5 TSIE Non-Refundable Fees	6
1.2.6 General Policies on All Refunds.....	6
1.2.7 Unpaid Bills—Loan Collection Procedures.....	6
Section Two	8
Learning in TSIE Classes	8
2.1 Mission Statement	9
2.2 Going through the TSIE Program	9
2.3 Classroom Goals	10
2.3.1 Academic Preparation.....	10
2.3.2 Cultural Adaptation.....	10
2.3.3 Test Preparation	10
2.4 Curriculum Guidelines	11
2.5 The TOEFL, IELTS, and Academic Classes	12
2.6 Placement in Appropriate Classes	12
2.7 Level Changes during the Semester	13
2.8 Appropriate Classroom Behavior	13

2.8.1 Attending Regularly and On Time.....	13
2.8.2 Participating Appropriately.....	14
2.8.3 Completing Work on Time and With Care.....	14
2.8.4 Following the Syllabus	15
2.8.5 Behaviors and Academic Classes	15
2.9 Instructor Evaluation of Students (Grades).....	16
2.9.1 Grade Reports	16
2.9.2 Effort Grades.....	17
2.9.3 Letter Grade Definitions	18
2.9.4 Consequences of TSIE Grades.....	18
2.10 Probation and Suspension from TSIE Classes.....	19
2.10.1 In Good Standing with TSIE.....	19
2.10.2 TSIE Probation.....	19
2.10.3 TSIE Supervised Probation.....	20
2.10.4 TSIE Temporary Suspension	20
2.10.5 TSIE Reinstatement	20
2.10.6 TSIE Permanent Suspension.....	21
2.11 Student Concerns and Suggestions	21
2.12 Student Evaluation of TSIE Classes and Program.....	21
Section Three	22
Resources for TSIE Students	22
3.1 Reading Materials.....	22
3.1.1 Textbooks.....	22
3.1.2 Class Sets	22
3.1.3 TSIE Library Books and Other Materials.....	22
3.1.4 The University Star (Newspaper)	23
3.1.5 Responsibility for Materials.....	23
3.3 Computer Laboratories and Email at Texas State.....	24
Section Four	25
Learning English Outside of Class	25
4.1 General Thoughts	26

4.2 Media Resources	26
4.2.1 Major Non-Cable Television Stations	26
4.2.2 Radio Stations Emphasizing Talk and/or News.....	27
4.2.3. Local Newspapers	27
4.2.4 National Magazines	27
4.3 Possible Activities	28
4.3.1 Listening Activities.....	28
4.3.2 Speaking Activities	29
4.3.3 Reading Activities.....	30
4.3.4 Speaking Activities	30
Section Five.....	32
Taking Academic Classes at Texas State	32
5.1 Important Offices	33
5.2 Becoming Eligible for Academic Classes.....	34
5.2.1 Full Admission.....	34
5.2.2 Conditional Admission	34
5.3 Addressing Other Testing Requirements	34
5.4.1 Graduate Students	34
5.4.2 Undergraduate Students	34
5.4 TSIE Advising Meetings	35
5.5 Important Things to Remember	35
5.6 Documents for TSIE.....	36
5.7 Students on Non-Immigrant Visas.....	36
Section Six.....	38
Living in the United States	38
6.1 Cultural Adjustment	39
6.1.1 Introduction to Cultural Differences	39
6.1.2 Stages of Cultural Adjustment.....	40
6.1.3 Problems Associated With Culture Shock.....	41
6.1.4 Suggestions for Easing Culture Shock.....	41
6.2 Immigration Requirements	42

6.3 Texas Identification Card	42
6.4 Social Security Number (SSN).....	42
6.5 Driver's License	43
6.6 Banking.....	43
6.7 How to Address an Envelope.....	44
6.8 Transportation	45
6.8.1 Parking	45
6.8.2 Ride Share Services	45
6.8.3 Bicycles.....	45
6.8.4 Buses	45
6.8.5 Trains	46
6.9 Medical Care	46
6.9.1 Student Health Center Hours of Operation:.....	46
6.9.2 Student Health Center Telephone Numbers:	46
6.9.3 Emergencies/Weekend/After Hours Care:.....	47
6.10 Counseling	47
6.11 Housing Policies at Texas State	47
6.12 Making Complaints	47
6.13 Safety Tips	49
6.14 Safety Information Documents.....	51
Emergency Response Protocol.....	51
Emergency & Non-Emergency Contacts	52
6.15 Campus Maps	53
Section Seven	54
TSIE Goals & Student Learning Outcomes	54
7.1 Level 1: 1301 (High Beginning)	55
7.1.1 Goals	55
7.1.2 Student Learning Outcomes.....	55
7.2 Level 2: 1302 (Low Intermediate)	57
7.2.1 Goals	57
7.2.2 Student Learning Outcomes.....	58

7.3 Level 3: 1303 (High Intermediate)	59
7.3.1 Goals	59
7.3.2 Student Learning Outcomes.....	60
7.4. Level 4: 1304 (Low Advanced)	62
7.4.1 Goals	62
7.4.2 Student Learning Outcomes.....	63
7.5 Level 5: 1305 (High Advanced)	64
7.5.1 Goals	64
7.5.2 Student Learning Outcomes.....	65

Section One
Administrative Information

1.1 Schedules

1.1.1 Program Days

Please note that TSIE follows the academic calendar set by Texas State University. This means that all class days, holidays, grading periods, registration deadlines, tuition deadlines, and other procedural dates will be determined by Texas State University.

Semester	Session 1	Session 2
Fall 2025	August 25, 2025 to October 17, 2025	October 20, 2025 to December 12, 2026
Spring 2026	January 12, 2026 to March 6, 2026	March 16, 2026 to May 8, 2026
Summer 2026	June 1, 2026 to July 26, 2026	

1.1.2 Non-Class Days

1. Within each program, there are days when classes do not meet. Using calendars, emails, and/or memos, we tell you in advance about holidays and days used for administrative purposes (registration, testing, teacher meetings, etc.). Please check this information often. Also, it is TSIE policy that teachers may cancel up to one class during each semester. On these occasions TSIE will do its best to inform students in a timely manner. TSIE suggests signing up for Remind to receive alerts. Also, always check your bobcat email address. For planned absences, teachers will make arrangements, while in emergencies this may not be possible.
2. Sometimes Texas State University closes due to weather. On those days, TSIE closes too. If you think the weather may be too bad for classes, check the following sources early in the morning: the Texas State website www.txstate.edu.

1.1.3 Class Schedules

The following is a typical schedule of classes for any given semester. Occasionally, scheduling issues may require time or day changes depending on room availability and the number of courses offered. TSIE will notify you about such changes as much in advance as possible.

Days	Time	Classes Offered
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Mon-Fri Mornings	9:00am-10:00pm 10:00pm-12:00pm	Tutor; Self-study Reading/Writing
Mon-Thu Afternoons	2:00pm – 3:00pm	Speaking/Listening

1.1.4 Vacation

TSIE has a strict vacation policy. Attendance every semester is required. This applies both to conditional admission students and full-time TSIE-only students.

It is important to note that the TSIE policy follows the guidelines set forth by the Department of Homeland Security, and it is different from the International Office policy for fully admitted international students at Texas State University.

Students must complete an academic year before taking a vacation. This policy is created according to guidance from the U.S. Immigration and Customs Enforcement office’s Student and Exchange Visitor Program (SEVP). The following categories constitute the SEVP definition of an academic year:

- TSIE-only students must complete 26 weeks of instruction (two semesters)
- Conditional admission students must complete 30 weeks of instruction

This means that students can take vacation depending on when they started TSIE.

- Students who started in fall and also enrolled in spring are eligible for vacation in summer
- Those starting in spring must enroll in summer before taking any vacation
- Students who start in summer must enroll in summer, fall and spring before taking vacation

First, TSIE does not encourage TSIE-only students to take a semester off. As a language student, the objective is to acquire language for the purpose of full admission into the university to pursue academic goals. Progress in the TSIE program is jeopardized by taking time off during the language program.

Second, TSIE follows the university breaks between each semester. Each of the breaks is explained below and describes the necessary number of days required for vacation:

- If a student enrolls for the first time in TSIE in the fall semester, the first break will be at Thanksgiving during which there are three days off from school.
- The first long break will be the Winter Break which lasts for approximately one month. This break gives students adequate time to go home to visit family or to travel to different parts of the U.S. to visit friends or to experience different areas of the country.

- Spring Break occurs in mid-March. This break is one week, and for TSIE students, it is in the middle of the first and second halves of the semester.
- At the end of the spring semester, there are 3.5 to 4 weeks before the summer semester begins.
- After the summer session, there are approximately three weeks before the start of fall.

Taken as a whole, the holidays constitute almost a full semester off from school. TSIE recognizes these natural breaks in the academic year as the vacation time required by the Department of Homeland Security.

There is one exception to this policy. If a student has been in the TSIE language program for six semesters in a row and has not completed level 5 with a B or better or does not have the necessary TOEFL score to be admitted to the university, and if he/she is in good academic standing, he or she can petition TSIE for a ½ semester vacation. TSIE will review these petitions on a case-by-case basis. For more information on good standing and the university's admission requirements, see Sections 2.10.1 and 5.2.

1.2 Policies

1.2.1 Communication

Messages

There are many instances throughout the semester when TSIE needs to provide information to you and request information from you. It is your responsibility to check your Texas State email; to read all letters, handouts, and posted information; and to respond, if necessary, in a timely manner (within 1 or 2 days). Information may be given verbally or in the form of a memo in your class or over the phone, a posted notice, a letter, an email to your Texas State account, or a Canvas message. If you do not respond to our messages in a timely manner, any problems that you suffer (e.g., missing deadlines, late fees, etc.) are your responsibility, not that of TSIE.

Please be sure to update the TSIE staff with your latest contact information so that there are no issues in trying to communicate with you.

Bobcat Mail (Email)

An email account is included in your student fees and provided to you at the time of registration. You should use this account to check for university-wide messages and all communications between you and TSIE. To check your Texas State email (also called Bobcat Mail), you should go to the Texas State website: www.txstate.edu and select 'Bobcat Mail.'

Section 3.3 of this handbook gives instructions to help you set up your email account. You may also contact Texas State's IT Assistance Center (ITAC) if you have any issues or need help retrieving your email account or password.

1.2.2 The Environment of the Classroom

Courtesy to Others

Please think about how your actions affect others. For example, help Texas State keep its classrooms clean by disposing of or recycling your trash. Do not take food or drinks (except water) into the classrooms and do not bring any food or drinks into any computer labs. In addition, reduce noise by not running, talking, or laughing loudly inside buildings, especially near classes that are in session.

Recycling

Please help us take care of the university's environment by using the recycling containers correctly. Each building has one or two containers for you to dispose of any paper or plastic materials. Become familiar with where those containers are in each building. Please do not throw any food or liquids in the recycling containers.

1.2.3 TSIE Students and Texas State Academic Courses

Meetings for Current Conditional Admission Students

If you are in the Conditional Admission Program, you need to meet with the TSIE Director a few weeks after the semester has begun. In this meeting, we will discuss your current goals, expectations, and requirements while studying under a conditional admission contract. TSIE will notify you of the exact date, time, and location of these meetings in advance by sending an email to your BobcatMail account.

Help for Students Wanting to Enroll in Academic Courses

To help you with the process of enrolling in academic courses at Texas State, we have information about the general procedures, requirements, and offices you need to contact in Section 5 of this handbook. Also, every semester in your advising meetings with the Director, we will review these procedures and requirements with you.

1.2.6 TSIE Midterm and Final Grades

Following the university's grading schedule, all TSIE midterm and final will be available approximately 2 weeks after the last day of classes. In addition, if you are a conditional admission student, your final grades and recommendations from TSIE are sent to the Undergraduate Admissions Office or the Graduate College (see Sections 2.8.1. and 2.9.4). In order to receive your final grades, a certificate of attendance, and/or a transcript of your classes, you must do the following first:

1. Return all borrowed materials belonging to TSIE.
2. Pay any remaining balance owed to Texas State or TSIE individually.

Please note, due to Federal law (the Family Educational Rights and Privacy Act), TSIE is unable to electronically transmit your test scores or your grades by email or text message. You can log into Texas State University's grading system to view your grades online.

1.2.7 TSIE Non-Refundable Fees

The following fees are not refundable:

1. TSIE Application fee
2. Lost or Damaged Book/Material fee (see Section 3.1.3 for more details)

1.2.8 General Policies on All Refunds

All refunds for tuition and student fees are handled by the Student Business Service Office; refunds are automatically applied to any balance due. Immediate refunds by check are never available. The Student Business Services Office takes approximately 30 days to process a refund request. At your request, a refund can be mailed to you in the form of a check or you may request Texas State to deposit the refund directly into your bank account. In the case of refunds in the event of death, following the university's policy, TSIE will issue all monies owed to the deceased student's next-of-kin on official Texas State records.

If you decide to withdraw or drop any TSIE classes, your refund amount will be based on the university's schedule of refunds set by the Student Business Services Office. The refund amount is based on the date that the class is dropped, so you would receive less of a refund the further into the semester you drop the course.

1.2.9 Unpaid Bills—Loan Collection Procedures

If any of your bills are not paid in a timely manner, TSIE notifies the Registrar's Office to place a hold on your record. This hold will prevent you receiving any student records from Texas State, including grades, certificates, and diplomas. Additionally, this hold will prevent you from registering for any classes at Texas State.

If you do not pay after the hold has been in effect for 30 days, the Registrar's Office will notify Loan Collections which sets due dates for payment. The effects of this notification are:

1. The university adds 5% interest to what is owed. The due date is typically within 30 days (summer semester) and 90 days (fall and spring semesters).
2. If the bill is still unpaid after the due date, 10% interest will be added to the bill.
3. If Loan Collections fails to collect at this point, the student's name is sent to a collection agency which attempts to collect payment. There can be a warrant

issued by the State of Texas Comptroller's Office to hold any of your collectable monies earned.

Section Two
Learning in TSIE Classes

2.1 Mission Statement

The mission of Texas State Intensive English (TSIE) is to provide academic English programs to international students, scholars, and professionals for the goals of academic readiness, test preparation, self-improvement, and cultural integration.

In pursuit of the mission stated above,

1. TSIE will provide intensive academic English courses to international students who seek degrees of higher education from colleges and universities in the United States.
2. TSIE will provide quality English learning opportunities to international scholars and professionals who seek to improve their English proficiency to be more competent and confident in their area of profession.
3. TSIE will provide language learning opportunities to people from diverse backgrounds who seek cultural adaptation by inquiring into new practices and developing cultural awareness.

2.2 Going through the TSIE Program

Because of the variables of motivation, ability, and knowledge, it is difficult to predict how long it will take for a student to progress in acquiring his or her second language and to be able to become confident enough using that language to succeed in an academic program. Students benefit from TSIE's 20-hour-a-week program since this is what builds proficiency in a relatively short period of time. While in the program, a student may not have a sense of rapid progress at any given time. At times an apparently slow rate of progress may even become frustrating. However, by maintaining good study habits and diligence at practicing English outside of class (reading, strategic vocabulary study, writing, listening, speaking, and grammar), students will reach their goals in just the right amount of time.

TSIE placement exams are used to place students at appropriate levels. The levels are as follows:

- 1301 High Beginning
- 1302 Low Intermediate
- 1303 High Intermediate
- 1304 Low Advanced
- 1305 High Advanced

How quickly you finish the TSIE program depends on several factors. Previous English study may reduce the time needed. It also depends on how much time you spend using and practicing all English skills outside the classroom. Further, it might also depend on different cultural, social,

or psychological factors. Considering all these, you may go through the TSIE program in as short a time as eight weeks or it may take as long as two years.

Some students progress at a steady pace in TSIE classes, but are unable to reach 6.5 on the IELTS, 550 on the PBT, or 78 (with scores of 19 on each section and 18 in writing) on the iBT after five semesters. These students may take advantage of the 1305 Level Agreement (see Section 5 for more information about conditional and full admission to Texas State.).

In short, the best approach is to consider language learning a priority. By using the suggestions listed above, following personal time management, and keeping motivated, TSIE can help each student meet the goal of English proficiency.

2.3 Classroom Goals

The classroom goals of the TSIE program can be divided into three main categories: academic preparation, cultural adaptation, and test preparation.

2.3.1 Academic Preparation

Academic preparation concerns the university classroom skills that students must have in order to be successful in their academic studies. These skills include taking notes, giving speeches, discussing issues, researching topics, writing and revising papers, and reading textbooks and literature. TSIE courses help students develop these skills through various exercises, assignments, and projects.

2.3.2 Cultural Adaptation

Cultural adaptation involves all of the common knowledge that students need in their daily lives. Certain activities and information in the classroom are meant to help TSIE students better understand and adapt to university and American life. The use of idioms and role-play in the classroom, for example, is geared toward helping students learn how Americans speak and act toward one another.

2.3.3 Test Preparation

Test preparation includes two aspects:

1. Becoming familiar with the different test formats
2. Improving overall language proficiency

To familiarize students with the test formats, practice exercises are provided, especially in the upper-level regular TSIE classes. More importantly, because doing test exercises without the

proper language skills is not an effective method of preparation, classroom activities and assignments are designed to help students improve their overall command of English.

2.4 Curriculum Guidelines

All curriculum guidelines are available to students and are located in the TSIE office. If you would like to see these guidelines, make an appointment with the Director.

2.5 The TOEFL, IELTS, and Academic Classes

TSIE has an important role in helping you improve your English Language Test score if you are planning to take those tests for various reasons. As a reminder, these tests are not required for you to take to complete the TSIE program or to gain admission to the university (if you choose to complete the TSIE program instead).

First, TSIE instructors know the demands that the TOEFL and IELTS place on test takers. They think about those demands as they plan their classes. In fact, the four main skill areas taught in TSIE all include tasks that directly and indirectly help students improve their ability to take the TOEFL and IELTS successfully.

However, YOU play the most important role in improving your English Language Test score. If you really want to pass the TOEFL or IELTS, you should attend all TSIE classes, participate actively, do your homework carefully, ask for help when needed, and use English regularly outside of classes (see Section 4). Finally, spend time on your own every semester studying for the TOEFL or IELTS with the material from the TSIE library, with online materials provided by ETS, and/or with materials you buy.

It is important to remember, however, TSIE helps with not only test scores. Once you begin your college classes, what will be important is your ability to understand lectures and assignments, take clear notes, comprehend college textbooks, and write detailed, comprehensible papers both in and out of class. Thus, focusing all of your time and energy on studying for the TOEFL or IELTS will NOT help you prepare for the demands of your college courses. Those demands may include requirements similar to the ones below, taken from Texas State undergraduate syllabi:

HIST 1310 - History of the U.S. to 1877

Each student will write a three-page analysis on one of the following topics which will be assigned by the instructor. Each student will read his or her paper to the class on the

assigned date. A 10-minute question-and-answer session will follow the last presentation. Students will be graded on how clearly they present their paper and on how well they answer questions from the class and the instructor.

PHIL 1305 - Introduction to Philosophy

Note taking is an extremely important skill in general, as well as being essential for success in this course. In order to monitor your success in note taking, I may collect notes at the end of any class period, without advance notice! In order to encourage careful reading, each test will include material from the reading which was not covered in class.

PHY 1410 – General Physics I

1st Day of Class – Read and study all of Ch. 1

2nd Day of Class – Read and study all of Ch. 2

TSIE classes emphasize helping you prepare for these academic demands. To benefit from TSIE classes, **it is your responsibility** to attend regularly, participate actively, do homework carefully, ask for help when needed, and use English regularly outside of classes. If you do, you greatly improve your chance of academic success.

2.6 Placement in Appropriate Classes

TSIE is intended for students with high beginning to advanced English skills, especially those who need English for academic purposes. The full TSIE program includes five levels of integrated skills classes. The levels are numbered from 1301 (high beginning) through 1305 (high advanced).

Before you begin TSIE classes for the first time, you must take a placement test. Based on those results, as well as any TOEFL/IELTS scores available, you will be placed in one of the five levels.

To determine your level placement for the following semester, your instructor will evaluate your performance throughout the semester. Most students move up one level, but some students need more time at the same level. On occasion, an exceptional student may move up two levels. With a grade of D or lower, the instructor almost always recommends that a student stay in the same level; with a grade of C, the instructor is still likely to recommend the same level.

If you return at the beginning of the following semester, you will be placed in the recommended level unless you talk to the Director and an agreement is reached for a different level (for example, if you feel you need more time to improve your skills at the same level). If you return after the beginning of the following semester, TSIE will re-evaluate your level placement.

At times, a particular class you need will not be offered because so few students place into that level. If that happens, you will be placed in a mixed-level class. Every effort will be made to provide tutoring by student volunteers and/or additional work to serve your needs.

2.7 Level Changes during the Semester

If an instructor feels that you have been placed in the wrong level, he or she will discuss the situation with the prospective teacher and the Director. If all of these people agree, then you will be moved to the appropriate level. You may also talk to your instructor about changing levels if the class seems too difficult or too easy. If the instructor agrees with you, he or she will follow the same procedure as above.

To move to a higher level potentially, you must come to class on time every day, participate well, and show that your skills are above the current level in which you are enrolled.

Normally, any level changes should be made only during one of the times listed below:

1. At the beginning of the semester, a level change can be made between the end of the second day of the class and the start of the fifth day of class.
2. Students do not have the option to change their level at the midterm point. Once a student has settled into their classes during the first week, the student will remain in that class for the entire semester.

2.8 Appropriate Classroom Behavior

In the United States' educational system, there is an open exchange of ideas, opinions, and information between students and instructors in the classroom. However, there are several rules that all students should follow.

2.8.1 Attending Regularly and On Time

First, you should attend class regularly and on time. This means arriving before class begins, having all materials and homework already prepared, returning from breaks on time, and staying until the class ends. In cases where you must arrive late once or twice in the semester, find out

what to do from your instructor and/or the course syllabus. If no other instructions are given, come in quietly, find a seat near the door, and listen carefully to find out what is happening. At the break or at the end of class, ask the instructor or a classmate for help as necessary.

Regular attendance is required in the TSIE program. Students must attend at least 85% of each course to maintain good standing. Absences and lateness will be assessed accordingly. A student may receive one unexcused absence a maximum of one time per semester and an excused absence a maximum of one time per semester with a documented reason submitted to the TSIE office. All other absences will be counted. Students may be placed on probation for an attendance rate of 84% or lower.

2.8.2 Participating Appropriately

Second, you should participate appropriately. This includes, as a minimum, contributing to the class by attending. It also means paying attention, taking an active and constructive part in class activities, and working well in groups. Below are some specific recommendations:

- Pay attention to instructors when they give directions for activities, page numbers, assignments, and so on. Ask questions if you do not understand.
- Do not interrupt class with any electronic devices. Turn them completely off during class unless the instructor asks you to use them for an activity or learning support.
- Be willing to learn from your instructor and classmates. Do not insist that you are always right, and do not try to prove that others are always wrong.
- When working in small groups, concentrate on the assigned activity, give your ideas, and encourage other students to give their ideas.
- Learn when to participate:
 - If the instructor directs a question to the entire class, you are expected to raise your hand or look directly at the instructor and wait to be called on. Only the student who is called on should answer. Everyone else must wait patiently until it is his/her turn to answer. If the student cannot finish answering, then he/she should inform the instructor, who will then call on another student.
 - On the other hand, if the instructor directs a question to an individual student by name, then only that student should respond. If the student cannot answer the question, then he or she should say that he/she does not know the answer. Then, the instructor will call on another student to answer. There should be no interruptions.
- Disrupting the learning environment is unacceptable. If your behavior distracts the class so that the instructor and your classmates are unable to teach and learn effectively, the instructor may tell you to leave the classroom for the rest of the class period. If that happens, your attendance and participation grades will be lowered accordingly.

2.8.3 Completing Work on Time and With Care

Third, you should complete your work on time and with care. This means completing homework assignments carefully, handing them in when the instructor states they are due, and taking quizzes or tests on the date indicated by the instructor.

In particular, academic dishonesty (cheating) is not acceptable. One form of cheating is copying from another student or another source during a test or quiz. Another form of cheating is having someone else do all or part of your homework for you. Although you may ask other people specific questions about your homework, they should only explain the answers to those questions. It is up to you to do your own work. Another form of cheating is to misuse sources of information, especially copying them word for word but presenting the writing as your own and/or stating that you used a source that you did not use.

Penalties for cheating may include being required to do the assignment again, having your grade on the assignment lowered (perhaps even to as low as 0%), receiving an F for the entire class, or being put on academic probation for the semester. The severity of the penalty is determined by the instructor. If you are accused of cheating but think you did not cheat or that the penalty is too severe, you may appeal the decision. See Sections 2.10 and 6.13 for information on how to express your concern.

2.8.4 Following the Syllabus

Finally, follow the syllabus given by your instructor. The three points above are general guidelines that may or may not appear on a syllabus. You need to follow them and also any policies or schedules specifically expressed from your instructor.

2.8.5 Behaviors and Academic Classes

The behaviors explained above will help you become more successful in academic classes. The following excerpts from syllabi for Texas State undergraduate courses show the cultural expectations about attendance, participation, and completion of work. Graduate students are expected to know these requirements without being told explicitly.

ENG 1310 – College Writing I

You have a responsibility to the group to be at all the classes on time. There are absolutely no excused absences. Attendance accounts for ten percent (10%) of your total grade. You are responsible for completing all of the work for the course on time. Assignments are always due at the beginning of class. You are responsible for participating in class discussions, and you must be prepared to speak.

ANTH 1312 - Introduction to Anthropology

You **MUST** arrive for exams **ON TIME**. If you arrive more than 10 minutes late, you will not be allowed to take the exam.

COMM 1310 - Fundamentals of Speech Communication

Generally, graded work will not be accepted after the due date. Only under the most extreme circumstances will late work be accepted, and even then a penalty of 15% per class may be assessed.

2.9 Instructor Evaluation of Students (Grades)

2.9.1 Grade Reports

For each regular TSIE class, you will receive a final report. Each report will have your overall grade in the course, your grades for each assignment, comments from the teacher, and effort details (including attendance). Review these reports carefully as they may determine your options for future enrollment with TSIE.

Students will also be able to view their grades throughout the semester using the Gradebook tool found in Canvas. Each TSIE class will have a separate grade book. Furthermore, you will find your Final Grade Report online in the “TSIE” Canvas page.

In the final grade report, instructors will state which level they recommend for their students, for the following semester. In addition to the final grade report, instructors will produce an analysis of student performance on skills and level-specific student learning outcomes. The Student Learning Outcomes (SLOs) report gives detailed feedback so that students are aware of their overall competence with respect to each learning outcome expectation of their class.

While the overall course grade is the main determining factor for level placement of current students, the instructor recommendation acts as an extra piece of placement information in addition to the student’s course comments and standardized language proficiency scores.

The applicable levels, in order of lowest (high beginning) to highest (high advanced), are:

- “1301” – high beginning
- “1302” – low intermediate
- “1303” – intermediate
- “1304” – low advanced
- “1305” – high advanced (Student’s English is sufficient to successfully participate in academic classes.)

Example Scenario 1: Mr. Smith is currently enrolled in 1303. He participated and performed well, and his final grade in the course was 91% (A). The instructor notes the recommended level for Mr. Smith as “1304”, showing that the student should enroll in the next highest reading level for that following semester.

Example Scenario 2: Ms. Jones is currently enrolled in 1304. She rarely attended and her assignments were below standard. Her final grade in the course was 67% (D). The instructor notes the recommended level for Ms. Jones as “1304”, showing that the student needs to repeat the course and is not ready to move up to the next writing level.

The relation between the overall course grade and the recommended levels is below:

Letter Grade	Performance Grade	Recommendation for Next Semester	
		Level 1301, 1302, 1303, or 1304	Level 1305
A	90-100%	Progress up 1 level	No further classes are required (Exit)
B	80-89%	Progress up 1 level.	No further classes are required (Exit)
C	70-79%	Repeat current level.	Repeat current level.
D or F	0-69%	Repeat current level.	Repeat current level.

2.9.2 Effort Grades

Attendance, which is part of the effort category, is calculated as a percentage of the total number of class days in each half of the semester. For each absence (absent all or almost all of the period), you will lose 1 class. For each time you are very late (absent about half of the period), you will lose 0.5 class. For each time you are late (absent more than 10 minutes at any time in the period), you will lose 0.25 class day.

TSIE administratively excuses two or more consecutive absences in any class if the student provides official documentation showing a serious, unavoidable reason for the absences. For example, if you are seriously ill, give your instructor a dated document from a doctor.

In addition to attendance, the effort category includes participation (see Section 2.8.2) and work completion (see Section 2.8.3). The effort grade is divided evenly among the three parts. Although it is worth only 10% of your overall grade, it is very important for TSIE and is part of

your permanent TSIE record. Most significantly, an effort grade of D or lower affects probation or suspension from TSIE (see Section 2.10).

2.9.3 Letter Grade Definitions

In general, the letter grades and grading percentages have the following meanings:

Grade Category	% Range	What this Grade Means
A	90-100	Very good – among the best in this level.
B	80-89	Good – appropriate for this level.
C	70-79	Fair – somewhat weak for this level; in need of improvement.
D	60-69	Poor – very weak for this level; in need of major improvement.
F	0-59	Very Poor – unacceptable

2.9.4 Consequences of TSIE Grades

TSIE classes are not credit-bearing courses. However, the grades are important for meeting your English proficiency requirements at Texas State.

All TSIE Students

If your effort grade on a final report is D or lower, you will be put on probation or suspended (see Section 2.10). Your final overall grade helps to determine your level in the next semester. See Section 2.6 for more information.

Intensive English Students

Your grades in TSIE classes may affect your acceptance into Texas State academic classes. When the Undergraduate Admissions Office and Graduate College ask TSIE for information about a student, TSIE sends the student’s final grade reports and a performance-based recommendation form. See the statements below to understand the expectations of those offices.

You are expected to earn an overall grade of B (80%) or higher on your Level 5 final report for undergraduate and an overall grade of B (90%) or higher on your Level 5 final reports for

graduate to fulfill your conditional admission contract with the Graduate College. TSIE will send reports about your grades to that office.

2.10 Probation and Suspension from TSIE Classes

Note: For students in the Conditional Admission Program, your contract with the Graduate College or the Undergraduate Admissions Office requires you to meet a higher standard than the TSIE policy if you want to remain in that Program.

2.10.1 In Good Standing with TSIE

Each student begins in good standing with TSIE. If he or she earns a C (70%) or higher in all of his or her effort grades (see Section 2.9.2) in TSIE classes and does not disrupt the class learning environment (see Section 2.8.2), the student will always remain in good standing.

2.10.2 TSIE Probation

Similar to the University's policy, TSIE probation is a warning. The TSIE program is telling the student that his or her TSIE effort grades and/or behavior need to improve during the probationary period in order for the student to continue at TSIE.

A student will be placed on TSIE probation at the end of the semester in which he or she achieves a final effort grade of D or lower for one or more of the TSIE classes. The probationary period will be the next semester that the student is registered at TSIE. This could be the semester immediately following the semester when the student got a D or lower or a later semester, if the student takes a leave of absence from TSIE.

Alternatively, a student could be placed on probation because of problematic classroom behavior (see Section 2.8.2). Namely, a student who disrupts the classroom environment and receives three disciplinary memos will be on probation starting on the date of the third disciplinary memo. If the student receives a fourth disciplinary memo during the same semester, s/he will be temporarily suspended from TSIE during the next semester. If there is not a fourth disciplinary memo, then the next full semester is part of the probationary period. Finally, a student could be placed on probation if attendance falls below 85% (see Section 2.8.1).

A student will be removed from TSIE probation and in good standing again at the end of the probationary period if s/he meets these requirements:

1. Achieves a final effort grade of C or higher in all TSIE classes
2. Receives no disciplinary memo for the entire probationary period
3. Achieves an attendance grade of 85% or higher.

2.10.3 TSIE Supervised Probation

If a student's effort grades and classroom behavior improve during the probationary period but not enough to be in good standing, the Director of TSIE may choose to allow the student an additional semester to improve. During this semester, the student's effort grades and classroom behavior will be reviewed every quarter. If these are not satisfactory, the student will need to attend supervised study periods and/or counseling sessions every week.

The supervised probationary period will be the next semester after the probationary period that the student is registered at TSIE. This could be the semester immediately after the probationary period or a later semester, if s/he takes a leave of absence from TSIE.

A student will be removed from TSIE supervised probation and in good standing again at the end of the supervised probationary period if s/he meets these requirements:

1. Achieves a final effort grade of C or higher in all TSIE classes
2. Receives no disciplinary memos
3. Fulfills all of the requirements of the supervised probation

2.10.4 TSIE Temporary Suspension

If a student on probation or supervised probation does not meet the requirements listed above, then he/she will be suspended from TSIE. TSIE will send the student a letter advising him or her that he/she will not be allowed to attend TSIE for the one-semester period immediately following the probationary semester in which improvement in **effort** grades and/or classroom **behavior** was not achieved.

Special Situations

- **Conditional Admission Students:** It is not possible to be part of a TSIE Conditional Admission Program while suspended from TSIE. A TSIE suspension, therefore, can affect a student's ability to take academic classes.
- **F-1 visa Students:** Students who are in the United States on F-1 visas will need to transfer out of TSIE and continue their education in the United States in another school's program in order to maintain legal immigration status in the U.S. Some schools may request information about a student's academic standing. If this happens, TSIE will report the temporary suspension.

2.10.5 TSIE Reinstatement

At the end of the one-semester period of temporary suspension, the student may reapply to TSIE. At the end of this reinstatement semester, the student will be in good standing again if he/she meets these requirements:

1. Achieves a final effort grade of C or higher in all TSIE classes
2. Receives no disciplinary memo

2.10.6 TSIE Permanent Suspension

If the student fails to meet TSIE's requirements for effort grades and behavior during the reinstatement semester, then he/she will no longer be eligible to attend future TSIE classes.

Note: The information about special situations related to temporary suspension is also true for permanent suspension.

2.11 Student Concerns and Suggestions

If you have concerns or suggestions with regard to class placement, teaching style, homework, course materials, class activities, grades, or similar matters, you should follow this procedure:

1. Tell the instructor that you would like to make an appointment to talk in private.
2. Explain your concern politely. Listen to your instructor's response. If you are not satisfied with the instructor's explanation or procedure for resolving the problem, go to Step #3. Also, if you are satisfied with the procedure for change, but later believe that the issue has not been resolved, go to Step #3.
3. Talk to the TSIE Director, who will then set up a meeting with you and the instructor to resolve the issue.

For more cultural background regarding this procedure, see Section 6.13.

Any general questions, comments, complaints, or concerns may also be submitted through the TSIE email at tsie@txstate.edu.

2.12 Student Evaluation of TSIE Classes and Program

At the end of each semester, you and the other students have an opportunity to evaluate your classes, your teachers, and the overall TSIE program. The Director reads all of the evaluations, and the teachers read the evaluations for their own classes after turning in all their students' grades.

Your opinions and comments are important in helping us improve this program, so please think carefully about what you write and express your ideas as completely as possible.

Section Three
Resources for TSIE Students

3.1 Reading Materials

3.1.1 Textbooks

You are not required to buy textbooks for TSIE; but if you want to, you may choose to purchase a copy for the class you take. TSIE advises that you attend the first day of class and verify if you want to purchase textbooks for that class.

If you wish to purchase the textbook, tell your instructor or the Director. If possible and necessary, TSIE will let you use a book belonging to TSIE instructor for a short in class. You **MUST NOT** write in this book, and you must return it.

3.1.2 Class Sets

Some classes have sets of books which are used by students for a few class periods or for an entire semester. You **MUST NOT** write in these books, and you must return them at the end of the course, or when instructed by your teacher. Any marks or damages not discovered when you first receive the book will be your responsibility at the end of the semester.

3.1.3 TSIE Library Books and Other Materials

The TSIE Library is available for your use and is located in the main TSIE office. You may check out materials that interest you by doing the following:

1. You must be enrolled in TSIE to check out books during regular class sessions. Otherwise, special permission and a \$20 deposit are required.
2. Bring the book to a TSIE staff member, who will scan the book and set the due date in the library database.
3. The checkout period for all books and materials is two weeks. Non-TOEFL books may be renewed for two weeks. You must bring them back when you renew them. TOEFL books may only be checked out one at a time and may only be renewed if another copy of the same book is available or if no one else has checked the book out after three days.
4. Fines for overdue books are \$0.50 per work day the first week and \$1 per work day after the first late week.

Please do not write in, mark, highlight, fold, tear, or otherwise damage any of the TSIE resource materials. If you lose or damage materials, you must pay the replacement cost. If you have not returned the book by the end of the semester and paid any necessary fees, you will not receive your grades or certificate. TSIE may also place a hold on your record if fail to return any borrowed materials or books.

3.1.4 The University Star (Newspaper)

There are many issues of magazines and newspapers available to you throughout campus. These may be used on campus or taken home. You can also access the university newspaper here:

<http://star.txstate.edu/>.

3.1.5 Responsibility for Materials

You must return all materials borrowed from TSIE in good condition by the end of the semester. If you do not return them or pay any required fees, you will face consequences:

1. You will not receive your final grades or any programmatic letters of attendance.
2. Recommendations required by the Graduate College or Undergraduate Admissions may be delayed.
3. TSIE may place a hold on your account preventing you from registering for any classes.

3.2 Computer Laboratories and Email at Texas State

To use the computer labs across campus, you must have a Texas State NetID (sometimes called a Texas State username) and password. A Texas State NetID is used to identify you as an authorized user of the Texas State computer system. Use your NetID and password to access your email account, access your personal web area, download software from the Texas State Technology Resources web pages, access the wireless internet throughout campus, log in when using computer labs, etc.

To activate your Net ID and Texas State PIN number, you must use the online services found through CatsWeb. First, go to the Texas State website: www.txstate.edu. Search for “CatsWeb,” then look under Online Services, and click on “Activate My NetID”, follow the on-screen instructions and keep the information somewhere safe in case you forget it. If you need any help setting up either of these accounts or forget your information/password, contact the IT Assistance Center at Texas State (ITAC) at 512.245.4822.

Technology Resources as well as some departments across campus have computer labs containing PCs and/or Apple computers. To find the closest lab to TSIE, check the information found at this web page: www.its.txstate.edu/labs. You can receive help with setting up and using your account in any of these labs.

Section Four

Learning English Outside of Class

4.1 General Thoughts

It is essential that you use your English skills outside of your TSIE classes. The more you practice, the better you will get! There are several things that you can do.

Reading is one of the most important skills. Reading can improve not only your reading skills, but also your grammar, vocabulary, and writing. There are many books, magazines, and newspapers available to you in the libraries across campus. In addition, you may want to visit the San Marcos Public Library. You will need to apply for a library card, and then you may borrow books from the public library.

Also, when you are not in class, you should try to meet and use English to talk to as many people as possible. You have opportunities to meet people in your residence hall, at the recreation center, at the dining halls, on the bus, etc. You may also go to the **San Marcos Activity Center** located near the public library. They offer many physical fitness classes, cultural events, and exhibits. Another way to meet people is to attend local activities. Check the local newspaper, the *San Marcos Daily Record* or <http://do512.com/venues/downtown-san-marcos> for a list of activities going on in San Marcos or visit the Community Events part of the San Marcos website. You can learn new things and meet more people.

When you do speak to others, don't be afraid of making mistakes! Many native speaker make mistakes when speaking English, and most Texans are kind and understanding. Your life here will be much more interesting and fulfilling if you try to make friends from different cultural backgrounds in addition to the people you meet in your TSIE classes.

You should also take advantage of any opportunities to watch TV, listen to the radio, or see movies. This can certainly help your listening skills. In addition, many events held on campus revolve around media and film festivals, so be sure to take part of those opportunities as well.

Lastly, if you are not sure how to learn English outside the class, ask for help. Your teachers and the Director can provide guidance and encouragement.

4.2 Media Resources

4.2.1 Major Non-Cable Television Stations

National Network	Austin/San Marcos	San Antonio
ABC [abc.go.com]	KVUE – Ch. 24 [kvue.com]	KSAT – Ch. 12 [ksat.com]
CBS [cbs.com]	KEYE – Ch. 42 [keyetv.com]	KENS – Ch. 5 [mysa.com]

FOX [fox.com]	KTBC – Ch. 7 [fox7.com]	KABB – Ch. 29 [kabb.com]
NBC [nbc.com]	KXAN – Ch. 36 [kxan.com]	WOAI – Ch. 4 [woai.com]
PBS [pbs.org]	KLRU – Ch. 18 [klru.org]	KLRN – Ch. 9 [klrn.org]

4.2.2 Radio Stations Emphasizing Talk and/or News

Type	Austin/San Marcos	San Antonio
Public radio	KUT 90.5 FM [kut.org]	KSTX 89.1 FM [tpr.org]
Commercial radio	KTSW 89.9 FM [ktsw.net]	WOAI 1200 AM [woai.com]
		KTSA 550 AM [ktsa.com]

4.2.3. Local Newspapers

Type	Austin/San Marcos	San Antonio
weekly, alternative	<i>The Daily University Star</i> [universitystar.com]	<i>San Antonio Current</i> [austinchronicle.com]
daily, mainstream	<i>Austin American-Statesman</i> [statesman.com]	<i>San Antonio Express-News</i> [mysa.com]
	<i>San Marcos Daily Record</i> [sanmarcosrecord.com]	
weekly, alternative	<i>Austin Chronicle</i> [austinchronicle.com]	

4.2.4 National Magazines

Topics	Magazines
business	<i>Business Week</i> [businessweek.com]
	<i>Forbes</i> [forbes.com]
	<i>The Economist</i> [economist.com]
current events	<i>Newsweek</i> [newsweek.com]
	<i>Time</i> [time.com]
general interest	<i>Smithsonian Magazine</i> [smithsonianmag.com]
geography	<i>NG Explorer</i> [nationalgeographic.com/ngexplorer]
	<i>National Geographic</i> [nationalgeographic.com/ngm]
psychology	<i>Psychology Today</i> [psychologytoday.com]
science	<i>Popular Science</i> [popsci.com]
	<i>Discover Magazine</i> [discovermagazine.com]
	<i>Scientific American</i> [sciam.com]

4.3 Possible Activities

4.3.1 Listening Activities

Level 1301 and 1302 Students

- Watch movies and TV programs with simple stories and lots of action.
- Watch “how to” programs (on PBS, for example) that demonstrate cooking, sewing, or building things.
- Watch sporting events and local weather forecasts on TV.
- Watch TV programs with closed captioning. Closed captions are the visible text for spoken audio. These programs are designated "CC" (Closed Captioning). Your television must feature Closed Captioning, and it must be turned on, usually through a settings menu.

Level 1303 Students

(At this level, you only need to understand the overall story/idea.)

- Watch serious dramas. Popular TV dramas include *CSI*, *This is Us*, *Law and Order*, and *Chicago Fire*.
- Watch comedies. Popular current TV situation comedies include *Modern Family*, *30 Rock*, *Parks & Rec*, and *The Simpsons*. There are also reruns of long-running situation comedies such as *Cheers*, *Everybody Loves Raymond*, *Frasier*, *Friends*, *M*A*S*H*, and *Seinfeld*.
- Watch TV talk shows such as Dr. Phil or soap operas such as General Hospital.

Level 1304 Students

- Listen to TV news magazines. Some (e.g., Good Morning America and Today) are on in the morning. Others (e.g., 20/20 and 60 Minutes) are on in the evening.
- Listen to documentaries and TV programs which are mainly informative. PBS frequently has such shows, including Going Places, Nature, and The World of National Geographic. On cable, the Discovery Channel, the History Channel, the National Geographic Channel, and Arts & Entertainment (A&E) have a great variety of informative programming.
- Listen to news programs on National Public Radio (NPR) stations. Morning Edition, Weekend Edition, All Things Considered, and All Things Considered Weekend all repeat the major stories several times, and you can go to NPR's website to find a summary of those stories plus listen to them as often as you want to.
- Attend on-campus plays

Level 1305 Students

- Listen to national and local TV newscasts. Local newscasts are generally at 6:00 a.m., noon, 5:00 p.m., 6:00 p.m., and 10:00 p.m. NBC, CBS, and ABC national newscasts are at 5:30 p.m. Cable channels such as CNN, Fox News, and MSNBC have frequent national newscasts as well as many other news-related shows.
- Listen to radio stations which feature news and talk shows.
- Listen to lectures in academic classes. You must have permission from the professor.
- Listen to on-campus speakers at events such as poetry readings and guest lectures.

4.3.2 Speaking Activities

Level 1301 and 1302 Students

- Go to a store and ask for specific information about products.
- Greet and talk about the weather with friends and strangers.
- Ask a stranger for specific information such as the time or directions.

Level 1303 Students

- Talk to one person informally in social settings.
- Talk to individuals involved in a common activity. It might help to join a student organization such as a sports team, a volunteer group, or a religious group (if you are religious).
- Interview several individuals with a list of questions. Explain that this is a project for an intensive English class.

Level 1304 Students

- Go to university offices such as academic departments, admissions, career services, financial aid, recreation center, and the Student Learning Assistance Center (SLAC). Ask for specific information, saying that you are planning on becoming a student. Another option is to ask if you can interview someone about the functions of the office, explaining that this is a project for an intensive English class.
- Join group conversations and discussions in social settings or in student organizations.
- Talk to students about their courses. For example, ask about written assignments, reading assignments, lectures, and interactions with professors and other students.

Level 1305 Students

- Give a presentation (perhaps about your country) to a student or community group.
- Become an active participant or even a leader in student organizations.
- Volunteer through Student Volunteer Connection or another service-oriented student.

4.3.3 Reading Activities

Level 1301 and 1302 Students

- The comics in newspapers online
- Short, simple novels
- Books written for children
- Advertisements

Level 1303 Students

- Advice columns in newspapers online
- Simple novels and short stories
- Books, magazines for teenagers
- Magazines about entertainment, fashion, hobbies, sports, etc.

Level 1304 Students

- Articles, editorials, letters to the editor, and newspaper columns
- Fairly short novels, short stories
- Easy magazines about serious topics
- Introductory textbooks about familiar subjects

Level 1305 Students

- Long popular novels
- Literary works
- Hard magazines about serious topics
- Introductory textbooks about unfamiliar subjects

4.3.4 Speaking Activities

Level 1301 and 1302 Students

- Simple tenses (present, past, future)
- Simple modals and expressions
- Adjectives and adverbs
- Comparative forms

Level 1303 Students

- More tenses (progressive, perfect)
- More modals and expressions
- Articles and quantity words
- Pronouns and other references
- Gerunds and infinitives

Level 1304 Students

- Complex tenses
- Passive verbs
- Past modals and related expressions
- Adjective clauses
- Conditionals

Level 1305 Students

- Adverb clauses and reductions
- Discourse markers
- Adjective clauses and reductions
- Noun clauses
- Hypothetical forms

Section Five

Taking Academic Classes at Texas State

5.1 Important Offices

Office / Department	Location	Telephone / Website URL
Texas State Intensive English	Thornton International House, (THOR) 300	512-245-7966 [https://www.txst.edu/internationalaffairs]
Texas State International Student and Scholar Services (ISSS)	Thornton International House, (THOR) 200	512-245-7966 [international.txstate.edu]
Office of Undergraduate Admissions	601 University Drive	512-245-8978 [admissions.txstate.edu]
Graduate College	601 University Dr. JC Kellam (JCK), 280	512-245-2581 [gradcollege.txstate.edu]
Registrar's Office	601 University Dr. JC Kellam (JCK), 111	512-.245-8978 [registrar.txstate.edu]
Department of Housing and Residence Life	515 N Comanche St. Housing and Res Life (DHRL)	512-245-4663 [reslife.txstate.edu]
IT Assistance Center / Technology Resources	601 University Dr. Alkek 1 st Floor	512-245-4822 [itac.txst.edu]
Student Business Services	601 University Dr. JC Kellam (JCK), 188	512-245-2544 [sbs.txstate.edu]
Testing Evaluation and Measurement Center	Nueces	512-245-2276 [txstate.edu/trec]
Student Health Center	298 Student Center Drive	512-245-2161 [healthcenter.txstate.edu]

	Student Health Center (SHC)	
Student Recreation Center	1001 Academy Street Student Rec Center (SRC)	512-245-2940 [campusrecreation.txstate.edu]
Parking Services	202 Student Center Drive	512-245-2887 [parking.txstate.edu]
University Advising Center	Trauth-Huffman Hall THH 120	512-245-2218 [advising.txst.edu/university-advising-center]

5.2 Becoming Eligible for Academic Classes

5.2.1 Full Admission

To become a full-time student at Texas State, you must meet the university's academic requirements and satisfy the English language proficiency requirement (<https://www.admissions.txst.edu/future-students/international/admissions-requirements.html#proficiency>) or complete TSIE courses at the 1305 level with B or higher. (Note: some departments may still require the TOEFL/IELTS minimums for full admission).

5.2.2 Conditional Admission

If you do not meet the language requirements indicated for full admission, you may be able to take some TSIE classes and one or more academic classes by becoming a conditionally admitted student in the TSIE Conditional Admission Program. Conditionally admitted students must meet the university's academic requirements and earn an overall grade of B (80%) or higher on your Level 5 final report for undergraduate and an overall grade of B (90%) or higher on your Level 5 final reports for graduate to fulfill your conditional admission contract with the Graduate College.

5.3 Addressing Other Testing Requirements

5.3.1 Graduate Students

Many graduate programs require that you take other tests. For example, students seeking an MBA need to take the GMAT. Other programs require the GRE. Read the Graduate Catalog, read your department's website, and/or talk to a departmental academic adviser for details about your program's requirements.

You should plan your time and effort so that you can fulfill these testing requirements while you are fulfilling language requirements and/or taking background courses. The Student Learning Assistance Center (SLAC) on the 4th floor of the Alkek Library has materials to help you study for these tests. It is also possible to obtain study materials online or to take special test preparation workshops and courses. Ask SLAC for more information.

5.3.2 Undergraduate Students

Before first-time freshmen can register for the first semester of undergraduate classes, Texas Success Initiative requirements must be fulfilled.

5.4 TSIE Advising Meetings

TSIE regularly has meetings for various groups of students (for example, students who want to apply for undergraduate admission or students who are currently taking graduate and TSIE courses). The purpose is to help you understand how to complete the process for continuing your studies for the next semester. Because the process is complicated, each semester you should come to the meeting for students in the same position as you, or make an appointment individually with the Director.

5.5 Important Things to Remember

All students taking academic classes and TSIE classes at Texas State need to remember these things:

- Meet with the TSIE Director to discuss your TSIE schedule.
- Meet with your academic advisor to discuss your schedule of academic classes. Bring your TSIE schedule!
- Register for academic classes in accordance with your TSIE course schedule, especially if you are conditionally admitted in the TSIE Conditional Admission Program.
- Read all information from University offices carefully and often.

- Be aware of and meet deadlines for academic and TSIE classes.
- If you are on a non-immigrant visa and you already have health insurance, complete the Waiver/Refund of Insurance Form each semester before you pay for tuition and fees. Follow the instructions carefully. NOTE: If you do not, you will be charged for insurance.
- Notify all offices of changes to your email, address, telephone number, etc.

5.6 Documents for TSIE

If you are enrolled in one or more academic classes and one or more TSIE classes, provide the following information to the TSIE office. In most cases, we will make a copy of the official document for our files.

- Each International TOEFL score
- Your acceptance letter from Undergraduate Admissions or the Graduate College
- Your Conditional Contract for the TSIE Conditional Admission Program

5.7 Students on Non-Immigrant Visas

If you are taking academic classes at Texas State and are on a non-immigrant visa, you need to make appointments to keep in contact with the International Office, which deals with students on non-immigrant visas in the following ways:

- Keeping copies of their immigration documentation (passport, visa, SEVIS I-20, etc.), both when they first begin taking academic classes at Texas State, and each time a change occurs (for example, they leave the U.S. and return or they receive a new SEVIS I-20)
- Providing orientation for new international students
- Processing all requests to take fewer than 12 academic hours each semester for undergraduate students or 6 to 9 academic hours each semester for graduate students (using a Course Underload Form.) 6 hours for master's level and 9 hours for doctoral level).
- Providing information for international students from other University offices (for example, the Student Health Center needs you to complete a Waiver/Refund of Insurance Form if you already have health insurance.)

Section Six
Living in the United States

6.1 Cultural Adjustment

6.1.1 Introduction to Cultural Differences

There will be many differences between life in your country and life in the United States. Some obvious differences are:

- Language
- Religion
- Educational system
- Climate
- Food
- Absence of family and friends

Some less obvious differences are:

- How students relate to teachers
- How people make decisions
- How people spend their leisure time
- How people resolve conflicts
- How people express feelings and emotions
- How people communicate with their hands, face, and body
- How people interpret silence

You may feel uncertain and worried about these differences, and you may ask yourself:

“Am I speaking properly?”

“Am I supposed to say something now?”

“Will I be a successful student?”

“Will I find friends?”

“Will my roommate like me?”

“Should I discuss my personal beliefs or my political opinions?”

“What does it mean when someone looks directly into my eyes?”

“Should I trust this friendly stranger?”

It is common to feel uncertain and confused in a new culture. You may feel that you do not know what to do in certain situations. In your country, you know what to say, how to behave, and what to expect. You also know what other people will say or how they will act in similar situations. In other words, you understand the "rules" or cultural "signs" because you have lived in that culture all your life. Now, you are in a new culture, and the cultural rules have changed. You no longer understand the signs, and your daily life has become harder.

6.1.2 Stages of Cultural Adjustment

To start feeling better about your new cultural surroundings, you need to learn the rules of the new culture. Learning a new culture takes time and energy. Cultural adjustment comes in stages. Typically, there are four stages that a newcomer to any culture goes through while learning to adjust and live happily. These stages are (1) honeymoon/euphoria, (2) culture shock, (3) acceptance, and (4) adjustment.

“Honeymoon” (Euphoria) Stage

At first, when you are new to the culture, you may feel that you have all the time and energy necessary to enjoy your stay. You love everything and everybody. Everything around you is new and exciting. All the people you meet are helpful, kind, and always smiling.

Culture Shock Stage

After your first happy and energetic time in the new culture, differences between your culture and the new culture begin to bother you. Maybe you are bothered by the food. Maybe you are bothered by the behaviors or actions of roommates or new friends. Now you seem to hate everything. No one is kind anymore, and no one seems to care about you. You don't have the friends from the new culture you had hoped to have. The only people you can depend on seem to be friends from your own culture. With them, you can talk about all the things that bother you about the food, the religious beliefs, the politics, and the behavior of the people from other cultures you meet. With your friends, you feel at home in your language and your culture. This stage of adjustment is perhaps the most physically, emotionally, and psychologically difficult.

Acceptance Stage

After your difficult and painful period of culture shock is over, you will begin to feel better and learn to accept the differences that previously bothered you. Perhaps you gain more knowledge of the language and culture or more awareness of yourself and how you tolerate new things. You meet more people from the new culture and start to make friends.

Adjustment Stage

At this stage you understand the differences between your culture and the new culture. You begin to make decisions about which parts of the new culture and your own culture you like and which parts you don't like. You avoid value judgments which rate one culture better than another. You recognize the differences and similarities and accept them as such.

The time spent in each of these stages differs from one person to another. In fact, some people do not go through all of the stages, some people go through the stages in a different order, and some people repeat certain stages one or more times. Do not worry if your process is different from that of other people adjusting to a new culture.

6.1.3 Problems Associated with Culture Shock

Because the Culture Shock Stage causes so much hardship for newcomers, it is important to talk about it in a little more detail. During this stage, you will experience stress, confusion, sickness, and perhaps anger. Your body and mind may react in unusual ways. Some of the reactions you might experience are:

- Feeling isolated, alone, or unusually sad
- Sleeping too much or becoming tired easily
- Difficulty sleeping
- Suffering body pains—especially in the head, neck, back, and stomach
- Wanting to return home
- Feeling mostly strong negative emotions (for example, anger) toward people and situations in the new culture
- Being very concerned about being clean
- Not caring about personal appearance or personal hygiene
- Loss of appetite or eating too much
- Excessive concern about sickness, safety, drinking water, and food
- Feelings of helplessness and wanting to depend on people from your country who have lived in the new culture for a longer time

6.1.4 Suggestions for Easing Culture Shock

Reactions to culture shock are normal and, hopefully, temporary. These reactions occur in all people who are adjusting to life in a new environment. Here are some suggestions that you can use in your current situation to get through the shock stage of cultural adjustment and move on to the acceptance of life and culture in the United States.

1. Understand that you will often feel uncertain and confused—these feelings will never go away entirely. Imagine how an American would react to living in your country.
2. Observe how Americans act in situations that are confusing to you. Ask them why they behave as they do. Avoid judging things as either right or wrong—see things as merely different.
3. Remember the ways that you reduced stress when you lived in your own country, and apply them in your new environment. For example, you might take a long walk, go to a movie, call or message a friend, listen to music, go for a swim, or blog about how you feel. Remember to have a sense of humor in confusing situations; laughter is a wonderful medicine!
4. Accept the difficult challenge of learning how to live and study in another culture. Believe that you can learn the skills to make a satisfactory transition. Remember, you are on a once-in-a-lifetime adventure!
5. Recognize the advantages you will experience after having lived in two different cultures. Your life will be enriched by meeting people whose cultural

backgrounds are not the same as yours. Share your time with many different people. Avoid having friends only from your culture while you are away from home. Teach Americans and other international students how people from your culture think and act.

6. Realize how much you have improved in adjusting to American culture. Think of all the things you have learned since you arrived. Remember that you can and will make a successful adjustment to American culture.

6.2 Immigration Requirements

IMPORTANT NOTE: Follow all immigration requirements and rules very carefully to avoid being non-compliant with your immigration status.

You should have brought the appropriate immigration documents when you registered for your TSIE classes. Check with the International Office to make sure all of your documents are on file.

- SEVIS I-20
- Passport (with visa)
- I-94
- Permanent Resident Card (if applicable)
- Any other relevant immigration documents (e.g., notice of action)

If you are planning to leave the United States, have your SEVIS I-20 signed by a Designated School Official (DSO) at the International Office **BEFORE** you travel out of the country (for example, to Mexico). If your SEVIS I-20 is not signed and you leave the country, you **WILL HAVE TROUBLE** re-entering the United States!

6.3 Texas Identification Card

If you do not need a driver's license but need identification, you can get the Texas Identification Card. Take your passport to the Texas Department of Public Safety (DPS), you will fill out a form, they will take your photo, and you will receive a temporary ID card until you receive the permanent card in the mail.

6.4 Social Security Number (SSN)

You must have a job offer before you can apply for a Social Security Number. If you have an F-1 visa and a job offer, go to the Social Security Administration Office in San Marcos. Take the following documents (both the originals and photocopies) with you:

1. All of your immigration documents--passport, visa, stamped SEVIS I-20, and I-94
2. A letter documenting your enrollment status (If you are only taking TSIE courses, see the Administrative Assistant or Director for the letter. If you are taking any academic courses, go to the International Office for the letter.).
3. A letter from your future employer that says what the job is and the expected start date.
4. A completed application form.
5. Show TSIE your new SSN card when you get it. We will make a copy.
6. If you are in academic classes, report your new SSN to the Registrar and ID Services.

6.5 Driver's License

You can apply for a driver's license with or without a Social Security Number. The Texas Department of Public Safety (DPS) is located in San Marcos.

1. Go to the DPS office or website or come to our office to get a Texas Driver License Handbook to study.
2. After you know the information well, go to DPS with your passport, your check book and/or credit/debit card/ and/or cash, a vehicle for the driving test, and your Social Security Card. If you do not have one, go to DPS and say, "I need a Social Security affidavit because I am not eligible for a Social Security Number." Then, complete and submit the form.
3. Take your written exam.
4. When you have passed the written exam, you may take the driving test. Ask a friend to drive you, as YOU NEED TO BRING A CAR FOR THIS TEST. Do not drive the car without a license.
5. After you pass the driving test, a DPS agent will take your photo and issue you a temporary license until you receive the permanent license in the mail. You will have to pay before they take your photo.

6.6 Banking

Most people in the United States use banks to keep their money. They usually have a checking account, which can be used to make payments via debit cards. They also may have a savings

account. This contains money that they do not expect to spend often. The money in this account may be used in case of an emergency. They also may have a credit card through their bank or through some other company.

You will probably find it very helpful to put your money in a bank. There are several banks in San Marcos near Texas State:

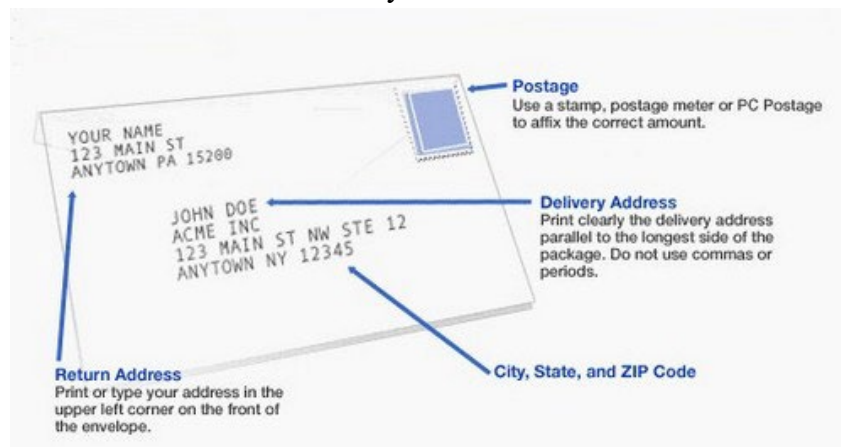
Bank Name	Website
University Federal Credit Union	https://www.ufcu.org/
Wells Fargo	wellsfargo.com
Bank of America	bankofamerica.com
BBVA (Compass) Bank	https://www.bbvausa.com/
Frost Bank	www.frostbank.com

You need to ask each bank to find out exactly what you need to open an account. Here are some possible requirements:

1. Money (the minimum is often between \$25 and \$100)
2. Your passport and other immigration documents
3. Some other form of identification (e.g., driver's license, credit card, or student identification card)
4. For some banks, a Social Security Number (SSN)
5. Your local address and contact information

6.7 How to Address an Envelope

This illustration shows how the U.S. Postal System wants us to address mail.



6.8 Transportation

6.8.1 Parking

If you plan to park a car on campus, you need a permit and you need to understand the rules about where you can park. If you do not follow the rules, you will likely receive a ticket and have to pay a fine. If you are taking one or more academic courses, go to Texas State's Parking Services to take care of the paperwork and buy a permit. If you are taking only TSIE courses, come to the TSIE office and ask for the parking permit application. We will help you understand what to do.

6.8.2 Ride Share Services

You can use ride share services, such as Uber and Lyft, though their apps on your smartphone to get to places in San Marcos.

6.8.3 Bicycles

Another good way to get around San Marcos is on a bicycle. There are at least four places to find bicycles in San Marcos.

- The Bike Cave: Pleasant Street, 512-245-4567
- Pedal Power Bicycles: 2617 S IH 35, 512-396-7433
- Target: Stonecreek Crossing, 700 Barnes Drive, 512-392-7960
- Wal-Mart: 1015 Hwy. 80, 512-353-0617

If you get a bicycle, be sure to wear a helmet. You should also have a bike lock (U-locks are best) to prevent someone from stealing your bike! You can register your bicycle with the University Police Department for free, and this might help you recover it if it is stolen. Learn the laws about riding a bicycle, especially if you plan to ride at night.

6.8.4 Buses

Another means of transportation is the Bobcat Tram System. There are regular bus routes on campus, to some residential areas in San Marcos, and to some places in Austin. The bus schedules can be found online at the Bobcat Shuttle website: shuttle.txstate.edu.

The city of San Marcos also has limited bus routes during the week called CARTS. You must have that exact fare amount to ride this bus if you are paying with cash. CARTS has a new online payment option, you may now pay fare through the free "Hopthru" app available on your smartphone or tablet. For more information, go to their website at (<http://www.ridecarts.com/fares>). If you ride often, you may want to buy a pass. The main station is called San Marcos Station, located at 338 S. Guadalupe.

If you need ground transportation to other places in the state or nation, you can take a Greyhound bus (greyhound.com). The bus terminal is located in San Marcos Station at 338 S. Guadalupe.

6.8.5 Trains

A fun way to see the country! Amtrak passengers enjoy service in more than 500 communities, including San Marcos, in 46 states throughout a 22,000-mile route system (amtrak.com). The train terminal is located in San Marcos Station at 338 S. Guadalupe. The toll-free national telephone number for reservations is 1-800-872-7245.

A comparison chart of transportation options is available for viewing in TSIE TRACS – Resources.

For more information on Transportation around the University and in San Marcos, please visit the University’s Transportation Services Webpage (<https://www.transportation.txstate.edu/>)

6.9 Medical Care

The Student Health Center is located at 298 Student Center Drive in its own building at the corner of Sessom and Tomás Rivera Drive. This is northwest of the LBJ Student Center, beyond a parking garage and parking lot. Check the website for details about types of services, hours, etc. at: healthcenter.txstate.edu.

All TSIE students with a valid Texas State Student ID are eligible to use the Student Health Center for unlimited visits at no charge to see a doctor. Lab tests, X-rays, prescription medications, allergy injections, and other services are available at reasonable prices. Payment is expected at the time of service. Appointments are required.

6.9.1 Student Health Center Hours of Operation:

7:30 a.m. - 5 p.m.	Monday, Wednesday, Friday
8 a.m. - 6 p.m.	Tuesday
8 a.m. – 5 p.m.	Thursday

6.9.2 Student Health Center Telephone Numbers:

- 512-245-2161 General Information and to leave a message for a doctor
- 512-245-2161 Appointments
- 512-245-2161 Ask-A-Nurse (also nights and weekends when school is in session)
- 512-245-2161 Pharmacy

6.9.3 Emergencies/Weekend/After Hours Care:

(You are responsible for all costs.)

Call 911, or go to the nearest hospital:

Central Texas Medical Center
1301 Wonder World Drive, San Marcos TX 78666
512-353-8979

Seton Medical Center Hays
6001 Kyle Pkwy, Kyle, TX 78640
512-504-5000

6.10 Counseling

The Counseling Center is located in the LBJ Student Center, Room 5-4.1. If you are experiencing depression, homesickness, or similar problems, you can find help at the Counseling Center. It also offers group counseling for test anxiety and stress management (counseling.txstate.edu). HELPLINE - Personal Counseling: 512-245-2208. When school is in session, it is open 8:00 a.m. to 5:00 p.m. on Monday through Friday.

6.11 Housing Policies at Texas State

Housing policies at Texas State apply to TSIE-only as well as admitted Texas State students. All unmarried students under the age of 20 who have completed fewer than 30 credit hours must reside in the residence halls. Current residents are not required to live on campus for their second year at Texas State regardless of age and hours.

IMPORTANT NOTES:

1. Students who live in the residence halls during the FALL semester and continue at Texas State during the SPRING semester **MUST** remain in the halls during the spring.
2. Students living in the halls must have a meal plan. The plan available to TSIE-only students is the Dining Dollars meal plan. Finish using all of your Dining Dollars before the end of the semester because there is no refund.

In the summer, housing is only available in a limited number of halls. This is determined by the Department of Housing and Residence Life. Students are recommended to live in halls that are open during the Thanksgiving or Spring breaks or between semesters to avoid having to move to temporary housing for those times. Of course, any housing during the normal semester breaks will require an additional charge from the students.

6.12 Making Complaints

To understand how people handle complaints in the U.S., you need to know two basic concepts: following the chain-of-command and using a mediator.

If you follow the chain-of-command when complaining, you go first to the person most directly involved in providing the service or product with a problem. If you are not satisfied after talking to the first person, go to his or her supervisor. Again, if the supervisor does not resolve the issue, you may continue up the chain-of-command to the next highest supervisor. This could continue all the way to the highest authority in the organization.

Of course, as you continue to higher levels of authority, it often becomes more difficult to arrange a meeting or to explain the specific situation. Therefore, sometimes it is a good idea to call in a mediator. A mediator is a person who is not directly involved in the problem, who listens to and understands both sides of the issue, and who helps the people involved in the problem find a solution which benefits everyone.

Here at Texas State, you should use this process for problems related to services provided by TSIE. For other campus problems, you could try this process on your own. If you are not sure who is in the chain-of-command for your problem, the Office of the Dean of Students helps Texas State students know where to go with their complaints. If you do not feel confident making the complaints on your own, the Director of TSIE can also help you.

The opportunity to file a formal complaint is open to all students, staff, faculty, and associates of TSIE. To file a formal complaint with regard to programming and services at TSIE, please email us at tsie@txstate.edu.

TSIE defines a formal complaint as a statement of grievance presented to the administrative office in writing. The formal complaint requires a formal response, which TSIE will attempt to deliver within 10 days to assure full investigation and development of a solution.

The TSIE Student Handbook offers students the following procedures for submitting complaints to TSIE:

If you have concerns or suggestions with regard to class placement, teaching style, homework, course materials, class activities, grades, or similar matters, you should follow this procedure:

1. Tell the instructor that you have something that you would like to discuss, and ask the instructor for an appointment to talk in private.
2. Explain your concern politely. Listen to your instructor's response. If you are not satisfied with the instructor's explanation or procedure for resolving the problem, go to Step #3. Also, if you are satisfied with the procedure for change, but later believe that the instructor has not changed, go to Step #3.
3. Talk to the TSIE Director, who will then set up a meeting with you and the instructor to resolve the issue. If the problem continues after a reasonable time, go to Step #4.
4. Talk to the Vice-Provost with oversight of TSIE, who will then arrange a meeting and act as a mediator to resolve the problem.

If you have concerns or suggestions with regard to the TSIE program in general, you may visit the TSIE Office to schedule an appointment with the Director. In addition, general concerns and suggestions may be emailed to tsie@txstate.edu

6.13 Safety Tips

San Marcos is a relatively safe city, but this does not mean it is crime-free. It is important to be sensible and careful. These suggestions are not meant to scare you but to make you aware:

- In the case of an emergency if you need the police, an ambulance, or a fire engine, call 911. The University Police Department number is 512-245-2805. They will direct you to another place if needed.
- Never walk alone at night. Always have a friend (not someone you just met) go with you. You can also purchase pepper spray at any Wal-Mart or a sports store that will disable a would-be attacker. Our student patrol, the Bobcat Bobbies, patrol the campus at night on foot and by electric cart and report any suspicious or criminal activity. They also provide escort services to on-campus locations. If you're concerned about walking alone on campus at night, call the Bobbies at 512-245-2805, and they'll escort you to your destination.
- Never leave your cell phone, laptop, bicycle, backpack, purse, books, etc. unattended even if it seems like a safe place, like the library. Someone could be tempted to steal them.

- If you attend a party, do not set your drink down and do not accept a drink from a stranger. It is possible that someone could put something dangerous in it such as Rohypnol, GHB, and other sedative-hypnotics. These and other substances are sometimes used to aid in sexual assault.
- If you drive, DO NOT drink alcoholic beverages and then drive. Even one drink may be too much. If you are stopped or have an accident, the police will arrest you for driving while intoxicated (DWI). Then, you will spend the night in jail, go to court, and pay a very expensive fine (more than \$2,000). You may even have negative consequences from Texas State, including fees, suspension, and expulsion. Don't take the chance!
- Be aware of potential negative consequences of consuming alcohol or drugs even when you are not driving. Illegal acts commonly associated with alcohol and drugs include public intoxication, providing alcohol to a minor, bringing alcohol or drugs into the residence halls, and being a minor in possession of alcohol or drugs. Students who violate these laws are subject to disciplinary actions and possibly suspension from TSIE or Texas State.

6.14 Safety Information Documents

Emergency Response Protocol

Texas State University maintains a Standard Response Protocol, containing four types of action, to ensure a safe campus environment. When you are faced with an emergency, call:

Emergency: 911

**University Police Department: 1-512-245-2890 (days) or
1-512-245-2805 (nights and weekends)**

 <p>Lockdown: Locks, lights, out of sight</p>	<ul style="list-style-type: none"> • Avoid threat if possible. • Move out of site • Deny access — lock and barricade doors. • Turn off light sources. • Maintain silence. • Prepare to evade or defend. • Do not open the door until police give the all clear.
 <p>Lockout: Secure the perimeter</p>	<ul style="list-style-type: none"> • Bring everyone indoors. • Lock the perimeter • Account for occupants. • Increase awareness of your surroundings. • Continue business as usual.
 <p>Evacuate: To a designated location</p>	<ul style="list-style-type: none"> • Follow the instructions provided by authorities • Notify others to evacuate. • Take only your phone and essential items. • Help those needing assistance. • Notify police of missing or injured.
 <p>Shelter: Safety Strategy</p>	<ul style="list-style-type: none"> • Move to interior of structure. • Stay away from windows. • Shelter in smaller rooms if able. • Sit or kneel next to walls. • Do not leave shelter unless instructed to do so.

<http://www.police.txstate.edu/campus-safety/emergency-procedures.html>

Emergency & Non-Emergency Contacts



Emergency, Non-Emergency , and Transportation Contacts

<p>U.S. Emergency Line Phone: 911</p> <hr style="border: 1px solid red;"/> <p style="text-align: center;"> </p>	<p>TSIE Office Phone: 512.245.7810</p> <hr style="border: 1px solid #800000;"/> <p>344 W. Woods, San Marcos TX 78666</p>
<p>Counseling Center Phone: 512.245.2208</p> <hr style="border: 1px solid #008000;"/> <p>5-4.1 LBJ Student Center, San Marcos, Texas 78666</p> <p style="text-align: center;"></p>	<p>Student Health Center Phone: 512.245.2108</p> <hr style="border: 1px solid #800000;"/> <p>298 Student Center Drive, San Marcos, TX 78666</p> <p style="text-align: center;"></p>
<p>International Office Phone: 512.245.7966</p> <hr style="border: 1px solid #800000;"/> <p>344 E. Woods, San Marcos, TX 78666</p> <p style="text-align: center;"></p>	<p>Texas State University Police Department (24/7) 512.245.2805</p> <hr style="border: 1px solid #800000;"/> <p>615 North L.B.J. Drive, San Marcos, TX 78666</p> <p style="text-align: center;"></p>
<p>Safety Escort (Available Nightly) Phone: 512.245.SAFE</p> <hr style="border: 1px solid #808000;"/> <p style="text-align: center;"></p>	<p>Health Insurance Phone: 1.800.767.0700 Customer Service</p> <hr style="border: 1px solid #800080;"/>
<p>San Marcos Police Department 512.753.2108</p> <hr style="border: 1px solid #000080;"/> <p>2300 S Interstate 35, San Marcos, TX 78666</p> <p style="text-align: center;"></p>	<p>Central Texas Medical Center 512.353.8979</p> <hr style="border: 1px solid #800000;"/> <p>1301 Wonder World Dr., San Marcos, TX 78666</p> <p style="text-align: center;"></p>
<p>Greyhound Phone: 1.800.231.2222</p> <hr style="border: 1px solid #008000;"/> <p>338 South Guadalupe Street, San Marcos, TX 78666</p> <p style="text-align: center;"></p>	<p>Amtrak (train service) Phone: 1-800-USA-RAIL</p> <hr style="border: 1px solid #808080;"/> <p>Location: 338 South Guadalupe Street, San Marcos, TX 78666</p> <p style="text-align: center;"></p>
<p>Austin-Bergstrom International Airport (AUS) Phone: 512.530.ABIA (2242)</p> <hr style="border: 1px solid #000080;"/> <p>3600 Presidential Blvd, Austin, TX 78719</p> <p style="text-align: center;"></p>	<p>San Antonio International Airport Phone: 210.207.3433</p> <hr style="border: 1px solid #008080;"/> <p>Address: 9800 Airport Blvd. San Antonio, TX 78218</p> <p style="text-align: center;"></p>

Please download the Bobcat Guardian application at
<http://www.police.txstate.edu/Personal-Safety/Safety-Apps.html>

6.15 Campus Maps

All campus maps are available online on the Texas State website: maps.txstate.edu. If you need help with directions, contact the TSIE office or the University Police Department.

Section Seven

TSIE Goals & Student Learning Outcomes

7.0 TSIE Course Goals & Outcomes

7.1 Level 1: 1301 (High Beginning)

7.1.1 Goals

Academic Preparation:

- Students will enhance their ability to identify main ideas and specific details in spoken content. They will also learn to differentiate between formal and informal registers.
- Develop the ability to initiate and maintain basic conversations, ask and respond to simple questions, and work towards more accurate pronunciation.
- Students will focus on skimming for main ideas, recognizing basic word forms, and predicting content to improve basic reading comprehension.
- Learn to construct simple sentences and understand basic paragraph structures, laying a foundation for more complex writing tasks.

Cultural Integration:

- Students will deepen their understanding of the cultural values of both the United States and their home countries through diverse resources such as fiction, non-fiction, news websites, magazines, newspapers, and brochures.
- Students will enhance their cross-cultural communication abilities through oral presentations, classroom discussions, and engaging in authentic communicative activities. They will also learn the cultural expectations for academic writing in the U.S.

Test Preparation:

- Focus on recognizing and using common idiomatic expressions from various media sources such as streaming audio content, television, radio, podcasts, and movies.
- Participate in classroom discussions to practice and reinforce newly acquired vocabulary and idiomatic expressions.
- Students will become familiar with typical test formats such as fill-in-the-blank and multiple-choice questions, and improve comprehension of basic reading texts.
- Begin to recognize and correct errors in simple and compound sentences and develop strategies for constructing paragraphs efficiently. Develop the ability to write and organize a short paragraph in 30 minutes, as required by the TOEFL and the IELTS.

7.1.2 Student Learning Outcomes

Students will be able to:

Listening

1. Understand diverse number forms such as ordinal and cardinal.

2. Understand and respond to basic questions.
3. Understand and make appropriate response to basic instructions.
4. Identify the main idea of a short listening passage.
5. Identify details of a short listening passage.
6. Understand basic reductions, stressed words.
7. Listen and complete a basic outline or graphic organizer of a short passage.
8. Differentiate between formal and informal, basic English.
9. Understand meaning through tone of voice in basic contexts.

Speaking

1. Differentiate vowels and consonants. Pronounce 50% accurately.
2. Use stress and intonation correctly in sentences.
3. Use diverse number forms, including dates, addresses and telephone numbers.
4. Initiate and sustain basic conversations.
5. Ask and answer basic questions including clarification, giving opinions, responding to familiar topics and other request types.
6. Describe basic needs and wants.
7. Rephrase basic statements.
8. Increase use and proficiency of basic vocabulary used in academic and informal contexts.
9. Describe people, places, things and events using basic adjectives.
10. Manage speaking situations using combinations of 1) simple and compound sentences, 2) basic grammar structures, 3) English word order, and 4) simple word forms.
11. Develop and present a short prepared speech as an individual, in pairs or in a group presentation.

Reading

1. Read and understand simplified articles or short stories.
2. Demonstrate comprehension of texts by responding to complex questions.
3. Skim a basic passage for the main idea.
4. Preview and predict basic content.
5. Recognize basic word forms: noun, verb, adjective, and adverb
6. Demonstrate understanding of synonyms and antonyms.
7. Use a monolingual English dictionary.

Writing:

1. Write simple and compound sentences.
2. Write related sentences on a given topic.
3. Write a paragraph with a simple topic sentence and support.
4. Write multiple paragraphs on a given topic.
5. Use descriptive, narrative, and other rhetorical modes.
6. Demonstrate basic accuracy in spelling.
7. Demonstrate basic accuracy in capitalization.

8. Recognize and use basic punctuation, such as periods, question marks, commas and apostrophes.
9. Use the following basic grammar tenses: simple present, past and future tenses; present, past and future continuous.
10. Use the following basic grammar structures: pronoun forms, count/non-count nouns, articles, prepositions, and possessive adjectives.

7.2 Level 2: 1302 (Low Intermediate)

7.2.1 Goals

Academic Preparation:

1. Improve listening skills for main ideas, specific details, and inferences; differentiate between formal and informal registers; and use outlines to take notes.
2. Enhance speaking skills by using a variety of sentence types, engaging in longer conversations, giving short speeches, and using more accurate pronunciation.
3. Improve reading comprehension skills by making inferences, scanning for specific information, recognizing word parts, and using graphic organizers.
4. Learn to write various sentence types, detailed paragraphs, and simple essays.

Cultural Integration:

5. Increase awareness and understanding of the cultural values of the United States and their own countries through listening passages, authentic texts, research projects, and writing assignments that explore attitudes, cultural norms, and expressions.
6. Foster cross-cultural communication and learn to use socially appropriate discourse through oral presentations, classroom discussions, and authentic communicative activities.
7. Understand the cultural expectations for academic writing in the United States.

Test Preparation:

8. Become familiar with select idioms and learn basic TOEFL and IELTS vocabulary; listen to short passages for specific details.
9. Use select idioms in speech, participate in intermediate-level classroom discussions, and practice giving short spoken responses.
10. Improve reading speeds, comprehension, and vocabulary; complete exercises and exam questions in a TOEFL and/or IELTS-like format.
11. Develop the ability to write and organize a short paragraph in 30 minutes, as required by the TOEFL and the IELTS.
12. contexts.

7.2.2 Student Learning Outcomes:

Students will be able to:

Listening:

1. Understand common reductions and stressed words.
2. Follow instructions given at a normal rate of speed.
3. Understand and respond to common questions.
4. Identify the main idea of a low-intermediate listening passage.
5. Identify details of a low-intermediate listening passage.
6. Listen and complete an outline or graphic organizer of a medium-length passage.
7. Make inferences from basic content.
8. Request clarification of content.
9. Differentiate between formal and informal colloquial English.
10. Understand meaning through tone of voice in low-intermediate contexts.

Speaking:

1. Accurately pronounce most vowel and consonant sounds.
2. Accurately pronounce contractions, third person singular, and past tense endings.
3. Use stress and intonation correctly in increasingly longer discourse.
4. Initiate a short conversation on a given topic expressing opinions and ideas.
5. Talk about familiar topics asking relevant questions and giving appropriate answers.
6. Improve use of common questions.
7. Rephrase common statements.
8. Speak using simple and compound sentences and some complex sentences.
9. Speak using common word forms and common academic vocabulary.
10. Speak using mostly accurate low-intermediate grammar structures, such as adjective and adverb comparisons, count and non-count nouns, and noun/pronoun agreement, and different articles.
11. Give an individual, pair, or group presentation.

Reading:

1. Read and understand simplified academic material and other literary forms.
2. Distinguish facts from opinions.
3. Understand simple charts, graphs, and diagrams.
4. Make inferences from basic texts.
5. Preview and predict content.
6. Scan a low-intermediate passage for specific information.
7. Skim a low-intermediate passage for the main idea.
8. Organize text in a timeline, outline, or chart.
9. Demonstrate comprehension of texts by responding to basic questions.
10. Use structural analysis to identify root words, prefixes, and suffixes.

Writing:

1. Write simple, compound, and complex sentences.
2. Write a paragraph with a topic sentence containing a controlling idea, supporting details, and a conclusion.
3. Write an essay of three or more paragraphs with an introduction, body, and conclusion.
4. Use descriptive, narrative, comparison/contrast, and other rhetorical modes.
5. Use basic transitions.
6. Summarize the main points of a passage in a short, simple paragraph.
7. Use the following grammar structures: gerunds and infinitives, the passive, modal auxiliaries, adjective and adverb clauses.
8. Use simple, continuous, and perfect verb tenses with common regular/irregular verb forms.
9. Use articles, noun/pronoun agreement, subject/verb agreement, and count/non-count nouns with low-intermediate proficiency.
10. Recognize errors in grammar, spelling, punctuation, and capitalization.
11. Demonstrate low-intermediate proficiency in the use of punctuation, including commas and quotation marks.
12. Use paraphrasing to avoid plagiarism.

7.3 Level 3: 1303 (High Intermediate)

7.3.1 Goals

Academic Preparation:

- Understand English from a variety of colloquial and academic contexts; summarize and paraphrase; and take detailed notes.
- Improve speaking and discussion skills using academic vocabulary, intermediate grammar structures, and accurate pronunciation.
- Improve reading speed and comprehension skills by interpreting, evaluating, and summarizing a variety of texts, including charts and graphs.
- Learn to write well-developed paragraphs, unified essays, and summaries.

Cultural Integration:

- Increase awareness and understanding of the cultural values of the United States and their own countries through listening passages, authentic texts, research projects, and writing assignments that explore attitudes, cultural norms, and expressions.

- Foster cross-cultural communication and learn to use socially-appropriate discourse through oral presentations, classroom discussions, and authentic communicative activities.
- Understand the cultural expectations for academic writing in the United States.

Test Preparation:

- Improve vocabulary and listening skills for TOEFL and IELTS exams by understanding select idioms and listening to short passages for specific details.
- Increase academic vocabulary, participate in discussions, and give longer spoken responses.
- Improve reading speeds and comprehension accuracy; complete exam questions in a TOEFL and/or IELTS-like format.
- Improve the ability to write and organize a short essay in 30 minutes with minimal errors, as required by the TOEFL and the IELTS.

7.3.2 Student Learning Outcomes

Students will be able to:

Listening:

1. Understand intermediate questions.
2. Identify the main idea of an intermediate listening passage or a short lecture.
3. Identify details of an intermediate listening passage.
4. Make inferences based on explicit details in a listening passage.
5. Listen and complete an outline or graphic organizer of an intermediate passage.
6. Listen and take detailed notes on an intermediate listening passage.
7. Differentiate between formal and informal colloquial & academic English.
8. Understand English from a variety of authentic sources.
9. Respond orally to aural texts.
10. Summarize a short listening passage.
11. Paraphrase a portion of a dialogue.

Speaking:

1. Accurately pronounce vowel and consonant sounds in increasingly complex structures.
2. Accurately pronounce contractions, third person singular, and past tense endings in increasingly complex structures.
3. Use appropriate stress and intonation for formal and informal contexts.
4. Initiate and sustain a conversation on a given topic, expressing opinions and ideas with increasing accuracy.
5. Contribute to group discussions asking relevant questions and giving appropriate answers.

6. Rephrase and clarify statements.
7. Speak using simple, compound, and complex sentences.
8. Speak using intermediate word forms and academic vocabulary.
9. Use mostly accurate intermediate grammar structures, including comparative and superlative degrees in adverbs and adjectives.
10. Use idiomatic expressions and other figurative language.
11. Give an intermediate-level individual, pair, or group presentation.

Reading:

1. Read and understand intermediate-level academic material and other literary forms.
2. Read and understand selected articles in current periodicals.
3. Demonstrate comprehension of texts by responding to intermediate questions.
4. Interpret charts, graphs, and diagrams.
5. Use simple outlines or graphic organizers to summarize main points.
6. Recognize the author's purpose and point of view.
7. Recognize organizational patterns.
8. Make inferences on intermediate texts.
9. Paraphrase a portion of an intermediate-level text.
10. Summarize an intermediate-level passage.
11. Evaluate and relate opinions about intermediate-level texts.
12. Improve reading speed up to 180~200 wpm with 80% comprehension accuracy.

Writing:

1. Write simple, compound, and complex sentences with intermediate proficiency.
2. Write well-developed paragraphs, each with a topic sentence containing a controlling idea, supporting details, and a conclusion.
3. Write a unified and coherent essay of 3-5 paragraphs with an introduction (including thesis statement), body, and conclusion.
4. Write a summary of written text that includes essential citation information.
5. Write a summary of graphic representations (pie chart, bar chart, table, etc.) that provides essential citation information.
6. Write a response, evaluating a written text.
7. Use the following intermediate grammar tenses: simple, continuous, perfect, and perfect continuous with intermediate proficiency.
8. Use the following intermediate grammar structures: passive, gerunds and infinitives, and phrasal verbs with intermediate proficiency.
9. Illustrate accurate use of articles and subject-verb agreement with intervening clauses.
10. Proofread for errors in grammar, spelling, punctuation, and capitalization.
11. Understand and avoid errors in comma splices, fragments, run-ons, and deletions.
12. Use general citation rules to avoid plagiarism.

7.4. Level 4: 1304 (Low Advanced)

7.4.1 Goals

Academic Preparation:

- Expand listening and note-taking skills in complex academic contexts; understand organizational patterns; and make connections between ideas.
- Expand speaking and discussion skills by initiating and sustaining conversations on a wide range of topics, using complex word forms and academic vocabulary, and giving extended presentations.
- Expand reading comprehension skills of complex and academic materials by analyzing authors' opinions, using figurative language, and increasing academic vocabulary, while improving reading speed.
- Write complex essays of various rhetorical modes, paraphrase and summarize academic sources, and write a short research paper with correct citations.

Cultural Integration:

- Increase awareness and understanding of the cultural values of the United States and their own countries through listening passages, authentic texts, research projects, and writing assignments that explore attitudes, cultural norms, and expressions.
- Foster cross-cultural communication and learn to use socially-appropriate discourse through oral presentations, classroom discussions, and authentic communicative activities.
- Understand the cultural expectations for academic writing in the United States.

Test Preparation:

- Learn additional idioms and collocations, increase academic vocabulary, and listen to difficult passages for specific details, main ideas, organization (using discourse markers as clues), and inferences.
- Use idioms, collocations, and academic vocabulary to express oneself in class discussions and conversations outside the classroom; give complex spoken responses, and begin to integrate speaking with listening, reading, and writing.
- Balance accuracy, speed, and comprehension of complex reading passages; complete exam questions in a TOEFL, IELTS, and/or TSI*-like format; and learn strategies for taking the TOEFL, IELTS, and the TSI.
- Write an essay in 30 minutes with increasing accuracy and varied sentence structure, as required by the TOEFL and the IELTS, and prepare for the writing section of the TSI.

7.4.2 Student Learning Outcomes

Students will be able to:

Listening:

1. Understand complex questions.
2. Identify the main idea of a complex listening passage or lecture.
3. Identify details of a complex listening passage or lecture.
4. Make inferences based on explicit details in a listening passage.
5. Listen and take detailed notes on a complex listening passage.
6. Understand conventional narrative and descriptive texts.
7. Follow detailed instructions.
8. Respond orally to an aural text.
9. Respond orally to aural and written texts on similar topics (synthesis).
10. Respond to an aural text in writing.
11. Understand diverse number forms common to academic discourse.
12. Understand organizational patterns in complex listening texts.
13. Understand relationships between ideas in complex listening texts.
14. Paraphrase a complex dialogue.
15. Summarize a lecture.

Speaking:

1. Initiate and sustain a conversation on a wide range of topics, expressing opinions and ideas accurately using refined stress and intonation.
2. Lead a group discussion using critical thinking skills.
3. Rephrase and clarify complex statements.
4. Speak using varied complex word forms and academic vocabulary.
5. Use mostly accurate complex grammar structures and eliminate double negatives.
6. Use verbal phrases to achieve sentence conciseness and variety.
7. Use reported speech.
8. Give an extended individual presentation on an approved topic.

Reading:

1. Read and understand university-level academic material.
2. Read and understand complex content in current periodicals.
3. Understand and interpret complex charts, graphs, and diagrams.
4. Use detailed outlines or graphic organizers to summarize main points.
5. Recognize the author's purpose, point of view, and tone.
6. Make inferences on complex texts.
7. Demonstrate comprehension of text by responding to complex questions.
8. Understand figurative language usages.
9. Analyze types of evidence adopted to support authors' ideas.
10. Recognize potential bias in authors' opinions.

11. Write a summary of a complex article.
12. Paraphrase a portion of an academic text.
13. Enhance vocabulary through use of the Academic Word List.
14. Improve reading speed up to 200-230 wpm with 80% comprehension accuracy.

Writing:

1. Write paragraphs with attention to audience and purpose while including appropriate main ideas and support.
2. Write unified and coherent essays of 3-5 pages which demonstrate use of various rhetorical modes such as process, narrative, comparison-contrast, cause-effect, and argumentative.
3. Paraphrase and summarize academic sources.
4. Write a 3-5 page research paper using academic sources, following either MLA or APA style with correct citations.
5. Evaluate academic sources and write a short response.
6. Critique writing texts using peer and self-evaluations.
7. Revise an academic essay.
8. Use low-advanced grammar structures, such as noun, adverb, and adjective clauses, gerunds and infinitives, and the passive to write about complex topics.
9. Use descriptive language such as articles, determiners, and quantifiers with low-advanced proficiency.
10. Maintain consistent verb tense and parallel structures across sentences and paragraphs.
11. Proofread for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.
12. Use general citation rules to avoid plagiarism.

7.5 Level 5: 1305 (High Advanced)

7.5.1 Goals

Academic Preparation:

- Refine advanced listening and note-taking skills in authentic contexts; make inferences based on explicit and implicit details; and demonstrate the competence needed at the undergraduate level.
- Refine speaking and discussion skills by initiating and sustaining conversations on advanced topics, using near-native control of advanced grammar structures, and demonstrating the speaking competence needed at the undergraduate levels.

- Refine reading comprehension skills of university-level material by applying, analyzing, and evaluating advanced texts, graphic organizers, and other literary forms.
- Improve the use of a variety of rhetorical modes, synthesize information with correct citations, evaluate written texts, and write an advanced research paper.

Cultural Integration:

- Increase awareness and understanding of the cultural values of the United States and their own countries through listening passages, authentic texts, research projects, and writing assignments that explore attitudes, cultural norms, and expressions.
- Foster cross-cultural communication and learn to use socially-appropriate discourse through oral presentations, classroom discussions, and authentic communicative activities.
- Understand the cultural expectations for academic writing in the United States.

Test Preparation:

- Learn advanced-level idioms and vocabulary, and listen to complex passages for implicit and explicit details, main ideas, organization (using markers as clues), and inferences.
- Use advanced-level idioms, collocations, and academic vocabulary to participate in class discussions, give advanced spoken responses, and respond to advanced, integrated questions with speaking, listening, reading, and writing.
- Balance accuracy, speed, and comprehension of advanced reading passages; increase accuracy of responses to exam questions in a TOEFL, IELTS, and/or TSI*-like format; and use strategies for taking the TOEFL, IELTS, and the TSI.
- Write multiple timed essays, synthesizing information from various sources, as required by the TOEFL and the IELTS. Review and practice the writing section questions of the TSI.

7.5.2 Student Learning Outcomes

Students will be able to:

Listening:

1. Derive meaning from oral texts that deal with unfamiliar topics or situations
2. Recognize speaker-intended inferences.
3. Identify the main ideas of an extended academic listening passage or academic lecture.
4. Identify details of an extended academic lecture or listening passage.
5. Make inferences based on explicit and implicit details in an academic lecture or listening passage.
6. Listen and complete an outline or graphic organizer of an extended passage.
7. Listen, take and organize mostly accurate notes for academic lectures.

8. Differentiate between advanced formal and informal English.
9. Understand English from a variety of authentic sources, including academic discourse.
10. Recognize changes of tone, discourse markers, and features of stress, rhythm and intonation common to academic and social discourse.
11. Demonstrate the listening competence needed at the undergraduate or graduate levels.
12. Paraphrase an extended dialogue.
13. Summarize an advanced academic lecture.

Speaking:

1. Initiate and sustain a conversation on advanced topics using refined stress and intonation skills.
2. Demonstrate the speaking competence needed at the undergraduate or graduate levels incorporating academic vocabulary.
3. Lead a group discussion using advanced rhetorical forms.
4. Rephrase and clarify advanced statements.
5. Speak using near-native control of advanced grammar structures, including 1) gerunds and infinitives to talk about actions and states, and 2) conditionals to talk about situations and results for both imaginary and plausible situations.
6. Shift between past and present to contrast time-related information.
7. Use a combination of quoted speech, reported speech, and paraphrasing.
8. Give an extended individual presentation and/or mini-lesson on an academic topic.

Reading:

1. Read and understand university-level academic material & other literary forms.
2. Read and understand advanced content in current periodicals.
3. Understand, interpret, and apply advanced charts, graphs, and diagrams.
4. Use outline or graphics organizers to summarize main points in advanced texts.
5. Recognize and assess the author's purpose, point of view, and tone.
6. Make inferences on advanced texts.
7. Demonstrate comprehension of text by responding to advanced questions.
8. Understand and use figurative language.
9. Analyze and evaluate the types and appropriateness of evidence adopted to support authors' ideas.
10. Recognize and evaluate potential bias of author's opinions.
11. Write a summary of an advanced academic article.
12. Paraphrase a portion of a text
13. Comprehend and use prefixes and suffixes to enhance vocabulary.
14. Improve reading speed at least 250 wpm with 80% of comprehension accuracy

Writing:

1. Synthesize information from a number of sources with citations.
2. Write a 7-10 page research paper using a variety of academic resources, following either MLA or APA style with correct citations.
3. Use descriptive, narrative, process, comparison/contrast, cause/effect, argumentative, and other rhetorical modes to write clear, detailed essays targeted to a specific audience.
4. Evaluate written texts using advanced peer and self-assessments.
5. Shift tenses to contrast time-related information.
6. Use advanced grammar structures such as conditionals, the passive and dependent and independent clauses) to write about academic topics.
7. Write clear, concise, and well-structured essays in a timed setting.
8. Proofread for errors in grammar, spelling, punctuation), and capitalization with advanced proficiency.
9. Demonstrate writing competence needed at the undergraduate and graduate level.

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