



Purdue Language and  
Cultural Exchange

# AN ADVISOR'S GUIDE TO PLACE

**Celebrating International Leaps at Purdue  
through Language and Cultural Exchange since  
2014**

## **ABSTRACT**

This guide to PLaCE includes everything from background information on PLaCE to how students are evaluated to details on Short Courses and more.

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## Quick Start Student English Class Placement Chart

Class Placement Protocol for International Students	
SCLA 11000 1 <sup>st</sup> semester SCLA 11100 2 <sup>nd</sup> semester	ENGL 108 or SCLA 101
TOEFL iBT total ≤100	TOEFL iBT total > 100
IELTS overall ≤ 7.5	IELTS overall > 7.5
Duolingo (DET) ≤130	Duolingo (DET) 135-160
<p><b>"No TOEFL, IELTS, or DET Score"</b> placement is in SCLA 11000. Exemptions will be decided in consultation with PLaCE testing staff and involves review of test scores, including the ACE-In test administered online during the summer and other compelling evidence of proficiency.</p>	

## What is PLaCE?

Purdue Language and Cultural Exchange (PLaCE) is an instructional unit based in the College of Liberal Arts. The PLaCE program supports international students and internationalization efforts at the university by providing a strong instructional and assessment program. Our focus is helping international students develop the academic, linguistic, and cultural competencies needed to participate in university life and to compete for graduate school and employment opportunities.

The PLaCE program was initiated in 2012 as part of the Student Success program under the Provost Office. After a successful pilot program (GS100 and GS10100), PLaCE became a permanent program with an English department designation of SCLA 11000 and SCLA 11100. Effective with the Summer 2024 session, the course designation will change to SCLA 11000 and 11100. The PLaCE requirement is based on the University Senate's recommendation (via Resolution 15-13) and action approved by the Purdue Board of Trustees and set forth by the Office of the Provost on December 8, 2017.

Subsequently, Short Course programs have been added to provide flexible, focused options for international students to meet their English language needs and to fit their schedule. The courses are open to all international students but are primarily focused on graduate students.

PLaCE works in five main areas:

- Credit-bearing [foundational courses \(SCLA 11000 & 11100\)](#) for incoming international students.
- Non-credit [Short Courses \(including Practicums, Conversation Clubs, and Workshops\)](#) open to all undergraduate and graduate international students.
- Language testing and evaluation of learning and teaching effectiveness.
- Campus partnerships and local internationalization efforts.
- Self-funded English language programs, institutes, and international partnerships.

## Course Designation Change

Effective Summer 2024, the PLaCE foundational courses of ENGL 11000 and ENGL 11100 will have the course designation of SCLA 11000 & SCLA 11100. **The requirement and placement criteria for these courses remain unchanged.** GS 10000 and GS 10100 were the predecessors to ENGL 11000 and 11100.

### Current Titles:

- ENGL 11000 American Language and Culture for International Students I
- ENGL 11100 American Language and Culture for International Students II

### New Titles, effective Summer 2024:

- SCLA 11000 Language and Cultural Exchange I: Self in Context
- SCLA 11100 Language and Cultural Exchange II: Texts and Contexts

### Course Equivalency:

- SCLA 11000 = ENGL 11000 = GS 10000
- SCLA 11100 = ENGL 11100 = GS 10100

## SCLA 11000 and SCLA 11100 Sequence

The PLaCE program provides a required two-course sequence (SCLA 11000 and SCLA 11100) for all international undergraduate students who have a total score of 100 or less on the TOEFL iBT (or the equivalent on other English language tests, such as IELTS or Duolingo).

These courses contribute to improve English language proficiency for participating international students, helping them take full advantage of the range of educational opportunities available at Purdue, and providing the foundational English language skills and knowledge that they need for success in their educational program and beyond. These courses also help international students gain a better understanding of American culture, especially as it relates to being a university student in the U.S.

SCLA 11000 and 11100 are also a prerequisite to first-year composition classes, such as ENGL 10800 or SCLA 10100 for students with qualifying scores on language proficiency tests. The standard sequence of courses for students in a PLaCE cohort is to take SCLA 11000 in fall and SCLA 11100 in spring, and then to take SCLA 10100 and 10200 (or their equivalent, such as ENGL 10800 and COM 11400, based on their major's plan of study) in later semesters.

SCLA 11000 is part of the University Undergraduate Core Curriculum (UCC), as a foundational learning outcome for Human Cultures: Humanities. This means that SCLA 11000 counts toward students' graduation requirements and should not delay their progress in graduating or proceeding into their chosen major concentration. SCLA 11100 counts as a humanities elective.

## PLaCE Foundational Course Descriptions

SCLA 11000 and 11100 comprise PLaCE's two-semester course sequence for qualifying first-year international students. In these courses, students build a strong foundation of university-level language, communication, and intercultural skills so that they can more fully participate in the life of the university.

### **SCLA 11000 Language and Cultural Exchange I: Self in Context**

Short title: SCLA - 11000 - LACE I: Self in Context

#### Course Learning Outcomes

At the end of this course, students should be able to:

1. Speak English more fluently.
2. Read English more fluently.
3. Communicate in English with increased clarity (writing effective academic sentences and paragraphs, speaking on familiar topics).
4. Develop and apply a process for cross-cultural comparison and reflection.

#### Course Description

Credit Hours: 3.00. The course takes a social science-based approach to investigating the American university by examining contemporary college life, the history of the American academy, social and environmental issues on campus, and opportunities for engagement with the wider community. Students will improve their speaking, listening, reading, writing skills in English so that they can actively participate in social and academic communication.

PWL Undergraduate: Core Curriculum Approved

SCLA 11000 is an approved course in the University Core for UC-Humanities.

## **SCLA 11100 Language and Cultural Exchange II: Texts and Contexts**

Short title: SCLA - 11100 - LACE II: Texts and Contexts

### Course Learning Outcomes

At the end of this course, students should be able to:

1. Speak and read English more fluently.
2. Present academic topics to an audience with increased clarity and within time constraints (write effective, short academic essays; present information orally to an academic audience).
3. Understand reasons and practices for using outside sources in an American academic context.

### Course Description

Credit Hours: 3.00. Students will continue to develop the foundational language skills and knowledge that they need to succeed in their other classes at Purdue and to prepare for further academic and professional opportunities. Students will also deepen their understanding of American culture and improve their ability to think about cultural differences in positive ways. In a sense, this class will be a bridge to help you transition to other language-intensive courses at Purdue where you need to read, write, and speak frequently and/or work in groups (such as business, engineering, literature, public speaking, and social sciences).

## Short Courses Overview

PLaCE Short Courses provide flexible, focused options for students to meet their English language needs and to fit their schedule. They:

- Short Courses are open to all undergraduate or graduate international students, as well as Visiting Scholars (see enrollment site for more details on registration process).
- Short Courses are open to international students at all levels (undergraduate and graduate) but are especially popular with graduate students.
- Short Courses require no additional fees to enroll.
- Students self-select the course but are encouraged to contact the instructor or a PLaCE staff member before they enroll in a Short Course so that they find a course that is a good fit for them.
- Classes are non-credit, are not graded, and do not appear on transcripts; however, students can earn a Certificate of Completion.
- One of the main reasons students drop Short Courses is because of conflicts with their academic or research duties, so we strongly encourage graduate students to talk with advisors before enrolling.

Short Course and Workshop descriptions are found in Appendix Two (Page 13).

## Selection and Exemption Criteria for SCLA 11000 and SCLA 11100

**The PLaCE program provides a required two-course sequence (SCLA 11000 and SCLA 11100) for all international undergraduate students who have a total score of 100 or less on the TOEFL iBT (or the equivalent on other English language tests).** These courses contribute to improve English language proficiency for participating international students, helping them take full advantage of the range of educational opportunities available at Purdue, and providing the foundational English language skills and knowledge that they need for success in their educational program and beyond. These courses also help international students gain a better understanding of American culture, especially as it relates to being a university student in the U.S. The PLaCE requirement is based on the University Senate's recommendation (via Resolution 15-13) and action approved by the Purdue Board of Trustees and set forth by the Office of the Provost on December 8, 2017.

**SCLA 11000 and 11100 are required for International students with qualifying scores on language proficiency tests.** The standard sequence of courses for students in a PLaCE cohort is to take SCLA 11000 in fall and SCLA 11100 in spring, and then to take SCLA 10100 or ENGL 10800, based on their major plan of study) in later semesters.

Students who attended in-person 3 plus years in a U.S. located high school, where English was the primary language may request an exemption. Transcripts must be available for review in the Purdue system.

**SCLA 11000 is part of the University Undergraduate Core Curriculum (UCC), as a foundational learning outcome for [Human Cultures: Humanities](#).** This means that SCLA 11000 counts toward students' graduation requirements and should not delay their progress in graduating or proceeding into their chosen major concentration. SCLA 11100 counts as a humanities elective.

**Qualifying students will be pre-enrolled in SCLA 11000 and SCLA 11100 by the Registrar's office.** Non-qualifying international students can add SCLA 11000 or 11100 on a case-by-case basis. Advisors who feel a student needs to be enrolled in SCLA 11000 should request it on their course submission or contact the PLaCE office.

Students may be exempted from this PLaCE prerequisite by providing compelling evidence of advanced English language proficiency, as detailed below.

## Exemptions from SCLA 11000 and 11100

### SCLA 11000 Exemption Testing in June for fall semester

- Students who are eligible for exemption testing are contacted in early summer.
- Eligibility for testing:
  - a) TOEFL total score of 100 with writing and speaking sub scores of 25 or above
  - b) IELTS total scores of 7.5 with writing and speaking sub scores of 7.5 or above
- Determination will then be made on if student is exempt from the SCLA 11000/11100 requirement (in most cases before classes begin) and then may enroll in ENGL 10800 or SCLA 10100.
- Second semester and summer admits will be provided the opportunity for exemption prior to the start of classes of their entry semester.

### **1. What is the process for Exemption Testing for SCLA 11100?**

Students who take SCLA 11000 will be enrolled in SCLA 11100. Students may request an exemption through their instructor. Forms are available from instructors at the beginning of the semester. Each application will be considered on its merits. The student should have consistently demonstrated strong English language skills, namely: sufficient range, depth, accuracy, and sophistication of English to be successful in any classroom task or interaction with peers and instructors.

PLaCE will consider requests from students enrolled in SCLA 11000 to be exempted from SCLA 11100 based on the following criteria:

- TOEFL or IELTS scores
- ACE-In test scores (pre-test score, final score, gain score)
- SCLA 11000 course performance to date (major projects, homework, classwork, attendance, etc.)
- Final grade in SCLA 11000
- Teacher recommendation

Once a determination has been made, both the student and their advisor will be notified of the results. Students should stay enrolled in SCLA 11100 until they receive notification that their exemption was approved.

### **2. When will a student be informed that they have or have not received an exemption?**

Students, along with their advisors, will be informed as soon as all the components of the application have been reviewed. Every effort is made to provide the decision prior to the student's registration time ticket end date.

### **3. What about students who are not required to take SCLA 11100?**

For students who opted to enroll in SCLA 11000 as an elective and wish to continue into SCLA 11100, they may enroll on their regular course request form in MyPurdue. Students who received an exemption may also opt to take SCLA 11100.

### **4. Will a student have a choice of taking ENGL 10800 or SCLA 10100?**

Students who receive an exemption to SCLA 11100 can register for ENGL 10800 or SCLA 10100, based on their Plan of Study.

## **Frequently Asked Questions**

### **1. Can students test out of the PLaCE course sequence before the start of fall semester?**

PLaCE offers a test out-option to some qualifying students, based on scores on English language proficiency tests used for admissions. In order to qualify for the test-out option, students must have either:

- a. TOEFL: total score of 100 with writing and speaking subsections of 25 or above, or
- b. IELTS: total score of 7.5 with 7.5 or above on speaking and writing.

Students who meet these criteria will be notified and provided with details about testing. PLaCE staff base their decision on locally administered test scores. Results will be made available within five business days after taking the test. For tests taken during BGR, every effort will be made to have the results before the start of classes. Advisors will be copied on the notification of test results. Students should stay enrolled in SCLA 11000 until they receive notification from PLaCE that they have successfully tested out.



If students do not meet these test-out requirements based on TOEFL or IELTS scores, their advisor has the option of making an exemption request on the student's behalf. Students cannot submit a request directly; all requests must come through advisors.

## **2. What about international students with only SAT or ACT scores?**

International students from non-English speaking countries will be enrolled in SCLA 11000 if they do not provide [official proof of English proficiency](#). Students without TOEFL or IELTS scores will be contacted to provide these scores if possible. If they do not have Duolingo, IELTS or TOEFL scores, students can schedule an English Proficiency Assessment with the PLaCE testing staff. Based on the results of the assessment test they will remain in SCLA 11000 or be given the option to register for ENGL 10800, SCLA 10100 or a class recommended for their Plan of Study.

## **3. What are super scores and does Purdue accept them?**

Super scores are calculated when a student takes a test multiple times and the best sub scores from each test attempt are used. Purdue does not accept super score or MyBest score results (for more info, see [ISS: English Proficiency and Other Standardized Tests](#)). PLaCE uses the most current attempt for placement purposes.

## **4. Can students retake the TOEFL, IELTS or DET?**

Students may submit new scores until August 1 of the Fall semester (or January 1 if admission is in the Spring). Scores are not considered for students who take or retake the test after classes have begun.

## **5. Can students in SCLA 11000 be exempted from SCLA 11100?**

*For fall 2024, all SCLA 11000 students will be pre-enrolled on their course request.* Students may request an exemption through their instructor. (Forms are available from instructors and in the PLaCE office, YONG 810. Once a determination has been made, both the student and their advisor will be notified of the results. Students should stay enrolled in SCLA 11100; until they receive notification their exemption was approved.

## **6. Can students who are not automatically qualified take SCLA 11000 or 11100?**

Students who would like the additional support of the SCLA 11000 and SCLA 11100 classes may request admission in their course request.

## **7. Will a student have a choice of taking ENGL 10800, SCLA 10100, or other English class?**

ENGL 10800 is available to students who either (a) completed SCLA 11000 and SCLA 11100 or (b) met pre-admittance criteria for direct enrollment. Students who receive an exemption to SCLA 11100 may register for SCLA 10100 or their equivalent, such as ENGL 10800, based on their major plan of study to meet the Written Composition requirement.

**8. Can a student register for SCLA 10100 or ENGL 10800 concurrently with SCLA 11000/11100?** Students are not allowed to register for SCLA 11000 or SCLA 11100 concurrently with ENGL 10800 or SCLA 10100. These students are notified they need to re-enroll and drop ENGL 10800 or SCLA 10100. Advisors are copied on this notification.

**9. What about Spring and Summer admits?**

Spring and Summer admits who are PLaCE-eligible will be enrolled in SCLA 11000, the same as the Fall admits are.

**10. When will SCLA 11000 and SCLA 11100 be offered?**

Both classes will be offered every fall and spring. SCLA 11100 will also be offered during the summer semester.

**11. Can students change their pre-enrolled sections?**

If a student has been pre-enrolled in a section, they may change the section themselves during open enrollment.

**12. What is the ACE-In test?**

The Assessment of College English-International (ACE-In) is a locally developed, locally rated, Internet-based test of academic English proficiency for international ESL undergraduate students at Purdue. The current version contains four modules and eight comparable test forms. All items on the ACE-In are timed to evaluate examinees' real-time abilities to comprehend, read, and speak English. The ACE-In has been used in the Purdue Language and Cultural Exchange (PLaCE) for critical program functions: (1) to inform high-stakes administrative decisions on course placement and exemption; (2) to document students' proficiency development through pre-post study designs; (3) to gather information for program evaluation.

**13. What do I do if a student is not on the list?**

If a student is not on the list for your college, it could be due to late admissions, change of major, citizenship, or AP credit that makes them appear as a transfer. These are a few examples. You can check the PLaCE Quick Start Table to see where they should enroll, or you can contact the PLaCE office for additional information.

**14. Are students notified of which course they should register for?**

Yes, once students are sorted by their scores, they are notified by email which class they should register for during All Aboard Purdue. PLaCE qualified students will be pre-enrolled in SCLA 11000.

**15. If a student has an IB (International Baccalaureate) or AP credit, does that fulfill the requirement for SCLA 110?**

No. IB and AP credits are not language proficiency tests and are therefore not considered as proof of language proficiency. However, if a student has credit that replaces the Written Communication requirement, SCLA 11000 would not be required.

**16. Who should I contact if I have questions?**

- Suzanne Nicolas, Program Coordinator [snicolas@purdue.edu](mailto:snicolas@purdue.edu) Phone: 765-494-1090
- Matthew Allen, PLaCE Director [mcallen@purdue.edu](mailto:mcallen@purdue.edu)
- Lixia Cheng, Associate Director of Evaluation [clixia@purdue.edu](mailto:clixia@purdue.edu)

## Appendix One – Sample Emails to Newly Admitted Students Regarding Class Placement

### PLaCE Qualified for SCLA 11000/11100

This message provides some information about your placement into an English language or [Written Communication](#) course.

Incoming international students are assigned to an appropriate English language or Written Communication according to their score on their English language proficiency test (TOEFL iBT, IELTS, or DET). Based on your scores, you have been selected for the Purdue Language and Cultural Exchange (PLaCE) Program, and will be pre-enrolled for **SCLA 11000, “Language and Cultural Exchange I: Self in Context,” in the Fall 2024 semester, and its companion course, SCLA 11100, “SCLA 11100 Language and Cultural Exchange II: Texts and Contexts”, in the Spring 2025 semester**. These classes provide credit towards graduation and will not delay your progress in graduating or proceeding into your chosen major’s concentration of classes. More importantly, these classes will help you adapt to the challenges and opportunities of a demanding Purdue education. More information about PLaCE can be found online at <http://www.cla.purdue.edu/place/>.

You must complete SCLA 11000 and 11100 successfully before you can enroll in a Written Communication class, such as ENGL 10800 or SCLA 10100. Written Communication is a requirement for almost every major at Purdue. If you feel you have existing credit that would exempt you from this class or questions about your Plan of Study, you will need to discuss that with your advisor.

**Please note:** If you plan to retake the TOEFL iBT, IELTS, or DET test before arriving on campus, then **you need to have the testing service send your scores to the University as soon as possible, but before August 1, 2024, or January 1, 2025, for spring admits**. Tests retaken after the semester starts will not be accepted.

In a separate e-mail from Purdue Admissions, you will be directed to complete an on-line orientation program called Purdue 101. You can complete the online module at your own pace, but you must complete it before you can meet with your academic advisor.

### ENGL 10800 and SCLA 10100 Qualified

This message provides some information about your placement into an English language or written communication course.

Incoming international students are assigned to an appropriate English language or writing course according to their score on their English language proficiency test (TOEFL iBT, IELTS, or DET). Please be advised that based on your good proficiency test scores, you need to register for **ENGL10800, “First Year Composition” or SCLA 10100, “Transformative Texts, Critical Thinking and Communication I: Antiquity to Modernity” in the Cornerstone Program** during the Fall 2024 semester or the Spring 2025, semester, for January admits. Written communication is a requirement for almost every major at Purdue. Some Plans of Study allow for either SCLA10100 or ENGL 10800.

If you feel you have existing credit that would exempt you from this class or questions about your Plan of Study, you will need to discuss that with your advisor.

If you think you would benefit from extra support for your language skills and adapting to an American academic setting before taking Written Communication, you might be interested in the classes offered by

the PLaCE Program (Purdue Language and Cultural Exchange), SCLA 11000 and 11100, “Language and Cultural Exchange I & II.” These classes do count towards graduation credits.

You will be directed via a separate e-mail from Purdue Admissions to complete an on-line orientation program called Purdue 101. You can complete the online module at any pace, but you must complete it before you can meet with your academic advisor.

### **Students without Proficiency Scores**

This message provides some information about your placement into an English language or written communication course.

Incoming international students are assigned to an appropriate English language or writing course according to their score on their English language proficiency test (TOEFL iBT, IELTS, or DET). Based on your lack of proficiency scores, you have been selected for the Purdue Language and Cultural Exchange (PLaCE) Program, and will be pre-enrolled for **SCLA 11000, “Language and Cultural Exchange I: Self in Context,” in the Fall 2024 semester, and its companion course, SCLA 11100, “Language and Cultural Exchange II: Texts and Contexts”, in the Spring 2025 semester.** These classes will provide credit towards your graduation and will not delay your progress in graduating or proceeding into your chosen major’s concentration of classes. More importantly, these classes will help you adapt to the challenges and opportunities of a demanding Purdue education.

You must complete SCLA 11000 and 11100 successfully before you can enroll in Written Communication classes, such as ENGL 10800 or SCLA 10100. Written Communication is a requirement for almost every major at Purdue. If you feel you have existing credit that would exempt you from this class or questions about your Plan of Study, you will need to discuss that with your advisor.

For the purposes of English class placement, we only consider proficiency tests, such as the TOEFL iBT, IELTS, or DET. SAT and ACT scores are not accepted for class placement, only for admissions. Additionally, IB certificates are not accepted as evidence of proficiency.

If you have TOEFL iBT, IELTS, or DET scores, please submit them and we will re-examine your profile to determine if your score will allow you to be placed in a higher-level English language or writing course. Alternatively, if you believe that you have the linguistic proficiency and educational background that might allow you to be exempt from SCLA 11000/11100, **you may request information on PLaCE-internal screening of English proficiency (Summer 2024 testing date and session start time: Monday, June 10, 2024 or Tuesday, June 11, 2024 between 9:00 am and 10:00 a.m. Eastern Standard Time (EST) via digital proctoring by ProctorU®)** by contacting the PLaCE office at [place@purdue.edu](mailto:place@purdue.edu) before Tuesday, June 4.

**Please note:** If you plan to retake the TOEFL iBT, IELTS, or DET test before arriving on campus, then **you need to have the testing service send your scores to the University as soon as possible, but before August 1, 2024.** Tests retaken after the semester starts will not be accepted.

You will be directed via a separate e-mail from Purdue Admissions to complete an on-line orientation program called Purdue 101. You can complete the online module at any pace, but you must complete it before you can meet with your academic advisor.

More information about PLaCE can be found online at <http://www.purdue.edu/place/>.

## Appendix Two Short Courses and Workshops

PLaCE Short Courses emphasize English language development at the intermediate and advanced levels. Instructors provide personalized support through learner-centered design and instruction. To help students choose options to fit their learning needs, goals, and schedules, we offer **Short Courses in four formats** organized by **four language areas** (see below for details).

We invite all international students to find an option that fits your goals. This page provides information about the PLaCE Short Course program but email us at [place@purdue.edu](mailto:place@purdue.edu) if you have questions or want to set up a placement consultation.

### Enrollment Information

- Short Courses are **open to all undergraduate or graduate international students** but are especially popular with graduate students. (see enrollment site for more details on registration process). Visiting Scholars are welcome on a space available basis.
- Short Courses **require no additional fees** to enroll.
- Students self-select the course but are encouraged to contact the instructor or a PLaCE staff member before they enroll in a Short Course so that they find a course that is a good fit for them.
- Classes are **non-credit, are not graded, and do not appear on transcripts**; however, students can earn a **Certificate of Completion**.
- One of the main reasons students drop Short Courses is because of conflicts with their academic or research duties, so **we strongly encourage graduate students to talk with advisors before enrolling**.

### Short Course Schedules and Logistics

The Short Course space was developed to optimize teaching and learning opportunities for busy Purdue students:

- Short Courses are **organized into two six-week sessions during the semester**. Short Courses start one or two weeks after the start of the fall and spring semesters, and end one or two weeks earlier, to accommodate the busiest times of the semester. By starting a bit later, we give students time to settle into their academic schedules. Students often have finals and presentations at the end of the semester, so we try not to go too late. We also factor in holidays and breaks during the semester (especially Thanksgiving and spring vacation).
- **The standard teaching schedule for all types of Short Courses for one session is 15 hours of classes per session (twelve 75-minute classes) on a MW or TR schedule, plus student-teacher conferences**. We typically do not schedule Short Courses for Fridays, although instructors can schedule conferences or workshops on Fridays. Instructors may adapt this standard schedule for their topic and course outcomes. For example, instructors could hold class twice a week for five weeks and schedule individual conferences with each student during week six.
- **During summer sessions**, limited Short Courses may be offered on a more condensed schedule (such as daily classes for three weeks).
- **Short Courses can be offered in different modalities** (e.g., in-person, online, or hybrid), depending on semester, type of course, learning outcomes, and room availability. Some options (such as Academic Writing and Clear Speech) work very well through virtual classes and conferences, while others (such as Conversation and Discussion Skills) tend to work best in person.

- **Course texts, materials, and resources.** Instructors will inform students of any required texts; most instructors provide materials and resources to students through a Brightspace non-credit course.

## Short Course Formats

### Language Courses

Language Courses are non-credit classes of six weeks, on specific English-language skills or communication-based activities. Language courses are our version of a traditional language class: Students attend weekly classes that follow a curriculum, with the option to meet with an instructor periodically. Language Courses focus on skill development at the intermediate or advanced level. Please refer to Language Areas for more details and class titles.

### Practicums

Practicums are a type of Short Course that emphasize individualized instruction and feedback on a specific project, such as a paper, presentation, or job application. Students should expect to bring a work in progress or develop a new project in the Practicum. Enrollment is limited to allow for one-to-one consultations between instructor and students. Schedules vary by instructor and topic, but in a Practicum, students can expect to meet several times a class and to schedule regular individual conferences with the instructor.

### Workshops

Workshops are a modular version of our language courses and topics. Workshops are a good fit for students who cannot commit to a Language Course or Practicum. Content is organized into one or two-day workshop formats, and individual workshops are often organized in into a series or “toolbox” so that students can pick and choose individual sessions of interest. Participants also have the option to schedule an individual consultation with an instructor after attending a workshop.

### Conversation Clubs

Conversation Clubs are designed for students who want to take a break from their academic work to speak English in a fun, social setting. Students can expect to meet new people, visit new places, and learn about new and interesting cultural topics. Recent topics include Campus Connections, Purdue Sports, and Sustainability.

## Language Areas, with Class Titles and Descriptions

### Speaking, Conversation, and Culture

**Clear Speech: Intermediate Skills.** In this class, students will learn how essential skills that will help them to speak and understand US English more clearly and fluently through practice of clear vowel sounds and sound patterns in spoken American English (including stress, rhythm, and melody).

**Clear Speech: Advanced Skills.** In this class, students will learn advanced features of the pronunciation and prosody of US English so that they can better understand American English speakers and/or develop a more “listener friendly” pronunciation of their own. This class is appropriate for students who have completed Clear Speaking: Intermediate Skills and/or already have control of individual sounds of English pronunciation.

**Conversation and Discussion Skills.** In this class, students will learn language and communication strategies to improve their interpersonal communication skills. Students will learn and practice

language patterns of American English that they can use to start, maintain, and end social conversations as well as participate more actively in class discussions.

**Conversation Club: Variable Topics.** Are you busy with classes, meetings, or research, but still want to connect with others and spend time talking in English in a more social setting? This course is designed to provide a supportive setting for international students to regularly communicate in English and learn about various aspects of American culture. Topics vary by instructor and session. Current offerings include:

- **American Gaming Culture:** Do you want to practice English in a fun, social setting? This class is an opportunity to experience modern gaming culture while learning English at the same time. The culture of board games will be introduced as part of a process of inquiry of experiencing and reflecting on American culture.
- **Campus Connections.** Purdue has a large and multifaceted campus, which means there are many ways to connect, new places to visit and new things to talk about. The goal of this class is to provide a forum for students to form new and deeper connections with campus and with peers through weekly explorations. In this course, we will learn about and visit a different location or event on campus each week (such as galleries, presentations, public displays, and outdoor settings). The first session each week will be in class, to learn relevant background knowledge and vocabulary. The second session will be a field trip or site visit, where the class visits a new place, in person, to learn and discuss.
- **Sustainability.** This course will focus on the theme of Sustainability, an increasingly important topic in the world and across academic and professional fields. During the course, we will look at how sustainability can be applied to different majors and academic fields, as well as to different areas of the world. Students will be encouraged to discuss the topic from their personal and academic perspective, and to learn from peers' experiences and perspectives.
- **Understanding American Humor.** Do you want to improve your understanding of American humor? In this class, you will receive humor competency training and develop micro-skills of identifying, comprehending, and appreciating American humor, including sarcasm. You will also learn about the General Theory of Verbal Humor (Attardo and Raskin, 1993). Activities during class include discussions on various cultural topics, listening tasks, humor identification and comprehension exercises, Kahoot! online games, and role plays.

### Presentation, Public Speaking, and Professionalization

**Presentation and Public Speaking Skills.** In this class, students will gain confidence and skills to speak to an audience in academic and professional settings. The bulk of class time will be spent preparing for and delivering short speeches and presentations for an academic audience. Students will deliver multiple short speeches and presentations and will give and receive feedback from classmates and instructor.

**Research Presentation Skills.** In this class, students will learn presentation language and skills that will help them with research presentations in settings like graduate seminars, research groups, dissertation defenses, and professional conferences and symposia.

**Virtual and Multimodal Presentation.** In this class, students will learn about different technologies and design strategies that can help them to communicate in a more engaging way. Multimodal presentations integrate different modalities (language, visuals, sounds, etc.) and technologies. Students will also learn how to make a multimodal presentation related to their academic, professional, or research.



**Presentation Practicum.** In this class, students will prepare for an upcoming presentation and extensively practice their presentation skills in a supportive small group setting. Students are expected to bring or create their own presentation during the course. As a practicum, class size is limited to allow for one-to-one consultations between instructor and students.

**Professionalization Skills for Interpersonal Interactions.** In this class, students will prepare for oral communication situations that are part of the process of applying for internships, graduate school, and jobs. Students will work on specific types of interpersonal interactions such as introductions, networking, interviews, and question-and-answer strategies. Class size is limited to allow for more practice and feedback.

## Academic Writing

**Grammar for Academic Writing.** In this class, students will learn about language structures and choices at the levels of words, phrases, clauses, and sentences.

**Clear Writing: Sentences and Paragraph.** In this class, students will learn how to write more effectively by improving the clarity, flow, structure, and style of their writing.

**Essentials of Academic Writing.** In this class, students will learn about common types of academic writing, practice academic writing tasks and skills, and try out resources and strategies for independent use.

**Research Writing.** In this class, students will learn about the *genre* of research writing, including skills and conventions common to different types of research writing, and features of different types of research writing (such as papers, scientific articles, and dissertations).

**Academic Writing Practicum.** In this class, students will engage in intensive academic writing in a supportive setting of small group instruction and intensive, individualized feedback and revision. Students are expected to bring or create their own writing projects or manuscripts. As a practicum, class size is limited to allow for one-to-one consultations between instructor and students.

**Professionalization Practicum: Applications and Academic Portfolio.** In this class, students will prepare documents for professional purposes such as applying for internships and jobs. Students will learn about and work on specific types of writing such as cover letters, CVs, teaching and research statements, and statements of purpose. Students are expected to bring or create their own documents or drafts. As a practicum, class size is limited to allow for one-to-one consultations between instructor and students.

## Vocabulary and Reading

**Building your Vocabulary.** In this class, students learn a systematic framework of vocabulary types and study effective techniques to learn vocabulary. Students use this knowledge to set personalized learning goals for word knowledge and vocabulary for academic, personal, or professional use.

**Vocabulary and Idioms in American Language and Culture.** In this class, students learn American idioms, expressions, collocations, and slang, while also improving their reading, listening, and speaking skills. The course examines everyday cultural topics using discussions and a variety of activities.



**Essential Reading Skills and Strategies.** In this class, students learn how to become more successful readers for academic performance and language development. Students will learn how to improve core reading skills of fluency and vocabulary and to use active reading strategies to improve comprehension.

**PLaCE Reading Club.** In this class, students will read a book and engage with peers in activities to expand their reading experience. As a “reading club,” this course is an inclusive, supportive environment for students to read and discuss interesting books with peers. Book titles vary by session and are chosen to be of general interest so that all students may participate. Class activities help students get more out of the text and develop their language knowledge and reading skills.

*Note: Not all classes are offered each semester. Please see our registration page for details on current offerings.*

## Appendix Three—Program Evaluation: Student Improvement and Teaching Effectiveness

Data Analysis and Written Report by Dr. Lixia Cheng (clixia@purdue.edu), Associate Director of Evaluation

### The ACE-In: An In-house English Language Proficiency Test

The Assessment of College English—International (ACE-In) is an Internet-based, semi-direct test of academic English proficiency for international ESL undergraduate students at Purdue University. The ACE-In was initially developed, as part of the PLaCE initiative, in Academic Year 2013–14 by Prof. Emerita April Ginther and her testing office graduate assistants in the Oral English Proficiency Program (OEPP), Purdue's International Teaching Assistants (ITA) program. Since the establishment of the PLaCE program in Summer 2014, the ACE-In has undergone three major rounds of revisions and upgrades taken up by PLaCE testing staff, in collaboration with DelMar Software Development, LLC.

"ACE-In 2020" is a recent version of the ACE-In used thus far only in conjunction with remote proctoring by ProctorU® during the COVID-19 pandemic and, subsequently, for summer testing of "no-score" students located in various parts of the world. "ACE-In 2020," with two comparable test forms, has three sections of independent or integrated language assessment tasks combined into one full test. Table 1 shows the structure of "ACE-In 2020," including which language subskills are assessed in each section and what rating and scoring work is required. Compared to earlier versions of the ACE-In, "ACE-In 2020" includes one fewer section of test items, i.e., Word Deletion (also known in the research literature as Cloze-elide) to minimize exposure of test content, particularly the hardest type of ACE-In item to develop and restock.

**Table 1 - "ACE-In 2020" Test Structure**

Section	# of rated items	Language skills assessed	Rating/Scoring
Listen and Repeat	12 short sentences with 15–16 syllables or 20–21 syllables in each sentence	Grammatical accuracy and meaning retention in spoken language production, listening comprehension	Blind rated by 2–3 trained lecturer-raters in PLaCE, using a rating scale
Oral Reading	2 passages with 155–165 words in each passage	Oral Reading: Expression, Accuracy, and Rate ( <b>EAR</b> )	Expression: blind rated by 2–3 trained lecturer-raters, using a rating scale; Pronunciation Accuracy: computer calculated based on human annotations by a lecturer; Rate (words per minute): computer calculated based on annotations by a lecturer or admin staff member
Speaking and Listening	3 items: Express Your Opinion; Pros and Cons; Summarize a Conversation	Free response speaking, listening comprehension	Blind rated by 2–3 trained lecturer-raters in PLaCE, using an adapted Oral English Proficiency Test (OEPT) rating scale

However, for the 56 ENGL 110 students in Fall 2021 and the 3 ENGL 110 students in Spring 2022 who requested an exemption from ENGL 111, the “ACE-In 2019” exam with eight comparable test forms and a Word Deletion section was administered in an instructional computer lab on campus. Table 6 shows the structure of “ACE-In 2019,” including which language subskills are assessed in each section and what rating and scoring work is required.

**Table 2. "ACE-In 2019" Test Structure**

<b>Section</b>	<b># of rated items</b>	<b>Language skills assessed</b>	<b>Rating/Scoring</b>
Word Deletion	2 passages, total 60 items	Silent reading, vocabulary, grammar	Machine-scored
Listen and Repeat	12 short sentences with 15–16 syllables or 20–21 syllables in each sentence	Grammatical accuracy and meaning retention in spoken language production, listening comprehension	Blind rated by 2–3 trained lecturer-raters in PLaCE, using a rating scale
Oral Reading	2 passages with 155–165 words in each passage	Oral Reading: <b>Expression, Accuracy, and Rate (EAR)</b>	<b>Expression:</b> blind rated by 2–3 trained lecturer-raters, using a rating scale; <b>Pronunciation Accuracy:</b> computer calculated based on human annotations by a lecturer; <b>Rate (words per minute):</b> computer calculated based on annotations by a lecturer or admin staff member
Speaking and Listening	3 items: Express Your Opinion; Pros and Cons; Summarize a Conversation	Free response speaking, listening comprehension	Blind rated by 2–3 trained lecturer-raters in PLaCE, using an adapted Oral English Proficiency Test (OEPT) rating scale

The ACE-In is designed to “bias for best” test performances. No special outside content, cultural knowledge, or field-specific information is required to respond to ACE-In items. Items are designed so that test-takers can formulate an adequate response just using general information that any freshman can be reasonably expected to possess. Test-takers are allowed sufficient time to prepare for and respond to ACE-In items.

For test security considerations, the ACE-In has been administered in an ITaP instructional lab on Purdue’s West Lafayette campus or via remote proctoring by ProctorU®. From Fall 2017 until before the COVID-19 pandemic, the testing arrangement for a normal academic year was that PLaCE should administer the ACE-In, twice a year, as a baseline measure and a program-exit exam to all international undergraduate students placed into the ENGL 110–111 course sequence based on their TOEFL iBT or IELTS test scores. Large-scale pre- and post-testing using the ACE-In was suspended due to challenges caused by the pandemic, including

the fact that in Academic Year 2020–21, most ENGL 110 and ENGL 111 students took courses online from their home country.

In addition to pre- and post-testing in the pre- and post-pandemic years, the ACE-In has been used as a standardized language proficiency measure—even during the pandemic—to inform high-stakes administrative decisions: 1) which ENGL 110 students pursuing an exemption from ENGL 111 have sufficient core language proficiency to be granted the exemption; and 2) which incoming international freshman students admitted with no proficiency test scores have sufficient core linguistic proficiency to be tested out of the ENGL 110–111 course sequence (see detailed descriptions in the above subsections named “[ENGL 111 Exemption Procedures](#)” and “[Oral English Proficiency Screening for ‘No-Score’ Students](#)”).

### **The ACE-In: An Intrinsic Component of PLaCE**

The ACE-In has been embedded in the PLaCE program in several ways. PLaCE lecturers and testing office staff members also act as raters of the ACE-In test responses. PLaCE lecturers report that their dual roles as teachers and raters facilitate their work in both areas and give them a deeper and broader perspective of the English proficiency picture for Purdue undergraduate students than they would have if only performing one of those roles. The rater training sessions and the ACE-In rating scale development work that our lecturers were engaged in have also created a community of practice by providing venues for lecturers to share what they value as English language instructors and what their expectations are in terms of ENGL 110 and ENGL 111 students’ language development.

The ACE-In also serves as a metric for ESL proficiency, either as a snapshot of current proficiency or as measurements of language growth over time. For example, towards the end of each normal fall or spring semester, a small percentage of outstanding ENGL 110 students earns an exemption from ENGL 111 and can, therefore, proceed directly into a Written Communication course such as ENGL 106, ENGL 106 INTL, and SCLA 101. The major criteria in the evaluation of an applicant’s eligibility for an ENGL 111-exemption include, first and foremost, their ACE-In test scores, along with their ENGL 110 course performance. Thus, ACE-In test scores have been used within the PLaCE program to inform high-stakes decisions including which ENGL 110 students demonstrate well-developed, balanced language proficiency to be exempted from ENGL 111. Additionally, in normal academic years, PLaCE administrators have used ACE-In scores as pre-post measures of students’ longitudinal development of language proficiency and as an important source of information to collect for the purpose of evaluating program effectiveness in the ENGL 110–111 course sequence. ENGL 110 and 111 Students’ Language Improvement Demonstrated in Vocabulary Size Test Score Gains

Even though the Fall 2021 cohort did not take the ACE-In pre- and post-testing due to some aftermaths of the COVID-19 pandemic (e.g., social distancing requirements for in-lab ACE-In administration, strict quarantine and isolation policies), data was collected on these international undergraduate students’ pre- and post-test performances on a free, publicly available internet-based Vocabulary Size Test (VST). Detailed information about this vocabulary test is accessible here: <https://my.vocabularysize.com/>.

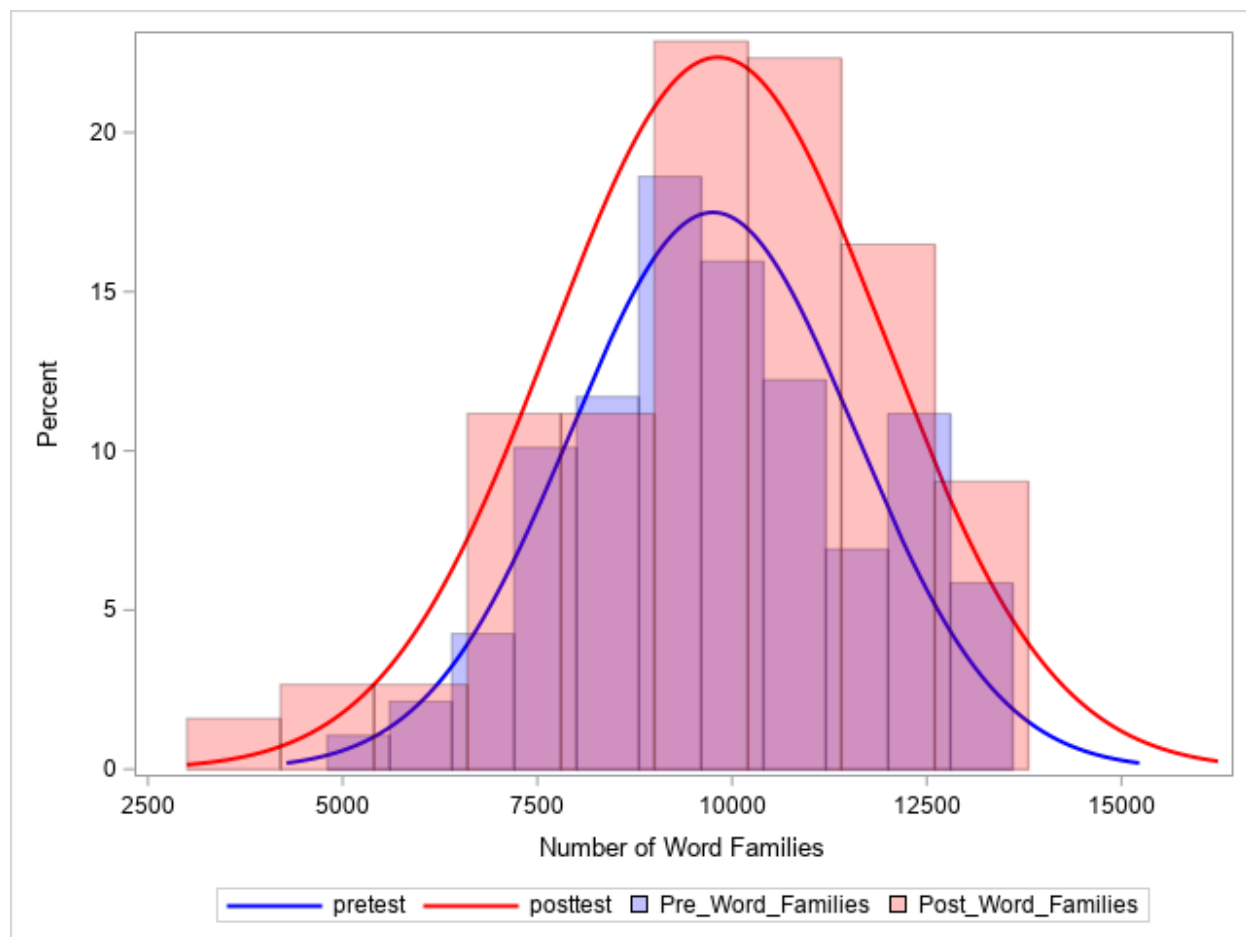
Table 3 lists the descriptive statistics on the primary metric provided by the VST about ESL vocabulary knowledge, i.e., the number of word families. Data presented is the Fall 2021 cohort’s pretest completed from August 21 until September 5, 2021, and their post-test about seven months later from March 29 until April 19, 2022, both given as homework. Table 3 and Figure 1 both indicate that the students in the ENGL 110–111 course sequence increased vocabulary size during their PLaCE journey in AY 2021–2022. The vocabulary size increase was confirmed by a significant non-parametric statistical test, given non-normality

of the Word Families variable in both the pre- and post-test (Wilcoxon signed-rank test:  $Z = 2.15$ ,  $p = .031$ ; effect size:  $r = 0.16$ —small effect).

**Table 3. Descriptive Statistics on VST Pretest and End-of-2nd Semester Test Results for FA21 Cohort (N=181)**

Variable	N	Mean	Std Dev	Median	Min	Max	95% Confidence Interval for Mean
Pretest Word Families	181	9811	1794	9700	5400	13200	[9548, 10074]
Post-test Word Families at end-of-2 <sup>nd</sup> semester	181	10036	1864	10100	4800	13400	[9763, 10310]

**Figure 1. FA21 Cohort's Vocabulary Size Growth Shown in VST Pretest and End-of-2nd Semester Test Results**



### PLaCE Instructors' Teaching Effectiveness: Evidence from CIE ENGL 110 and 111 Course Evaluations

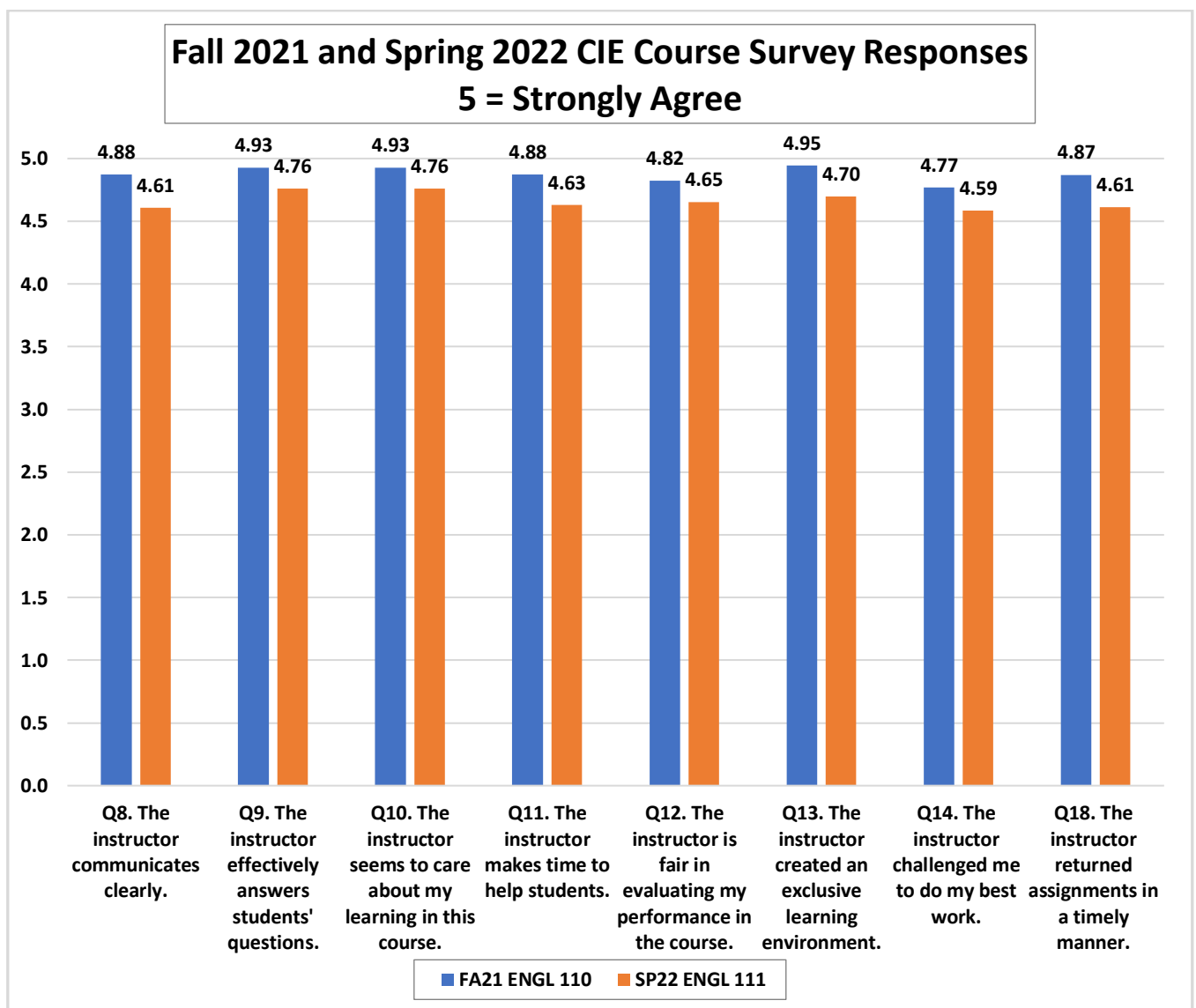
In Academic Year 2021–22, PLaCE students' evaluations of ENGL 110 and ENGL 111, collected by Purdue's Center for Instructional Excellence (CIE) at the end of each semester, again presented strong evidence of students' positive opinions about their instructor and the course delivery in ENGL 110 and ENGL 111. Across

28 ENGL 110 sections in FA2021, 256 of 372 students completed the CIE survey at the end of the Fall 2021 semester (Response rate: 68.8%). Across 23 sections of ENGL 111 in SP2022, 202 of 292 students completed the CIE course survey (Response rate: 69.2%).

Figure 2 summarizes FA2021 ENGL 110 and SP2022 ENGL 111 students' average ratings on the eight CIE-survey questions about their course instructor. The range of ratings in FA2021 was from 4.77 to 4.95 with an item rating of 5.0 meaning strong agreement with the statement. The SP2022 end-of-semester surveys on ENGL 111 registered slightly lower item ratings, with overall still strong group stats ranging from 4.59 to 4.76.

The SU2022 Think Summer section of ENGL 111 and Summer Start section of ENGL 110 are not included in this report, due to low enrollments in these summer courses.

**Figure 2 - FA20 and SP21 ENGL 110/111 Students' Responses to CIE End-of-Semester Course Survey**



## Appendix Four – English Speaking Countries

This list is compiled by the office of International Students and Scholars (ISS) and used by admissions. These students are not required to take SCLA 11000/11100 but may take them as an option.

Anguilla	Kenya
Antigua and Barbuda	Lesotho
Australia	Liberia
Bahamas	Malawi
Bahrain	Micronesia
Barbados	Montserrat
Belize	New Zealand
Bermuda	Nigeria
Botswana	Norfolk Island
Britain (UK)	Pitcairn Islands
British Virgin Islands	Sierra Leone
Canada (Except Quebec)	Singapore
Cayman Islands	South Africa
Christmas Islands	Swaziland
Dominica	Tanzania
Fiji	Trinidad and Tobago
Gambia	Turks and Caicos
Ghana	Uganda
Gibraltar	United Kingdom (England, Scotland, Wales)
Grenada	United States
Guyana	Wales
Ireland	Zambia
Isle of Man	Zimbabwe
Jamaica	