

COURSES OFFERED

BASIC ENGLISH PROGRAM

Basic Level One	Reading/Writing, Grammar, Independent Study
Basic Level Two	Reading/Writing, Grammar, Independent Study

ACADEMIC ENGLISH PROGRAM

Intermediate Tier

IN100	Intermediate One Listening/Speaking
IN102	Intermediate One Writing
IN103	Intermediate One Grammar
IN104	Intermediate One Reading/Vocabulary
IN200	Intermediate Two Listening/Speaking
IN202	Intermediate Two Writing
IN203	Intermediate Two Grammar
IN204	Intermediate Two Reading/Vocabulary

Advanced Tier

AD300	Advanced One Academic Listening/Speaking
AD302	Advanced One Academic Reading/Composition
AD303	Advanced One Grammar
AD400	Advanced Two Academic Listening/Speaking
AD402	Advanced Two Academic Reading/Composition
AD403	Advanced Two Grammar
EP401	Strategies for Academic Success

Graduate

EP501	Graduate Research Writing Seminar
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ENGLISH FOR INTERNATIONAL COMMUNICATION

(AD302 and AD402 may be replaced by two of the following selected topics)

AD405	Pronunciation
AD410	American Culture Through Film
AD420	Professional Communication

BEGINNING ENGLISH PROGRAM

ALL-SKILLS CLASSES (3 hours)

The Beginning English Program at the Intensive English Program, also known as BASIC, is designed to make English Language learners proficient enough in both written and spoken language to be able to participate in the Academic English Program. There are two levels in the Beginning English Program, and an all-skills approach is used in teaching both levels. Classes combine speaking, listening, reading, writing and grammar. Students are introduced to the following grammar forms: to be (present and past); simple present and present progressive; subject, possessive and object pronouns; descriptive adjectives; and, singular and plural count nouns. Students work with ESL reading materials to locate the main idea and supporting details and learn to recognize context clues. Students write sentences, and eventually, multiple paragraphs that develop a main idea and provide support. Speaking and listening are furthered by activities in the classroom and laboratory as well as videos, field trips and American conversation partners. Students in the Beginning English Program spend an average of 2-3 hours per day on homework.

GUIDED INDEPENDENT STUDY (For full-time students only) (1 hour)

Independent Study is an integral part of the Beginning English Program. Small group and one-on-one instruction occur as students are assigned materials to help improve their specific areas of weakness. Students study at their own pace to complete work assigned and to build their vocabulary. Language is furthered by the extensive use of multi-media lab materials.

ORAL COMMUNICATION

LISTENING/SPEAKING IN100 (80 minutes)

This class serves as an introduction to the Intensive English Program, the University, Fort Collins and American culture. Students develop classroom skills (e.g., following directions), conversation skills, and coping strategies (e.g., asking for clarification). Focus is on vocabulary development, pronunciation, and reinforcement of grammar points taught at this level. In addition to listening activities in the classroom and laboratory, video, field trips, guest speakers, and American conversation partners give the students exposure to language outside the classroom. Students demonstrate proficiency by participating in class, preparing a videotaped 3-5 minute oral presentation, recognizing and using vocabulary and grammatical forms, and demonstrating conversational skill in an oral interview with 80% accuracy. Students spend an average of 5 hours per week on homework.

LISTENING/SPEAKING IN200 (80 minutes)

Students expand classroom skills with note taking exercises, conversation skills and learning strategies. A focus is on vocabulary expansion, grammar points presented at this level and pronunciation. Students participate in group discussion and develop skills in describing, explaining, and defining. They work with understanding word stress patterns, identifying main ideas and supporting details, and recognizing reductions in natural authentic speech. Students prepare at least two videotaped oral presentations with consideration to organization and presentation skills. They use listening skills to prepare summaries in spoken and written forms. In addition to laboratory listening assignments, field trips, guest speakers and American conversation partners provide exposure to language outside the classroom. Students keep an audio diary and demonstrate proficiency in oral skills and language presented at this level with 80% accuracy in an oral interview. Students spend an average of 5 hours per week on homework.

ACADEMIC LISTENING/SPEAKING AD300 (80 minutes)

Students prepare to function successfully in the American academic classroom. They demonstrate facility with note taking skills to predict content and recognize transitions, main ideas, supporting details, and implication in authentic language. Field trips and guest speakers supplement authentic language classroom materials. Students develop a personal note taking style, coping skills for spelling problems, and editing and organizational skills for reviewing notes; work on pronunciation with a focus on syllables, voicing, and syllable length; produce reports in oral and written form; and use class notes to prepare for an in-class examination. Students contribute to group work as well as to general class discussion, prepare videotaped oral presentations that include use of audio-visual aids, and discuss abstract topics in an interview setting. At this level language problems and pronunciation only occasionally interfere with

comprehension, and students perform at the 80% level on an oral interview. Students spend an average of 6 hours per week on work outside of class.

ACADEMIC LISTENING/SPEAKING AD400 (80 minutes)

Students further develop the academic listening and speaking skills necessary to succeed in the American university classroom. They demonstrate facility with note taking skills by taking notes during taped and live lectures, develop their listening and speaking skills by listening to a book on CD and discussing the book and their reaction to it in an audio diary, and work on pronunciation with a focus on word stress patterns, sentence focus, and thought groups. Students prepare for and lead a discussion of a controversial topic and also prepare for and participate in a class mock trial and debate. Students demonstrate proficiency by performing at the 80% level on an oral interview where errors rarely interfere with comprehension. Students spend an average of 6 hours per week on work outside of class.

WRITTEN COMMUNICATION

READING/VOCABULARY IN104 (50 minutes)

Students at this level read ESL materials in which the following reading skills are stressed: reading comprehension, locating the main idea, using various methods to understand and use new vocabulary, and learning to use skills such as skimming, scanning and pronoun reference. In addition to the class materials, students are expected to read several pages from a graded reader outside of class each day which enables students to apply the reading skills as well as increase their vocabulary. Exit proficiency is demonstrated by the ability to make use of the reading skills listed above with 80% accuracy. Students at this level should expect about 45-60 minutes of homework per day.

WRITING IN102 (50 minutes)

Students write multiple paragraphs drawing from personal experience in which they practice new vocabulary, writing styles, writing features (simple inner paragraph connectors and unity), and editing (sentence level errors and verb tenses). Accurate spelling and punctuation are emphasized. Exit proficiency is demonstrated by the ability to produce acceptable written work (paragraphs which clearly develop an idea and demonstrate control of the simple verb tenses) both in and out of class. Students at this level should expect about 45-60 minutes of homework per day.

READING/VOCABULARY IN204 (80 minutes)

Students continue building their reading skills while reading a novel written for native speakers of English. In addition, they read shorter nonfiction texts related to the novel's author, subjects or themes. Students learn to distinguish between major and minor details, facts and opinions, to make use of vocabulary from context, to summarize, and to make personal connections with readings and explain them. Class time is devoted to increasing both the student's active and passive vocabulary by teaching appropriate vocabulary learning strategies. Students also work on individual vocabulary needs outside of class. Exit proficiency is demonstrated by the ability to make use of the reading skills listed above (as well as those in 104) with 80% accuracy. Students at this level can expect about 60 - 75 minutes of homework per day.

WRITING IN202 (50 minutes)

Students at this level write both paragraphs and "formal" essays (introduction, body paragraphs, and conclusion) based on previous knowledge using the following rhetorical patterns: expository, problem/solution, and classification. Editing at this level includes not only sentence level errors, but also audience appropriateness and amount/strength of support. Students continue polishing spelling, punctuation, and the use of transitions. Students demonstrate their proficiency by writing acceptable essays

(coherently organized and sufficiently supported) both in class and out of class. Students at this level can expect about 60-75 minutes of homework per day.

ACADEMIC READING/COMPOSITION AD302 (80 minutes)

At the advanced level, three major shifts occur. First, reading and writing are combined into one class so that students may make use of the readings in their writing. Second, students begin reading unedited materials representative of what they will encounter at the university. Students apply previously learned reading skills to locate relevant information for the cause/effect and comparison/contrast essays that they write. Third, the content of the student's essays also shifts from students' previous knowledge to information gained from reading. Students work on increasing their academic vocabulary through in-class activities and individual study of new words from the Academic Word List. Extensive reading consists of reading 50 pages from a biography per week focusing on summarizing and relating course topics to the subjects of those biographies. Editing focuses on accurate paraphrasing and adequate support. Exit proficiency at this level is demonstrated by the student's ability (1) to locate relevant information in an unedited reading passage and (2) to incorporate this information, appropriately paraphrased, into essays both in and out of class. Students at this level can expect about 7-11 hours of homework per week.

ACADEMIC READING/COMPOSITION AD402 (80 minutes)

The emphasis in this class switches from reading and writing skills to academic content. Reading and writing skills are reinforced as students complete the following tasks: summary/response exercises, argumentative/persuasive essays and survey results reporting, all of which are based on unedited reading materials. In addition, students learn how to answer in-class essay type exams based on the readings. Students continue to work on increasing their academic vocabulary through in-class activities and individual study of new words from the Academic Word List. Editing focuses on smoothing out written work (sentence and vocabulary variety, paragraph hooks). Extensive reading involves reading 150 pages of an academic textbook or a nonfiction book related to the student's major or term topic in order to practice summarizing, paraphrasing, and other academic reading skills. Exit proficiency at this level is demonstrated by student essays (written out of class) and in-class essay exams in which students locate and effectively incorporate relevant material from unedited sources. Students at this level can expect about 8-12 hours of homework per week.

GRAMMAR

GRAMMAR IN103 (80 minutes)

Students entering this class should already be familiar with the following grammatical forms: present, present progressive, future, question formation, pronouns, and can/could. At this level, students will become familiar with additional basic grammar forms and use them both orally and in writing. Students will study and manipulate the following forms in this class: present, present progressive, simple past, past progressive, future, count and non-count nouns, and comparative and superlative adjectives, nouns and adverbs. Communicative tasks may include discussing events from their past, interviewing classmates about customs in their country, or comparing their city to Fort Collins. In order to move to the next level, students must exhibit mastery of the structures presented at an 80% level on tests and homework. Students will be expected to do approximately 5 hours of homework per week.

GRAMMAR IN203 (80 minutes)

Students at this level will study and manipulate the following grammar forms, using them both orally and in writing: review of present, past and future verb tenses, all perfect tenses, modals of necessity, advisability and polite requests, and modals of certainty. Communicative tasks, which will include both oral and written activities, may include giving advice, interviewing classmates about their experiences, attempting to solve a mystery using modals of certainty and making predictions for the future. In order to move to the next level, students must exhibit mastery of the structures presented at an 80% level on both tests and homework. Students will be expected to do approximately 5 hours of homework per week.

GRAMMAR AD303 (80 minutes)

Students at this level will study and manipulate the following grammar forms, using them both orally and in writing: all verb tenses, passive voice, adjective clauses and phrases, coordinating conjunctions and parallel structure, adverb clauses and phrases, and connectives expressing cause and effect and contrast. Students will also review the punctuation of all types of sentences. Communicative tasks may include speaking or writing about a monument in their country using passive voice and using adjective clauses to identify people in photographs. Students will often be asked to analyze errors which they make in the writing they do both for this class and for their other classes. In order to successfully complete this course, students must exhibit mastery of the structures presented at an 80% level on both tests and homework. Students will be expected to do approximately 5 hours of homework per week.

GRAMMAR AD403 (80 minutes)

Students at this level will study and manipulate the following grammar forms, using them both orally and in writing: review of clause structures, noun clauses, reported speech, advanced subject/verb agreement, gerunds and infinitives, conditionals, tag questions and negative questions and article use in context. Students will often be asked to analyze errors which they make in the writing they do both for this class and for their other classes. Possible communicative ideas may include interviewing a guest speaker and writing up the interview in reported speech and writing a hypothetical paper about what they would do as the leader of their country. In order to successfully complete this course, students must exhibit mastery of the structures presented at an 80% level on both tests and homework. Students will be expected to do approximately 5 hours of homework per week.

ADVANCED LEVEL COURSES

The advanced level courses include classes on two tracks. One, the Academic Track, is designed to address specific needs of those students who are planning to attend an American university. The second, English for International Communication (EIC), is appropriate for those students who wish to improve their English skills, but who do not anticipate attending an American university.

ACADEMIC TRACK

After successfully completing all the courses at the 200 level, students following the academic track must take 300, 302, 303, 400, 402, and 403. Undergraduate students must also successfully complete an additional course, 401, after which they will receive a Certificate of Completion for the IEP Academic track. Graduate students must complete 501 before receiving a Certificate of Completion for the IEP Academic track.

Note: Students wishing to satisfy CSU's conditional admission requirement through the IEP must complete the Academic Track. Often, students at the advanced level take CSU classes at the same time as they complete their IEP classes.

Sample schedule:

Academic Track	Term I	400, 401, 1-2 CSU classes
	Term II	402, 403, 1-2 CSU classes

ENGLISH FOR INTERNATIONAL COMMUNICATION TRACK

English for International Communication (EIC) is a series of classes designed for advanced level students who wish to continue improving their English, but who do not plan to attend an American university. After successfully completing the 200 level, students following the EIC track must complete six advanced level classes (at the 300 level or above). These classes include 300 and 400, Advanced Listening/Speaking and 303 and 403, Advanced Grammar. The additional two courses can be fulfilled either by taking selected topics or advanced reading/writing classes. Full-time students must take 3 classes each seven-week term. Students successfully completing this track receive a Certificate of Completion for the IEP English for International Communication track.

Sample schedule:

EIC Track	Term I	300,303,420
	Term II	400,403,405

Selected Topics Currently Offered:

405 – Pronunciation

410 – American Culture through Film

420 – Professional Communication

INTENSIVE ENGLISH PROGRAM SELECTED TOPICS

COURSE DESCRIPTIONS

AD405 Pronunciation

This course focuses on the students' pronunciation needs. Through both whole class, small group and individual sessions, student pronunciation is diagnosed. Through class activities, audiotape and CD ROM assignments, students work on individual assignments to improve their pronunciation.

AD410 American Culture through Film

In this class, movies provide a focal point for examination and discussion of American society and behaviors. The idiomatic language used in movies gives students a rich source for vocabulary and language development.

AD420 Professional Communication

This class focuses on the language and communication styles used in business and office settings. Students learn appropriate vocabulary and practice it in informal and formal situations as they build their own model business. Students develop oral and written negotiating and interviewing skills and use computers to produce professional quality presentations.

ADVANCED LANGUAGE SUPPORT (ALS) COURSES

Support courses are advanced, specialized English language courses for international students.

Course Descriptions

EP401 Strategies for Academic Success

This course is designed to help students make a smooth transition into CSU. This course will emphasize study skills and work on the academic skills necessary for success in university academic classes.

EP501 Advanced Research Writing/Presentation Skills

The main purpose of this course is to introduce international graduate students to the conventions and formats of the experimental research paper with specific application to the student's major field of study. Attention will be given to improving written English expression in the context of developing a formal research proposal. Students will also improve skills in preparing and delivering oral presentations based on their written academic research.