



THE UNIVERSITY OF ARIZONA
COLLEGE OF HUMANITIES

Center for English as a Second Language

Course Catalog 2016

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INTRODUCTION

Mission

Established in 1968, the University of Arizona's Center for English as a Second Language (CESL) provides English language training, American cultural studies, English as a Second Language (ESL) classroom research, English for Specific Purposes (ESP) courses, online courses, and Teaching English as a Foreign Language (TEFL) certificate teacher training programs to students, scholars, and teachers throughout the world.

CESL is accredited by the Commission of English Language Program Accreditation (CEA) and is a member of the following professional organizations: NAFSA (National Association of International Educators); AAIEP (American Association of Intensive English Programs); TESOL (Teachers of English to Speakers of Other Languages); and UCIEP (Consortium of University and College Intensive English Programs).

CESL's mission is three-fold:

1. To provide superior English language instruction to native speakers of other languages through a state of the art curriculum that provides a rich and productive learning environment to prepare students for academic and professional success at the University of Arizona as well as for other academic, professional, and social settings.
2. To serve the linguistic and professional development needs of the University of Arizona and the greater global community by participating in professional and local communities, supporting research in language learning, networking with ESL professionals, and mentoring teachers.
3. To encourage respect for cultural and linguistic diversity through sensitivity, professionalism, and collaboration both on and off campus in an effort to promote worldwide cultural understanding.

Programs

To serve its mission, CESL provides a wide variety of English language programs both full-time and part-time at CESL, in other sites abroad, and online. In the core program, there are 5 eight-week sessions a year beginning in August, October, January, March and June. To contact a program coordinator, please visit the program webpage.

- < **Full-time Intensive English Program (IEP)** CESL provides intensive English language instruction to students who plan to study in US institutions of higher education or pursue careers in their own countries. Students study a minimum of 20 hours per week, and CESL issues an I-20 for the F-1 student visa for the intensive programs. <http://www.cesl.arizona.edu/intensiveenglish.htm>
In the summer, CESL offers special short ESL programs for teens ages 13-17 <http://www.cesl.arizona.edu/teen.htm> and the Intensive University Academic Program (IUAP) for students already admitted to academic study in US institutions of higher education. <http://www.cesl.arizona.edu/iuap.html>
- < **Undergraduate University Track (U-Track)** CESL's Undergraduate University Track at the University of Arizona provides ESL learners with an opportunity to take UA courses while continuing their ESL studies at CESL. Undergraduate U-Track UA courses are sheltered, English-immersion, credit-bearing courses. Each UA course in the Undergraduate U-Track is paired with a CESL class that is designed to support student learning in the UA course. Additionally, Undergraduate U-Track students take a series of ESL courses that prepare them for full-time study at the UA or another U.S. institution.
- < **Graduate University Track (U-Track)** CESL's Graduate University Track at the University of Arizona provides graduate-bound students with advanced-level ESL courses, which are specifically designed to prepare students for graduate studies. In addition to their ESL courses, students in the Graduate U-track sit in on a UA graduate course in their intended field of study (with department approval) and receive support from a CESL teacher.

- < **Part Time Programs** Students can study at CESL during the day or in the Evening Program (PM) at CESL and in Nogales, Sonora (NOG). Some Evening Program classes are offered in a hybrid manner (PM Hybrid), meaning that those classes meet face-to-face for two hours once a week and have online coursework to complete between classes. They can earn Program Certificates in General English, Business English, Medical English or Academic English, as well as study specific skills such as writing and pronunciation. <http://www.cesl.arizona.edu/PartTimeOptions.htm>
- < **Local Portable Classes** CESL's regularly scheduled classes can be offered at any approved site within the Tucson Metro region.
- < **Teacher Training** CESL offers Basic and Advanced Certificates in Teaching English as a Foreign Language (TEFL) online and abroad, a 20-hour Practicum, as well as an Intensive TEFL Certificate program in Tucson. <http://www.cesl.arizona.edu/TeacherTraining.htm>
- < **Customized Programs** CESL can customize a program for specific needs either on site at CESL, in Tucson, AZ, or elsewhere in the US or abroad. <http://www.cesl.arizona.edu/customized.html>
- < **Tutoring** CESL offers tutoring packages for students seeking one-on-one instruction. <http://www.cesl.arizona.edu/Tutors.htm>
- < **Teen English Program** CESL offers an English language program for teens during the summers and gathers teens from all over the globe at CESL. <http://www.cesl.arizona.edu/teen.htm>
- < **Special Program** CESL can offer courses in culture, university life, academic skills, among others listed below, that have been offered in customized programs, but are also available on demand. <http://www.cesl.arizona.edu/customized.html>

Placement

All programs, except the Online program, the Nogales program, and the University Track, use the BYU online placement test alongside a writing sample to place students into the different levels. The Nogales program uses the Michigan (MELAB) test to place its students, while the Online program uses standardized testing offered worldwide. University Track admissions are based on performance in the IEP or a TOEFL/IELTS score.

Levels

The IEP has seven levels (1-7) and the University Track has two levels (8-9). The Evening and Nogales Programs have between 5 and 10 levels, depending on enrollment. All other programs have levels either determined by the content delivered or the enrollment in the program at the time.

Schedule

Specific dates and times for all programs and courses are listed on the program website. For general information visit <http://www.cesl.arizona.edu/> Intensive English Program (IEP) and University Track courses typically meet 4-5 days per week. Part-time courses for special programs may be more or less intense depending on the program.

How to Apply

Submit the completed application and financial documentation with the application fee. An application may be printed from our website and mailed or faxed to CESL or may be downloaded, scanned, and emailed.

<http://www.cesl.arizona.edu/applynow.htm>

About the University of Arizona

Founded in 1885, the University of Arizona is a public university with an enrollment of over 35,000 including over 2,500 international students from over 112 countries. There are 133 majors, many of them leading to masters or doctoral degrees. The University offers some of the nation's top-ranked programs including architecture, management information systems, optical sciences, aerospace engineering, and anthropology among others. The University of Arizona is a Research One University, consistently ranked among the nation's top public schools. CESL students can use the university facilities including the Campus Health Center, multiple libraries, and the Campus Recreation Center.

Conditional Admission & CESL Endorsement

Undergraduate and graduate students may apply to the University of Arizona and request Conditional Admission. If they are academically admissible, they will receive a letter of conditional admission. When they meet the English language requirement, they can transfer from CESL to the University. Graduate students must check with their departments about the possibility of conditional admission.

CESL's University Track students can meet the University English language requirement with an endorsement from CESL. Graduate students must check with their departments regarding their acceptance of CESL endorsement. See the criteria for CESL endorsement at <http://www.cesl.arizona.edu/endorsement.htm>

CURRICULUM PHILOSOPHY

CESL offers a rich and challenging curriculum to academically motivated students who come from various socio-cultural, ethnic, and language backgrounds. CESL's curriculum philosophy is based on student learning, the pedagogies we practice in response to these understandings, the ways we assess learning, and the language skills and qualities of character we encourage our students to develop. The curriculum is designed as a continuum of language-appropriate learning experiences through levels of proficiency. The following four principles establish a basis of CESL's curriculum design:

1. Integrated Curriculum

CESL believes that students learn best when their ideas, skills, and experiences are reinforced across the language skills and through the proficiency levels in a connected curriculum. Teachers design courses that establish connections for students between classroom learning and their own experience; these courses build on students' prior knowledge and set the groundwork for their future learning.

2. Independent thinking and learning

The CESL curriculum promotes individual self-expression and guides students toward independent critical thinking that encourages them to take increasing responsibility for their own learning. Students who take responsibility for structuring and assessing their own learning are likely to have a deeper understanding of what they have learned and establish a solid foundation of language skills to serve as a life-long basis for independent thinking.

3. Skills

CESL believes that skills—the learned processes and strategies needed to accomplish a task—are an essential part of our connected curriculum and should be taught explicitly. Skills are integrated into the curriculum in a spiraling model, where they advance sequentially in a coordinated fashion across skill levels over time. The skills that students acquire at CESL serve as tools for life-long learning.

4. Participation in Global Communities

As a diverse community of teachers and learners, we recognize how important it is for students to remain rooted in their native culture. We also believe that it is vital for CESL students to understand the rich, dynamic cross-cultural forces which shape our world, forces that are also at work in their new learning environments. CESL recognizes that global consciousness - with the cultural sensitivity and awareness which that implies - is a vital component of students' education. They need to be prepared to live and function in a multi-cultural world. The CESL curriculum encourages students to develop a sense of responsibility for the local, national, and international community in which they live.

CESL COURSE OFFERINGS

All courses are eight weeks long unless specified otherwise. Students in the full-time intensive program must take 2 integrated skills core classes and 2 skill courses. IEP courses meet 4-5 times per week. Part-time students may choose from any of the core or optional courses depending on their schedules up to 11.5 hours per week. All students must take the Placement Test before classes begin. Course offerings vary depending upon demand and sequence. See the CESL webpage for current course offerings, schedules and costs. <http://www.cesl.arizona.edu>

Key	
IEP	Intensive English Program
PM	Evening Program
NOG	Classes in Nogales, Sonora
ONLINE	Classes Online
SPEC	Special Courses
TEP	Teen English Program
TT	Teacher Training
CATT	Content Area Teacher Training
U-Track	University Track

ACADEMIC SKILLS COURSES

Applied Academic Skills (SPEC, 18 hours)

Topics for this course will include field specific research methods, conducting research using university libraries, becoming acquainted with personal computer programs and Internet use specific to needs of graduate students. Students will have three library training sessions and three computer applications training sessions during this course.

Prerequisites: Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

University Success (U-Track, 4 hours)

This course familiarizes students with the university system and the culture of higher education in the U.S. through field trips, research activities, and guest lectures. Students explore and appraise the resources and communities of practice available on campus, acquire the communication skills necessary for interacting professionally in an academic setting, and inventory and develop their repertoire of study strategies.

Prerequisites: Acceptance into the University Track

Cultural Concepts (U-Track, 4 hours)

This course is an introduction to concepts of culture pertinent to foreign students planning to enter a U.S. university. Through engagement with course readings, group discussions, surveys, observations and critically reflective assignments (written responses, oral presentations, etc.), students will learn about general dimensions relevant to all cultures in an attempt to make them fluent in talking about cultural differences and raise their intercultural awareness. Students will compare and contrast their own culture with U.S. culture and other cultures different from their own. Students will also explore values of the American mainstream culture in order to better understand the behaviors of their host country. Topics on the culture of higher education academia will also be discussed.

Prerequisites: Acceptance into the University Track

Applied Theoretical Analysis (U-Track, 4 hours)

In the course, students use authentic, non-ESL texts to learn and apply various theories in order to better understand the world around them. Possible topics include theories related to Marxism, politics and the law, power relations, literary texts, and media analysis. To help foster critical analysis, the course includes chapter readings, comprehension checks, written analysis, and group discussions. The goal of this course is for the students to use theory to analyze how everyday events and interactions are created, articulated, manipulated, recognized, and understood by the public in today's globalized world.

Prerequisites: Acceptance into the University Track

Advanced Listening & Speaking (U-Track, 4 hours)

The main goal of this course is to further develop and polish advanced, academic listening and speaking skills. The course's listening focuses on preparing students to comprehend and take notes on academic lectures from a variety of scholarly fields. Presentation projects include demonstration of the ability to produce academic presentations in preparation for undergraduate/graduate public speaking. Presentations are void of substantial or consistent errors in pronunciation, grammar or structure and are supported with outside sources and accompanied by visual aids developed by the student.

Prerequisites: Acceptance into the University Track.

CESL Support Courses (to support UA History, Anthropology, or Classics courses) (U-Track, 4 hours)

This support course is designed to help students succeed in their UA content class. It focuses on preparing students for university-level, lecture-style courses by giving them additional time to process the content and complete the required work for the content class. A CESL instructor attends the UA content class with the students, and after the lectures, they meet to review the concepts and vocabulary from the lectures and readings. Students maintain a notebook with lecture notes to be used during the CESL support class to review the main ideas of the previous UA lecture. By the end of this 8-week course, students should be able to follow the university lecture with 75% comprehension and take enough notes in the class to recall most of the lectures' content. Students should also be able to understand and recall content with a high level of fluency and clarity, which allows them to participate in small group and whole class discussions. **Prerequisites:** Acceptance into the University Track.

Observation+ (U-Track, 4 hours)

Students attend a UA course in their intended field of study, compile notes and process the content of the class as well as the academic culture of the classroom during a weekly session with their CESL instructor and classmates. Students practice note taking, summarizing, and paraphrasing skills in order to process the content of the class they observe and develop their ability to deliver the course's information in lay terms. Students are also tasked with increasing their field-specific vocabulary, building their knowledge as the session progresses. Students give presentations to display knowledge gained in their observed course and reflect on academic cultural norms. With department approval, students sit in on a lecture class in their intended field of study during the course of the session. Because U-Track sessions are not completely contained within the traditional semester structure of a university, this option may be limited in certain sessions and may also be limited by department. UA departments are not required to allow students to sit in on their courses. In cases where students cannot attain permission to sit in on a course in their intended field, alternative related courses at the graduate level are identified. **Prerequisites:** Acceptance into the Graduate University Track.

Important Student Issues (SPEC, 4.5 hours)

One session will include a panel of current and former scholars who will address wide-ranging issues of importance to the new students: adjustment issues, academic issues, and social issues. This will be an opportunity for new students to learn from the experiences of those who preceded them. Topics will include the U.S. educational system and student rights--international students and the law, visa statutes, law enforcement, arrest and detention and other legal issues. **Prerequisites:** Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

Seminar (SPEC, 18 hours)

Topics for the Seminar will include acquainting participants to common procedures and processes at US universities: instructional styles, classroom interaction and behavior, and online instruction, and registration procedures.

Prerequisites: Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

University Student Life (SPEC, 4.5 hours)

This course meets once per week. One session will address academic integrity and intellectual property. Another session will address stress control, time management and other psychological/emotional issues related to grad study in the US. The third session will consist of a graduate student forum, where current issues facing graduate students can be explored.

Prerequisites: Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

BUSINESS ENGLISH COURSES

Advanced Business English (PM, NOG, 30 hours)

This advanced-level ESL course is designed for students who want to develop accuracy and fluency in their communication skills in a wide range of business situations. Students will expand their vocabulary and expressions while cultivating a better understanding of cultural differences and cross-cultural communication in a business environment. Students will also learn how to speak and write with a level of formality appropriate for a business environment. The objective of this Advanced Business English course is to provide students with the vocabulary, grammatical forms and cultural awareness necessary to communicate proficiently in business situations.

Prerequisites: Completion of Level 5 IEP, placement test, or program or coordinator consent.

Business English (PM, NOG, 30 hours)

This course is designed for ESL students who want to become familiar with business English as it emphasizes both oral and written communication. Students are introduced to common business vocabulary and expressions used in everyday business situations. Students also learn how write various types of documents commonly used for business purposes. The objective of this course is to provide students with the basics of oral and written communication in a business environment with a focus on identifying cultural differences.

Prerequisites: Completion of Level 4 IEP, placement test, or program coordinator consent.

CULTURE COURSES

American Culture (SPEC, 18 hours)

In this class, through listening activities and readings, students will learn about and discuss cultural information including but not necessarily limited to the history of the United States, the history of the Southwest and the people of the United States. Students will practice writing; both in-class and out-of-class writing assignments will be required. Grammar will be treated in conjunction with writing assignments. Students will have the opportunity to expand all language skills.

Prerequisites: Placement Test, or Program Coordinator consent

American Studies (SPEC, 18 hours)

In the American Studies class, students will practice listening to extended discourse in English by hearing a series of presentations related to three basic themes: American History, Heritage of the Southwest and Peoples of the United States. As part of this class, students will also attend a number of excursions from which they will learn first-hand about the themes of the seminar. Students will be required to write about their experiences in their journal for the Cultural Bridge class.

Prerequisites: Placement Test, or Program Coordinator consent

Cultural Bridge (SPEC, 18 hours)

This class will focus on three areas: topics related to field trips, guest lecturers and Arizona. Instructors will prepare students for all field trips and for all guest lecturers done in the American Studies class. After each excursion and speaker, students will participate in follow-up activities to ensure that the linguistic and cultural information is understood. Instructors will focus on readings about places of importance in Arizona. Students will read, write, listen and discuss in this class. Students will be required to keep a journal. The journal entries will reflect students' experiences in all aspects of the program, especially their understanding of and reactions to speakers and excursions. Grammar will be treated in conjunction with writing assignments.

Prerequisites: Placement Test, or Program Coordinator consent

GENERAL ENGLISH COURSES (All skills) Part-time courses typically meet for 4 hrs/wk

General English Basic I (PM, NOG, 30 hours)

This is an introductory course to American English language and culture, and it is aimed at students who have had little or no prior exposure to the English language. The students practice the language skills including speaking, listening, reading, and writing while focusing on basic grammatical structures and acquiring the most frequently used vocabulary. The objective of the General English Basic I course is to provide students with elementary vocabulary and grammatical forms necessary to introduce themselves, communicate personal information, as well as ask and respond to basic questions.

Prerequisites: Placement test or program coordinator consent.

General English Basic II (PM, NOG, 30 hours)

This course is a continuation of General English Basic I. It also exposes students to the fundamentals of American English language and culture. The students practice the language skills including speaking, listening, reading, and writing. They continue working on basic verbs and their use while developing knowledge of the most frequently used vocabulary. The objective of the General English Basic II course is to provide students with frequently used vocabulary and simple grammatical forms required to locate places and communicate in restaurants, stores and other public places.

Prerequisites: General English Basic I, placement test, or program coordinator consent.

General English Beginner I (PM, NOG, 30 hours)

This beginner ESL course introduces students to grammar structures and vocabulary related to daily activities and general abilities. Students practice all four skills including speaking, listening, reading, and writing, while focusing on accuracy in the productive skills. The objective of the General English Beginner I course is to provide students with skills necessary to tell the time, indicate locations, describe common things, places, and habits in everyday informal communicative situations.

Prerequisites: General English Basic II, placement test, or program coordinator consent.

General English Beginner II (PM, NOG, 30 hours)

This beginner ESL course is a continuation of General English Beginner I as it introduces grammar structures and vocabulary necessary to express likes and dislikes, as well as past events. Students continue to practice all four language skills while improving their grammatical accuracy in the use of verbs and vocabulary related to their homes and leisure activities. The objective of the General English Beginner II course is to provide vocabulary required to express preferences, describe homes and leisure activities, to report experiences using the simple past tense of the most commonly used regular and irregular verbs.

Prerequisites: General English Beginner I, placement test, or program coordinator consent.

General English High-Beginner I (PM, NOG, 30 hours)

This high-beginner ESL course aims at improving students' accuracy and fluency in everyday communicative situations related to their personal lives. Students practice all four language skills in situations where they exchange personal information and describe families, jobs, and activities. The objective of General English High-Beginner I course is to provide students with new vocabulary and grammatical structures useful to share information about themselves, as well as describe and discuss their daily life and abilities in detail.

Prerequisites: General English Beginner II, placement test or program coordinator consent.

General English High-Beginner II (PM, NOG, 30 hours)

This high-beginner ESL course is a continuation of General English High-Beginner I as it further develops students' knowledge of grammatical structures and vocabulary while focusing on all four language skills. The objective of the course is to reinforce students' prior abilities to communicate about everyday activities and situations and to provide new vocabulary and grammatical structures necessary to make accurate descriptions, identify quantities and locations using a variety of verb tenses.

Prerequisites: General English High-Beginner I, placement test, or program coordinator consent.

General English Intermediate I (PM, NOG, 30 hours)

This intermediate ESL course focuses on developing fluency through acquisition of extensive vocabulary necessary to describe people, talk about the weather and forms of entertainment using various verb tenses and comparisons. Students practice the four language skills. The objective of the course is to strengthen intermediate ESL students' knowledge of vocabulary and grammatical structures necessary to express their preferences and positions in discussions.

Prerequisites: General English High-Beginner II, placement test or program coordinator consent.

General English Intermediate II (PM, NOG, 30 hours)

This intermediate ESL course is a continuation of General English Intermediate I as it aims at developing students' ability to discuss personal experiences and future plans. Students practice the four language skills while learning new verb tenses such as the present perfect and the future, as well as vocabulary related to education and transportation. The objective of the course is to gain proficiency with the present perfect tense to be able to talk about personal experiences, as well as other verb tenses to express future when talking about plans and intentions.

Prerequisites: General English Intermediate I, placement test, or program coordinator consent.

General English High-Intermediate I (PM, NOG, 30 hours)

This high-intermediate ESL course is aimed at reinforcing students' prior knowledge and skills to communicate on everyday topics. Through the practice of all four English, students improve their accurate use of specific verb tenses to express routines, past events, and plans while increasing their fluency in a communicative environment. The objective of the course is to reinforce the formation and use of the simple present, present progressive, simple past, present perfect, and future tenses, as well as to develop broader vocabulary to communicate about daily routines, understand word families, and make descriptions using sensory words.

Prerequisites: General English Intermediate II, placement test, or program coordinator consent.

General English High-Intermediate II (PM, NOG, 30 hours)

This ESL course is a continuation of General English High-Intermediate I as it focuses on all four language skills to develop students' fluency and broaden their vocabulary related to personalities, life activities, and geographical features, making comparisons, exchanging opinions, and making predictions while using a variety of grammatical forms. The objective of this course is to provide students with new grammatical structures to compare personalities, express habits in the past, and make predictions with a high level of accuracy.

Prerequisites: General English High-Intermediate I, placement test or program coordinator consent.

General English Advanced I (PM, NOG, 30 hours)

This advanced ESL course focuses on students' speaking, listening, reading, and writing skills as they learn to communicate about appearances, personalities, illnesses, work, and crime. The students acquire advanced grammatical structures, such as conditionals and passive voice in a variety of complex sentences in order to express relations such as cause and effect. The objective of the course is to provide students with complex grammatical structures, as well as advanced-level vocabulary, required to communicate in everyday situations and professional settings.

Prerequisites: General English High-Intermediate II, placement test, or program coordinator consent.

General English Advanced II (PM, NOG, 30 hours)

This advanced ESL course is a continuation of the General English Advance I course as it focuses on developing students' skills necessary to participate in group discussions, making decisions, and expressing hypothetical situations. Students also learn how to make generalizations and guess meaning from context when practicing all language skills related to professional settings. The objective of the course is to develop students' vocabulary and skills required to express ideas using advanced-level grammatical structures typical for professional settings.

Prerequisites: General English Advanced I, placement test or program coordinator consent.

GRAMMAR COURSES

Advanced Grammar (PM, 30 hours)

This advanced-level ESL course is designed for students who want to master complex grammatical structures used in writing and speaking both in professional and academic settings. The course content focuses on verbs tenses, subordinate clauses, passive voice, and parallelism at the sentence level, as well as conjunctions and transitional phrases at the text level. The objective of the course is to develop accuracy both in writing and speaking through identification of grammatical errors and development of editing skills.

Prerequisites: Completion of Level 5 IEP, placement test, or program or coordinator consent.

Grammar 1 (IEP, 30 hours)

This course focuses on low beginning English grammar and is designed for ESL students with little or no prior English knowledge. Students learn basic verb tenses, such as the simple present and present progressive, while focusing on correct spelling of -s and -ing forms and how to form simple sentences and questions using appropriate nouns, pronouns and adjectives.

Prerequisites: Placement test or Program Coordinator consent

Grammar 2 (IEP, 30 hours)

This course focuses on beginning English grammar and is designed for ESL students with little knowledge of English. Students learn how to form how to form simple sentences and questions in basic verb tenses, such as the simple present, present progressive and simple past, using appropriate spelling of -s, -ing, and -ed forms, irregular verbs and time expressions.

Prerequisite(s): Grammar 1, Placement test, or Program Coordinator consent

Grammar 3 (IEP, 30 hours)

This low intermediate grammar course focuses on strengthening students' knowledge of basic English grammar through the comparison of the different uses of the present, past and future tenses. Students learn how to describe events using a combination of tenses and appropriate time expressions.

Prerequisites: Grammar 2, Placement test, or Program Coordinator consent

Grammar 4 (IEP, 30 hours)

This intermediate grammar course expands students' knowledge of English verb tenses through the introduction of present perfect tenses and modal verbs. In addition, students review how to form questions using a variety of interrogative pronouns as well as how to use comparatives and superlative structures.

Prerequisites: Grammar 3, Placement test, or Program Coordinator consent

Grammar 5 (IEP, 30 hours)

This low-advanced grammar course continues building on students' knowledge of English verb tenses, including perfect tenses, and introduces the passive voice. In addition, students review the use of articles and quantifiers with count and non-count nouns and learn how to use gerunds and infinitives appropriately.

Prerequisites: Grammar 4, Placement test, or Program Coordinator consent

Grammar 6 (IEP, 30 hours)

This advanced course improves students' abilities to communicate using various complex grammatical structures such as noun clauses and coordinating conjunctions. In addition, students learn about passive constructions, participial adjectives and conditional sentences.

Prerequisites: Grammar 5, Placement test, or Program Coordinator consent

Grammar 7 (IEP, 30 hours)

This is the last course in the sequence of grammar courses at CESL. It focuses on strengthening students' knowledge of complex sentences using adjectives and adverb clauses as well as reducing them to adjectives and adverb phrases. Finally, students learn a variety of transitional words and connectors that will help them develop better paragraphs and speeches.

Prerequisites: Grammar 6, Placement test, or Program Coordinator consent

MEDICAL ENGLISH COURSES

English for Nursing (SPEC, 50 hours)

This course aims to help non-native speakers of English (NNSs), prospective or current students of nursing programs in the U.S. and abroad, to achieve success in their future studies and to support current NNS students of nursing schools and programs through targeted enhancement of their communicative, academic, and professional English-language skills. This course is also designed to help practicing NNS nurses to advance on their career paths by improving their communication skills and job-related English language proficiencies.

Prerequisites: Intermediate ESL standing, TOEFL iBT score of 40 or higher TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

PRESENTATION COURSES (see also Speaking Courses)

Advanced Listening & Speaking (U-Track, 4 hours)

The main goal of this course is to further develop and polish advanced, academic listening and speaking skills. The course's listening focuses on preparing students to comprehend and take notes on academic lectures from a variety of scholarly fields. Presentation projects include demonstration of the ability to produce academic presentations in preparation for undergraduate/graduate public speaking. Presentations are void of substantial or consistent errors in pronunciation, grammar or structure and are supported with outside sources and accompanied by visual aids developed by the student.

Prerequisites: Acceptance into the University Track.

Advanced Discussion and Presentation Skills (PM, 30 hours)

This advanced-level ESL course is designed for students with a proficient use of English language who want to improve their public speaking skills in business and academic settings. Students will improve their ability to engage in meaningful discussions by using register-appropriate vocabulary and rhetorical forms. Students will also learn how to design and deliver an effective presentation using effective visual aids and public speaking skills. The objective of this Advanced Discussion and Presentation Skills course is to develop students' public speaking skills and confidence when participating in group discussions and making presentations in business and academic settings.

Prerequisites: Completion of Level 5 IEP, placement test, or program, or coordinator consent.

PRONUNCIATION COURSES (see also Speaking Courses)

Pronunciation 10 (SPEC, 30 hours)

This course targets low beginning ESL students' pronunciation skills as they learn about intonation patterns (e.g., statements vs. questions), vowels and consonants, stressed/unstressed syllables and words in an utterance, and contractions. Students develop their self-monitoring skills based on awareness of areas of difficulty.

Prerequisites: Placement test

Pronunciation 20 (SPEC, 30 hours)

This course targets beginning ESL students' pronunciation skills as they learn about intonation patterns, vowels and consonants, stressed/unstressed syllables and words in an utterance, and contractions. Students develop their self-monitoring skills based on awareness of areas of difficulty.

Prerequisites: Pronunciation 10, Placement test, or Program Coordinator consent

Pronunciation 30 (SPEC, 30 hours)

The course aims at further improvement of high-beginning ESL students' pronunciation skills. Students work on pronouncing individual sounds, stress, intonation, and rhythm. They learn to make recordings of their pronunciation in the lab using the pronunciation software and self-correct focusing on their problem areas. The course includes intensive practices on reduction of pronouns and verbs in fast speech, negative contractions, and confusing numbers.

Prerequisites: Pronunciation 20, Placement test, or Program Coordinator consent

Pronunciation 40 (SPEC, 30 hours)

During this course, low-intermediate ESL students focus on individual sounds of English, as well as pronunciation, stress patterns, and rhythm at the sentence level. They are able to make measurable progress in comprehensibility of their speech as they work on their accent reduction and individualized areas of difficulty.

Prerequisites: Pronunciation 30, Placement test, or Program Coordinator consent

Pronunciation 50 (SPEC, 30 hours)

The course aims to develop intermediate ESL students' pronunciation skills. The focus is on developing effective, general speaking habits, including clarity, fluency, and appropriate voice, speed, and tone. As needed, specific attention is paid to individual consonant and vowel sounds, as well as stress, intonation, and rhythm at both the word and sentence level. Students practice as a whole class, in pairs, and in small groups; they use problem-specific exercises from audio software for individual practice.

Prerequisites: Pronunciation 40, Placement test, or Program Coordinator consent

Pronunciation 60 (SPEC, 30 hours)

This course is designed for high-intermediate and advanced ESL students who want to focus on American English pronunciation through intensive practice. Rhythm, stress, intonation, and accuracy at the word level are emphasized. Coursework involves increasing language fluency, analyzing the sounds of American English, and developing monitoring skills.

Prerequisites: Pronunciation 50, Placement test, or Program Coordinator consent

Advanced Pronunciation (PM, NOG, 30 hours)

This advanced course is designed for students who have a high level of fluency but want to improve their accuracy in speaking in American English. The coursework focuses on improvement of phonemic production and stress at the word level, as well as stress, intonation and rhythm at the sentence level. Class activities include pronunciation drills

and work in the language laboratory. The objective of the course is to improve students' accuracy in production of American English while reducing accents in conversational settings.

Prerequisite: Completion of Level 5 IEP or Pronunciation, placement test, or program coordinator consent.

Pronunciation (PM, NOG, 30 hours)

This intermediate ESL course is designed for students who want to improve their accuracy in American English pronunciation. The coursework focuses on developing phonemic discrimination skills and practicing the production of phonemes and stress at the word level in controlled speech. Class activities include pronunciation drills and work in the language laboratory. The objective of the course is to improve students' accuracy in production of American English while increasing fluency and reducing accents.

Prerequisites: Completion of Level 3 IEP, placement test, or program coordinator consent.

READING AND VOCABULARY COURSES

Graduate Reading (U-Track, 5.25 hours)

Students in Graduate Reading do library research to find journal articles and book chapters in their fields. They learn to analyze texts' rhetorical structure to understand how information is presented in their fields. They also practice a variety of reading strategies to understand content and make connections between ideas in their readings.

Throughout the session students practice techniques to increase reading speed and develop vocabulary in their field as well.

Prerequisites: Acceptance into the Graduate University Track.

Advanced Reading (TEP, 16 hours)

This course will focus on further development of students' reading and critical thinking skills that are important for language learning and use. The class format will be structured around talks and short presentations, small group discussions, paired work, and fun, creative projects. The activities will include in-depth reading of American novels for teens, analyzing the plots and main characters, skimming, inferencing, and guessing new vocabulary from context.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning Reading (TEP, 16 hours)

This course will focus on development of students' reading and critical thinking skills that are important for language learning and use. The class format will be based on small group discussions, paired work, and fun, creative projects. The activities will include in-depth reading of short stories, analyzing the plots and main characters, retelling, and studying new vocabulary.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate Reading and Vocabulary (TEP, 16 hours)

This intermediate course improves ESL students' reading skills as they learn to read for main ideas and specific information, as well as to summarize what they read. Students expand their vocabulary and practice organizing information they have read. They are also introduced to skimming and scanning techniques.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate/Advanced Reading and Vocabulary (TEP, 16 hours)

The course is designed with intermediate to advanced ESL teen students' needs in mind and focuses on further development of students' reading and good comprehension of authentic texts skills (e.g., newspapers, magazines, and other full-length readings), critical thinking skills, and understanding new words, as well as their derivatives and collocations, in a variety of contexts. The class format is structured around reading and vocabulary tasks, small group discussions, paired work, and fun, creative projects. The activities include in-depth reading of American novels for teens, analyzing the plots and main characters, skimming, inferencing, and guessing new vocabulary from context.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning/Low Intermediate Reading and Vocabulary (TEP, 16 hours)

This course is designed with beginning to low intermediate ESL students' needs in mind, so it focuses on development of students' reading and comprehension skills that are important for language learning and use. The class format is based on reading activities, small group discussions, paired work, and fun, creative projects. The activities include in-depth reading of short stories, analyzing the plots and main characters, retelling, and studying new vocabulary.

Prerequisites: Placement test and/or Program Coordinator consent

Reading Skills 1 (IEP, 30 hours)

This low beginning course focuses on reading short texts. ESL students in this course learn to locate information, answer basic questions about basic texts, and demonstrate emerging knowledge of sound-symbol relations of high frequency words as well as understand basic and common vocabulary.

Prerequisites: Placement test or Program Coordinator consent

Reading Skills 2 (IEP, 30 hours)

In this beginning course, ESL students learn to understand main ideas and some specific details of texts about personal or social concepts, and everyday activities. Students recognize words for common objects. They learn to identify sequences of events in short stories and to determine meanings of new words from context.

Prerequisites: Reading Skills 1, Placement test, or Program Coordinator consent

Reading Skills 3 (IEP, 30 hours)

This high-beginning course improves ESL students' reading skills as they learn to read for main ideas and specific information. Students expand their vocabulary and practice organizing information they have read. They also continue to practice skimming and scanning techniques.

Prerequisites: 2 Reading Skills, Placement test, or Program Coordinator consent

Reading Skills 4 (IEP, 30 hours)

This low-intermediate ESL course introduces how to distinguish fact from opinion and identify text organization (e.g. sequence, cause/effect, problem solution). Students in this level also learn to read extensively with good comprehension, and continue improving skimming and scanning skills in longer texts.

Prerequisites: 3 Reading Skills, Placement test, or Program Coordinator consent

Reading Skills 5 (IEP, 30 hours)

In this intermediate course, ESL students learn higher order reading skills such as make predictions, infer intended meaning, and summarize key information. The course also focuses on a wider range of vocabulary, including academic words.

Prerequisites: 4 Reading Skills, Placement test, or Program Coordinator consent

Reading Skills 6 (IEP, 30 hours)

In this high-intermediate course, ESL students learn how to make connections between texts and infer intended meaning. Students will continue to learn text organization and a wide range of academic vocabulary.

Prerequisites: 5 Reading Skills, Placement test, or Program Coordinator consent

Reading Skills 7 (IEP, 30 hours)

This is the last course in the sequence of reading skills. Students refine their previous reading skills, analyze ideas, views, and rhetorical elements from a text, and begin to recognize figurative language and multiple levels of meaning.

Prerequisite(s): 6 Reading Skills, Placement test, or Program Coordinator consent

SPEAKING COURSES (see also Pronunciation Courses)

Advanced Listening & Speaking (U-Track, 4 hours)

The main goal of this course is to further develop and polish advanced, academic listening and speaking skills. The course's listening focuses on preparing students to comprehend and take notes on academic lectures from a variety of scholarly fields. Presentation projects include demonstration of the ability to produce academic presentations in preparation for undergraduate/graduate public speaking. Presentations are void of substantial or consistent errors in pronunciation, grammar or structure and are supported with outside sources and accompanied by visual aids developed by the student.

Prerequisites: Acceptance into the University Track.

Advanced Speaking and Listening (TEP, 24 hours)

This course will focus on further development of students' speaking and listening skills on the topics and functions of health and nutrition, news and media, ecology and natural disasters, and, finally, education and learning. The class format will be based on small group discussions, paired work, vocabulary quizzes, and oral presentations. The students will reinforce and expand their existing listening skills, their knowledge of vocabulary, pronunciation, and grammar structures.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning Speaking and Listening (TEP, 24 hours)

This course will focus on development of students' everyday communicative, speaking and listening skills on the topics and functions of family, culture, food, health, weather, and getting around town. The class format will be based on small group discussions, paired work, vocabulary quizzes, and development of students' interactive skills. The students will reinforce and expand their existing listening skills, knowledge of vocabulary, pronunciation, and grammar structures.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate Speaking and Listening (TEP, 24 hours)

This course focuses on development of intermediate ESL students' speaking and listening skills on more general topics. The class format is based on small group discussions, paired work, and short oral presentations. Students reinforce and expand their existing listening skills by summarizing and paraphrasing information and their knowledge of vocabulary.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate/Advanced Speaking/Listening (TEP, 24 hours)

This course is designed with intermediate to advanced ESL teen students' needs in mind and focuses on further development of their speaking and listening skills on a variety of topics. The class format is based on small group discussions, paired work, vocabulary quizzes, and oral presentations. The students reinforce and expand their existing listening skills, their knowledge of vocabulary and pronunciation.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning/Low Intermediate Speaking/Listening (TEP, 24 hours)

This course is designed with beginning to low intermediate ESL teen students' needs in mind and focuses on development of students' everyday communicative, speaking and listening skills on a variety of basic topics. The class format will be based on small group discussions, paired work, vocabulary quizzes, and development of students' interactive skills. The students will reinforce and expand their existing listening skills, knowledge of vocabulary and pronunciation.

Prerequisites: Placement test and/or Program Coordinator consent

Conversation (PM, NOG, 30 hours)

This high-intermediate ESL course is designed for students who want to develop fluency in American spoken English through intensive in-class practice. The course focuses on learning slang, idioms, and phrasal verbs commonly used in everyday conversations. The course also focuses on improving students' listening skills. Grammatical and pronunciation accuracy will be emphasized in order to improve students' English proficiency. The objectives of the course are to equip students with linguistic and cultural tools necessary to have successful conversations with native-speakers of English.

Prerequisite: Completion of Level 4 IEP, placement test, or program coordinator consent.

English Communication (SPEC, 18 hours)

The English Communication Class will give students intensive practice in listening and speaking. In class, students will participate in activities designed to enhance fluency and confidence in the use of English. Students will also participate in activities designed to improve listening comprehension. Out of class assignments will consist of preparation for in-class work. Students may be asked to interact with American students as part of their out-of-class assignments. Although the focus of the class is speaking and listening, students will be asked to read and write. Grammar will be treated in conjunction with coursework and class projects. All four language skills will be addressed, with the emphasis on speaking and listening.

Prerequisites: Placement Test, or Program Coordinator consent

Oral Language (SPEC, 18 hours)

In this course, participants will practice and fine tune presentation skills, academic oral English, listening and note taking skills. Participants will be divided into sections according to their major or major area. Some of the content will be cross cultural in nature. Multiple varieties of oral language use and listening skills necessary in a university setting will be addressed in this class.

Prerequisites: Intermediate ESL standing, current TOEFL PBT/ITP score of 400 or higher; TOEFL iBT score of 40 or higher TOEIC score of 500 or higher, or Program Coordinator consent

Oral Communication 1 (IEP, 60 hours)

This low-beginning ESL course develops speaking and listening skills through intensive work on basic communicative skills and vocabulary. Students work in pairs and small groups to develop the ability to understand frequently used words and phrases and respond appropriately with simple phrases or complete basic sentences in engaging language activities on basic topics.

Prerequisites: Placement test or Program Coordinator consent

Oral Communication 2 (IEP, 60 hours)

This beginning ESL course focuses on developing students' speaking and listening skills through communicative activities. Students participate in controlled short conversations on familiar topics in small groups and paired work. Students listen to short passages and demonstrate comprehension of questions, commands, and requests as well as report their main ideas and details.

Prerequisites: 1 OC, Placement test, or Program Coordinator consent

Oral Communication 3 (IEP, 60 hours)

This course focuses on further development of high-beginning ESL students' speaking and listening skills on more general topics. The class format is based on small group discussions, paired work, and short oral presentations. Students reinforce and expand their existing listening skills by appropriately responding in improvised conversations on less familiar topics as well as identifying main ideas and supporting details of short structure listening texts.

Prerequisites: 2 OC, Placement test, or Program Coordinator consent

Oral Communication 4 (IEP, 60 hours)

This course develops students' speaking and listening skills to a low-intermediate ESL level. Students improve their pronunciation and vocabulary in English, as well as their general and specific listening skills through a variety of

activities, including pair and group work, speeches, role-plays, and general class discussions. The course provides continued practice with comprehending and responding to short discussions and conversations.

Prerequisites: 3 OC, Placement test, or Program Coordinator consent

Oral Communication 5 (IEP, 60 hours)

This course is designed to help intermediate ESL students to develop speaking and listening skills. Students practice listening and note taking through extensive exposure to short lectures given by the teacher or by audio recordings. The students learn to communicate competently on a range of topics and in a variety of situations.

Prerequisites: 4 OC, Placement test, or Program Coordinator consent

Oral Communication 6 (IEP, 60 hours)

This course focuses on high-intermediate students' speaking and listening skills with a plethora of opportunities to practice expressing opinions, summarizing, paraphrasing, drawing conclusions, and analyzing key points from lectures and presentations. Students develop skills to discuss academic and professional topics and deliver presentations in a wide variety of contexts for a multitude of purposes.

Prerequisites: 5 OC, Placement test, or Program Coordinator consent

Oral Communication 7 (IEP, 60 hours)

This is the last course in the sequence of listening and speaking skills. It is designed to help students become better speakers and listeners in a variety of academic and professional settings. These skills include making detailed inferences and understanding arguments from different viewpoints. Students communicate in a wide range of discourses using appropriate level of formality and rhetorical strategies to communicate ideas about both academic and professional topics.

Prerequisites: 6 OC, Placement test, or Program Coordinator consent

TEST-TAKING TECHNIQUES COURSES

IELTS Techniques (Online, 50 hours)

This course will focus on further development of students' writing, reading, speaking, and listening skills, especially those that ensure students' success with the IELTS test. Students reinforce and expand their existing language skills, their knowledge of IELTS-related vocabulary, grammar structures, written rhetorical formats, and test-taking strategies required to succeed on the test.

Prerequisites: TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

Introduction to TOEFL and IELTS (PM, 30 hours)

This intermediate-level course is designed to help students become familiar with the different tasks included in the writing, reading, speaking, and listening sections of the TOEFL and IELTS tests. Students will focus on developing basic test-taking skills through practicing test tasks that highlight the importance of knowing and using academic vocabulary, complex grammar structures as well as written and oral rhetorical forms. The objective of the course is to explain the structures and contents of the tests through controlled practices.

Prerequisites: Completion of level 4 IEP, placement test, or program coordinator consent.

TOEFL / IELTS Preparation (PM, 30 hours)

This advance-level course is designed to help students improve their writing, reading, speaking, and listening skills while focusing on developing test-taking skills in order to succeed on the TOEFL/IELTS tests. Students will reinforce and increase their existing language knowledge and skills through a focus on academic vocabulary, complex grammar structures, written and oral rhetorical forms, and test-taking strategies. The objective of the TOEFL / IELTS Preparation course is to provide students extensive controlled practice of TOEFL/IELTS tasks and simulation tests aimed at improving their test scores.

Prerequisites: Completion of level 5 IEP, placement test, or program coordinator consent.

TOEFL iBT Techniques (SPEC, 50 hours)

This course focuses on further development of students' writing, reading, speaking, and listening skills, especially those that ensure students' success with the TOEFL PBT/ITP and iBT tests. Students reinforce and expand their existing language skills, their knowledge of TOEFL-related vocabulary, grammar structures, written rhetorical formats, and test-taking strategies required to succeed on the test.

Prerequisites: TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

TOEIC Techniques (SPEC, 50 hours)

This course is designed to prepare students for individual TOEIC sections to assist them in getting better scores on the test. This course focuses on further development of students' existing listening, reading, and test-taking skills; thus, the main foci of the course are (1) to build students' vocabulary through word-attack skills and context associations; (2) to improve students' listening comprehension skills; (3) to review students' knowledge of grammar, English logical structuring, and set phrases on a variety of topics; (4) to strengthen students' test-taking skills and strategies.

Prerequisites: TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

UNIVERSITY LIFE COURSES (see Academic Skills Courses)

WRITING COURSES

Graduate Writing (U-Track, 5.25 hours)

Students in Graduate Writing conduct library research and write about their sources with the goal of engaging with ideas and vocabulary in their field in an organized fashion. Students progress from writing outlines and summaries to a critical review and an annotated bibliography. Using their annotated bibliography, they create an outline and write a synthesis of a research topic common to their sources, preparing them to write literature reviews in their field.

Prerequisites: Acceptance into the Graduate University Track.

Advanced Writing (TEP, 16 hours)

This course will focus on further development of students' writing skills on a variety of topics. The class format will be based on in-class writing sessions, like group projects and paired work. The students will reinforce and expand their existing knowledge of grammar and sentence structures as they write short stories and essays.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning Writing (TEP, 16 hours)

This course will focus on development of students' basic writing skills on a variety of topics. The class format will be based on small group projects, paired work, and in-class writing sessions. The students will reinforce and expand their existing knowledge of grammar and writing skills as they write paragraphs on a variety of written discourses and short stories.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate Writing and Grammar (TEP, 16 hours)

This course develops intermediate ESL students' writing and grammar skills. Students focus on their mastery of the basic paragraph form, which includes effective topic sentences, supporting ideas, and conclusions. This course also emphasizes clear, grammatically-correct communication.

Prerequisites: Placement test and/or Program Coordinator consent

Intermediate/Advanced Writing and Grammar (TEP, 16 hours)

This course is designed for intermediate to advanced ESL teen students and focuses on further development of students' writing skills on a variety of topics. The class format will be based on in-class writing sessions, like group projects and paired work. Students focus on their mastery of a five-paragraph essay, which includes effective topics sentences, thesis statements, supporting ideas, conclusions, coherence, cohesion and unity. Students learn descriptive, cause-and-effect, and comparison-and-contrast discourses. They will reinforce and expand their existing knowledge of grammar, sentence structures, and punctuation as they write short stories and essays.

Prerequisites: Placement test and/or Program Coordinator consent

Beginning/Low Intermediate Writing and Grammar (TEP, 16 hours)

This course is designed for beginning to low-intermediate ESL teen students and focuses on development of students' basic writing skills on a variety of topics. The class format will be based on small group projects, paired work, and in-class writing sessions. Students focus on their mastery of writing paragraphs, which include effective topics sentences, supporting ideas, conclusions, coherence, cohesion and unity. The students will reinforce and expand their existing knowledge of grammar and writing skills as they write paragraphs on a variety of written discourses.

Prerequisites: Placement test and/or Program Coordinator consent

English for Academic Purposes (PM, 30 hours)

This advanced ESL course is designed to prepare students for college-level reading and writing while using academic vocabulary and complex grammatical structures. Students read a variety of texts from different genres and learn how to do research and incorporate sources in their writing of essays and research papers. Students also focus on identifying their strengths and weaknesses and developing strategies for correcting their errors. The objective of the course is to provide students with different tools necessary to successfully read and write at an academic level.

Prerequisites: Completion of level 5 IEP, Placement test, or Program Coordinator consent.

Written Communication 1 (IEP, 60 hours)

This course focuses on low beginning ESL students' writing skills. Students focus on writing, punctuating, and capitalizing basic sentences and simple paragraphs. Students also practice writing sentences using descriptive vocabulary.

Prerequisites: Placement test or Program Coordinator consent

Written Communication 2 (IEP, 60 hours)

This course focuses on beginning ESL students' writing skills. Students learn sentence structures, practice punctuation, and write using the simple past, present, and future. They also write short paragraphs that include topic sentences, supporting sentences, and conclusions.

Prerequisites: 1 WC, Placement test, or Program Coordinator consent

Written Communication 3 (IEP, 60 hours)

This course further develops high-beginning ESL students' writing skills. Students focus on their mastery of the basic paragraph form, which includes effective topic sentences, supporting ideas, and conclusions. Students write a variety of paragraphs that show understanding of correct capitalization, punctuation, spelling, and the elements of coherence and cohesion.

Prerequisites: 2 WC, Placement test, or Program Coordinator consent

Written Communication 4 (IEP, 60 hours)

This course is designed for low-intermediate ESL students to improve their writing skills. Students write well-developed paragraphs and basic three-paragraph composition that focus on coherence and cohesion and use transitional words and phrases effectively.

Prerequisites: 3 WC, Placement test, or Program Coordinator consent

Written Communication 5 (IEP, 60 hours)

This course focuses on further development of intermediate ESL students' writing skills. Students focus on writing well-developed five-paragraph essays with effective thesis statements, body paragraphs, and conclusions. Students write a variety of essays that include relevant quotes, citations, and paraphrases from in-class sources.

Prerequisites: 4 WC, Placement test, or Program Coordinator consent

Written Communication 6 (IEP, 60 hours)

This course further develops high-intermediate ESL students' writing abilities. Students work on their mastery of essay structures: effective inter- and intra-paragraph development, cohesion, and coherence. They also practice revising and editing their writing in and out of class. Students write essays that involve correctly quoting, paraphrasing, and citing sources.

Prerequisites: 5 WC, Placement test, or Program Coordinator consent

Written Communication 7 (IEP, 60 hours)

This is the last course in the sequence of writing skills. Students write research essays which demonstrate rhetorical strategies and integrate a variety of sources obtained through independent research. They cite and quote these sources correctly and effectively. Students develop critical thinking skills and analyze a variety of viewpoints through responding, reflecting, and summarizing sources for an academic audience.

Prerequisites: 6 WC, Placement test, or Program Coordinator consent

Written Language (SPEC, 18 hours)

In this course, students will learn the finer points of writing for a US academic audience including rhetorical devices and methods of documentation. Participants will also learn about translating research methodology into a written product appropriate to US higher education. The reading of academic materials for writing will be a major component of this course, reflecting the reality of university of life.

Prerequisites: Intermediate ESL standing, current TOEFL PBT/ITP score of 400 or higher; TOEFL iBT score of 40, or higher TOEIC score of 500 or higher, or Program Coordinator consent

CUSTOMIZED AND INDIVIDUALIZED PROGRAMS

COURSE ON DEMAND (COD)

CODs are designed for groups (2-5 people) on campus and may focus on English instruction in the specific desired subject area. These could be regular catalogue courses, such as SRL, WRL or TOEFL, or courses in English for Specific Purposes, such as English for business, math, aviation, or medicine.

CUSTOMIZED PROGRAMS

For groups of six or more, CESL offers fully customized programs. The content of these programs is fully tailored to the needs of the group, and typically includes some specialized English, such as English for science or English for the workplace. The location, schedule and content of the program are determined by the group requesting the program, as much as possible. Prerequisites determined by group proficiency.

TEEN ENGLISH PROGRAM (TEP)

Students learn and use English in classes taught by experienced, enthusiastic ESL teachers. Students are divided by level and receive 4 hours (2 hours for part-time students) of language instruction per day, Mondays through Thursdays, in University of Arizona classrooms where speaking and listening skills are emphasized. Lessons are designed specifically for teen learners. On Fridays, teachers accompany students on recreation/cultural excursions in and around Tucson. During these activities, the teens have a chance to speak and listen to English in real world settings.

TUTORING (TUT)

General Tutoring

This tutoring is for students who want help with general English for their CESL courses or perhaps for entering into an undergraduate university program.

Elite Tutoring

This tutoring is for students who need higher-level, more intense tutoring in specific subject areas. Typically these students already hold university or advanced degrees and need the tutoring for advanced degree programs or for professional purposes.

Tutoring Packages

These tutoring packages are intensive and focus on particular skill areas. They are taught by CESL instructors. In addition to the tutoring time, students receive additional materials and training designed to help them improve in the particular subject area. Below are the different packages we offer, along with links to descriptions of the packages.

SKILL INTENSIVE WORKSHOP (SIW)

CESL offers the option of small group instruction called SIWs. These are workshops for groups of 2-5 people with a focus on some particular area of general English skills (such as reading, writing, pronunciation, grammar and presentation skills). Prerequisite as determined by group proficiency.

TEACHER TRAINING COURSES

Intensive TEFL Certificate Program

The Intensive TEFL certificate course is designed to train aspiring teachers in the fundamentals of EFL teaching as defined by the TESOL position statement on TEFL/TESL/ESOL certificate programs. The curriculum is grounded firmly within contemporary learning models that emphasize critical thinking and socio-constructivist interactional paradigms. It has been designed to not only give you the knowledge and information necessary to serve as an effective teacher of English, but also the critical insights, understanding and awareness necessary to question, articulate and employ these concepts via concrete applications.

Prerequisites: Associate's degree or international equivalent, or two years of college. Current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher, or Program Coordinator consent

Second Language Acquisition Theory Module

Second Language Acquisition (SLA) theory provides the conceptual basis for language teaching. This module will provide a broad survey of fundamental SLA theory that is most essential in informing effective pedagogy.

Methodology Module

The Methodology Module is designed to provide an overall survey of recent language teaching methodologies as well as specific classroom skills and techniques. Trainees will learn how to identify different methodologies used in popular textbooks and how to make language instruction more communicative and effective. Presentations and assigned reading will provide an explanation of how and why various instructional choices are made while discussions, classroom activities and homework assignments will aid in application and evaluation of these choices.

Classroom Management Module

This course provides an overview of classroom management as applies to various ages, and grade levels as well as teaching specific classroom skills and techniques. Presentations and assigned reading will provide an explanation of different theories of classroom management and the underlying psychology that informs them. Discussions, classroom activities and homework assignments will aid in understanding the different theories and strategies of effective classroom management.

Assessment Module

The Assessment Module is designed to provide basic knowledge about language assessment theory and practice. The content and discussions of this module will focus on traditional and alternative assessment methods, as well as the role assessment plays in language instruction. Trainees will have the opportunity to practice creating different kinds of assessments (e.g. skill-based, holistic, and alternative methods). Classroom activities will also be shared to encourage collaboration, the exchange of constructive feedback, and to reinforce what has been learned.

Practicum Seminar Module

The Practicum Seminar provides trainees various opportunities to develop and put into action lesson plans for a range of subjects and proficiencies as well as explore and reflect upon their classroom instructional experiences via self-observation and self-evaluation. By examining their attitudes, beliefs, and assumptions about teaching and learning, trainees will be able to use the information obtained via self-observation and self-reflection as a basis for critical reflection on teaching practices.

Intensive TEFL Certificate Program for Experienced Teachers

The Intensive TEFL certificate course for experienced teachers is designed to train current teachers in the fundamentals of EFL teaching as defined by the TESOL position statement on TEFL/TESL/ESOL certificate

programs. The curriculum is grounded firmly within contemporary learning models that emphasize critical thinking and socio-constructivist interactional paradigms. It has been designed to give trainees the knowledge and information necessary to serve as an effective teacher of English and offer the critical insights, understanding and awareness necessary to question, articulate and employ these concepts via concrete applications.

Prerequisites: Associate's degree or international equivalent, or two years of college. Current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher, or Program Coordinator consent

Second Language Acquisition Theory Module

Second Language Acquisition (SLA) theory is the conceptual basis for language teaching. This module will provide a broad survey of fundamental SLA theory that is most essential in informing effective pedagogy.

Advanced Methodology Module

The Advanced Methodology module is designed to provide an overall survey of recent language teaching methodologies as well as specific classroom skills and techniques. Trainees will learn how to identify different methodologies and make language instruction more communicative and effective. Presentations and assigned reading will provide an explanation of how and why various instructional choices are made while discussions, classroom activities and homework assignments aid in application and evaluation of these choices.

Classroom Management Module

This course provides an overview of classroom management as applies to various ages and grade levels as well as teaching specific classroom skills and techniques. Presentations and assigned reading will provide an explanation of different theories of classroom management and the underlying psychology that informs them. Discussions, classroom activities and homework assignments will aid in understanding the different theories and strategies of effective classroom management.

Assessment Module

The Assessment module is designed to provide basic knowledge about language assessment theory and practice. The content and discussions of this module will focus on traditional and alternative assessment methods, as well as the role assessment plays in language instruction. Trainees will have the opportunity to practice creating different kinds of assessments (e.g. skill-based, holistic, and alternative methods). Classroom activities will also be shared to encourage collaboration, the exchange of constructive feedback, and to reinforce what has been learned.

Practicum Component

The Practicum Seminar provides trainees various opportunities to develop and put into action lesson plans for a range of subjects and proficiencies as well as explore and reflect upon their classroom instructional experiences via self-observation and self-evaluation. By examining their attitudes, beliefs, and assumptions about teaching and learning, trainees will be able to use the information obtained via self-observation and self-reflection as a basis for critical reflection on teaching practices.

TEFL Basic

(HUMS 479/579: Second/Foreign Language Teaching and Learning)

This teacher training program is intended to prepare trainees to teach English as a Foreign or Second Language (EFL/ESL). The Basic TEFL program will provide them with the essential foundations in language teaching methodology and theory, pedagogical grammar, curriculum and materials development, classroom management, and formal and informal assessment techniques. In addition, they will gain practical knowledge through video practicum components, which allow them to watch and reflect on actual classroom teaching. Trainees will complete this program with the pedagogical knowledge and practical understanding necessary to be confident and effective teachers of English.

Prerequisites: Associate's degree or international equivalent, or two years of college. English proficiency minimum: IELTS 6.0, TOEFL iBT 71, iTEP Academic 4.5, Cambridge CAE/BEC or higher.

Module 1: Second Language Acquisition Theory

Second Language Acquisition (SLA) theory provides the conceptual basis for much of language pedagogy. In order to fully understand the language learning process, every language teacher needs to be aware of the insights provided by SLA research and models of language acquisition. Comprehension of SLA models allows language teachers to apply this understanding to instructional practice, infusing their teaching with an informed approach that addresses both the explicit and implicit needs of the language learner. This short module will briefly survey the most basic of these theoretical frameworks; given the depth of SLA research directly relevant to language teaching, only the most immediately applicable approaches have been included.

Module 2: Methodology

Second language teaching methodology is the collection of knowledge and practices that comprise your instruction. Methodology informed by SLA theory, models of learning, classroom management practices, and tenets of educational psychology. This module will present a wide range of language teaching methods in order to allow you to choose and even adapt the teaching method that fits your teaching style and the needs of your students. There is no right or best teaching method[ology]; certain methods, strategies and techniques are more effective in certain contexts than others. This module has been designed to provide you with enough knowledge of instructional principles for you to make an informed decision about which method, strategy, or technique is most appropriate to your own context.

Module 3: Curriculum and Materials Design

Language course curriculum is a key consideration for instruction. The curriculum of your course (what, how, and when materials, activities, or tasks are presented) has a significant impact on student learning. It will be your job as a language instructor to identify the materials and sequencing for your course. This module will prepare you to succeed in that role. You will learn how to identify the components of your curriculum and sequence them according to SLA processes. In addition, you will learn how to select materials and adapt them if necessary to meet your instructional goals and objectives. You will learn to create a successful curriculum through the close coordination of your instructional practices with your instructional materials.

Module 4: Pedagogical Grammar and Metalinguistic Awareness

Teaching language involves a deep understanding of the role of grammar and the ways in which students can be expected to acquire the grammatical components of the language. This module will focus on a variety of methods and strategies for teaching grammar and provide guidance for selecting the appropriate methods and strategies for different teaching contexts. Trainees will learn about sequences of grammar learning and acquisition and determine how to structure their language classes to best allow for this learning to take place.

Module 5: Formal and Informal Assessment Techniques

Assessment is an important aspect of instruction. Sound assessment practices provide the opportunity to both gauge instruction and facilitate it. This module is designed to provide basic knowledge about language assessment theory and practice. It will cover both traditional and alternative forms of assessment, as well as the role assessment plays in language instruction. You will have the opportunity to create assessments to reinforce what has been learned.

Prerequisites: Program Coordinator consent

Module 6: Classroom Management

ESL teachers must possess effective classroom management skills that include, but are not limited to: maintaining classroom discipline, creating a productive classroom environment, and responding in an appropriate manner to disruptions and disrespectful behavior. This module will present a wide range of approaches to classroom

management designed to provide assistance for teachers working in a variety of contexts. Common concerns such as learner differences, grouping students, and encouraging student participation are covered.

TEFL Advanced

(HUMS 482/582: Advanced Methods in Teaching a Second/Foreign Language)

This advanced teacher-training course is intended to prepare trainees who have basic EFL/ESL training to teach English as a Foreign or Second Language in longer-term contexts. The advanced TEFL course will further enhance their knowledge of language teaching methodology, theory, and the teaching of the four language skills—listening, speaking, reading, and writing. In addition, trainees will develop classroom competence through video practicum components by watching and reflecting on actual classroom teaching methods and techniques in the videos. Trainees will gain the pedagogical knowledge and practical understanding necessary to be confident and effective teachers of English as a Foreign or Second Language.

Prerequisites: Associate's degree or international equivalent, or two years of college. English proficiency minimum: IELTS 6.0, TOEFL iBT 71, iTEP Academic 4.5, Cambridge CAE/BEC or higher. TEFL Basic (HUMS 479/579), its equivalent, or two years of relevant teaching experience.

Module 1: Advanced Methodology

This module builds upon the elements of L2 teaching methodology discussed in the Basic course and provides deeper insights into how differing methodologies can be applied in a variety of contexts. Issues that teachers face in their everyday work, such as multi-level or large classes, are raised in relation to the SLA research that has been conducted, and trainees are expected to apply methods and approaches appropriately.

Module 2: Teaching Listening

This module will focus on specific strategies and approaches to teaching listening and will provide trainees with a collection of ideas for teaching as well as a deeper understanding of current theory regarding how listening skills are learned in an ESL/EFL setting.

Module 3: Teaching Speaking

This module will focus on specific strategies and approaches to teaching speaking and will provide trainees with a collection of ideas for teaching as well as a deeper understanding of current theory regarding how speaking skills are learned in an ESL/EFL setting.

Module 4: Teaching Reading

This module will focus on specific strategies and approaches to teaching reading and will provide trainees with a collection of ideas for teaching as well as a deeper understanding of current theory regarding how reading skills are learned in an ESL/EFL setting.

Module 5: Teaching Writing

This module will focus on specific strategies and approaches to teaching writing and will provide trainees with a collection of ideas for teaching as well as a deeper understanding of current theory regarding how writing skills are learned in an ESL/EFL setting.

Module 6: Professional Development and Advocacy

Module 6 provides teachers with the information they need to embark on successful long-term teaching careers, with a focus on professional development and collaboration opportunities, the importance of ongoing education and advocacy, and the creation of a cohesive personal teaching philosophy and teaching portfolio.

20-Hour Practicum

The 20-hour Practicum supplement can be added to any of CESL's TEFL Certificate programs or taken alone as an independent component. The practicum combines classroom observations and debriefings with supervised or assistant teaching practice at CESL. It is intended to provide trainees with hands-on and authentic experience in the ESL classroom and to connect previous teacher training with classroom application and implementation.

45-Hour Practicum

(HUMS 494/594: Practicum)

The practicum combines classroom observations, supervised teaching, and documented tutoring opportunities to provide students with hands-on and authentic experience in the ESL classroom and to connect previous training/education with classroom application and implementation. The practicum, provides students with a real-life learning experience that links and applies the theoretical knowledge of SLA theory, second/foreign language teaching methodology, and assessment to the classroom. Teachers practice lesson planning, teaching, evaluation, and problem solving through multiple rounds of observed teaching, debriefings, and revisions.

Assessment for Second/Foreign Language Teachers

(HUMS 487/587: Assessment in Second/Foreign Language Teaching)

The primary objective of this course is the development of language teachers' assessment literacy, which includes knowledge of key assessment principles, and skill in creating or adopting assessment tools and procedures for the language classroom. Participants in this course will develop their knowledge and skills related to assessing all skill areas in the language classroom, including the productive skills (writing, speaking), receptive skills (reading, listening), as well as assessing grammar and vocabulary. The course combines theory with practice by covering essential principles of effective assessment, as well as the development of effective assessment tools for classroom use. Participants completing this course will become more assessment literate and better able to evaluate student performance in their classrooms fairly and effectively.

Prerequisites: Associate's degree or international equivalent, or two years of college. English proficiency minimum: IELTS 6.0, TOEFL iBT 71, iTEP Academic 4.5, Cambridge CAE/BEC or higher. TEFL Basic (HUMS 479/579), its equivalent, or two years of relevant teaching experience.

Pedagogical Grammar

(HUMS 485/585: Grammar for Second/Foreign Language Teachers)

This class is intended to prepare teachers of second/foreign languages to teach grammar in a wide variety of contexts. Through readings, videos, discussions, and assignments designed to build on existing knowledge, trainees gain a greater understanding of the essential foundations of pedagogical grammar and the ways in which theories of learning grammar can be applied in the classroom. Trainees will also receive materials to refresh or expand their knowledge of commonly taught grammar points and develop lesson plans and assessments that can be immediately applied or modified for the classroom. Although all examples are provided in English, the principles may be applied to any second/foreign language teaching context.

Prerequisites: Associate's degree or international equivalent, or two years of college. English proficiency minimum: IELTS 6.0, TOEFL iBT 71, iTEP Academic 4.5, Cambridge CAE/BEC or higher. TEFL Basic (HUMS 479/579), its equivalent, or two years of relevant teaching experience.

CATT PROGRAM COURSES

English Medium Instruction: Theory and Practice (CATT, 20 hours)

This course provides information about the history, theory and practice of English Medium Instruction (EMI) in the world. Research reports and case studies of previous implementations of EMI are examined to understand motivations for and challenges inherent to EMI. Previous research on learning and teaching in EMI is also explored to see how other programs address problems specific to EMI, including specific pedagogical strategies. Trainees will evaluate their own and other EMI settings, and create a “Best Practices in EMI” manual for themselves to use following the course.

Prerequisites: Associate’s degree or international equivalent, or two years of university completed, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

Reflective Unit for Future EMI Teachers (CATT, 20 hours)

This reflective unit covers three major areas. Discussion of Non-Native English Speaking Teachers builds confidence and lets trainees strategize for the challenges of teaching in an L2. Teacher reflection allows trainees to evaluate their teaching and context so they can make informed adjustments to ease the transition to EMI. A large observation component, including UA classes, online classes, and MOOCs in the trainees’ content areas, serves as additional content to reflect upon and inform trainees’ own teaching.

Prerequisites: Associate’s degree or international equivalent, or two years of university completed, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

Modifying & Developing Materials (CATT, 20 hours)

This unit will focus largely on modification of materials which were originally designed for native English speakers. The goal of modification is to scaffold students’ learning (vocabulary support, outlining/summarizing longer and more difficult readings, etc.) and will include some treatment of developing new materials (e.g. presentations or written syntheses of important information, etc.). Lesson planning is also treated, including consideration of objectives, development of effective learning outcomes, and useful classroom activities for a variety of learning situations. Finally, trainees will develop a lesson plan and teach a lesson in their field, taking into consideration their reflection, so that they mediate their weaknesses and optimize their strengths.

Prerequisites: Associate’s degree or international equivalent, or two years of university completed, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

Assessment (CATT, 20 hours)

The assessment module treats the basic principles of assessment, different assessment types (formative, summative, alternative), and rubric design, as well as discussion of how to balance and prioritize assessment of language and content in EMI. Finally, this unit also treats plagiarism, its cultural significance in the research community, and its prevention.

Prerequisites: Associate’s degree or international equivalent, or two years of university completed, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

L1 Spanish Language Issues (CATT, 20 hours)

The L1 Spanish Language Issues unit highlights some common language problems that L1 Spanish users experience in their L2 English, as well as discussion of applicable SLA Theory concepts (i.e. transfer, interference). Pronunciation and grammar are practiced to build confidence and improve trainees’ own language use, as well as to increase understanding so they can give basic feedback to their students. Trainees will identify and correct errors and then give basic explanations of their corrections. Trainees will also work with these concepts in context, workshopping portions of their written exercises or presentations from other modules.

Prerequisites: Associate’s degree or international equivalent, or two years of university completed, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

BENEFITS OF CESL PROGRAMS

	IEP	Evening	Nogales	Online	Teacher Training	Tutoring	Customized/Specialized	U-Track	Teen	CATT
OVERVIEW										
CEA Accredited	X	X			X			X	X	X
I-20 for F-1 student visa	X				(X)		(X)	X	X	(X)
Min. 18 class hrs. per week	X				(X)		(X)	X	X	(X)
4 class hours per week		X	X				(X)			
Language proficiency testing	X	X	X				(X)	X	X	
UA/PCC conditional admission eligible	X							X		
Professional faculty with MAs and PhDs	X	X	X	X	X	(X)	X	X	X	X
Multi-national students	X	X		X	X		(X)	X	X	X
Non-degree credit for advanced students by special permission	X							X		
TECHNICAL SERVICES & FACILITIES										
Wireless Internet access in building	X	X		(X)	(X)	X	(X)	X	X	(X)
Access to state-of-the-art computer labs	X	X		(X)	(X)	(X)	(X)	X	X	(X)
Access to university facilities including library, rec center	X	X			(X)		(X)	X	X	(X)
Technical services coordinator & student lab monitors	X	X		(X)	(X)	(X)	(X)	X	X	(X)
STUDENT SERVICES										
Student Advisor or Program Coordinator	X	X	X	X	X	X	X	X	X	X
Optional weekly cultural activities	X	X		(X)			X	X	X	
Grand Canyon 3-day trip (extra cost)	X	X		(X)			(X)	X	X	
Campus Health Center	X						(X)	X	X	
Health insurance	X						(X)	X	X	
CESL Library & Reading Advisor	X	X		(X)	(X)	X	(X)	X	X	(X)
CESL clubs & UA clubs	X	X						X	X	
Conversation Partners	X							X		
Orientation	X	X			(X)		(X)	X	X	(X)
Student lounge	X	X		(X)	(X)	X	(X)	X	X	(X)
Housing information	X				(X)		(X)	X		(X)
Awards program	X							X	X	
Visit regularly scheduled UA classes	X						(X)	X		
Local school visits	X						(X)	X		
University class exchanges	X							X		
Volunteer opportunities	X	X		(X)	(X)		(X)	X		(X)

See the CESL web page for current course offerings, costs and schedules.

<http://www.cesl.arizona.edu/>