

# **THE PRE-UNIVERSITY INTENSIVE ENGLISH PROGRAM**

## **IEP MISSION STATEMENT**

The mission of the American University of Kuwait Intensive English Program is to prepare students seeking admission to enter the academic degree programs of AUK, by enabling them to gain sufficient mastery of the English Language and successfully apply the critical thinking skills they need to excel as students both during and after their formal studies. IEP will achieve its mission by training non-native English speakers in specific uses of English for academic purposes, by providing quality English language instruction to all who have chosen English as their medium of communication for academic pursuits and by promoting international, intercultural and self-understanding.

The American University of Kuwait has developed a special preparatory program in Intensive English for students who qualify for admission into the University but whose English Language skills fall below the minimum TOEFL score (520) needed for University studies. The Program is designed to increase the language skills of students and empower them to succeed in University studies. This preparatory program is intended to provide the student not only with the necessary skills for English language but also in study skills, note taking, and other learning methods for success in the University.

## **ADMISSION and PLACEMENT**

English is the medium of instruction at the American University of Kuwait; therefore, competence in the language is a prerequisite for success in academic pursuits. Applicants who score below 520 on the Test of English as a Foreign Language (TOEFL) or 190 on the computerized version and who otherwise qualify for admission to AUK are eligible for admission into the Intensive English Program. Once admitted to the IEP Program, students take the ACCUPLACER English as a Second Language Placement Test. This is a diagnostic test that enables the Intensive English faculty to assess students' language ability and place them at the most appropriate level.

A student who scores between 179 and 190 on the computerized version of TOEFL may be permitted to take course work in the University undergraduate program. Students must gain the approval of the Director of the Intensive English Program. (For IEP Application Requirements see Admissions, Registration Guidance, and Tuition section in the Catalog.)

## **DURATION of INTENSIVE ENGLISH LANGUAGE STUDY**

The length of time required to complete the Intensive English Program varies with the language ability, the background, and the performance of the student in his/her studies. Students who enter the program require from one to three semesters to complete the objectives and attain the necessary skills for admission into the degree programs of the University.

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## **PEDAGOGICAL FOCI**

Throughout all of the levels of instruction the focus is on reading, writing, listening and speaking, integrating grammar and vocabulary. As the student's proficiency in English increases, the Intensive English courses become increasingly academic in character. At the advanced level, coursework simulates the academic, credit-bearing University courses.

### **Reading**

The two objectives of the reading component of Intensive English Program are: to improve the student's reading comprehension and to familiarize students to academic readings. These objectives will be achieved through intensive practice in a variety of reading skills of diverse textual forms and literary genres. Through these techniques, it is hoped that students will gain an appreciation for the importance of reading not only in the academic context but also in life and at work.

### **Writing, Grammar and Vocabulary**

The writing component of Intensive English Program is designed to educate the student in the different steps of the writing process: from generating and organizing ideas to writing, revising, and editing written work. The student will be expected to develop the necessary skills to produce academic texts, from basic sentences to paragraphs to essays and other academic papers and reports. Instruction will focus on developing writing fluency, grammatical and lexical accuracy, and a strong and varied vocabulary. This will be achieved through analysis and application typically found and required in academic writing.

Vocabulary is an essential and integral part of every language skill. Student acquisition and development of the English language vocabulary is integrated into all the courses of the Intensive English Program. Vocabulary instruction will focus on the Academic Word List. By the time the student completes the Intensive English Program he or she will be familiar with much of the commonly used academic vocabulary. This is significant because the vocabulary learned will focus on the fields of study where it is commonly used and necessary for success in University coursework.

### **Listening and Speaking**

The fundamental objective of the listening and speaking components is to improve the student's ability to effectively comprehend English in academic and social settings. This goal will be achieved through repeated practice in interactive listening and speaking activities. Initially, instruction will include training in comprehending short, simple lectures. The highest-level Intensive English Program courses will focus on improving the student's comprehension of longer and more complex academic lectures. The student will also learn to develop methods of accurate note taking in lectures and texts and to organize the ideas and information in a useful written format.

The speaking component leads the student to communicate effectively and successfully in social and academic contexts. Instruction will be given in how to describe an event, make an observation correctly, express an opinion confidently, agree or disagree effectively, and argue and persuade convincingly. Instruction in developing the ability to make oral presentations and to participate in classroom discussions will also be provided. Instruction in the use of computer technology for presentations will be developed. All these important skills will, over the years of studying at AUK, improve both the student's speaking fluency and accuracy and will prepare him or her for public speaking and communication in varied contexts.

### **Hours of Study**

On average, a student will receive 20 hours of classroom instruction a week. In addition, a student is required to participate in self-access computer-aid instruction and participate in reading groups for five or more hours each week. These programs consist of independent learning modules in computer, reading, and audio-visual labs.

### **Methods of Instruction in Intensive English**

The texts, materials, equipment and methods used in the Intensive English Program are all state-of-the-art and are designed to meet the student's needs. Instructors are specially trained and experienced in teaching English as a second language, especially for academic contexts. Intensive English classes are small, and each student will receive extensive individual attention.

### **Evaluation of Student Progress**

Varied progress tests in proficiency are held regularly and frequently. Practice tests, presentations, reports, written assignments, short quizzes, midterms, and final examinations are given to assess students' progress in their Intensive English courses. Advancement from one level to a higher level in the Intensive English program is determined by examination, the Instructor's and Director's assessments, a grade of "C" or better, the Exit Exam, and the recommendation of the Instructor. Students are eligible to matriculate to undergraduate program if they have earned a "C" or better on the IEP portfolio.

### **Policy on Attendance and Lateness**

Intensive English classes meet daily, Sunday through Thursday. Because of the intensive nature of the program, regular attendance by students in all courses is expected and required.

Lateness and/or absence hinder the learning process not only for the individual student but also for the class.

Instructors will provide students with written statements on the course syllabus of their policies with respect to absences and lateness. A more stringent attendance policy is at the discretion of the Instructor.

University guidelines for lateness, absence and attendance are as follows:

1. Any absence may affect the student's grade.

2. Instructors are not obligated to give substitute assignments or examinations to students who miss class.
3. Two occasions of lateness (5 minutes or more) count as one absence.
4. In the event a student misses more than 10% of the class sessions for any reason, the Instructor will inform the Director of the Intensive English Program. The Department of Student Success will issue a warning letter to the student with a copy to his/her parents.
5. If the student misses an additional 10% of the class sessions after the warning, the Instructor, with the approval of the Director, may initiate administrative withdrawal of the student from the course.
6. If the notification reaches the Director before the end of the eighth week of classes, a grade of "W" will be entered on the student's permanent record. If notification reaches the Director's Office after the eighth week of classes, the student will receive a W for passing the course or an F if the coursework to date is not satisfactory.
7. In case of serious illness, the student must contact the Program Director and provide official supporting documentation. The Program Director, in consultation with the faculty member, will determine the course of action regarding the student's progress in his/her course(s).

### **Program Benefits**

The Intensive English Program at the American University of Kuwait helps prepare students with intensive English training for entrance to the University. Students in the program are integrated into the academic, social, and cultural life of the university giving them a fully enriched experience. A few advantages include:

- Intensive instruction in American English
- Preparation for college entrance
- Cultural orientation to the American model of higher education
- Familiarity and facility with current electronic technologies
- 16-week courses are available from September to January, or from February to June each year
- 11-week summer course available from June to September
- Small class sizes
- Qualified, advanced-level students may be admitted to AUK without a TOEFL score
- Efficient, effective, integrated, focused and challenging program
- Outstanding instructors with Master's degrees in Teaching English as a Second Language (TESL) and years of teaching experience
- Scholarships for qualified students
- Certificate of Completion or Attendance, along with grade transcript
- Variety of courses and curriculum for intermediate to advanced learners
- Students may enroll in morning, afternoon, or evening classes:
  - Oral communication/Grammar/Vocabulary

- o Reading/Writing/Grammar/Vocabulary
- Student services:
  - o Computer lab access with Internet, e-mail, and software resources
  - o Counseling
  - o Orientation session
  - o Advising

### **Advising**

IEP students are provided academic advisement by the Student Success Center. Depending on the intended major, the student will receive assistance with developing an educational plan designed to ensure progress towards the degree. Intensive English Program students that matriculate to the undergraduate program will be assigned a faculty advisor after officially declaring a major.

### **Satisfactory Completion of the Intensive English Program**

Satisfactory completion of the IEP course is determined by the following criteria:

1. Students course grade results of “C” or better
2. Students achievement in the iBT TOEFL of 68/IELT of 5.5 Exam
3. Instructor Recommendations
4. Exit Exams
5. Portfolios assessment with a grade of “C” or better

Continuing students are placed by their completion of and proficiencies assigned in the previous level, and in general do not skip levels.

### **Certificate of Completion**

Certificate of Completion provides proof of English language skills to undergraduate admissions. Students who complete Level 3 are exempt from the English admissions test and TOEFL required for post-secondary programs at the American University of Kuwait.

### **Academic Dismissal**

It is applied at the end of the third consecutive semester with a grade below 70. Academically dismissed students should remain dismissed for a period of one semester and may again seek readmission to AUK-IEP after this period of dismissal.

### **Appeal Process and Reinstatement**

If a student chooses to appeal an academic dismissal, the appeal will be reviewed by the Academic Standards Committee. The Academic Standards Committee may elect to allow the dismissed student to return to AUK as a reinstated student for a period of up to one year (two consecutive regular semesters and a Summer). Reinstated dismissed students are only allowed to repeat courses in which grades of D or F were earned.

Students are required to participate in the academic support programs as defined by the Retention Specialist. Failure to comply with the program as defined by the Retention Specialist jeopardizes the student’s continued enrollment at AUK-IEP.

If the reinstated student has not increased their grade to “C” or above by the end of the reinstatement period, he/she will be academically dismissed without appeal.

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## Developmental English Course

The American University of Kuwait has developed a special developmental course for students who qualify for admission into the University undergraduate program but whose English Language skills fall below the minimum Accuplacer placement score of 110-Reading Comprehension and 9-Essay. The course is designed to introduce students to the complex processes of reading, writing, and research for the academic environment. The program goal is to facilitate student's understanding of how written language—through revision, in negotiation with other writers, and in the different conventions and genres used for different academic and intellectual purposes and audiences—is a complicated and challenging medium, one that extends beyond the boundaries of much of what they have previously encountered. Students will not only get practice in writing and revising essays for a variety of audiences—they will also begin to understand how the conventions of written language work, and what happens when they are put to different purposes. By focusing on these issues, English 099 also prepares students for academic reading and writing in future courses.

## English 099 Program Objectives

- **To engage students in critical analysis of writing.** Towards this goal, students spend time identifying and evaluating writers' viewpoints, examining what a writer may be leaving unsaid, and synthesizing diverse views into their own written responses to course texts.
- **To develop thorough research techniques.** Students spend time conducting primary and/or secondary research, learning to use the library on campus (including the electronic information sources), and using the disciplinary conventions appropriate to their work (which may include the conventions for writing both within English as a discipline (field of study), as well as within their chosen, or prospective, Majors).
- **To teach students how to write clear and coherent papers.** In so doing, students will learn to express themselves clearly in well-organized essays that demonstrate logical progression of thought. Towards this goal, students spend time defining problems or issues that motivate their writing; finding and using information from different sources to make an original argument; identifying and sustaining a focus; adapting their work to different audiences; and learning and using the conventions appropriate to the context in which they are writing.

## English 099 Learning Outcomes

Upon successful completion of the course, the students will demonstrate a working ability to:

1. Paraphrase and summarize multi-paragraph texts accurately;
2. Analyze the perspectives and arguments presented by a variety of sources;
3. Synthesize information from a variety of sources;
4. Evaluate ideas presented in multi-paragraph texts;
5. Integrate their own ideas and experiences into the topics discussed in multi-paragraph texts;

6. Attribute, quote, and cite information from a source;
7. Develop and refine their ideas and language using various composing processes (prewriting, drafting, revising, final editing; analyzing audience and purpose);
8. Compose sentences free of serious grammatical and mechanical errors;
9. Participate in group discussion of assignments with student presentations of essay drafts.

Students placed in English 099 are allowed to enroll in up to six (6) credit hours courses in Math, Arabic, Computer Science, Education, Health and Fitness, Graphic Design, Images of Media, and French.

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### **Course Description Pre-University Intensive English (IENG)**

#### **Course Description**

##### **IENG 010 Intermediate Intensive English Language**

##### **Level 1, Oral Communication I**

The focus of this course is on academically-oriented listening and speaking skills at the intermediate level. Students receive opportunities to improve oral vocabulary, grammar, and fluency through a variety of communicative activities including pair work, group presentations, and interviews. Students listen to academically-oriented texts while practicing note-taking skills. Exit Exam required. Credit earned cannot be used for graduation. **Prerequisite: Accuplacer (LOEP 62-77). Co-requisite: IENG 011.**

##### **IENG 011 Intermediate Intensive English Language**

##### **Level 1, Reading and Writing I**

This course focuses on refining sentence writing skills as well as introducing paragraph structure and organization. Students learn to write well-developed sentences and paragraphs including both personal and academic topics. There is a focus on grammatical accuracy, revision, and editing. Both in-class as well as at-home writing is practiced. Students also read academically-oriented texts and practice critical thinking skills for the purpose of analysis, synthesis, and evaluation. Exit Exam required. Credit earned cannot be used for graduation. **Prerequisite: (LOEP 62-77) (Write Placer 2-3). Co-requisite: IENG 010.**

##### **IENG 020 High Intermediate Intensive English Language**

##### **Level 2, Oral Communication II**

The focus of this course is on academically-oriented listening and speaking skills at the high intermediate level. Students practice listening to and understanding academic lectures and taking notes. Students will learn to recognize a variety of verbal and non-verbal clues to signal main ideas in a lecture; prepare and deliver formal oral presentations; improve discussion skills; learn how to support their opinions and respond to the opinions of others as well as practice high intermediate grammar at the discourse level. Exit Exam required. Credit earned cannot be used for graduation. **Prerequisite: Accuplacer (LOEP 78-93). Co-requisite: IENG 021.**

##### **IENG 021 High Intermediate Intensive English Language**

##### **Level 2, Reading and Writing II**

This course focuses on refining writing techniques through the development of paragraphs on academic topics with correct structure and organization. The writing of expository essays is introduced. Academic vocabulary is developed in the context of readings. Students focus on improving academic reading skills, comprehension and critical thinking in preparation for university studies. Exit exam required. Credit earned cannot be used for graduation. **Prerequisite: Accuplacer (LOEP 78-93) (Write Placer 3-4). Co-requisite: IENG 020.**

##### **IENG 030 Advanced Intensive English Language**

##### **Level 3 Oral**

### Communication III

This course prepares students for college-level academic listening and speaking. Focus is on note-taking strategies, developing content vocabulary, giving oral summaries, participating in small group formal and informal discussions, delivering formal presentations, providing appropriate feedback and practicing advanced grammar at the academic discourse level. Exit Exam required. Credit earned cannot be used for graduation. **Prerequisite: Accuplacer (LOEP 94-109). Co-requisite: IENG 031.**

### IENG 031 Advanced Intensive English Language

### Level 3 Critical Reading and Writing III

This course focuses on developing academic reading and language skills necessary for success in the academic environment. Under the close supervision of the instructor and using the workshop method, students will refine their reading, vocabulary, and sentence skills while producing a portfolio of multi-paragraph writings that demonstrates their ability to summarize, paraphrase, synthesize, analyze, and evaluate information and ideas taken from a variety of sources. Exit exam required. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry to English 101. **Prerequisite: Accuplacer (LOEP 94-109) (Write Placer 5-6) Co-requisite: IENG 030.**

*\*Note: Level 3 Critical Reading and Writing has basically the same course description and course outcomes as English 099.*