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THE PRE-UNIVERSITY INTENSIVE ENGLISH PROGRAM

DIRECTOR: MARGARET COMBS

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.

ACCREDITATION

The Intensive English Program at the American University of Kuwait is accredited by the *Commission on English Language Program Accreditation* (CEA) for the period August 2009 through August 2014 and agrees to uphold the CEA Standards for English Language Program and Institutions. For further information about this accreditation, please contact CEA, 801 North Fairfax Street, Suite 402 (A), 22314(703.519.2070) <http://www.cea-accredit.org>.

IENTG PROGRAM OUTCOMES

The Intensive English Program is designed to support students who need to improve their English language skills to the level required to study in University. Students are introduced to activities requiring students to obtain a working ability to:

- read university-level materials;
- write, edit and revise academic papers according to standard American English;
- communicate ideas in a clear and logical manner in oral presentation; and
- demonstrate adequate academic skills in listening and note taking.

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 whose TOEFL score is:

- below 520 on the paper based test
- below 190 on the computerized test
- below 68 on the internet based test

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.

LEVEL	ACCUPLACER		TOEFL	TOEFL	TOEFL	IELTS	RECOMMEND
	LOEP	ESSAY	Paper	CBT	IBT		
Level 0	0 - 61	< 2	0 - 403	0 - 99	0 - 32	< 3	Center for Continuing Education
Level 1	62 - 77	2 - 3	387	100	33	3	Intensive English Program
Level 2	78 - 93	3-4	457	153	53	4	Intensive English Program
Level 3	94 - 109	4-5	517	187	67	5	Intensive English Program
Level 4	110-120	6	520-677	190-300	68-120	5.5 - 9	Undergraduate Program

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.

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.

CURRICULUM OVERVIEW BY SKILL

READING THROUGH THE CURRICULUM IN THE IEP

Reading instruction in the IEP has one primary purpose: to provide the student with a battery of discrete yet interrelated skills that will enable him/her to engage effectively and responsibly with both academic and non-academic texts common of entry-level undergraduate coursework. Through regular practice of the skills both separately and, as additional skills are introduced, cumulatively via learning situations requiring self-generated responses to both single paragraphs and multi-paragraph essays, and through application of the skills to texts used for writing assignments, the student will systematically develop and improve overall ability to comprehend college-level English-language texts and thereby increase reading speed and academic vocabulary.

Level 1

The student will be introduced to the individual skills of understanding vocabulary in context, recognizing a writer's pattern(s) or organization, identifying a writer's main ideas, extracting a writer's primary supporting points, making inferences, evaluating the relevance of supporting evidence, and recognize factual and organizational similarities and differences between thematically-linked texts in response to low-intermediate to intermediate English for Academic Purposes material. In addition, the student will be introduced to the concept of applying ideas contained within texts to his/her own life.

Level 2

The student will develop the individual skills introduced in Level 1 and will be introduced to the additional skills of inferring main idea and analyzing rhetorical choices (including purpose, tone, and emphasis), and analyze the significance of similarities and differences between thematically-linked texts in response to high-intermediate English for Academic Purposes material. In addition, the student will further develop the ability to apply ideas contained within texts to his/her own life.

Level 3

The student will refine the individual skills introduced and developed in Levels 1 and 2 and will be introduced to the additional skills of distinguishing between fact and opinion, analyzing how thematically-linked texts support and challenge one another, and hypothesizing as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. In addition, the student will further refine the ability to apply ideas contained within texts to his/her own life.

WRITING THROUGH THE CURRICULUM IN THE IEP

Writing instruction in the IEP has one primary purpose: to provide students with the entry-level academic writing ability necessary for success in introductory undergraduate courses. Through a carefully articulated sequence of multi-paragraph assignments that will enable the student to gain understanding and appreciation of writing processes (both his/her own and those of others), the student will, at each level of instruction, write an on-demand essay and produce a portfolio of finished writing that demonstrate increasing acquisition of composition skills required of writers in the academic community while continuously refining grammatical and mechanical competence.

Level 1

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose formally structured paragraphs and essays in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and integrate information from multi-paragraph texts and react to the ideas of published writers while gaining familiarity with guidelines for attributing and citing information and ideas taken from sources. Areas of grammatical and mechanical competence emphasized include correct capitalization and spelling.

Level 2

The student will develop the fundamental skills introduced in Level 1. Additional areas of grammatical and mechanical competence emphasized include correct noun and verb usage.

Level 3

The student will refine the skills introduced in Level 1 and developed in Level 2 and will be introduced to the additional skills of synthesizing information from several multi-paragraph texts and incorporating quoted material into their own writing. Additional areas of grammatical and mechanical competence emphasized include correct separation and combination of clauses.

LISTENING THROUGH THE CURRICULUM IN THE IEP

Listening instruction in the IEP has one primary purpose: to improve the student's ability to effectively comprehend and assess oral English-language activities typical of the entry-level undergraduate academic environment. This goal will be achieved through regular practice involving interactive listening activities that (a) require both selecting correct answers from a limited field and supplying answers to open-ended questions, (b) range from conversations and interviews to complex academic lectures of varying lengths, and (c) increase and enhance academic vocabulary. The student will also learn to develop methods of accurate note taking and organize the ideas and information in a useful written format.

Level 1

The student will be introduced to basic listening skills used in everyday academic situations including identifying main ideas, examples, and content and transition words in low-intermediate to intermediate lectures and other oral texts of equivalent level. Special emphasis is given to listening for and recalling specific information while practicing note-taking strategies. In addition, the student will be introduced to appropriate methods of formulating opinions in response to oral text.

Level 2

The student will develop the skills introduced in Level 1 and will be introduced to the additional skills of making inferences and identifying inductive and deductive reasoning in intermediate lectures and other oral texts of equivalent level. Special emphasis is given to drawing conclusions and organizing information while practicing note-taking strategies. In addition, the student will be introduced to strategies for personalizing content contained within oral text.

Level 3

The student will refine the skills introduced and developed in Levels 1 and 2 and will be introduced to the additional skills of analyzing a speaker's purpose and tone, identifying a speaker's pattern(s) of organization, distinguishing between fact and opinion in lectures and interviews, and evaluating the nature and relevance of a speaker's evidence in high-intermediate to low-advanced lectures and other oral texts of equivalent level. Special emphasis is given to listening for and assessing a speaker's overall point or argument while practicing note-taking strategies. In addition, the student will be introduced to appropriate methods of formulating opinions in response to oral text.

SPEAKING THROUGH THE CURRICULUM

Speaking instruction in the IEP has one primary purpose: to assist the student in learning to communicate effectively and successfully in public speaking and social contexts common to the academic environment at the introductory undergraduate level. Via pair work, group work, and one-to-one conferences with the instructor, the student will, at each level, be guided through the process and performance of both impromptu/extemporaneous and planned/rehearsed presentations of consistently increasing length focusing on various structures and purposes including narrative, informative, and persuasive. Throughout the program, the student will progressively improve the ability to make observations, express opinions, and argue effectively and appropriately while enhancing speaking fluency and accuracy.

Level 1

The student will be introduced to public speaking skills used in everyday academic situations and in formal presentations at the low-intermediate to intermediate level. The student will learn principles of narration and exposition, basic interview techniques, and fundamental platform skills. Emphasis is on reporting and discussing personal information.

Level 2

The student will develop the public-speaking skills introduced in Level 1 and will be introduced to the additional skills of principles of demonstration and primary research for presentations at the intermediate level. Emphasis is on reporting and discussing information based on observations outside the self.

Level 3

The student will refine the public-speaking skills introduced and developed in Levels 1 and 2 and will be introduced to the additional skills of reporting on controversial information without bias, assembling and organizing relevant information for persuasion, and commenting on the nature and relevance of support in the arguments of others for presentations at the high-intermediate to low-advanced level. Emphasis is on orally presenting information derived from written or visual texts.

VOCABULARY

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 initially on high frequency vocabulary in use in everyday academic English and will then emphasize more advanced academic vocabulary. Most significantly, by the time the student completes the Intensive English Program s/he will be familiar with much of the academic vocabulary that is commonly used and that is necessary for success in university coursework.

GRAMMAR

The goal is to integrate grammar into the four language skills: reading, writing, listening, and speaking. The purpose is to develop grammatical accuracy in academic writing and speaking and to increase comprehension in academic listening and reading. The emphasis is placed on understanding the form, meaning, and use of grammatical structures.

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
- Peer Tutoring Center
- Writing Center
- 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 undergraduate courses for advanced learners
- Students may enroll in morning, afternoon, or evening classes:
 - Listening/Speaking
 - Reading/Writing
- Student services:
 - Computer lab access with Internet, e-mail, and software resources
 - Counseling
 - Orientation session
 - Advising

HOURS OF STUDY

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 methods of instruction are Task-Based, Cognitive Academic Language Learning, and workshop. 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 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

Student achievement is assessed regularly. 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.

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

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

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. Students are expected to attend all classes and laboratories. All missed classes and laboratories must be made up. A student is responsible for the work that is covered, and for any announcements that are made, during his/her absence. Accordingly, the University has established a policy for attendance, absence, and lateness. Instructors may set more stringent policies; students should consult the syllabus of each course. The University policy is the following:

- Any absence may affect the student's grade, in accordance with the policy outlined in the course syllabus.
- Instructors are not obligated to give substitute assignments or examinations to students who miss class. If a student misses an announced examination or quiz, s/he must present an excuse considered valid by the instructor of the course. The course instructor may then require the student to take a make-up examination. Should there be a question about the validity of any excuse presented by the student, the matter should be referred to the Director of the Intensive English Program.
- Instructors are expected to maintain attendance records and to draw the student's attention to attendance requirements noted in the course syllabus.
- In the event that a student misses more than 20% of the class sessions for any reason, the instructor will inform the Student Success Center and the Director of the Intensive English Program. The Student Success Center will subsequently issue a warning letter to the student.
- If a student has been suspended due to academic and/or non-academic reasons, temporarily banning him/her from the University, the student is required to make up all course work for the time suspended. Suspension does not constitute an excused absence.
- In case of serious illness, a student may petition The College of Arts and Sciences/The Director of the Intensive English Program for exemption from regular class attendance. The student must provide medical reports and supporting documentation demonstrating that s/he may not be able to attend class regularly. The Director of the Intensive English Program, in consultation with the Instructor(s), will determine the course of action regarding the student's progress in his/her course(s).

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.

CERTIFICATE OF COMPLETION

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

ACADEMIC DISMISSAL

Students who the end of the third consecutive semester have a grade below "C" will be academically withdrawn from IEP. 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 his/her grade to “C” or above by the end of the reinstatement period, s/he will be academically dismissed without appeal.

DEVELOPMENTAL ENGLISH COURSE (ENGL 099)

The American University of Kuwait has developed a course for the student who qualifies for admission into the University Undergraduate Program but whose English-language skills fall below the minimum ACCUPLACER scores of Reading Comprehension 80 and Write Placer 6 necessary to engage successfully in English-medium liberal arts courses at the post-secondary level. The course is designed to introduce the student to the complex, interrelated processes of reading, writing, listening, and speaking in the academic environment. The program goal is to facilitate the student’s understanding of how language—both written and spoken—is complicated, challenging, and dynamic—and how it extends beyond the boundaries of much of what the student has previously encountered.

PROGRAM STUDENT LEARNING OUTCOMES

The student will be able to write, revise, and edit essays in accordance with specific assignment and level requirements according to standard American English in which s/he:

- 1) Summarizes multi-paragraph articles accurately.
- 2) Adds evidence from personal experience/observation to ideas contained within multi- paragraph articles.
- 3) Analyzes similarities and differences contained within thematically or topically-linked multi paragraph articles.
- 4) Analyzes similarities and differences between adaptations of fiction.
- 5) Recommends a relevant course of action and/or predicts a logical next step relevant to the ideas contained within multi-paragraph articles.
- 6) Acknowledges and attributes information and sources according to MLA conventions.

Students placed in English 099 must enroll concurrently in EDUC 100. In addition, they are allowed to enroll in up to five (5) credit hours in lower-division courses (100 and 200-level), from among the following: Math, Computer Science, Education, Health and Fitness, Graphic Design, COMM/ GDES 111: Images of Media, Music (instrument only), Art (drawing/painting only), Arabic, French, and other languages. Students who are placed in MATH 095 are required to enroll in this course, in addition to ENGL 099 and EDUC 100.

READING

The student will be introduced to the individual skills of understanding vocabulary in context, recognizing a writer’s pattern(s) or organization, identifying a writer’s main ideas, extracting a writer’s primary supporting points, making inferences, evaluating the relevance of supporting evidence, inferring main idea, analyzing rhetorical choices (including purpose, tone, and emphasis), and distinguishing between fact and opinion. In addition, the student will recognize and analyze factual and organizational similarities and differences (and their significance) between thematically-linked texts, analyze how thematically-linked texts support and challenge one another, and hypothesize as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. As well, the student will apply ideas contained within texts to his/her own life.

WRITING

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose formally structured paragraphs and essays in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and juxtapose information from multi-paragraph texts while learning to acknowledge, extend, react to, synthesize, and incorporate the ideas and statements of published writers into their own writing. Areas of grammatical and mechanical competence emphasized include correct capitalization, spelling, noun and verb usage, and separation and combination of clauses.

HOURS OF STUDY

A student will receive 20 hours of classroom instruction a week.

COURSE DESCRIPTIONS - Pre-University Intensive English (IENG)

IENG 010 Intermediate Intensive English Level 1 Oral Communication I

This course focuses on introducing listening and speaking skills necessary for success in the academic environment. Utilizing the lecture method, pair work, group activities, and student-instructor conferences, the student will engage with academically-oriented lectures and other material to improve comprehension, note-taking skills, vocabulary, correctness, and fluency in the execution of formal presentations of 2-4 minutes. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER (LOEP 62-77.5). Co-requisite: IENG 011.

IENG 011 Intermediate Intensive English Level 1 Critical Reading and Writing I

This course focuses on introducing reading and essay writing skills necessary for success in the academic environment. Under the close supervision of the instructor and using the workshop method, the student will utilize college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas taken from a variety of sources in the creation of essays of 1-3 pages. In both in and out-of-class activities, the student is guided through methods of responding appropriately to ideas contained within texts. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER (LOEP 62-77.5) (ESL Write Placer 2-3). Co-requisite: IENG 010.

IENG 020 High Intermediate Intensive English Level 2 Oral Communication II

This course focuses on developing listening and speaking skills necessary for success in the academic environment. Utilizing the lecture method, pair work, group activities, and student-instructor conferences, the student will engage with academically-oriented lectures and other material to extend comprehension, note-taking skills, vocabulary, correctness, and fluency in the execution of formal presentations of 4-6 minutes. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER (LOEP 78-93.5). Co-requisite: IENG 021.

IENG 021 High Intermediate Intensive English Level 2 Critical Reading and Writing II

This course focuses on developing reading and essay writing skills necessary for success in the academic environment. Under the close supervision of the instructor and using the workshop method, the student will utilize college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas taken from a variety of sources in the creation of essays of 2-4 pages. In both in and out-of-class activities, the student is guided through methods of appropriately extending and supporting ideas contained within texts. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER (LOEP 78-93.5) (ESL Write Placer 3-4). Co-requisite: IENG 020.

IENG 030 Advanced Intensive English Level 3 Oral Communication III

This course focuses on refining listening and speaking skills necessary for success in the academic environment. Utilizing the lecture method, pair work, group activities, and student-instructor conferences, the student will engage with academically-oriented lectures and other material to extend comprehension, note-taking skills, vocabulary, correctness, and fluency in the execution of formal presentations of 5-7 minutes. Successful completion of this course will prepare students for entry into English 101. Prerequisite: ACCUPLACER (LOEP 94-109.5). Co-requisite: IENG 031.

IENG 031 Advanced Intensive English Level 3 Critical Reading and Writing III

This course focuses on refining reading and essay writing skills necessary for success in the academic environment. Under the close supervision of the instructor and using the workshop method, students will utilize college-level text material to analyze, evaluate, summarize, paraphrase, and

synthesize information and ideas taken from a variety of sources in the creation of essays of 3-5 pages. In both in and out-of-class activities, the student is guided through methods of appropriately expanding and challenging ideas contained within texts. Exit exam required. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into English 101. Prerequisite: ACCUPLACER (LOEP 94-109.5) (ESL Write Placer 4-5). Co-requisite: IENG 030.

COURSE DESCRIPTION - Developmental English (ENGL 099)

ENGL 099 Fundamentals of Critical Reading and Writing (12)

This course focuses on introducing, developing, and refining reading and essay writing skills necessary for success in the academic environment. Under the close supervision of the instructor and using the workshop method, students will utilize college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas taken from a variety of written and spoken sources in the creation of essays of 3-5 pages. In both in and out-of-class written and oral activities, the student is guided through methods of appropriately responding, extending and supporting, and expanding and challenging ideas contained within texts. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into English 101. Prerequisite: TOEFL Exam 520 and ACCUPLACER (099A: Reading Comp 70-79.5/Write Placer 5; 099B: Reading Comp 60-69.5/Write Placer 4; 099C Reading Comp 0-59.5/Write Placer 3).