**UW-WHITEWATER INTENSIVE ENGLISH PROGRAM**

**Introduction**

The UWW intensive English Program (IEP) has been planned to support the goal to increase the number of international students from the current 120 to 600 over the next few years. The IEP will serve as an effective recruitment and retention mechanism and enhance globalization and diversity in ways that support UW Growth Agenda goals. In addition, the IEP supports Value 5 of the UWW Mission Statement: *commitment to develop a sense of community, respect for diversity, and global perspectives* and strategic objective of the College of Letters and Sciences *to prepare our students to be global citizens.*

**UWW-IEP Mission Statement**

The IEP prepares international students with the integrated skills they need to communicate effectively in English in university academic and community social settings by providing a multi-level curriculum based on contextual needs, and offering ongoing academic support.

**IEP Integrated Skills Curriculum**

Every course in the program will be based on academic and socio-cultural contexts to support students' preparation for study at a U.S. university. The IEP will follow an integrated skills curriculum. The term *integrated skills* means that a course is designed around an academic or social context, and that the language skills (listening, reading, writing and speaking, with the sub-skills of pronunciation and grammar) are embedded within each unit of the course. Students will be placed into levels based on ACT Compass ESL test scores and background in English study before attending UW-Whitewater. ACT Compass ESL Level Descriptors appear as an attachment to this document.[[1]](#footnote-1)

IEP assessment of student progress will be proficiency-based. Passing to the next level will be based on achievement in IEP courses and on proficiency scores on tests, documented in a portfolio process. As courses within the program are tightly integrated, instructors will meet on a regular basis to assess student progress.

In order to comply with federal student visa regulations, international students enrolled in Intensive English Programs must attend 20 hours of courses per week, making them full-time students. Note that in the course listing and descriptions, clock hours, tutorial hours and credit hours appear. IEP personnel will prepare student tutors to conduct supplemental instruction sessions for each course. The required supplemental instruction times appear as tutorial hours. In reading the course offerings below, note that the ultimate level given is the “Bridge” level. Students enrolled in bridge courses may also, upon the recommendation of IEP instructors, enroll in regular university courses. At the bridge level, English 163 could count for GE credit. If possible, any course in the IEP could count for elective credit as a second/additional language (similar to the world language courses offered in the Department of Languages and Literatures).

**OUTLINE OF COURSES**

**I.** **Beginner (True Beginner and False Beginner, including those who struggle with Romanized alphabets)**

**Level Entry Threshold: ACT Compass Level 1**

This level is planned in case the program needs to offer an entry level program to absolute beginners. While language skills are emphasized, all courses are taught within the same theme. Such themes will include comparative examination of home and U.S. culture, orientation to Whitewater campus community and community at large. Some of these same themes are part of the intermediate (06X series) of courses because students will not typically enter at 05X level.

Students at this level do not communicate in English, or are classified as false beginners (those who have studied English, but are able to communicate with difficulty).

1. **English 051 Beginning Listening and Conversation**

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 053 Beginning Reading**

Hours of Instruction: 5/week Tutorial Hours: 1/week Credits: 4

1. **English 055 Beginning Grammar and Writing** (4 clock hours)

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

**II.** **Intermediate**

**Level Entry Threshold: ACT Compass Level 2**

The intermediate is the entry level for the intensive English program. At this level, instruction is focused primarily on developing oral communication, both fluency and accuracy for campus/social and academic needs.

1. **English 061 Integrated English Skills 2**

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 063 Academic Vocabulary Development**

Hours of Instruction: 5/week Tutorial Hours: 1/week Credits: 4

1. **English 065 Culture and Conversation**

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 069 Special Topics** (e.g., Introduction to University Life, TOEFL Prep) variable credit/hours and repeatable.

Hours of Instruction: 2-5/week Tutorial Hours: 1-2/week Credits: 2-4

**III.** **Advanced Intermediate**

This level builds upon the skills developed in intermediate course (level 06X). At this level, students can communicate with extended fluency about familiar contexts. At this level, second language learners may reach a comfortable threshold for social communication. Special attention to academic language use and conventions expected in U.S. university classrooms is stressed.

**Level Entry Threshold: ACT Compass Level 3**

1. **English 071 Integrated Academic English Skills 3** language skills integrated thematically.

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 073 Oral Presentation Skills** (4 clock hours) Developing and practicing academic oral communication, in small groups, pair work, and in giving individual presentations on academic topics.

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 075 Pronunciation** Developing accuracy in English pronunciation, with a focus on rhythm and prosodic features of English.

Hours of Instruction: 3/week Tutorial Hours: 2/week Credits: 2

1. **English 079 Special Topics** (rotated by topic--current events, exploring culture through film) variable credit/hours [2-4 clock hours] and repeatable.

Hours of Instruction: 2-5/week Tutorial Hours: 1-2/week Credits: 2-4

**IV.** **Bridge**

**Level Entry Threshold: ACT Compass Upper Level 3-Level 4**

Students at this level may take some UWW courses with special permission. Some of the courses offered in the IEP may be applied toward the bachelor's degree (diversity and FL requirements).

**English 161 *Advanced Academic Reading in ESL*** Language skills integrated into a reading course.

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 162 *College Writing in English as a Second Language*** Conducting academic research.

Hours of Instruction: 5/week Tutorial Hours: 2/week Credits: 4

1. **English 163 US Society and Culture** (GE credits). In addition to content, the emphasis will be on note-taking (summarizing and paraphrasing) from lecture and film.

Hours of Instruction: 5/week Tutorial Hours: 1/week Credits: 4

**D.** **English 164 Special Topics.** (English for business; English for technical/scientific fields--not for credit towards degree) variable credit/hours and repeatable.

Hours of Instruction: 2-5/week Tutorial Hours: 1-2/week Credits: 2-4

**IEP OBJECTIVES BY COURSE LEVEL**

***Beginner (05X)***

This is the absolute entry level, to be used for special purposes or as the program expands or offers special programs to groups desiring an English immersion experience at UW-Whitewater. Students at this level do not communicate in English. They are either true beginners (have little to know background in the study of English) or false beginners (have had some exposure to the language, have some passive understanding of the language, but express themselves minimally or with great difficulty).

*ACT Compass ESL Level 1*

|  |  |  |
| --- | --- | --- |
| **English 051 *Beginning Listening and Conversation*** | **English 053 *Beginning Reading & Writing*** | **English 055 *Beginning Grammar*** |
| **Course Description**: In English 051, students develop initial conversational skills for fluency in daily social communication, on campus and in the community. The course includes an emphasis on pronunciation, including stress, rhythm, and intonation, as well as on vocabulary development.  Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *Clear Speech*  *North Star 1: Listening and Speaking* | **Course Description**: In English 053, students develop initial reading and writing skills through reading and responding to texts. Students develop vocabulary, as well. Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *North Star 1: Reading and Writing*  *Oxford Picture Dictionary*  *True Stories in the News* | **Course Description**: In English 055, students focus on grammatical accuracy in speech and writing by engaging in grammar study and practice through communicative activities at an initial proficiency level. Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *Grammar Dimensions 1 Student Book and Workbook* |
| **Course Objectives—Students will be able to:** | | |
| * Identify both details and the gist in one-way messages and in conversations on familiar topics * Infer word meaning from context. * Make brief presentations, using visual support, on familiar topics. * Monitor speech for rhythm & intonation. * Express opinions. * Share experiences orally. * Use new vocabulary and idiomatic expressions in oral expression. | * Describe visual images in writing, using new vocabulary and grammatical constructions. * Write paragraphs on familiar topics. * Proofread writing for writing conventions. * Use different sequencing strategies (conjunctive adverbs, expressions of time or of intensity) to organize writing. * Write and respond to questions in journals and in constructing interviews. | * Use simple present and past verb constructions in oral and written expression. * Use modals to indicate degrees of certainty. * Monitor sentences for subject-verb agreement. * Use appropriate adjective sequencing. * Identify and construct simple, compound & complex sentences. * Ask yes/no questions. * Ask wh- questions. |

***Intermediate Level (06X)***

The intermediate level is intended as the typical entry level for the IEP. At this level, instructors are primarily focused on developing students’ oral expression, both fluency and accuracy, for campus/social and basic academic/classroom communication, while students continue to develop academic reading and writing proficiency.

*ACT Compass ESL Level 2*

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| --- | --- | --- | --- |
| **English 061 *Integrated Academic English Skills 2*** | **English 063 *Academic Vocabulary Development*** | **English 065 *Culture and Academic Conversations*** | **English 069 *Special Topic*** |
| **Course Description**: In English 061, students develop academic English skills in the four language skill areas: listening, speaking, reading, and writing, with an emphasis on academic reading and writing. Students also develop improved control of grammatical structures. Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *Quest 2, Reading and Writing*  *Grammar Dimensions 1* | **Course Description**: In English 063, students use a variety of learning strategies to improve academic vocabulary. Special attention is given to identifying morphological features that pose challenges to speakers of languages that do not use Latinate roots and affixes.  **No specific text**—Instructor and students will locate materials of interest and draw from materials from other courses to develop the corpus. Students must pass this course with a C- or better to advance in the IEP. | **Course Description**: In English 065, students use a comparative approach in the study of U.S. culture. Discussion and written work introduce students to language and concepts within the academic contests of the social sciences and cultural studies. Students must pass this course with a C- or better to advance in the IEP program.  **Primary Text**: *Academic Listening Encounters: Life in Society* | **Course Description**: English 069 is an intermediate-level special topics course, with topic based on IEP needs and student interest. Students must pass this course with a C- or better to advance in the IEP.  Example: TOEFL iBT preparation  **Primary Text**: *Barron’s How to Prepare for the iBT TOEFL, 12th Edition* |
| **Course Objectives—Students will be able to:** | | | |
| * Make predictions in texts. * Identify details in texts. * Use graphic organizers to interpret information. * Use active reading strategies (questioning the text, making notes, using text-markings) to identify main ideas. * Summarize texts. * Incorporate descriptive phrases (prepositional phrases, noun phrases, etc.) into writing * Write short, focused essays. on topics related to texts read in class. | * Classify words by similarities and differences, using a variety of techniques (continuum, Venn diagram, categorization by given features—synonyms, antonyms, context for use). * Identify morphemes their meanings. * Use a dictionary and on-line visual thesaurus tools. * Use active vocabulary development strategies (context clues, lexical structure) to identify meaning. * Use new vocabulary in written and oral expression. | * Plan the stages of conducting survey research. * Conduct interviews within the university community on a cultural topic of personal or class interest. * Present oral reports on interview research, using visual support. * State and support opinions in academic conversations/discourse. | * Employ test-taking strategies for internet-based proficiency exams. * Identify personal strengths and weaknesses in TOEFL test-taking. * Infer meaning to make educated guesses for grammar, vocabulary, and reading comprehension. * Develop a plan for test-taking improvement. |

***Advanced Intermediate Level (07X)***

At this level, students are moving toward academic proficiency. Their everyday oral fluency is generally stronger than indicated by their control over spoken or written academic discourse. At this level, many students can stay perched at a plateau. Therefore, students need focused attention to continue to develop their proficiency beyond what is useful in everyday, social, informal communication so that they are successful in the classroom.

*ACT Compass ESL Level 3*

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| **English 071 *Integrated Academic English Skills 3*** | **English 073 *Oral Presentation Skills*** | **English 075 *Advanced* *Pronunciation and Speech Skills*** | **English 079 *Special Topic***  **Example: Business English for Oral Communication** |
| **Course Description**: In English 071, students continue to refine academic English skills in the four language skill areas: listening, speaking, reading, and writing, with an emphasis on academic reading and writing. Students also increasing control of grammatical structures so that their academic expression continues to approach the level needed for academic success. Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *Quest 3, Reading and Writing*  *Grammar Dimensions 1* | **Course Description**: In English 073, students conduct short research assignments on campus and present their individual and group work using visual supports, such as posters, PowerPoint or Web-based presentation tools, such as VoiceThread. Through such assignments, students develop experience in public speaking in an academic setting. Students must pass this course with a C- or better to advance in the IEP.  **Primary Text**: *Quest 3, Listening and Speaking* | **Course Description**: In English 075, students refine accuracy in pronunciation and further refine their control of spoken English for comprehensibility in social and academic settings. Students will conduct a community project in which they speak to a general audience (such as a school group or a children’s library story time). Students must pass this course with a C- or better to advance in the IEP.  **Primary Text**: *Well Said* | **Course Description**: English 079 is a special topics course at the advanced intermediate level. Topics are developed based on IEP needs and student interest. Students must pass this course with a C- or better to advance in the IEP.  **Primary Texts**: *Communicating in Business*  *Business Vocabulary in Use (intermediate)* |
| **Course Objectives—Students will be able to:** | | | |
| * Identify collocations and explain how they contribute to the meaning of a text passage. * Determine anaphoric and cataphoric referents in texts. * Outline readings. * Use organizational cues (headings, introductory and concluding paragraph summaries, visuals) to aid in reading comprehension and critical reading. * Develop summarization skills. * Paraphrase passages. * Incorporate brief quotations into essays. * Write two-page, focused essays on topics related to texts read in class * Engage in the writing process, including guided peer-review. * Edit sentences for correct form * Use conventions for coherence and cohesion (appropriate use of pronouns; writing complex sentences). * Develop a personalized editing checklist. | * Describe features of an effective presentation. * Ask questions of a speaker. * Develop and make a panel presentation. * Respond to questions in a presentation. * Identify main ideas in a lecture or oral presentation. * Tell stories to illustrate a point. * Criticize with constructive language. * Clarify points for an interlocutor or listener. | * Identify areas of strength and need for improvement in speech. * Identify and use appropriate paralinguistic cues (change in pitch or volume) to enhance meaning. * Incorporate gestures into oral self-expression. * Identify and use reduced forms of phrases (hafta, wanna, gonna). * Use tag questions to elicit agreement or in confirming expressions. * Keep a conversation going. | * Use specialized vocabulary in business contexts. * Design and conduct an interview with a member of the business community. * Plan a business presentation with visual aids. * Participate in a simulation of a business negotiation. |

**IEP Bridge**

The bridge level is the highest level of IEP offerings. At this level, most courses can meet undergraduate degree requirements. Students at this level are able to participate in college-level courses, but will still benefit from ongoing support, especially in academic writing and listening comprehension.

ACT Compass ESL Levels: Upper 3 & 4

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| **English 161 *Advanced Academic Reading in ESL*** | **English 162 *College Writing in English as a Second Language*** | **English 163 *US Culture and Society*** | **English 164 *Special Topics* Sample: International Business** |
| **Course Description**: In English 161, students develop critical thinking skills and refine their abilities to express complex, academic arguments by discussing a variety of academic texts, which cross genres and prepare them for reading and participation in university courses. Students must pass this course with a C- or better to exit the IEP.  **Primary Texts**: *The Shorter Norton Reader* (or a similar anthology that introduces students to a variety of genres).  *The Namesake* (or another novel focused on transcultural experiences). | **Course Description**: In English 162, students learn the fundamentals of writing an academic research paper. To this end, students conduct a brief literature review, design and conduct a group research project to address the research question, and write a research paper on the project. Students must pass this course with a C- or better to exit the IEP. Students in this course are concurrently enrolled in English 091, Written Communications.  **Primary Texts**: *A Writer’s Reference;*  *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*  *Azar Chart Book* | **Course Description**: In English 163, students study U.S. culture from interdisciplinary perspectives. In the course, students examine cultural topics (such as the changing form of the family, educational opportunity, economic change) to come to a deeper understanding of U.S. and the students’ home cultures. Students must pass this course with a C- or better to exit the IEP.  **Primary text:** *American Ways* & other readings on America’s diverse society to be chosen by the instructor. This course will also include film viewing and discussion. | **Course Description**: English 164 is a credit-bearing course to be offered, as needed, to special populations (such as visiting scholars through grants and contracts). Courses will be offered on topics of interest, as needed. Students must pass this course with a C- or better to exit the IEP.  **Primary text**: *English for Business Studies*  Text selections drawn from global sources |
| **Course Objectives—Students will be able to:** | | | |
| * Recognize and explain the importance of elements of structure in texts, orally and in writing. * Identify and describe textual arguments, including the thesis, claims, reasons, and supporting evidence, orally and in writing. * Interpret and infer meaning from texts that employ indirect theses. * Paraphrase and summarize readings, orally and in writing. * Defend opinions, orally and in writing. | * Explain the difference between a statement of purpose and a thesis. * Develop and apply rhetorical understanding to their writing. * Identify a research question. * Compose thesis-driven arguments. * Use appropriate structural and stylistic conventions in research writing. * Execute research that requires survey or interview in data collection. * Select and evaluate sources. * Make an oral presentation of project. | * Identify main and supporting ideas in academic texts. * Identify and paraphrase definitions in scholarly writing. * Evaluate what it means to be “American,” orally and in writing. * Critique the presentation of U.S. history and culture in written text, sound recording, film, and image. * Compare, contrast and evaluate an element of U.S. culture with that of their home culture. | * Write business documents (e-mails, letters sales reports, trip reports), using appropriate format. * Identify, explain, and summarize key information in business-related texts. * Write a résumé or CV. * Prepare and present a sales talk, using PowerPoint or other means of visual support. * Use business vocabulary appropriately. * Identify phrases and idioms used in specific business contexts. |

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**Appendix**

**ACT COMPASS ESL Level Descriptors**

1. The UWW-IEP has been developed from the model in place at UW-Eau Claire. Consult the UW-Eau Claire English as a Second Language website for further information: <http://www.uwec.edu/esl/>. [↑](#footnote-ref-1)