

CESL

Catalog of Courses



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INTRODUCTION

Mission

Established in 1970, the University of Arizona's Center for English as a Second Language (CESL) provides English language training, American cultural studies, ESL classroom research, English for Special Purposes (ESP), 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 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).

Our 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 and off-site in Nogales, Sonora, Downtown Tucson, Nagoya, Japan, or other sites abroad. In the core program, there are 5 eight week sessions in the year beginning in August, October, January, March and June.

- ▶ **Full-time Intensive English Program (IEP)** CESL provides intensive English language instruction for students planning to study in US institutions of higher education or return to careers in their own countries. Students study a minimum of 20-22 hours per week, and CESL issues an I-20 for F-1 student visa for the intensive programs. <http://www.cesl.arizona.edu/intensiveenglish.htm>

In the summer CESL offers special short programs for Teens ages 13-17 and the Intensive University Academic Program (IUAP) for students already admitted to academic study in US institutions of higher learning.

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

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

- ▶ **Part Time Certificates** Students may study at CESL during the day or in the evening, downtown Tucson, and in Nogales, Sonora. They can earn Certificates in General English, Business English, Medical English or Academic English. <http://www.cesl.arizona.edu/PartTimeOptions.htm>
- ▶ **Local Portable Classes** Bring any of CESL's regularly scheduled classes to your site within the Tucson Metro region.
- ▶ **Teacher Training** CESL offers basic and advanced certificates in Teaching English as a Foreign Language (TEFL) in Tucson, on-line, and abroad. <http://www.cesl.arizona.edu/TeacherTraining.htm>

- ▶ **Customized Programs** CESL can customize a program for specific needs either on site at CESL in Tucson or elsewhere in the US or abroad. <http://www.cesl.arizona.edu/customized.html>

Schedule

Specific dates and times for all programs and courses are listed on the program website. For general information <http://www.cesl.arizona.edu/>

How to Apply

Submit the completed application and financial documentation with the application fee. An application may be printed from our website and faxed 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 have use of university facilities including the Campus Health Center, multiple libraries, and the Campus Recreation Center.

Conditional Admission & CESL Endorsement

Undergraduate 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 may also apply for Conditional Admission. Some departments will consider graduate applications without the TOEFL or GRE; others will not. Graduate students must check with their departments about the possibility of conditional admission.

Full time CESL students may meet the University English language requirement with an endorsement from CESL. See the criteria for CESL endorsement on the CESL web page at <http://www.cesl.arizona.edu/endorsement.htm>

CURRICULUM PHILOSOPHY

All CESL classes are aimed at serving the needs of students who want to improve their academic and functional proficiency in English and prepare for academic work at the University of Arizona or similar academic institutions or for professional activities in various fields. The general underlying goal of the program is acquiring all the skills necessary for English for academic purposes via analyzing, synthesizing, and evaluating information. The focus of classes in the Intensive English Program is on developing the academic and social language skills required to succeed in an English-dominant environment. Students are placed into one of eight levels of English, each which utilizes an integrated approach to learning. Subjects at all levels include grammar, writing, reading, speaking and listening. At the higher levels, special elective courses are added, including TOEFL, vocabulary, note-taking and presentations, and college survival skills. Throughout the program, students learn to present their ideas effectively in correct written and spoken forms. Through a combination of individual attention, intense English language study and immersion in American culture, it is hoped that students will be equipped with the skills needed to be successful in an academic program on any American campus.

CESL COURSE OFFERINGS

All courses are 8 weeks unless otherwise specified. Students in the full-time intensive program must take 2 integrated skills core classes and 2 skill courses. Part time students may choose from any of the core or optional courses depending on their schedules. Students attending class on campus have full use of CESL's two educational computer labs and UA facilities.

See the CESL webpage for current course offerings, schedules and costs. <http://www.cesl.arizona.edu>
All students must take the Placement Test before classes begin.

Key	
IEP	Intensive English Program
PM	Evening Program
ED	English Downtown
NOG	Classes in Nogales, Sonora

CORE COURSES: INTEGRATED (IEP, 60 hours)

Speaking, Reading, Listening (SRL) Levels 10-Advanced
Writing, Reading, Listening (WRL) Levels 10-Advanced

SRL10 develops speaking, listening, and reading skills in English with work on basic grammar and vocabulary. Learn to work in pairs and groups, and develop English skills playing games.

SRL 20 focuses on listening and speaking skills with different kinds of group activities and paired work. Content includes: asking and answering WH-questions and Yes-No questions using simple present and past tenses and describing things using vocabulary related to jobs, schools, housing, shopping, cities, and recreational hobbies.

SRL 30 focuses on further development of students' speaking, listening, and reading skills on the topics and functions of small talk, movies, and entertainment, staying at hotels, cars and driving, personal care and appearance, eating habits, psychology and personality, enjoying the arts, computers, ethics and values. The class format is based on small group discussions, paired work, TPRS, and oral presentations. Students reinforce and expand their existing listening skills, their knowledge of vocabulary, pronunciation, and grammar structures.

SRL 40 develops speaking, listening, and reading skills to an intermediate level. Students improve their pronunciation, grammar, and vocabulary skills 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.

SRL 50 includes short lectures given by the teacher or audiotape from the text to practice listening and note-taking. Students then re-communicate the information using questions and answers to practice speaking and to build vocabulary.

SRL 60 focuses on three important skills: speaking, reading and listening with many opportunities to write as well as learn new vocabulary. While using the text, students improve their academic skills as they encounter material in each chapter.

SRL70 is an intensive course designed to help students become better speakers in a variety of academic settings. These skills include summarizing, analysis, presentations, debates, role play, class participation, interviews, and extemporaneous speeches. As good speaking always comes from good listening and thinking, students will develop

the skills of critical analysis through a number of readings and exercises meant to extend and deepen their listening comprehension skills.

SRL Adv constitutes the highest proficiency level at CESL and is intended to prepare students for conditional enrollment at the University of Arizona and the wealth of opportunities available to highly proficient speakers of English in our modern world. Specifically, this course is intended to significantly improve your Speaking, Listening and Reading skills. It will be unlike any other course you have taken at CESL. It will require you to perform at or near the level of a native English speaker and you will undoubtedly need to work extremely hard to meet this requirement. In order to be admitted to the University of Arizona, you must pass this course with a grade of A or B and demonstrate extremely high proficiency levels in the Speaking, Listening, Reading & Writing skills areas.

WRITING, READING, LISTENING (WRL)

WRL10 is a reading and writing class. Students read and write everyday in class, and must memorize new vocabulary and spelling.

WRL10/20 focuses on reading and writing skills. There are group discussions, paired work, dictations and compositions. Students learn simple sentences, paragraphs, punctuation, capitalization, subject-verb agreement and question formations. Vocabulary is developed from reading stories and writing your opinion after discussing it with your classmates.

WRL20: The skills of writing, reading, and listening are all very closely related. In this class, we will work to improve your ability in these three skills by: Writing: We will be writing in class constantly, from brainstorming ideas to first drafts and final paragraphs. You will be able, at the end, of this course, to write a strong multi-sentence paragraph with a title, a topic sentence, supporting body sentences, and a conclusion. Reading: Your reading comprehension and speed will increase through the reading of many short stories, example paragraphs, and other materials. You will be able to read English paragraphs at a high-beginning/low intermediate level and answer questions about readings. Listening: You will be able to hear and comprehend short, descriptive lectures on writing, take dictation on familiar material, understand and answer oral questions about the readings, and demonstrate understanding when discussing the class assignments.

WRL 30 focuses on reading and writing skills. There will be group discussions, paired work, dictations and compositions. You will learn compound sentences, capitalization in paragraphs. You will also learn a lot of vocabulary from reading stories and learn to write your opinion after discussing it with your classmates.

WRL 40 is based on thematic units that involve critical thinking skills. Each unit has specific reading and listening tasks that help students learn intermediate language skills. Students are then assigned a variety of writing tasks for each unit. These tasks involve sentence level to multi-paragraph level responses; however, the emphasis at level 40 is on learning to write a well-developed paragraph.

WRL 50 focuses on further development of students' writing, listening, and reading skills on a variety of topics. The class format will be based on small group discussions, paired work, in-class revision sessions, take-home essay drafting. The students will reinforce and expand their existing writing and reading skills, their knowledge of vocabulary, grammar structures, and writing discourses.

WRL 60 focuses on various forms of writing to improve writing ability as well as reading and listening skills. Activities will be based on authentic reading and listening materials with the goal of improving vocabulary and general comprehension of English.

WRL70 aims to develop students' writing, reading, and listening skills within a reading-writing connection framework. Using assigned readings as a springboard for writing, students will analyze readings/writings for rhetorical style, master vocabulary, synthesize main ideas and purpose, and develop critical thinking. While a portion of assigned

writing will be non-text responsible (e.g., personal and opinion essays), major writing projects will be text-responsible, with students demonstrating mastery of source material content (e.g., synthesizing source readings on a common topic, producing a research paper).

WRL ADV develops your skills as a **versatile writer**. A versatile writer can adapt to different writing situations. A versatile writer can write for an academic audience as well as for a general audience. For example, a research paper is written for an academic audience and a newsletter article is written for a more general audience. You should develop versatile skills by writing for the instructor as well as for the Weekly Newsletter. As you are developing your writing versatility, you will also become a **strong reader** by developing your skills through rigorous daily assignments.

WRL IUAP aims to develop students' writing, reading, and listening skills within a reading-writing connection framework. Using assigned readings as a springboard for writing, students will analyze readings/writings for rhetorical style, master vocabulary, synthesize main ideas and purpose, and develop critical thinking. While a portion of assigned writing will be non-text responsible (e.g., personal and opinion essays), major writing projects will be text-responsible, with students demonstrating mastery of source material content (e.g., synthesizing source readings on a common topic and producing a short research paper with correct citations)

Science writing for Advanced Students: Reading: Through oral and silent reading students will continue to develop their analytical thinking and critical reading skills. In addition, they will further hone their reading comprehension, reading speed, learn from context clues, be able to summarize the main idea, practice skimming and scanning, and understand about making inferences. Students will read exceptional works of science writing in order to distinguish between strong and weak writing.

CORE COURSES: SKILL BASED (IEP, 30 hours) Skill Courses rotate through the academic year.

Full-time students are assigned to these classes based on their level.

Pronunciation Levels 10-40 (IEP, 30 hours)

Reading levels 10-30 (IEP, 30 hours)

Grammar levels 40-60 (IEP, 30 hours)

Vocabulary Level 50 (IEP, 30 hours)

TOEFL Prep Level 60 (IEP, 30 hours)

Bridge Advanced Level University Skills (IEP, 30 hours)

Advanced Skills Courses are offered depending on enrollment and student interest.

Bridge class for Advanced Students: Students attend a regularly scheduled university class 3 hours a week and meet with their CESL instructor 5 hours a week to. The ESL portion of this class emphasizes skills necessary for academic success in university courses.

Business Writing for Advanced Students teaches about the various modes of written communication in business: emails, memos, letters, and reports. Students will practice necessary grammar and style involved in the production of these separate forms of communication, paying particular attention to choice of vocabulary, level of formality, and business etiquette. Levels of direct and indirectness with regard to superiors and co-workers will be addressed, as well as the nuances of expression which lend themselves to smooth communication in a business setting.

Formal Presentations for Advanced Students gives instruction and practice in giving formal oral presentations. We will talk about the elements of a good academic presentation and we will practice those skills. You will each do four of them this session.

University Skills for Advanced Students focuses on skills needed for making a successful transition to the academic culture particular to the United States. We will learn what is necessary to succeed both inside and outside of the classroom by studying communication, interaction, and epistemological beliefs of Americans. Through readings and discussions, issues in American current events, cultural values, and beliefs will be introduced. Readings will be introduced by the instructor, but students are encouraged to suggest topics for reading and discussion. In order to develop the skills necessary for successful study in an American university, students will learn strategies for becoming a more effective, disciplined student. Students will also have the opportunity to learn how to access resources available to them both on and off campus.

IUAP University Survival Skills for Advanced Students: This 8 week course will explore the challenges and benefits of college life at American universities. Four of the eight weeks of the class will address common social issues that international students often face, while the other four weeks provide helpful hints for academic success. Guest speakers from the university will also visit the class per the following schedule.

GRM 10/20 focuses on Basic English grammar. You will do many exercises and activities to practice what you learn.

GRM 30 emphasizes clear, grammatically-correct communication in both speaking and writing.

This 8-week course covers the following grammar units:

- Review of irregular past verb forms
- Present and past perfect tenses
- Wh- question formation
- Personal and possessive pronouns
- Before, after, when, and while in time clauses
- Basic modal auxiliaries
- Basic gerund and infinitive series

- Comparative and superlative forms

GRM 40 reviews, strengthens and expands knowledge of English grammar. In-class work will consist of group discussions, paired work, group work, individual grammar work, and other appropriate activities. Students will have to do homework. We will work to develop an instinctive sense of correct versus incorrect grammar; this will enhance the student's ability to correct his/her own use English.

GRM 50 improves a student's ability to communicate clearly using various grammatical structures and forms. Level 50 Grammar is an intermediate level course; it focuses on accurate and comprehensible communication in both speaking and writing. This course includes the following text units:

- Past modal forms
- Perfect and perfect progressive tenses
- Passive forms
- Participial adjectives and phrases
- Verb sequences
- Adjective clauses
- **Conditional forms**

At the end of this course, a successful student should be able to produce spoken/written English that shows a moderate to high level of grammatical correctness when handling the forms and structures noted in the Course Description. A student is expected have at least an average of C on the overall assessment of these forms and structures. To go to the next level, a student must meet this minimal outcome for this course. (Our students are not expected to have perfect English at the end of this intermediate level.)

GRM 60 focuses on developing grammar skills at the high-intermediate level. Topics will include articles, prepositions, punctuation, modals, idioms, active and passive voice, reported speech, gerunds and infinitives. In addition to the text, free supplementary materials will be provided from various sources.

- You must be able to write as well as analyze and correct sentences containing articles, prepositions, modals, idioms, active and passive voice, reported speech, gerunds and infinitives.
- The verbs in your sentences must be grammatically correct with respect to the all tenses: past, present, and future, as well as active and passive voice.
- Sentences must be free of punctuation errors.

All the words you write must be spelled correctly.

Listening 30 improves understanding of spoken English in various situations. You will listen to stories, conversations, and other materials and complete tasks based upon them. Activities will consist of whole-class practice; pair and small group practice; practice from the textbook and its CD.

PRON 10/20: Students will exhibit good intelligibility in which an accent, if present, does not distract the listener. They will display comprehensibility in usual, daily, communicative situations. They will demonstrate self-monitoring skills based on awareness of areas of difficulty.

PRON 30 focuses on improving pronunciation and speaking skills. We will work on pronouncing individual sounds and improving accent, stress, intonation, and rhythm. Moreover, increasing oral comprehensibility in a variety of speaking situations will be an important goal. We will use the text to practice pronunciation. A variety of speaking activities will be used to improve oral comprehensibility. Such activities will include short presentations and dialogues. In CESL Lab 210 we will make recordings of your pronunciation and use the pronunciation software. By the end of the course students should be able to communicate basic concepts effectively, though with some pronunciation problems affecting comprehensibility.

PRON 40 practices the sounds of English with focus on individual sounds as well as pronunciation/stress patterns on the sentence level. Minimal results: By the end of this class, students will have a better understanding of difficult sounds in English and made measurable progress in improving those sounds.

PRON 50 aims to develop students' speaking and pronunciation skills. Global attention will be paid to developing good, general speaking habits, including clarity; fluency; and appropriate voice, speed and loudness. As needed, specific attention will be paid to individual consonant and vowel sounds as well as stress, intonation and rhythm, at both the word and sentence level. Students will model the instructor as a whole class, in pairs, and in small groups; they will also use problem-specific exercises from the text and from audio CDs for individual practice.

RDG/VOC 10/20 focuses on reading simple paragraphs. The student will learn to understand the main idea and some basic details of a simple paragraph about basic personal or social concepts, such as schedules, maps, menus, and short paragraphs. The student will be able to recognize basic words for common objects, such as clothing, colors, numbers, time, locations, foods, etc. The student will show you can understand simple articles and stories. The student will learn to show the sequence of events in an article or story. The successful student will be able to determine general meaning of new words from context.

RDG/VOC 30 improves basic reading skills.

It is a course for high-beginning readers. This course focuses on these basic skills:

- Reading for main ideas
- Reading for specific information
- Relating specific information to main ideas
- Building vocabulary

Other reading skills that are covered in this course include:

- Predicting content from titles, subtitles and graphics
- Predicting content from introductions
- Drawing conclusions
- Making inferences

RDG/VOC 40 provides students with practice in the types of essential reading skills they will need in an academic environment. Students will be introduced to various reading strategies including previewing material, scanning for details, identifying main ideas, making inferences, and developing comprehension. Students will learn to use context clues to determine meaning of new vocabulary words. In-class activities will include individual reading, pair work, and small group activities. Students will also use reading books from the CESL library.

RDG/VOC 50: This class focuses on understanding new words in different contexts, their and spelling, as well as their derivatives and collocations and being able to use them in speaking and writing.

RDG/VOC 60 concentrate on the skills of reading and vocabulary acquisition by doing exercises in the text, pair and group work. The emphasis on vocabulary will be on high-frequency academic words. Written summaries of news articles will be required.

TOEFL Techniques is for students who have a good foundation in English at the high intermediate level and are ready to understand test-taking techniques. The goal of this course is to prepare students for the internet-based TOEFL Test **iBT**. The course will focus on all four areas of the test---listening, reading, speaking, and writing. Besides being an excellent way to improve skills in all areas of English, a major objective of this course is to familiarize students with the test itself; this means, importantly, **how to take the test using the computer**. Thus the computer lab will be used once a week to practice skills needed for the test using the CD-ROM from the textbook. This lab work will include taking actual **iBT** tests under test conditions. **At all times students will be practicing the skills of listening, reading, speaking, and writing using the extensive test materials found in the text.** These skills will demand that students improve their note-taking skills. The **iBT** has been designed so that

students can take notes during all phases of the test; good note-taking skills are absolutely necessary for success in all sections of the test.

TOEFL Techniques (L/S): This course aims to prepare students for the computer version of the TOEFL test, focusing specifically on *listening* and *speaking* skills. With regard to *listening*, students will improve a) their ability to understand short and long listening passages, and b) their note-taking skills. With regard to *speaking*, students will practice organizing and synthesizing information, develop coherence, and focus on clarity of speech. For both listening and speaking skills, students will practice in class and in the lab, using questions designed according to the iBT format; lab practice will simulate actual test-taking conditions.

Optional Courses

All optional courses are 30 hours of classroom instruction.

General English Course Descriptions

Beginning General English (PM/ED/NOG, 60 hrs)

Beginning students practice all English skills including speaking, listening, reading, and writing to develop fluency for accurate communication in general cultural situations. The Beginning course, while focusing on grammatical structure, develops all four skills in a contextual, communicative environment. Beginning English is an introductory course to the American English language and culture, and supposes little or no prior exposure to the English language.

Low Intermediate General English (PM/NOG, 60 hrs)

Low Intermediate students practice all English skills including speaking, listening, reading, and writing to develop fluency for accurate communication in general cultural and business situations. The Low Intermediate course, while focusing on grammatical structure, develops all four skills in a contextual, communicative environment. Low Intermediate English introduces students to ever-increasing complexities of English usage in the American cultural context, and supposes a limited exposure to the English language.

Intermediate General English (PM/NOG, 60 hrs)

Intermediate students practice all English skills including speaking, listening, reading, and writing to develop fluency for accurate communication in general cultural and business situations. The Intermediate course, while focusing on grammatical structure, develops all four skills in a contextual, communicative environment. Intermediate English exposes students to more complex English usage in the American cultural context, and supposes nominal exposure to the English language.

High Intermediate General English (PM/NOG, 60 hrs)

High Intermediate students practice all English skills including speaking, listening, reading, and writing to develop fluency for accurate communication in general cultural and business situations. The High Intermediate course develops all four skills in a contextual, communicative environment. High Intermediate English exposes students to complex English usage in the American cultural context, and supposes significant exposure to the English language.

Advanced General English (PM/NOG, 60 hrs)

Advanced students practice all English skills including speaking, listening, reading, and writing to develop fluency for accurate communication in general cultural and business situations. The Advanced course develops all four skills in a contextual, communicative environment. Intermediate English exposes students to more complex English usage in the American cultural context, and supposes nominal exposure to the English language.

Business English Course Descriptions

Intermediate Business English (PM/NOG, 30 hrs)

Intermediate level students work on production skills—speaking and writing. Through writing practice and role-playing activities, students become familiar with vocabulary and protocols of business etiquette used in applying for a job, writing a resume and a cover letter, developing a business plan or an advertising campaign, and delivering of a persuasive presentation.

Advanced Business Case Studies: Written Communications (PM/NOG, 30 hrs)

The purpose of this course is to develop critical writing skills via analysis of business practices, scenarios, and outcomes. Students will expand their vocabulary and idioms as used in the context of Business English. Students will concentrate on formal written presentations (e-mail, letters, memos, and reports) while cultivating a better understanding of cultural differences and cross-cultural communication. Students will practice necessary grammar and style involved in the production of these separate forms of communication, paying particular attention to choice of vocabulary, level of formality, and business etiquette.

Advanced Business Case Studies: Oral Communications (PM/NOG, 30 hrs)

The purpose of this course is to develop critical communications skills via analysis of business practices, scenarios, and outcomes. Students will expand their vocabulary and idioms as used in the context of Business English. Students will concentrate on oral presentations while cultivating a better understanding of cultural differences and cross-cultural communication.

Academic English

TOEFL Techniques (PM, 30 hrs)

Intermediate and advanced students will work on skills in listening, speaking, reading, and writing that are useful for preparing for the TOEFL exam. Students will be introduced to the iBT TOEFL format and take practice TOEFL exams. Prerequisite: Completion of minimum Level 40 or Intermediate General English.

The course will focus on all four areas of the test--listening, reading, speaking, and writing. Besides being an excellent way to improve skills in all areas of English, a major objective of this course is to familiarize students with taking the iBT test using the computer.

After completion of this course, students will demonstrate very good comprehensibility in most situations. They will be able to communicate ideas and concepts with a range of word choices and speak with minimal interference due to accent. They will demonstrate good comprehension of extended lectures and authentic media by drawing conclusions and evaluating information.

English for Professional & Academic Purposes: Writing in English (PM/NOG, 30 hrs)

This course will focus on helping students understand and practice essential writing skills needed by academics and professionals. Students will practice writing more formal texts, such as essays, to more informal communications, such as letters and emails. Emphasis will be placed on vocabulary choice, sentence structure, and paragraph organization. Intermediate and advanced level students will integrate reading and grammar as they practice writing. Prerequisite: Completion of minimum Level 40 or Intermediate General English.

English for Professional & Academic Purposes: Speaking in English (PM, 30 hrs)

This course will focus on developing communication skills, while exploring a variety of cultural and topical events presented through podcasts, films, magazines, newspapers and other media. Intermediate and advanced students will develop fluency through practice with conversations and presentations. Emphasis will be placed on vocabulary, pronunciation, and idioms. Prerequisite: Completion of minimum Level 40 or Intermediate General English.

Conversation (PM, 30 hrs)

This course is for intermediate and advanced students who want to focus on developing speaking and listening communication skills while learning new idioms and vocabulary that will enhance conversation. The students will work to develop good listening strategies and skills, as well as conversation skills that include listening, pronunciation, and critical thinking. Prerequisite: Completion of minimum Level 40, Intermediate General English, or English for Professional & Academic Purposes: Speaking.

Conversation & Presentation Skills (PM, 30 hrs)

This course provides basic guidelines for public speaking for business and academics settings. Intermediate and advanced students will have weekly opportunities to participate in small group discussions and seminar style speaking based on analysis and summary of readings. Some work on pronunciation and intonation will be included. Prerequisite: Completion of minimum Level 40, Intermediate General English, or English for Professional & Academic Purposes: Speaking.

Pronunciation (PM, 30 hrs)

This course is for high intermediate and advanced students who want to focus on pronunciation of American English through intensive practice. Rhythm, stress, intonation, and accuracy at the word level will be covered. Coursework will involve increasing language fluency, analyzing the sounds of American English, and developing monitoring skills. Prerequisite: Completion of minimum Level 40, Intermediate General English, or English for Professional & Academic Purposes: Speaking.

**Medical English
American Studies
Academic Seminar**

Customized and Individualized Programs

CESL provides the following individualized or customizable options.

Course on Demand (COD) Up to 5 students may request any course or English for Special Purposes.

Local Portable Classes (LPC) Any core or optional courses can be taught on your site by experienced CESL faculty.

Skill Intensive Workshop (SIW) Up to 5 students may request any of the core or optional classes as a group.

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

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

BENEFITS OF CESL PROGRAMS

	IEP	PM	NOG	ED	TEP	IUAP	Lab Pass	Tutor	TEFL
CEA Accredited	X				X	X			
I-20 for F-1 student visa	X				X	X			X
minimum of 18 class hours per week	X				X	X			X
4 class hours per week		X	X	X					
Language proficiency testing	X	X	X	X	X	X			
UA English language endorsement eligible	X								
Professional faculty with Master's and PhD's	X	X	X	X	X	X		X	X
Multi-national study body	X	X			X	X			
Non-degree credit for advanced students by special permission	X					X			
TECHNICAL SERVICES									
Wireless internet access in the building	X	X		X	X	X	X	X	X
Access to state-of-the-art computer labs	X	X		X	X	X	X	X	X
CESL library	X	X		X	X	X	X	X	X
Student lounge	X	X			X	X	X	X	X
Access to university facilities including library, recreation center	X	X		X	X	X	X	X	X
Campus Health Center	X				X	X			
Technical services coordinator & student lab monitors	X	X		X	X	X	X	X	X
STUDENT SERVICES									
Student Advisor or Program Coordinator	X	X	X	X	X	X			X
Optional weekly cultural activities & 2 student activity coordinators	X	X		X	X	X			X
Grand Canyon 3-day trip (extra cost)	X	X		X	X	X			
Health Insurance	X	X			X	X			
CESL clubs & UA clubs	X	X			X	X			
Conversation partners	X								
Orientation	X	X			X	X			X
Housing information	X								X
Awards Program	X								
Visit regularly scheduled UA classes	X					X			
Local school visits	X					X			
University class exchanges	X					X			
Volunteer opportunities for students	X	X		X		X			X

last page = generic academic calendar