

IEI Summer Program - Advanced 1 and 2

TRACKS and ELECTIVES

Advanced 1 and 2 students make two kinds of course choices: about "TRACKS" and about "ELECTIVES."

TRACKS: Students choose either the ACADEMIC TRACK or the EVERYDAY TRACK. Both tracks have two core courses: a Reading and Writing course and a Listening and Speaking course. Students may not mix courses from the two tracks.

ACADEMIC TRACK	EVERYDAY TRACK
<p>The Academic Track prepares students for the English language skills that are required for university study in the English medium: listening to lectures, writing essays and papers, and orally presenting ideas to a group.</p>	<p>The Everyday Track is for students who are ready to begin using English at an advanced level and who do not plan to use English for academic purposes. In the Everyday Track, students practice reading materials from Internet sources, magazines and non-fiction and fiction books and students listen to materials from popular sources such as television talk shows, radio and movies.</p>

SPECIAL NOTES FOR CONTINUING STUDENTS:

- If you are planning to enroll in a US university and you completed Academic Track Level 500 in the spring, the IEI recommends that you continue in the Advanced 2 Track in order to continue university preparation.
- If you are a continuing student and you "switch tracks" from the Everyday Track to the Academic Track, you may need to start at Academic 1 regardless of your previous placement.

Advanced 1 and 2

6 Hours	Reading/Writing
6 Hours	Listening/Speaking
4 Hours	Elective 1
4 Hours	Elective 2

Core Courses

Advanced – 1: Academic Reading and Writing (ARW) (6 hours/week)

This course is designed to introduce many of the aspects of academic reading and writing needed in university courses. Students explore topics through reading and discussion before writing paragraphs and essays on those topics. Among the organizational writing patterns students will learn are summary, compare/contrast, cause/effect, and argument. Students practice paraphrasing and other documentation skills needed to use sources in their writing. By the end of the course, students who have worked hard should be able to write a short, well-organized paper with documentation from articles they have read.

Text: Caplan, N. and Douglas, S. (2011). *Q: Skills for Success Reading and Writing 5*. Oxford: Oxford University Press.

Advanced – 2: Academic Reading and Writing (ARW) (6 hours/week)

In this course, students increase their awareness of reading and analyzing academic texts to write source-based papers. Students learn how to look for connections between ideas in readings and expand on them in writing. Going beyond simple patterns of organization, students learn to combine patterns for more complex writing. Students become better at research skills and the skills needed to properly document sources in their writing. On successful completion of the course, students should be able to do individual research to produce a longer paper that is based on many sources s/he has read.

Text: To be determined

Advanced – 1: Academic Listening and Speaking (ALS) (6 hours/week)

This course is an introduction to the academic listening and speaking skills needed to succeed in an American university environment. Students develop basic presentation skills by giving both group and individual presentations. By the end of the course, students should be able to do a simple presentation based on 3-5 sources. Students also learn and practice language and strategies for participating in class discussions such as agree-disagree conversation strategies. In addition to these speaking goals, students also develop the listening and note-taking strategies they will need when attending university lectures by learning to pay attention to lecture strategies such as use of discourse markers, repetition of information and non-verbal cues. They practice several different note-taking strategies as well. They should also be able to show their understanding of the main ideas and important details in a lecture of 12-18 minutes.

Text: Course Pack

Advanced – 2: Academic Listening and Speaking (ALS) (6 hours/week)

In this course, students learn advanced academic listening and speaking skills. Students give one research-based individual and one group/pair presentations. By the end of the course, students should be able to do an individual presentation in which they demonstrate critical thinking and source-based argumentation. They should also be able to do a group presentation in which they effectively present their conclusions using charts and graphs. Students also learn and practice agree-disagree conversation strategies as well as how to respond to arguments from others in open classroom discussions. In addition to these speaking goals, students also develop the listening and note-taking strategies they will need when attending university lectures by learning to pay attention to lecture strategies such as use of discourse markers, repetition of

information and non-verbal cues. They practice several different note-taking strategies as well. They should also be able to show their understanding of the main ideas and important details in a lecture of 20-35 minutes.

Text: Course Pack

Advanced 1 and 2: Everyday Reading and Writing (ERW) (6 hours/week)

This course covers two main areas: the practical and the personal. The practical focus is on reading and writing e-mail dealing with requests and responses, sympathy and condolence, and meeting minutes. The personal focus is on reading a novel with vocabulary, discussion, and short personal writing assignments on the same topics as the novel. This course is intended for Advanced 1 and 2 students who are interested in developing reading and writing skills for use in common professional settings. This course has a non-academic focus.

Text: Eggers, D. (2009). *Zeitoun*. New York: Vintage.

Advanced 1 and 2: Everyday Listening and Speaking (ELS) (6 hours/week)

This course provides students with the opportunity to improve their listening to real world sources, such as TV, movies and radio and their ability to express ideas in the course of a conversation by learning to do several specific skills appropriately in a variety of contexts such as making small talk, expressing an opinion, giving peer feedback and telling a story effectively. By the end of the course, a student should be able to understand main ideas and important details in 10-20 minute listening segments from popular media, as well as be able to perform the conversational skills studied in class.

Text: Course Pack

Advanced 1 and 2 - Elective Courses (Choose 2)¹

Communicating in American Culture (4 hours/week)

This course focuses on developing advanced students' language skills for navigating daily situations in American culture. In this course students will learn about cultural topics such as the American health care system, making friends, housing issues and American academic culture. They will practice language for real-world tasks such as making requests and complaints related to these topics. Special attention is given to language use variations according to level of formality, situation, and participants depending on the topic. In class, students engage in listening activities related to each topic, do some short readings and do a variety of pair, small group and whole class activities to improve spoken fluency and accuracy. They participate in planned and unplanned conversations in class, and perform real-world tasks outside of class. Assignments include role-plays of daily life situations and group projects. Assessments are either spoken or written.

Text: Course Pack

Advanced English Grammar (4 hours/week)

Combining students from both advanced and low-advanced levels, the elective Advanced Grammar summer course focuses on the production of a variety of sentence types, incorporating target clausal structures and their punctuation into these sentence types. The course is intended to offer support to students who are interested in meeting higher academic goals and/or fine-tuning their communicative skills.

Text: Bunting, Diniz, and Reppen (2013). *Grammar and Beyond 4*. New York: Cambridge University Press.

Reading and Listening Skills and the TOEFL iBT (4 hours/week)

In this elective course, advanced students learn about the Reading and Listening sections of the TOEFL Internet-based test (iBT). Students will learn the format of each type of question and develop the reading and listening skills necessary to successfully respond to these questions.

Text: Edmunds, P., McKinnon, N. and Zeter, J. (2009). *Developing Skills for the TOEFL iBT: Intermediate*. Compass Publishing.

Speaking and Writing Skills and the TOEFL iBT (4 hours/week)

In this elective course, advanced students learn about the Speaking and Writing sections of the TOEFL Internet-based test (iBT). Students will learn the format of each task and how to integrate the necessary skills in order to successfully fulfill the requirements of the Speaking and Writing sections of the TOEFL iBT.

Text: Edmunds, P., McKinnon, N. and Zeter, J. (2009). *Developing Skills for the TOEFL iBT: Intermediate*. Compass Publishing.

Advanced Vocabulary (4 hours/week)

This course is designed to assist advanced students to increase word knowledge, improve word context analysis skills, and learn strategies for effective vocabulary development. Students will

¹ **Note:** Not all electives will be offered during each summer session. Elective courses depend on student enrollment at a given level as well as student interest. Students are asked to indicate their top 2-3 choices for an elective. The electives with the most student interest are the electives offered for a given program.

use online resources to practice and develop independent skills in analyzing word structure and meanings in context. Assignments in this course will include written exercises based on texts of various lengths and sources. At the end of the course students should be able to apply the skills and strategies learned to build general and field-specific vocabulary continually beyond the classroom.

Text: McIntosh, C, Francis, B., and Poole, R. (Eds.). (2009). *Oxford collocations dictionary for students of English*. (2nd ed.). Oxford: OUP.