

| **ELI Courses, Summer 2016 Semester**  **May 31 - July 22, 2016** | | | |
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| **Course Name** | **Day & Time** | **Instructor** | **Room** |
| **Intensive English Courses – Reading, Writing & Vocabulary** | **Morning** |  | |
| **Reading, Writing, and Vocabulary, Level Intro & 1**  **(ELCI 003)**  Develop beginning English language skills, focusing on grammar, vocabulary, reading, and writing. | **M – F**  **9 a.m. – 11 a.m.** | **Alvarez, K.** | **PAHB 123** |
| **Reading, Writing, and Vocabulary, Level 2**  **(ELCI 203)**  Improve grammar, vocabulary, reading and writing skills in English. Improve written communication about personal and practical topics. | **M – F**  **9 a.m. – 11 a.m.** | **Ashton, E.** | **UC 201B** |
| **Nixon, M.** | **UC 201F** |
|  |  | **Aaron, C.** | **SOND 204** |
| **Reading, Writing, and Vocabulary, Level 3**  **(ELCI 303)**  Enhance English grammar, vocabulary, reading and writing skills for both academic and everyday situations. | **M – F**  **9 a.m. – 11 a.m.** | **Roh, L.** | **UC 201A** |
| **Intensive English Courses – Grammar Skills** | **Morning** |  | |
| **Grammar Skills, Level Intro and 1 (ELCI 013)**  Develop grammar skills for everyday and classroom situations. | **M – F**  **11.15 a.m. – 12.30 p.m.** | **Alvarez, K.** | **PAHB 123** |
| **Grammar Skills, Level 2 (ELCI 213)**  Improve grammar skills for everyday and classroom situations. | **M – F**  **11.15 a.m. – 12.30 p.m.** | **Ashton, E.** | **UC 201B** |
| **Nixon, M.** | **UC 201F** |
|  |  | **Aaron, C.** | **SOND 204** |
| **Grammar Skills, Level 3 (ELCI 313)**  Enhance grammar skills for everyday and academic situations. | **M – F**  **11.15 a.m. – 12.30 p.m.** | **Roh, L.** | **UC 201A** |
| **Intensive English Courses – Speaking & Listening** |  |  |  |
| **Speaking and Listening, Level Intro & 1 (ELCI 016)**  Gain speaking and listening skills while increasing knowledge of US and campus life. | **M – Th**  **1:30 – 4:00 p.m.** | **Andriamiarisoa, L.** | **PAHB 124** |
| **Speaking and Listening, Level 2 (ELCI 216)**  Develop listening and speaking strategies to converse in English. Practice in real-life communicative contexts. | **M – Th**  **1:30 – 4:00 p.m.** | **Sharp, C.** | **UC 201B** |
| **McKinnon, C.** | **SOND 206** |
| **Ashton, E** | **MP 105** |
| **Speaking and Listening, Level 3 (ELCI 316)**  Improve listening and speaking skills in English and refine communication strategies. | **M – Th**  **1:30 – 4:00 p.m.** | **Nixon, M.** | **UC 201A** |
| **Elective English Courses Evening** |  |  |  |
| **ILETS Preparation, Levels 4-6 (ELCI 540)**  This course is designed for intermediate- and advanced-level English learners who plan to take the International English Language Testing System (IELTS) test.  As part of this course, students will work on reading, writing, listening and speaking skills, and test taking strategies | **M & W**  **4:00 – 6:30 p.m.** | **Latham, G.** | **UC 204** |

 **ELI Courses, Summer 2015 Semester**

**May 31 - July 22, 2016**

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| **Academic English Courses** | **Morning** |  |  |
| **Grammar Skills, *Level 4* (ELCA 400)**  Develop and refine the grammar and editing skills necessary to detect and remedy common problems in ESL academic writing. | **W**  **1:30 – 4:00 p.m.**  **F**  **9:00 – 12:30 a.m.** | **Milter, K.** | **SHER 210** |
| **Writing & Grammar for Academic Purposes, Level 4**  **(ELCA 401/ELC41)**  Improve writing and grammar skills for academic work in English. | **M – Th**  **9:00 – 10:10 a.m.** | **Hsu, R.** | **SOND 107** |
| **Reading & Vocabulary for Academic Purposes, Level 4 (ELCA 402/ELC42)**  Become a more proficient reader in English while building vocabulary. | **M – Th**  **10:20 – 11:30 a.m.** | **Hsu, R.** | **SOND 107** |
| **Grammar Skills, *Level 5* (ELCA 500)**  Improve and refine advanced grammar and editing skills necessary for successful academic writing experience. | **W**  **1:30 – 4:00 p.m.**  **F**  **9:00 – 12:30 a.m.** | **Hsu, R.** | **MP 008** |
| **Writing & Grammar for Academic Purposes, Level 5**  **(ELCA 501/ELC51)**  Refine your writing and grammar skills as preparation for undergraduate or graduate study in the U.S. | **M – Th**  **9:00 – 10:10 a.m** | **Milter, K.** | **SHER 210** |
| **Reading & Vocabulary for Academic Purposes, Level 5 (ELCA 502/ELC52)**  Refine reading skills as preparation for the reading required in US degree programs. | **M – Th**  **10:20 – 11:30 a.m.** | **Milter, K.** | **SHER 210** |
| **Writing for Research & Professional Purposes**  **(ELCA 601/ELC61)**  Work with published materials in your own discipline and develop your own writing projects in the context of your discipline’s/profession’s expectations and audiences. | **M, T & Th**  **9:00 – 10:35 a.m.- ic English language reading,** | **McKinnon, C** | **SOND 207** |
| **Academic English Courses** | **Afternoon** |  |  |
| **Speaking & Listening for Academic Purposes, Level 4 (ELCA 403/ELC43)**  Develop the listening and speaking skills required for success in academic study. | **M, T & Th**  **1:30 – 3:05 p.m.** | **Milter, K.** | **SOND 110** |
| **Speaking & Listening for Academic Purposes Level 5** **(ELCA 503/ELC53)/603/63**  Refine the listening and speaking skills required for success in academic study. | **M, T & Th**  **1:30 – 3:05 p.m.** | **Aaron, C.** | **SOND 207** |
| **TESOL Training Class (ELCA 699)**  Learn about current methods for teaching English language learners (ELLs) of different ages in various learning contexts. Discuss and practice a wide variety of strategies and while exploring best practices for teaching listening, speaking, and reading, writing, grammar, and vocabulary, participants learn how to create an effective and communicative language classroom for all ELLs. | **T & Th**  **6:00 p.m – 9:00 p.m.** | **Hsu, R.**  **Milter, K** | **UC 201F** |
| **TESOL Training Class (ELCA 699) ONLINE**  Learn about current methods for teaching English language learners (ELLs) of different ages in various learning contexts. Discuss and practice a wide variety of strategies and while exploring best practices for teaching listening, speaking, and reading, writing, grammar, and vocabulary, participants learn how to create an effective and communicative language classroom for all ELLs. | **Online** | **England, Y.**  **Alvarez, K.** | **Online** |

**Last Updated on 5/31/2016**