Faculty  Kester-Director

Mission
The International English Program provides English as a Second Language (ESL) instruction. The program goal is to help students learn English for academic work through use of English in comfortable, authentic settings. The goal is supported by:

- A solid English language preparation program.
- Additional language support beyond the IEP.
- Support for the International Mission by increasing the number and impact of international students.
- Instruction by native speakers of English and competent second language learners of English.
- Varied opportunities for using English, including:
  - classroom instruction
  - conversation partnerships and tutoring
  - activity groups (reading clubs, Toastmasters, campus clubs, etc.)
  - volunteer service in Joplin area agencies.
- Help for Joplin area residents whose primary language is not English.

The English requirement for full admission to regular studies:

- A minimum TOEFL score of 68 (iBT) with a minimum writing score of 25 (iBT) OR
- A Michigan English Language Institute College English Test (MELICET) score of at least 75 with a writing score of at least 4.0

(There is no minimum TOEFL score required for admission to English studies before a degree program, but students are expected to complete the IEP work in three semesters.)

Students holding an F-1 visa to study in the U.S. must be enrolled full-time in academic studies. Full time academic status is 12 or more credit hours; English study is 15 credit hours per semester.

Placement: The MELICET, including a listening and writing assessment, is required before registration to help guide the placement of students. There is a fee for the test. MELICET is one form of the Michigan Test, developed by the University of Michigan. MELICET scores are valid only at the institution where the test is given.

Courses: Three levels of instruction are offered, Beginning, Intermediate and Advanced. Courses at each level include Speaking and Listening, Grammar, Reading and Culture, Composition and Multi-skills Academic Study. All classes must be passed with a 2.0 (C) to move to the next level. Courses may be repeated if necessary.

Length of Study: The time a student spends in the IEP depends on a variety of factors including personal motivation, study skills, the language commonly used outside the classroom, level of proficiency and ability. It is expected that students complete the IEP in a specific time, set when students enroll in courses after taking the initial Michigan or other language assessment test. A student is admitted to the English Program for a pre-established period of time, communicated on the Course Recommendations document (attached) after the Michigan Test is scored or another language test score is received.

No student can continue in the IEP longer than the established period without written permission of the IEP Director. Permission to continue will be granted only if the student has received passing grades in IEP courses and the student’s instructors recommend continuation.

Nothing herein prohibits a student from enrollment in courses at a lower or higher level than these general scores suggest, if test sub scores indicate different work in a skill area (grammar, listening, speaking, reading, writing, pronunciation) is more appropriate.

To become a full-time academic student in regular degree programs following the IEP:
1. Successfully complete all IEP courses with a minimum GPA of 2.0 and
2. Pass the MELICET Test with score of 75 and a writing score of 4.0 or
3. Pass the TOEFL with a score of 68 (iBT) and a writing score of 25 (iBT)

Disciplinary Policy
IEP Disciplinary policy conforms to the MSSU Academic Policies as stated in the catalog. Any IEP student failing below a GPA of 2.0 in any semester in his or her IEP course work will be placed on IEP academic probation. If the GPA is not raised to the minimum standard of progress during the probationary semester, the student is subject to academic suspension from the program.

A student receiving academic suspension may not return to the IEP for one semester and will not be re-enrolled if the student cannot present evidence that indicates a high probability of academic success.

Academic bankruptcy is not permitted in the IEP.

The Program
Students at all levels are required to enroll in a full load of IEP courses. Exchange Students at MSSU for a limited time and intending to complete their degree at another university may take IEP courses for transfer credit to their home institutions. Exchange students are governed by the exchange agreements under which they attend MSSU and must meet the language requirements of MSSU to be admitted to regular classes.

English Support Services
International students or second language English students in the regular academic program at MSSU who wish to take English support classes to help their academic studies may take up to 6 hours of IEP courses each semester.

Language Labs
A language computer lab and International Language Resource Center enable students to acquire English skills at their convenience. The labs feature components to assist students in improving English skills.
1. A speaking, listening and conversation component enables students to practice these skills through one-on-one conversations with lab instructors.
2. A reading and writing component provides students with individual tutoring on each assignment.
3. Interactive software provides additional instruction in English grammar problems.

Additional Help
IEP-sponsored English tutoring services for international and second language English students are provided through the Language Resource Center. In addition, Learning Center tutors are available to work with other academic work at any time.

Conversation Partners
Time with conversation partners is required of English learners and provides
support in getting to know American culture as well as language. Some IEP courses require students to find a conversation partner to complete the work of the course.

Highlights of the IEP
- Students admitted to the IEP are considered official students at Missouri Southern State University with all the accompanying rights and privileges. Unless a student has met admission requirements to the University, however, s/he is not admitted thereby to a degree program.
- No minimum TOEFL or other proficiency test score is necessary to enroll in IEP classes, but scores on the Michigan Tests (MELICET and MPT) are used for placement in appropriate level courses.
- Small classes offer personal attention.
- Native English-speaking conversation partners and dormitory roommates are available.
- Language labs and IEP tutors allow students to progress at their own pace.
- Students participate in field trips to areas of cultural interest as well as planned social activities with neighboring colleges and universities.

Visit the IEP online at: http://www.mssu.edu/international-studies/international-english-program/index.php

For additional information contact:
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Course Descriptions

ESL 0051  (F)  3 hrs. cr.
Level 1: Introduction to Grammar
Students focus on basic grammar structures in English at the independent word, phrase, and simple sentence level. Emphases include concrete, abstract, count and non-count nouns, pronouns, adjectives, adverbs, prepositions, regular and irregular verbs. Subject verb agreement and verb tenses are stressed. The course emphasizes use and understanding of these structures.

ESL 0052  (F,S)  3 hrs. cr.
Level 1: Beginning Listening & Speaking
Students focus on basic speaking and listening skills, including practice in language production and understanding. Primary focus of the course is pronunciation of American English phonemes and morphemes with additional work to assist students’ communication needs common situations. Topics include general conversation, interviewing, requests, questions and answers, and expressing opinions.

ESL 0053  (F,S)  3 hrs. cr.
Level 1: Beginning Reading
Students focus on basic reading skills, stressing reading strategies and vocabulary development. Primary focus stresses reading skills necessary to move on to higher level reading courses in the IEP. Topics include general purpose and recreational reading, reading speed and comprehension strategies, vocabulary and idiomatic expression development.

ESL 0054  (F,S)  3 hrs. cr.
Level 1: Beginning Composition
This course is designed to help the ESL learner master English syntax at the sentence level, with an introduction to basic paragraph form. Emphasis is on competency in clearly expressing ideas through developing various sentence structures. Students learn development of main and supporting ideas, simple and compound sentence structure.

ESL 0057  (F,S)  3 hrs. cr.
Level 1: Beginning English Skills
Students learn to navigate the American classroom system on the university level. Students explore relationships in America by participating in discussions, on campus activities and conversations with native English speakers as well as successful IEP students in higher levels. University policies and classroom expectations are a main focus. Emphasis is placed on skills needed to be successful in the American university environment.

ESL 0061  (F)  3 hrs. cr.
Level 2: Basic Grammar
Students focus on basic grammar structures in English at the sentence level. Emphasizes include verb forms and tensing structures, subject/verb agreement, parts of speech, use of adjective, adverb and prepositional phrases, noun and pronoun forms, and active/passive voices. Sentence construction is stressed, including complex sentence structures. The course emphasizes use and understanding of these structures.

ESL 0062  (F,S)  3 hrs. cr.
Level 2: Speaking and Listening
Students focus on basic speaking and listening skills, including practice in language production and understanding. Primary focus of the course is basic level conversation in American Standard English, with additional work to assist students’ communication needs for survival English. Topics include conversation, requests, questions and answers, and formulaic exchanges such as greetings, introductions and shopping.

ESL 0063  (F,S)  3 hrs. cr.
Level 2: Reading Skills
Students focus on basic reading skills, stressing reading strategies and vocabulary development. Primary focus stresses reading skill development and reading fluency (speed and comprehension). Topics include general purpose and recreational reading, vocabulary and idiomatic expression development.

ESL 0064  (F,S)  3 hrs. cr.
Level 2: Writing in English
This course is designed to help the ESL learner master English syntax at the phrase, clause and sentence level, with an introduction to basic paragraph form. Emphasis is on competency in expressing clearly complex ideas through developing various sentence structures and types. Students learn development of primary and secondary ideas. Class writing assignments are linked, when possible, to authentic purposes for writing.
### Level 2: Effective Learning Skills for English

- **ESL 0065** (F,S) 1 hr. cr.
- **Level 2: Effective Learning Skills for English**
  This course mediates the difficulties of learning a language in intensive, pre-academic settings and is required for students beginning full-time or required work in the IEP and for students in probationary status in the IEP. It teaches strategies for responding to course assignments and monitors use of these strategies in language learning. When learning problems arise, the instructor intercedes to develop solutions, including referrals for additional assistance.

### Level 2: ESL Tech: Technology Mediated Instruction

- **ESL 0066** (F,S) 2 hrs. cr.
- **Level 2: ESL Tech: Technology Mediated Instruction**
  This course addresses the technical needs for English language instruction: email, LioNet, Blackboard, printing, social media, and network access. The core of the course will focus on computer mediated English instruction with application for independent and self-motivated study.

### Level 2: Developing Basic English Skills

- **ESL 0067** (Su) 3 hrs. cr.
- **Level 2: Developing Basic English Skills**
  Students focus on four basic English skills: reading, writing, speaking and listening, and grammar. Primary focus stresses the skills most important at a beginning level: vocabulary development, correct grammatical structures, written communication strategies, negotiating meaning and avoiding misunderstandings, and participation in common, everyday communications, questions and answers, and opinions.

### Level 2: Pronunciation Clinic

- **ESL 0068** (F,S) .5 hrs. cr.
- **Level 2: Pronunciation Clinic**
  This clinic focuses on breaking bad language use habits and enhancing the automaticity of correct English mastery of basic English sounds at the syllable, phoneme, and word level. It includes introduction of commonly used numbers pronunciation (telephone numbers, currency, accounts, addresses, student ID's, etc.).

### Level 2: Readers' Workshop

- **ESL 0069** (F,S,Su) .5 hrs. cr.
- **Level 2: Readers' Workshop**
  This clinic focuses on enhancing the automaticity of correct English and vocabulary development through extensive reading and discussion. A primary goal of this workshop is to encourage reading for enjoyment. Students read low level graded readers of popular fiction and non-fiction in English.

### Level 2: Grammar Functions

- **ESL 0071** (F,S) 3 hrs. cr.
- **Level 2: Grammar Functions**
  Students focus on basic and intermediate grammar structures in English at the sentence level. Emphases include verb forms and tensing structures, modals, conditionals and causatives, noun and pronoun forms and active/passive voices. Sentence construction is stressed, including complex sentence structures. The course emphasizes use and understanding of these structures.

### Level 3: Speaking and Listening

- **ESL 0072** (F,S) 3 hrs. cr.
- **Level 3: Speaking and Listening**
  Students focus on basic and intermediate speaking and listening skills, including practice in language production and understanding. Primary focus of the course is conversation in American Standard English, with additional work to assist students' communication needs in American higher education. Topics include general conversation, interviewing, requests, questions and answers and expressing opinions.

### Level 3: Reading and Vocabulary

- **ESL 0073** (F,S) 3 hrs. cr.
- **Level 3: Reading and Vocabulary**
  Students focus on basic and intermediate reading skills, stressing reading strategies and vocabulary development. Primary focus stresses reading skills necessary in the general environment of American higher education by way of an introduction to American culture. Topics include general purpose and recreational reading, reading speed and comprehension strategies, vocabulary and idiomatic expression development.

### Level 3: ESL Tech: American Culture Studies

- **ESL 0074** (F,S) 3 hrs. cr.
- **Level 3: ESL Tech: American Culture Studies**
  This course is designed to help the ESL learner master English syntax at the sentence and paragraph level, with an introduction to basic academic essay form. Emphasis is on competency in expressing clearly complex ideas through developing various types of paragraphs. Students learn development of main and supporting ideas.

### Level 3: Intermediate ESL Skills

- **ESL 0075** (F,S) 3 hrs. cr.
- **Level 3: Intermediate ESL Skills**
  Students focus on four intermediate English skills: reading, writing, speaking and listening, and grammar. Primary focus stresses the skills most important at an intermediate level: vocabulary building, correct grammatical structures for communicative language production and participation in common, everyday communications, questions and answers and expressing opinions.

### Level 3: Pronunciation Clinic

- **ESL 0076** (F,S) .5 hr. cr.
- **Level 3: Pronunciation Clinic**
  Students enrolled in more than six credits in any semester in the IEP are required to take two language enhancement courses, meeting 1-2 hours weekly. This course is one of the options in meeting that requirement.

### Level 3: Intermediate ESL Skills

- **ESL 0077** (F,S) 3 hrs. cr.
- **Level 3: Intermediate ESL Skills**
  Students focus on four intermediate English skills: reading, writing, speaking and listening, and grammar. Primary focus stresses the skills most important at an intermediate level: vocabulary building, correct grammatical structures for communicative language production and participation in common, everyday communications, questions and answers and expressing opinions.

### Level 3: Pronunciation Clinic

- **ESL 0078** (F,S) .5 hr. cr.
- **Level 3: Pronunciation Clinic**
  Students enrolled in more than six credits in any semester in the IEP are required to take two language enhancement courses, meeting 1-2 hours weekly. This clinic focuses on breaking bad language use habits and enhancing the automaticity of correct English through extensive speaking, error correction and improvement strategies geared to specific student needs.

### Level 3: Readers' Workshop

- **ESL 0079** (F,S) .5 hr. cr.
- **Level 3: Readers' Workshop**
  Students enrolled in more than six credits in any semester in the IEP are required to take two language enhancement courses, meeting 1-2 hours weekly. This clinic focuses on enhancing the automaticity of correct English and vocabulary development through extensive reading and discussion. Students will read and listen to presenters discuss readings important to them. A primary goal of this workshop is to encourage reading for enjoyment.

### Level 4: Grammar Functions

- **ESL 0081** (F,S) 3 hrs. cr.
- **Level 4: Grammar Functions**
  Students focus on advanced grammar structures in English at the sentence and paragraph level, including: modals, semi-modals and similar constructions; conditionals and causatives; noun, adverb and relative clauses; gerund, infinitive and participial phrases; prepositions; articles and active/
sive voice structure and use. Highly complex sentence construction and paragraph organization are highlighted as well as choice or grammatical structure to communicate specific intentions.

**ESL 0082**  (F,S)  3 hrs. cr.
**Level 4: Academic Speaking & Listening**
Students focus on advanced speaking and listening skills appropriate to American higher educational settings, including language production and understanding. The course emphasizes academic lecture discourse and note taking skills; discussion leadership and participation styles; researching, analyzing and expressing opinions on a variety of academic topics. Requires a placement test or approval of the IEP director.

**ESL 0083**  (F,S)  3 hrs. cr.
**Level 4: Academic Reading**
Students focus on reading skills necessary for university academic work, stressing reading strategies and vocabulary development. Primary focuses are understanding difficult texts and vocabularies, increasing reading speed and encouragement of recreational reading in English. Topics include essay and academic texts; careful reading, skimming and scanning skills and summarizing. Requires a placement test or permission of the IEP director.

**ESL 0084**  (F,S)  3 hrs. cr.
**Level 4: ESL Composition**
This course is designed to help the ESL learner master English syntax at the essay and formal paper level, with introduction to basic citation form. Emphasis is on academic discourse styles in development of the essay and other types of classroom written work. Topics include development of a thesis through essay organization and writing clearly under the pressure of time. Requires a placement test or permission of the IEP director.

**ESL 0085**  (Demand)  3 hrs. cr.
**ESL Skills for the University**
This is a multi-skills course which focuses on student language needs for the American university classroom. While the topic under study will change from semester to semester, the primary focus on multiple language skills adequate for university work remains the same. Students will explore an academic topic through extensive reading, writing and research, class discussion, lecture note taking and examinations at a level expected of first year students. Students will not only practice skills learned from earlier classes, they will learn strategies to deal with the volume of work required in university classes. Requires a placement test or permission of the IEP director.

**ESL 0086**  (F,S)  2 hrs. cr.
**Level 4: IEP Tech: Vocabulary Development**
Development and accurate use of vocabulary is an important skill for language learners. This course focuses especially on development skills such as introducing the academic word lists, enhancing spelling abilities through introduction of spelling strategies, and mastering the most common words in American English.

**ESL 0087**  (Su,Demand)  3 hrs. cr.
**Level 4: Academic ESL Skills**
Students focus on four advanced English skills: reading, writing, speaking and listening and grammar. Primary focus stresses the skills most important at an advanced level: vocabulary building in technical, professional and academic areas, correct grammatical structures for business and academic language production and participation in university level communications, discussions, formal questions and expressing opinions.

**ESL 0088**  (F,S)  .5 hrs. cr.
**Level 4: Pronunciation Clinic**

This clinic focuses on breaking bad language use habits and enhancing the automatically of correct English through extensive conversation, error correction and improvement strategies geared to specific student needs.

**ESL 0089**  (F,S,Su)  .5 hrs. cr.
**Level 4: Readers’ Workshop**
This course focuses on enhancing the automaticity of correct English and vocabulary development through extensive reading and discussion. It uses common English texts, fiction and non-fiction, modified for beginning English learners. A primary goal of this workshop is to encourage reading for enjoyment.

**ESL 0097**  (Demand)  0-8 hrs. cr.
**ESL Topics**
Short term courses for persons desiring short study of English while in the U.S. Non-gradable.

**ESL 0128**  (Demand)  3 hrs. cr.
**Reading for Pronunciation and Vocabulary**
This course focuses on two advanced language skills: accent reduction and vocabulary development. Advanced learners often find that residual first language accent inhibits understandability and that the vocabulary they learned initially is inadequate for the communication tasks they face. The course will use extensive oral reading and reading for comprehension to address those two difficulties.

**ESL 0130**  (Demand)  2 hrs. cr.
**Studying for the TOEFL**
This course focuses on the tools good students use to prepare for the TOEFL examinations. English competence and a number of other factors affect student performance, including test anxiety, assessment misunderstanding, unfamiliarity with key vocabulary, poor study habits and poor strategies. The goal of this short course is to introduce the most helpful things to prepare for the TOEFL and, by extension, other language assessments such as the Michigan Test Battery.

**INTERNATIONAL STUDIES**

Webster Hall 337 • 417.659.4442

**Faculty**  Stebbins - Director

**Mission**
It is the goal of Missouri Southern State University that all academic programs be enhanced through an emphasis on international education. To that end, the University has identified five goals:

1. Graduates will have an understanding of how cultures and societies around the world are formed, sustained and evolve.
2. Graduates will have empathy for the values and perspectives of cultures other than their own and an awareness of international and multicultural influences in their own lives.