

Office of International Affairs

International Affairs (<https://international.ku.edu/>) is the central administrative office for the international division, empowering Jayhawks from all 50 states and over 105 nations to achieve their full potential by mobilizing discovery, research, and service across geopolitical borders. Academic programs include English language instruction provided through the Applied English Center (<http://aec.ku.edu/>), and a Global Awareness certificate administered by Study Abroad and Global Engagement (<https://studyabroad.ku.edu/>).

Applied English Center

The Applied English Center (AEC) has a long and illustrious history of serving non-native English speaking students in their goals of English language learning. The program was founded in 1964 and was one of the first intensive English programs in the United States. Since then, the AEC has expanded its reach and now offers additional courses and programs to serve a wide range of constituents.

The AEC offers several learning opportunities:

- Intensive English coursework at any skill level (<http://aec.ku.edu/overview/>)
- For-credit courses to support degree-seeking KU students (<http://aec.ku.edu/courses-ku-international-students/>)
- Short-term Study (<https://aec-clone.drupal.ku.edu/isp-hp/>)
- Online Programs (<https://aec-clone.drupal.ku.edu/online-programs-intro/>)
- Customized courses for departments across campus (<https://aec.ku.edu/ku-outreach-1/>)
 - Legal English Program (<https://aec.ku.edu/legal-english-program/>)
- TEFL Certificate Program (<https://aec.ku.edu/tefl-certificate/>)

Additionally, we offer a wide range of student support services:

- Cross-cultural Advising (<https://aec-clone.drupal.ku.edu/advising-counseling/>)
- Conversation Groups (<https://aec-clone.drupal.ku.edu/aec-activities/>)
- Access to the Learning English Online (LEO) Computer Lab (<https://aec-clone.drupal.ku.edu/leo-lab/>)
- The Point Tutoring Services (<https://aec-clone.drupal.ku.edu/point/>)
- SPEAK Test (<http://aec.ku.edu/speak-test-and-testing-information/>)

Please visit the Applied English Center (<http://aec.ku.edu/>) website for more information about our programs and services.

For information about **admission requirements**, please visit the International Admissions (<https://world.ku.edu/english-requirements/>) website. Admission to KU does not constitute a waiver of the University of Kansas English proficiency requirement. Students may be required to take the English Proficiency Exam and may be required to take courses with the Applied English Center.

Undergraduate Certificate in Global Studies

Global Awareness Program

- **Open to all undergraduates**
- **Complete 2 components to earn GAP OR Complete all 3 to earn GAP with Distinction**
- **Noted on official transcript**
- **Offers a competitive advantage and a unique way to highlight your international experience**

Academics

Domestic Students

- A minimum of 2 semesters of college-level study in the same *modern* foreign language
- AND 3 courses (<http://gap.ku.edu/course-list/>) with a modern, international focus from 3 different departments (2 different departments for STEM students)

International Students

- Pass the English Proficiency Exam through the Applied English Center (AEC), or receive an English requirement waiver
 - *Native English-speakers need to pass two semesters of a foreign language*
- AND 2 courses with a modern international focus and 1 course (<https://gap.ku.edu/us-focused-courses/>) **with a U.S. focus.**

On-Campus Cultural Activities

- Participate in 20 hours of on-campus activities that have an international and/or cultural focus outside of your ethnicity and/or religion.
- Answer reflection questions on your activities

International Experience

Domestic students

- Participate in a KU-approved study/research/internship abroad program for credit.
- Once you return, answer short-answer reflection questions or participate in a discussion group

International students

- Your time at KU counts as your international experience. Answer short-answer reflection questions or participate in a discussion group

Courses

AEC 1. Level 1 Support Course. 2 Hours.

In this class, learners will look at vocabulary in authentic contexts. Students examine vocabulary for depth, considering the types of word knowledge needed to know, to understand, and to use words correctly. Examples of this data include collocations, synonyms, antonyms, and word parts (prefixes, roots, and suffixes). This course also focuses on increasing the breadth of learner vocabulary. Prerequisite: Placement by the Applied English Center. LEC.

AEC 2. Level 2 Support Course. 2 Hours.

Verbs enable language users to convey multi-dimensional messages, allowing them to travel precisely back and forth in time and indicate what is possible, permissible and polite. Yet many students see and use verbs in a one-dimensional way, focusing on the definition of the verb but disregarding the time message of tense and the nuance of modals. This class will address that discrepancy. Although students will practice verb forms, the class concentration will be on the recognition and accurate use of the functional message of verb tenses and modals. Specifically, students will analyze the forms and functions of targeted verb tenses, select appropriate verb tenses in written and oral activities and expand control of sentence-level grammar. Prerequisite: Placement by the Applied English Center. LEC.

AEC 3. Level 3 Support Course. 2 Hours.

This course supports the Level 3 core courses by emphasizing and targeting reading skills in an effort to further improve their reading comprehension, increase their reading fluency and develop their vocabulary as demonstrated in their writing and speaking. Reading selections target comprehension and critical thinking skills while timed word and reading selections are used to promote reading speed and fluency. Vocabulary development is targeted through morphemic analysis of roots and affixes and study of context clues. Prerequisite: Placement in this course by Applied English Center. LEC.

AEC 4. Elective: Special Topics in: _____. 2 Hours.

Skill-based or content-based special topics for upper level students enrolled in at least one Applied English Center core course. Prerequisite: Placement in this course by the Applied English Center. LEC.

AEC 5. Short Term Program with Applied English Center Course Enrollment: _____. 0-16 Hours U.

Skill-based special topics at appropriate level(s) for short term program students attending core AEC courses for a partial term. Prerequisite: Placement in this course by the Applied English Center. LEC.

AEC 6. Anticipated Future Applied English Center Credit Hours. 1-16 Hours U.

This course is a placeholder for future anticipated Applied English Center credit hour enrollment. Prerequisite: Placement in this course by the Applied English Center. LEC.

AEC 7. Short Term Programs Self-Contained Enrollment: _____. 0-16 Hours U.

Specialized English language courses for short term program students. Courses focus on the use of English in particular fields of study or employment based on program objectives. Prerequisite: Placement in this course by the Applied English Center. LEC.

AEC 10. Diagnostic Tests for Level 1. 1-16 Hours U.

Diagnostic test. Enrollment required for students who take proficiency test at semester start and place into level 1 courses. Prerequisite: Placement in this course by the Applied English Center. LEC.

AEC 82. Classroom Communication for International Teaching Assistants. 3-4 Hours U.

Practice of communication skills: pronunciation, fluency and vocabulary development, question and answer techniques, paraphrasing and discussion; video-recorded practice teaching mini-lectures or demonstrations with feedback by instructor in tutorial sessions and by other native speakers during presentations. Open only to graduate students or seniors near graduation. Four credits in the fall and spring semesters; three credits in the summer term. Prerequisite: Students must have completed all AEC courses except AECG 151 or AECR 151, have a score of at least 35 on the SPEAK test; and have written permission from the Applied English Center. LEC.

AEC 90. English Proficiency Test. 0 Hours U.

Final proficiency test. Required of all students enrolled in one or more Applied English Center courses, except AEC 82. Graded satisfactory/unsatisfactory. LEC.

Courses

AECB 10. Basic English. 1-15 Hours.

Basic English is a fully-integrated English as a Second Language course designed for students at the lowest level of English proficiency. The purpose of this course is to help students develop and strengthen their English skills in reading, writing, speaking, listening, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at a beginning to middle A1 CEFR proficiency level. Specifically, students will be able to understand and use familiar everyday expressions and very basic phrases in both speech and writing. Students will also be able to interact in a simple way provided the other person talks slowly and clearly. LEC.

Courses

AECL 13. Listening, Speaking and Grammar for Academic Purposes 1. 3-8 Hours U.

Students in Level 1 Listening/Speaking/Grammar are at the beginning of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in listening, speaking, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the A2 CEFR proficiency level. Specifically, students will be able to communicate and understand simple, foundational English relevant to academic study. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECL 20. Listening, Speaking and Grammar for Academic Purposes 2. 3-8 Hours U.

Students in Level 2 Listening/Speaking/Grammar are at a high-beginning/low-intermediate level of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in listening, speaking, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B1 CEFR proficiency level. Specifically, students will be able to understand the main points of clear standard input regularly encountered in academic study and can produce simple connected speech on relevant topics. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECL 30. Listening, Speaking and Grammar for Academic Purposes 3. 3-8 Hours U.

Students in Level 3 Listening/Speaking/Grammar are at an intermediate level of English for Academic Purposes study. The purpose of this course

is to help students develop and strengthen their English skills in listening, speaking, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B2 CEFR proficiency level. Specifically, students will be able to understand the main ideas of lectures on both concrete and abstract topics and will be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECL 140. Listening, Speaking and Grammar for Academic Purposes 4. 3-8 Hours U.

Students in Level 4 Listening/Speaking/Grammar are at a low-advanced level of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in listening, speaking, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B2/C1 CEFR proficiency level. Specifically, students will be able to understand the main ideas and begin to recognize implicit meaning in lectures on both concrete and abstract topics, and will be able to begin to express him/herself fluently and spontaneously for academic purposes. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECL 151. Listening, Speaking and Grammar for Academic Purposes 5. 3-7 Hours U.

Students in Level 5 Listening/Speaking/Grammar are at an advanced and final level of English for Academic Purposes study. The purpose of this course is to help students strengthen and refine their English skills in listening, speaking, grammar and vocabulary. By the end of this course, students will be able to produce language at the C1 CEFR proficiency level. Specifically, students will be able to understand a wide range of demanding, longer speech and recognize implicit meaning in lectures on both concrete and abstract topics. Students will also be able to express themselves fluently and spontaneously and use language flexibly and effectively for academic purposes. Prerequisite: Placement in this course by the Applied English Center. LEC.

Courses

AECO 21. University Life in the U.S. 1. 1 Hour.

This is the first course in a two-course series whose purpose is to introduce and acclimate students to U.S. university life and culture. In this first course, students will learn about the U.S. university system, be introduced to campus culture in the U.S., discover what resources and support are available for students at U.S. universities, and explore different aspects of student life. While language development is not the primary objective of this course, students will be able to self-assess their language skills through their ability to complete course activities. Additionally, students will take a language assessment at the end of the course that will give them an idea of their English proficiency and where they would potentially begin their study should they choose to attend the University of Kansas. LEC.

AECO 22. University Life in the U.S. 2. 1 Hour.

This is the second course in a two-course series whose purpose is to introduce and acclimate students to U.S. university life and culture. In this second course, students will become familiar with U.S. academic culture and expectations, discover and utilize learning strategies that will be particularly helpful in U.S. classrooms, understand what technology skills are needed to succeed and learn about how to apply to U.S. universities. While language development is not the primary objective of this course, students will be able to self-assess their language skills through their ability to complete course activities. Additionally, students will take a

language assessment at the end of the course that will give them an idea of their English proficiency and where they would potentially begin their study should they choose to attend the University of Kansas. LEC.

AECO 51. Intensive English Online 1. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Low B1 to Mid B1 CEFR range, and is the first level of an eight-level, fully online program. LEC.

AECO 52. Intensive English Online 2. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Mid B1 to High B1 CEFR range, and is the second level of an eight-level, fully online program. LEC.

AECO 53. Intensive English Online 3. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Low B1+ to Mid B1+ CEFR range, and is the third level of an eight-level, fully online program. LEC.

AECO 54. Intensive English Online 4. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Mid B1+ to High B1+ CEFR range, and is the fourth level of an eight-level, fully online program. LEC.

AECO 55. Intensive English Online 5. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Low B2-Mid B2 CEFR range, and is the fifth level of an eight-level, fully online program. LEC.

AECO 56. Intensive English Online 6. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Mid B2 to High B2 CEFR range, and is the sixth level of an eight-level, fully online program. LEC.

AECO 57. Intensive English Online 7. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the High B2 to Mid B2+ CEFR range, and is the seventh level of an eight-level, fully online program. LEC.

AECO 58. Intensive English Online 8. 6.5 Hours.

This integrated skills course focuses on the language and academic skills students will need to be successful in a university program of study. Instruction will be given in reading, writing, listening and speaking. Grammar and pronunciation will also be taught in order to increase students' accuracy and fluency. Students will be exposed to content and vocabulary they will likely encounter in their course of study. This course targets students at the Mid B2+ to High B2+ CEFR range, and is the last level of an eight-level, fully online program. LEC.

AECO 81. Staying Current: Professional Development for EFL Teachers. 2 Hours.

This practical and project-oriented course is for current EFL teachers who want to enhance their professional knowledge and skills. The course has two foundational modules: Enhancing Planning and Engaging the EFL learner. Enhancing Planning builds on foundations of lesson planning through analyzing strong lesson planning features, addressing areas of weakness in plan development, applying new strategies in lesson sequence, and aligning courses with intended outcomes. Engaging the EFL learner is a multifaceted approach to creating a dynamic classroom through cultivating classroom management, using technology and authentic materials, and adapting materials and lessons. Course participants will also participate in two specialized modules: pedagogical grammar and pronunciation. Pedagogical grammar and pronunciation will focus on considerations and best practices in various teaching contexts. Participants will apply what they have learned by developing activities and strategies ready to be used in a classroom setting. LEC.

Courses

AECR 13. Reading, Writing and Grammar for Academic Purposes 1. 3-8 Hours U.

Students in Level 1 Reading/Writing/Grammar are at the beginning of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in reading, writing, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce written language at the A2 CEFR proficiency level. Specifically, students will be able to communicate and understand simple, foundational English relevant to academic study. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECR 20. Reading, Writing and Grammar for Academic Purposes 2. 3-8 Hours U.

Students in Level 2 Reading/Writing/Grammar are at a high-beginning/low-intermediate level of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in reading, writing, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B1 CEFR proficiency level. Specifically, students will be able to understand the main points of clear standard input regularly encountered in academic study and produce simple connected text on relevant topics. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECR 30. Reading, Writing and Grammar for Academic Purposes 3. 3-8 Hours U.

Students in Level 3 Reading/Writing/Grammar are at an intermediate level of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in reading, writing, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B2 CEFR proficiency level. Specifically, students will be able to understand the main ideas of complex text on both concrete and abstract topics and will be able to produce clear, detailed text on a wide range of subjects. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECR 140. Reading, Writing and Grammar for Academic Purposes 4. 3-8 Hours U.

Students in Level 4 Reading/Writing/Grammar are at a low advanced level of English for Academic Purposes study. The purpose of this course is to help students develop and strengthen their English skills in reading, writing, grammar and vocabulary, and to prepare them for academic English learning at higher levels. By the end of this course, students will be able to produce language at the B2/C1 CEFR proficiency level. Specifically, students will be able to understand the main ideas of complex text on both concrete and abstract topics and begin to recognize implicit meaning. Students will also be able to produce clear, detailed text on a wide range of subjects and begin to demonstrate control of organizational patterns, connectors and cohesive devices. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECR 151. Reading, Writing and Grammar for Academic Purposes 5. 3-7 Hours U.

Students in Level 5 Reading/Writing/Grammar are at an advanced and final level of English for Academic Purposes study. The purpose of this course is to help students strengthen and refine their English skills in reading, writing, grammar and vocabulary. By the end of this course, students will be able to produce language at the C1 CEFR proficiency level. Specifically, students will be able to understand a wide range of demanding, longer texts, and recognize implicit meaning and will be able to use language flexibly and effectively for academic purposes. Students will also be able to produce clear, well-structured detailed texts showing controlled use of organizational patterns, connectors and cohesive devices. Prerequisite: Placement in this course by the Applied English Center. LEC.

Courses

AECT 1. Special Enrollment in English as a Second Language Non-Credit Tutorial: _____. 1-16 Hours U.

Individualized schedule of instruction in one or more language skills at appropriate level(s) for students enrolling in level 1, 2, or 3 AEC courses. Prerequisite: Placement in this course by the Applied English Center. LEC.

AECT 82. Tutorial in Classroom Communication for International Teaching Assistants: _____. 2-4 Hours U.

Improve English communication skills: work on pronunciation and grammatical accuracy and fluency using speech recognition software and by presenting mini-lectures that are video recorded for review. Receive individual feedback and prioritization of tasks in weekly tutorial. Special emphasis is placed on classroom communication strategies. Open only to graduate students or seniors near graduation. Variable hour enrollment dependent on student need. Prerequisite: Students must have completed all AEC courses except AECG 151 or AECR 151, have a score of at least 35 on the SPEAK test, and have written permission from the Applied English Center. LEC.

AECT 101. Special Enrollment in English as a Second Language For-Credit Tutorial: _____. 1-16 Hours U.

Individualized schedule of instruction in one or more language skills at appropriate level(s) for students enrolling in level 4 or 5 AEC courses. Prerequisite: Placement in this course by the Applied English Center. LEC.

Courses**AESP 1. Applied English Center Special Topics: _____. 1-3 Hours.**

This course is designed by the Applied English Center to meet the needs of international students of varying majors, whose first language is not English. These courses are available in several different areas and topics. LEC.

AESP 160. Applied English Center Special Topics: _____. 0-3 Hours.

This course is designed by the Applied English Center to meet the needs of international students of varying majors, whose first language is not English. These courses are available in several different areas and topics. LEC.

Courses**EAP 101. English for Academic Purposes I. 6 Hours U.**

A general introduction to academic English for students in term one of the AAP3 track of the KU Academic Accelerator Program (KU AAP). The course utilizes materials from textbooks and short lectures appropriate for use in courses in the humanities, social sciences, and sciences. The focus is on the use of English and academic strategies necessary to access, understand, recreate, and critically discuss disciplinary content typical of lower division academic courses. Students read textbook chapters, listen to short academic lectures, take tests, write papers, and give oral presentations on topics from various disciplines. This course is paired with EAP 111 and instructors collaborate to teach students how to write a research paper. Prerequisite: Placement in this course is by the Undergraduate Accelerator Program. Students must be concurrently enrolled in or have previously taken EAP 111. LEC.

EAP 102. English for Academic Purposes II. 3 Hours U.

An advanced academic English course that helps KU AAP students expand their ability to use English to access, understand, re-create, and critically discuss disciplinary content for American Studies 100, a lower division academic class. EAP 102 emphasizes academic strategies and the use of vocabulary, collocations, grammar, and larger pieces of discourse to express ideas and relationships among the concepts central to AMS 100. Students will demonstrate knowledge of academic English based on content from the American Studies course through class discussions and activities, oral presentations, and academic papers. Prerequisite: Completion of EAP 101 with A, B, or C; or placement upon arrival testing. Students must be concurrently enrolled in or have previously taken AMS 100. LEC.

EAP 111. Information Literacy. 1 Hour U.

An advanced academic English course focusing on introducing the concepts and best practices of information literacy including the critical thinking skills essential to identifying information to be researched, deciding where to search for information, gathering and evaluating sources, avoiding plagiarism by citing sources appropriately, and presenting information effectively. The course emphasizes the process of researching a topic related to concepts taught in EAP 101. Prerequisite: Placement in this course is by the Undergraduate Accelerator Program. LEC.

EAP 121. English Grammar for Academic Purposes I. 2 Hours U.

A two-credit, high-intermediate grammar course designed to review grammatical structures used in academic disciplines. Students will apply

these grammatical structures to freshman-level spoken and written assignments. The focus is on organization, grammatical accuracy, word choice, and general comprehensibility. Prerequisite: Placement in this course is by the Undergraduate Accelerator Program. LEC.

EAP 122. English Grammar for Academic Purposes II. 1 Hour U.

A one-credit, advanced grammar course that focuses on the grammatical structures used in academic research in humanities, social sciences and natural sciences. Students explore the vocabulary, phrases and grammatical structures necessary to discuss and conduct academic research. There is an intense focus on overall comprehensibility, lexical choice, and grammatical accuracy. Prerequisite: Completion of EAP 121 with A, B, or C. LEC.

EAP 123. Integrated English Grammar for Academic Purposes. 1 Hour.

EAP 123 is a one-credit advanced grammar course that focuses on the lexical and grammatical expression of key concepts in EVRN 170 and 171. It is intended for KUAAP students entering the first semester of the AAP 2 program. Students explore the vocabulary, phrases, and grammatical structures necessary for accurate and direct responses to prompts and short-answer questions that reflect the content of EVRN 170 and 171. There is an intense focus on overall comprehensibility, lexical choice, and grammatical accuracy, as demonstrated in writing assignments and other tasks. Prerequisite: Placement in this course is by the Undergraduate Accelerator Program. Students must be concurrently enrolled in or have previously taken the corresponding EVRN course for this grammar course. LEC.

EAP 601. English for Professional Purposes. 4 Hours.

An advanced English preparatory course that helps students expand their ability to use English to access, understand, re-create, and critically discuss disciplinary content for graduate level academic classes. The class emphasizes academic strategies and the use of vocabulary, collocations, grammar, and larger pieces of discourse to express ideas and relationships among the concepts central to these courses. Students will write papers and give oral presentations based on content from the disciplines. Prerequisite: Participation in the KU MAP program. LEC.

EAP 602. English for Specific Purposes. 2 Hours.

An advanced grammar course that focuses on building fluency through an applied approach that reinforces the specific language skills necessary to work in a particular field. Content will include the lexical and grammatical expression of key concepts in graduate courses in term 1 of the MAP2 program. The grammar course is created in collaboration with faculty who teach the associated graduate courses. The students explore the vocabulary, phrases, and grammatical options necessary for accurate and direct responses to prompts and short-answer questions. Prerequisite: Participation in the KU MAP Program. LEC.

Courses**GSP 707. Professional Presentations in the American Academy. 2 Hours.**

A course that provides illustrative models and examples, practice, and feedback to allow mastery of professional, informative, and engaging professional and disciplinary presentations. Students will learn the major creative components and organizational structures for professional and conference presentations including: introductions, poster sessions, short lectures or research presentations, and meetings. Students will practice using appropriate delivery modes and skills and develop visual aids for presentations. (Same as GS 707.) Prerequisite: Participation in the KU MAP program. LEC.

GSP 751. Introduction to Graduate Writing in US Institutions. 2 Hours.

A course that prepares students to meet the challenges of advanced academic writing in their chosen field or major by expanding their repertoire of research-related vocabulary, structures, and rhetorical patterns. Students will become familiarized with professional and research writings. Emphasis is placed on citing and quoting primary materials, organizational strategies, and grammar, editing, and usage. (Same as GS 751.) Prerequisite: Participation in the KU MAP program. LEC.