American English Institute

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The American English Institute offers several English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting:

- Intensive English Program
- Academic English for International Students program
- International Graduate Teaching Fellow program
- online distance education (e-learning) program
- special short-term program

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language. Classes begin in September, January, March, and June.

Intensive English Program

This program consists of a basic seven-level curriculum and an elective curriculum.

The basic seven-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening, and written communication, which emphasizes reading and composition.

The elective curriculum consists of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, Pronunciation, and Academic Vocabulary.

Other services and facilities, including an audio-digital laboratory and a Macintosh computer laboratory, help students develop English proficiency. Advanced students may enroll, with approval from the institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students

This program is offered to matriculated students who have scored between 500 and 575 on the paper-based TOEFL, between 61 and 88 on the Internet-based TOEFL, or below 7.0 on the International English Language Testing System (IELTS) examination, or who request additional training in English as a second language for academic work. Courses are offered in listening, speaking, reading and vocabulary, and writing. A placement test is required before registering. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the American English Institute main office, its advising office, and the Office of International Affairs.

International Graduate Teaching Fellow Program

English courses are offered to international teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the institute office, the Office of International Affairs, and the Graduate School.

Distance Learning

The institute offers several online e-learning courses and video conferencing workshops in language-teacher training. Specialized distance courses can also be designed upon request.

Short-Term Programs

The institute designs and teaches short-term programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and culture, or second-language teaching methodology.

Student Services

The institute's services for students in the intensive and short-term programs include host families, an academic advisor, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

Admission Procedures

The institute's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. Students are advised to study English for a minimum of six months prior to admission. To apply, submit the following materials:

1. An American English Institute application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $110

Admission to the Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the institute's admissions coordinator.

Faculty

Karen Adams, instructor (intensive English language instruction, teacher trainer, academic reading and writing). BA, 1985, MA, 1988, Arizona; PhD, 1995, Oregon; MAT, 2003, Pacific. (2008)

Edward Adamson, instructor (academic vocabulary, writing and grammar). BA, 1997, Wisconsin, Madison; MEd, 2006, Minnesota, Twin Cities. (2011)

Agnieszka Alboszta, instructor (critical thinking, distance education). BA, 1993, Minnesota, Twin Cities; MA, 2000, California Institute of Integral Studies. (2003)

Marc Arndt, instructor (upper-level reading, writing and grammar instruction, extensive reading). BA, 1999, Oberlin College; MA, 2011, Oregon. (2011)

Jane Averill, senior instructor (academic speaking, writing and language program administration). BA,1974, Kansas; MA, 1980, San Francisco State. (2013).

Brandon Bigelow, adjunct instructor (reading, writing, grammar and oral communication skills). BA, 2010, MA, 2013, Oregon. (2013)

Stephina Brewer, adjunct instructor (academic reading and writing, ongoing orientation). BA, 1987, MA, 1999, Arizona State. (2013)

John Busch, adjunct instructor (English linguistics, reading and vocabulary). BA 1982, Minnesota, Twin Cities; MA, 2007, Oregon. (2013)

Brian Butler, adjunct instructor (academic reading and writing). BA, 1992, Pacific Christian College; MA, 1998, Emmanuel School of Religion; PhD, 2012, Oregon. (2005)

Matthew Chambers, adjunct instructor (academic reading and writing, ongoing orientation). BA, 2008, MA, 2009, Kent. (2013)

Sandra Clark, instructor (intensive English language teaching, content-based instruction, critical thinking). BA, 1982, San Jose State; MA, 2004, Portland State. (2011)

Dustin Crawford, instructor (listening and speaking skills, academic advising, group learning dynamics). BA, 2006, California State, Bakersfield; MA, 2009, California State, Fresno. (2011).

Thomas Delaney, instructor (Teaching English to speakers of other languages, testing and assessment, differences in language learning); instructional coordinator. BA, 1994, Loyola Marymount; MA, 1998, Monterey Institute of International Studies; PhD, 2009, Auckland. (2006)

Charles Dold, instructor (academic reading and writing). BS, 1989, MLS, 1994, MA, 2004, Illinois, Urbana-Champaign. (2012)

Robert Diem, instructor (curriculum development, academic writing). BS, 1992, Western Washington; MA, 1996, School for International Training. (2013)

Jessica Dinneen, instructor (academic English for international students). BA, 2003, Idaho; MA, 2010, Eastern Washington. (2011)

Darrin Divers, instructor (grammar instruction, materials development, indirect instruction). BA, 1987, Western Oregon; MA, 1992, Warwick. (2008)

Angela Dornbusch, head academic advisor. BA, 1995, St. Olaf College; MA, 2006, San Francisco State. (2012)

Rachel Drummond, instructor (technology-enhanced curriculum design, teacher training, assessing listening and speaking). BA, 2003, MEd, 2005, Oregon. (2006)

Nancy C. Elliott, instructor (oral communication skills, English dialectology and sociolinguistics). BA, 1982, MA, 1986, Kansas; PhD, 2000, Indiana, Bloomington. (2010)

Robert K. Elliott, instructor (pronunciation and intonation, international GTF training, distance education). BA, 1988, California, Los Angeles; MA, 1994, San Francisco State. (2007)

Nicole M. Eustice, instructor (English as a second language curriculum design, critical thinking, theoretical and applied phonology). BA, 2000, MA, 2004, Iowa. (2010)

Alison Evans, senior instructor (academic English for international students). BA, 1980, Ohio Wesleyan; MA, 1985, San Francisco State. (1995)

Bruce Evans, instructor (second-language acquisition, learning and cognitive theory, content-based instruction). BS, 1982, Southern Oregon; MEd, 1992, Temple, Japan. (2010)

Daniel Forman, adjunct instructor (academic writing and oral communication). BA, 2004, MA, 2013, Texas, Austin. (2013)

Sarah Foroughifar, adjunct instructor (academic writing and oral communication for international students). BA, 2008, Isfahan; MA, 2013, Oregon. (2012)

Roger Frost, instructor (intermediate and advanced writing and reading). BA, 1965, California, Berkeley; MS, 1973, California State, Fullerton (2011)

Tara Gabsi, instructor (intensive English-language teaching, curriculum development). BA, 1995, Montana State; MA, 2000, Montana. (2011)

Isaac Gaines, adjunct instructor (English as a second language instruction; reading, writing, grammar, and oral skills). BS, 2000, Ohio; MA, 2013, Oregon. (2013).

Alicia R. Going, instructor. BA, 1987, Seattle; MA, 1995, School for International Training. (2003)

Sandra Greenstreet, instructor (intensive English instruction, curriculum development) BA, 1990, Oregon; MA, 1998, Monterey Institute of International Studies. (2005)

Amy S. Griffin, adjunct instructor. (low-level English as a second language instruction). BA, 1997, Drake; MA, 2012, Oregon. (2012)

Andy Halvorsen, instructor (teacher training, distance education). BA, 1996, Western Washington; MEd, 2003, Seattle; PhD, 2014, Illinois, Urbana-Champaign. (2013)

Maiko Hata, instructor (academic advising, learning disabilities, learning strategies). BA, 1997, Doshisha Women's College of Liberal Arts; MA, 1998, Monterey Institute of International Studies. (2008)

Monica Hatch, instructor (academic English for international students). BA, 1994, Georgia; MA, 2011, Georgia State. (2011)

Deborah Healey, instructor (computer-assisted language learning, teacher education, English language teaching). BA, 1974, Queen's (Ontario); MA, 1976, PhD, 1993, Oregon. (2009)

Char Heitman, senior instructor (teacher training, cross-cultural communication, oral skills and fluency). BA, 1988, Northern Iowa; MA, 1993, Iowa. (1997)

Sherie Henderson, instructor (critical thinking, best practices). BA, 1973, Southern Oregon College; AB, 1978, Prairie Bible College; MEd, 2001, Regent. (2012)

Deanna Hochstein, senior instructor (intercultural communication, academic writing, critical thinking). BA, 1973, Oregon State; MA, 1978, Oregon. (1979)

Laura G. Holland, instructor (intensive English-language teaching, teacher training, online distance education). BS, 1981, Wheelock College; MA, 1991, Columbia. (2010)

Britt Johnson, instructor (English as a second language reading, writing, grammar; curriculum; faculty community of practice). BA, 1992, Colorado. (2012)

Daria Kadrova, adjunct instructor (lower-level reading and writing). BA, 2008, MA, 2009, Kirovohrad State Pedagogical. (2013).

Bruno Kamps, instructor (lower-level oral skills, humor and the affective filter, academic reading and writing). BA, 1986, MA, 2006, Oregon. (2006)

Sydney Kinnaman, senior instructor (developmental reading, Test of English as a Foreign Language preparation, academic English); coordinator, tutor program. BA, 1979, Idaho; MA, 1982, Washington State, MA 1986, Oregon. (1983)

Stephen Kraemer, instructor (lower-level oral skills, reading and phonics, grammar). BA, 1970, Northwestern; MA, 1975, Seton Hall; EdD, 1980, Rutgers. (2006)

Sean McClelland, instructor (academic listening and speaking skills, e-learning, mobile assisted language learning). BA, 2010, MA, 2011, Oregon. (2011)

Kelley McMinn, instructor (academic written and oral communication, English grammar). BA, 2006, MA, 2007, Oregon. (2007)

Tonya Mildon, instructor (academic writing, academic oral communication, academic success). BA, 1990, Washington (Seattle); MA, 2000, Central Washington. (2011)

Matthew Monaghan, adjunct instructor (upper-level reading and writing) BA, 2000, Colorado; MA, 2010, Florida International. (2013)

Russell Moon, instructor (academic technology). BA, 1997, MA, 2003, Florida. (2014)

Jennifer Morris, instructor (intermediate and advanced academic writing; reading and grammar, curriculum development). BA, 1991, California, Santa Cruz; MA, 1996, Leicester. (2011)

Michael Morris, adjunct instructor. BA, 2008, George Mason; MA, 2013, West Virginia. (2014)

Neva Nicolato, instructor (upper-level reading and writing, grammar, oral communication skills) BA, 2009, MA, 2011, Oregon (2011)

Andy Noonan, adjunct instructor (e-learning, intensive English instructor for upper levels). BA, 1996, Western Washington; MA, 2010, School for International Training Graduate Institute. (2014)

Leslie Opp-Beckman, senior instructor; coordinator, distance education. BA, 1979, MA, 1989, PhD, 2007, Oregon. (1995)

Sueanne Parker, senior Instructor (grammar, critical reading, test preparation). BA, 2001, Western Washington; MA, 2005, Seattle Pacific. (2006)

Patricia Pashby, senior instructor (second-language teaching, teacher training, vocabulary acquisition); coordinator, international graduate teaching fellow program. BA, 1987, MA, 1990, San Francisco State; EdD, 2002, San Francisco. (2001)

Becki Quick, instructor (curriculum development, academic reading, community connections in learning). BA, 1994, Evergreen State College; MA, 2009, New School. (2011)

Lara M. Ravitch, instructor (curriculum design, assessment, content-based instruction). BA, 1998, Connecticut College; MA, 2002, Monterey Institute of International Studies. (2011)

Jennifer Rice, instructor (English as a second language oral-aural skills, curriculum and materials design, objectives-based course assessment). BS, 2000, Ashland; MA, 2002, Western Oregon. (2010)

Korey Rice, instructor (discussion skills assessment, curriculum development). BA, 1999, Ashland; MS, 2004, Shenandoah. (2004)

Beth Richardson, instructor (academic English for international students), BEd, 2003, McGill; MA, 2010, Simon Fraser. (2011)

Dennis Rogers, adjunct Instructor (reading, writing, grammar, and oral communication skills; curriculum development). BA, 1998, Oregon; MA, 2009, Portland State. (2013)

Robin Rogers, instructor (curriculum development, materials writing, assessment procedures). BS, 2001, George Fox; MA, 2006, Seattle Pacific. (2010)

Celeste Scholz, adjunct instructor (e-learning). BA, 1975, DePaul; MA, 1977, Southern Illinois; MEd, 1991, Marymount. (2012)

Janine Sepulveda, instructor (reading, writing, grammar). BA, 1991, Oregon; MA, 1995, Monterey Institute of International Studies. (1995)

Donna Shaw, instructor (academic reading and writing, curriculum design, distance education). BA, 1993, MS, 1996, EdM, 1997, PhD, 2009, Oregon State. (2010)

Beth Sheppard, instructor (speaking and listening instruction). BA, 2002, California, Berkeley; MA, 2008, Oregon. (2008)

Thomas Tasker, instructor (academic reading and writing, curriculum development). MA, 1992, Illinois, Chicago. (2013)

Ilsa Trummer, instructor (reading, writing, grammar, and oral communication skills). BA, 2008, MA, 2011, Oregon. (2011)

Karen Ulloa, instructor (intensive English instruction for lower levels, curriculum and materials design). BA, 1988, Oregon; MA, 2010, Southern Oregon. (2011)

Jessica Waid, instructor (intensive English instruction, academic English for international students, assessments). BA, 2006, Oregon; MA, 2008, New Mexico State. (2011)

Jodi Weber, instructor (academic English for international students). BA, 1976, MA, 1991, Saint Michael's College. (2010)

Linda Wesley, instructor (intensive English instruction, distance education). BA, 1987, MA, 1997, Western Kentucky. (2013)

Kay Westerfield, senior instructor (English for specific purposes, international business communication, cross-cultural communication); codirector, International Business Communication Program; coordinator, business English programs. BA, 1974, Iowa State; EdM, 1981, Boston. (1983)

Misti Williamsen, instructor (academic reading and writing, curriculum development, listening and speaking instruction). BA, 2005, MA, 2010, Oregon. (2010)

Mary Wills-Gordon, adjunct instructor (reading, writing, listening, speaking; curriculum development). BA, 2000, MA, 2006, Boise State. (2013)

Daniel C. Wood, instructor (intensive English instruction, listening and speaking instruction, curriculum development). BA, 2003 California, Santa Barbara; MA, 2008, Oregon.)

Cevia Yellin, instructor.

Belinda Young-Davy, instructor. BS, 1986, Polytechnic Institute of New York; MA, 1992, PhD, 2000, Oregon. (1998)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Courses

AEIS101. Introductory Academic Oral Communication. 4 Credits.
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Sequence with AEIS 102.
Pre- or coreq: placement test.

AEIS102. Advanced Academic Oral Communication. 4 Credits.
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Sequence with AEIS 101.
Pre- or coreq: placement test or AEIS 101 with a grade of C– or better.

AEIS107. Reading Academic Discourse. 4 Credits.
Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills.
Prereq: placement test.

AEIS108. Advanced Reading Academic Discourse. 4 Credits.
Focuses on interactive reading of academic text, reading strategies for better comprehension, speed, and confidence, and further development of critical, interpretive and evaluative reading. Sequence with AEIS 107 (optional).
Prereq: placement test or AEIS 107 with a grade of C– or better.

AEIS110. Introductory Academic Writing. 4 Credits.
Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Sequence with AEIS 111, 112.
Prereq: placement test.

AEIS111. Intermediate Academic Writing. 4 Credits.
Intermediate writing for nonnative speakers of English. Critical analysis of academic texts leading to summary, paraphrase, essay-examination responses, and expository essays. Sequence with AEIS 110, 112.
Prereq: placement test or C– or better or P in AEIS 110.

AEIS112. Advanced Academic Writing. 4 Credits.
Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Sequence with AEIS 110, 111.
Prereq: placement test or C– or better or P in AEIS 111.

AEIS199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

AEIS610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.