English as a Second Language

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**Faculty:** [https://clas.uiowa.edu/esl/people](https://clas.uiowa.edu/esl/people)

**Website:** [https://clas.uiowa.edu/esl/](https://clas.uiowa.edu/esl/)

The University of Iowa offers English as a Second Language (ESL) instruction in three distinct, but related, programs: ESL credit classes, the Iowa Intensive English Program (IIEP), and the Teaching Assistant Preparation in English program (TAPE). These programs meet the needs of students whose first language is not English. ESL credit classes help students raise their English proficiency so they can complete a degree successfully. IIEP provides intensive instruction for students who must raise their English proficiency to gain admission to a university or college. TAPE helps students improve their oral competence in English so they may assume classroom teaching responsibilities.

## Programs

### ESL Credit Program

English as a Second Language credit classes bridge the gap between full-time language instruction and full-time academic work, serving students who score a minimum of 80-100 (Internet-based) with no subscore below 17 on the Test of English as a Foreign Language (TOEFL). ESL courses are offered to help students increase their proficiency in four skill areas: reading, writing, speaking, and listening. A course in grammar also is available. Each course offers 3 s.h. of credit, which undergraduates may count as elective credit toward graduation. Courses are taught by ESL lecturers and by teaching assistants pursuing advanced degrees in linguistics.

Acceptable TOEFL scores may change. Check with the Office of Admissions for more information.

Courses taken to meet the College of Liberal Arts and Sciences English proficiency requirement must be completed with a grade of C or higher. If a student earns a grade of C-minus or lower in an ESL course, the course must be retaken in order for the student to fulfill the ESL course requirement. An ESL course must be taken for a letter grade and may not be taken pass/nonpass. Students are not allowed to drop ESL courses once the semester begins. A student held for ESL courses may not enroll in a rhetoric course until the ESL requirement is completed.

Visit the ESL Credit Program website for more information.

### Iowa Intensive English Program (IIEP)

The Iowa Intensive English Program (IIEP) serves students who have not yet achieved the language proficiency needed to compete successfully in a degree program. The program welcomes international students preparing to enter universities and colleges in the United States as well as other adults who want to improve their English skills. Conditional admission to the University of Iowa is possible for undergraduate students. For more details regarding conditional admission, visit International Students on the Office of Admissions website.

IIEP offers intensive English instruction and a cultural, social, and academic orientation to the United States. Instruction emphasizes proficiency in spoken and written English, which is crucial to college and university work. Grammar and the basic language skills of writing, reading, listening comprehension, and speaking are taught each day at all levels, from beginning through advanced. Instruction is by full-time professional ESL instructors.

Each IIEP student receives 20 hours of classroom instruction each week (27 hours per week in summer) plus individual work in the language laboratory. IIEP students have full access to all University facilities. Field trips and cultural and social experiences are integral parts of the program.

International students admitted to the IIEP receive a certificate of eligibility (Form I-20), which enables them to apply for a student visa at the nearest U.S. consulate or embassy. Application materials are available from the ESL Programs Office and on the Iowa Intensive English Program website.

### Teaching Assistant Preparation in English (TAPE)

The Teaching Assistant Preparation in English program (TAPE) is designed for graduate students whose first language is not English, who need additional work on English communication, and who will hold teaching assistantships while enrolled at the University of Iowa. Only students who need the program and who have sufficient competence in English to profit from it are eligible. TAPE courses are open to graduate students who have been evaluated for TA certification and to others if space is available. Students are taught by full-time professional ESL instructors.

### Courses

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### English as a Second Language Courses

The following courses are for students whose first language is not English. Courses taken to meet the College of Liberal Arts and Sciences English proficiency requirement may not be taken pass/nonpass. English as a Second Language (ESL) courses may not be taken as satisfactory/unsatisfactory. In order to enroll in ESL courses, undergraduates must score 80 (Internet-based) or higher on the Test of English as a Foreign Language (TOEFL), or the equivalent; graduate students must score 81 (Internet-based) or higher on TOEFL, or the equivalent. Consent of ESL director is required for all courses.

**ESL:0050 ESL: Transitional Communication Skills** 0 s.h.
Foundational speaking skills (pronunciation, grammar, vocabulary); development of foundational listening skills for the U.S. academic setting and society.

**ESL:0100 ESL: Transitional Oral Skills** 0 s.h.
Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop foundational fluency.
Iowa Intensive English Program Courses

These courses are for students whose first language is not English. The Iowa Intensive English Program (IIEP) primarily serves students on conditional admission, those who have not yet been admitted to the University, and those who score below 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

ESL:0130 ESL: Transitional Listening 0 s.h.
Development of foundational listening skills; focus on listening skills necessary for success in a U.S. academic setting.

ESL:0160 ESL: Transitional Grammar 0 s.h.
English structure; troublesome grammar patterns.

ESL:0190 ESL: Transitional Writing 0 s.h.
Foundational grammatical constructions; vocabulary use expected of university students; organization styles, coherence, and analytic methods used in academic writing.

ESL:0200 ESL: Transitional Reading 0 s.h.
Increase reading speed and comprehension of academic-style writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

ESL:1000 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

ESL:1005 ESL Special Topics 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings). Same as CLAS:1005.

ESL:4100 English as a Second Language: Academic Oral Skills 3 s.h.
Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop fluency.

ESL:4130 English as a Second Language: Academic Listening Skills 3 s.h.
Development of listening skills for students whose first language is not English; focus on listening skills necessary for success in a U.S. academic setting; academic lectures, note-taking skills, fast-paced classroom discussions. Requirements: undergraduate standing.

ESL:4160 English as a Second Language Grammar 3 s.h.
English structure; troublesome grammar patterns.

ESL:4190 English as a Second Language: Academic Writing 3 s.h.
Complex grammatical constructions, discourse considerations, formal vocabulary use expected of university students; organization styles, types of argumentation, analytic methods used in academic writing. Requirements: undergraduate standing.

ESL:4200 English as a Second Language: Academic Reading Skills 3 s.h.
Increasing reading speed and comprehension of university-level writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

IIIEP:0001 Iowa Intensive English Program Orientation 0 s.h.
Acquaint new intensive English students with Iowa City, the University, and the intensive English program; policies and procedures, classroom expectations, and cultural differences. Requirements: enrollment in intensive English program.

IIIEP:0115 Iowa Intensive English Communication Skills: Beginning 0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIIEP:0135 Iowa Intensive English Reading: Beginning 0 s.h.
Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIIEP:0145 Iowa Intensive English Grammar: Beginning 0 s.h.
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

IIIEP:0155 Iowa Intensive English Writing: Beginning 0 s.h.
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIIEP:0170 Iowa Intensive English: Communication Skills for Professionals 0 s.h.
Listening and speaking skills for international professionals; conversational fluency, language for professional interactions (e.g., discussions and presentations).

IIIEP:0215 Iowa Intensive English Communication Skills: Low Intermediate 0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIIEP:0235 Iowa Intensive English Reading: Low Intermediate 0 s.h.
Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>IIEP:0245</td>
<td>Iowa Intensive English Grammar: Low Intermediate</td>
<td>0 s.h.</td>
<td>Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.</td>
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<tr>
<td>IIEP:0255</td>
<td>Iowa Intensive English Writing: Low Intermediate</td>
<td>0 s.h.</td>
<td>Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.</td>
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<tr>
<td>IIEP:0315</td>
<td>Iowa Intensive English Communication Skills: Intermediate</td>
<td>0 s.h.</td>
<td>Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.</td>
</tr>
<tr>
<td>IIEP:0335</td>
<td>Iowa Intensive English Reading: Intermediate</td>
<td>0 s.h.</td>
<td>Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.</td>
</tr>
<tr>
<td>IIEP:0345</td>
<td>Iowa Intensive English Grammar: Intermediate</td>
<td>0 s.h.</td>
<td>Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.</td>
</tr>
<tr>
<td>IIEP:0355</td>
<td>Iowa Intensive English Writing: Intermediate</td>
<td>0 s.h.</td>
<td>Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.</td>
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<tr>
<td>IIEP:0335</td>
<td>Iowa Intensive English Communication Skills: Intermediate</td>
<td>0 s.h.</td>
<td>Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.</td>
</tr>
<tr>
<td>IIEP:0445</td>
<td>Iowa Intensive English Reading: Intermediate</td>
<td>0 s.h.</td>
<td>Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.</td>
</tr>
<tr>
<td>IIEP:0455</td>
<td>Iowa Intensive English Writing: High Intermediate</td>
<td>0 s.h.</td>
<td>Personal and formal writing; varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.</td>
</tr>
<tr>
<td>IIEP:0465</td>
<td>IIE Listening Skills: High Intermediate</td>
<td>0 s.h.</td>
<td>Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.</td>
</tr>
<tr>
<td>IIEP:0515</td>
<td>Iowa Intensive English Communication Skills: High</td>
<td>0 s.h.</td>
<td>Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.</td>
</tr>
<tr>
<td>IIEP:0535</td>
<td>Iowa Intensive English Reading: High Intermediate</td>
<td>0 s.h.</td>
<td>Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.</td>
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<tr>
<td>IIEP:0555</td>
<td>Iowa Intensive English Writing: High Intermediate</td>
<td>0 s.h.</td>
<td>Personal and formal writing; varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.</td>
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<tr>
<td>IIEP:0565</td>
<td>IIE Listening Skills: Advanced</td>
<td>0 s.h.</td>
<td>Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.</td>
</tr>
<tr>
<td>IIEP:0515</td>
<td>Special Program Iowa Intensive English</td>
<td>0 s.h.</td>
<td>Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.</td>
</tr>
<tr>
<td>IIEP:0935</td>
<td>Special Program Iowa Intensive English Reading</td>
<td>0 s.h.</td>
<td>Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.</td>
</tr>
</tbody>
</table>
IIEP:0955 Special Program Iowa Intensive English Program Writing 0 s.h.
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0965 Special Program Iowa Intensive English Program Listening 0 s.h.
Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

Teaching Assistant Preparation in English Courses
The Teaching Assistant Preparation in English (TAPE) program is designed for prospective teaching assistants whose first language is not English and who need additional work on English communication skills. Entry to the program is determined by a test.

TAPE:5100 Pronunciation, Fluency Building, and Culture 0 s.h.
Attain greater fluency for teaching by making short presentations and participating in natural interactions about U.S. culture; intensive work on pronunciation to help future teaching assistants attain maximum intelligibility.

TAPE:5220 TA Preparation in English: Pronunciation 0 s.h.
Intensive work toward maximum intelligibility; emphasis on stress, timing, intonation.

TAPE:5300 TA Preparation in English: Presentation Skills 0 s.h.
Intelligibility of speech and clarity of expression in presenting and responding; practice in videotaped lectures.

TAPE:5330 TA Preparation in English: Orientation 0 s.h.
Student expectations, typical teacher/student relationships, basic classroom management at the University.