English as a Second Language

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Faculty: http://clas.uiowa.edu/esl/people
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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 or satisfactory/unsatisfactory. 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 web site for more information.

Iowa Intensive English Program (IIEP)

The Iowa Intensive English Program (IIEP) primarily serves students on conditional admission and persons who have not yet been admitted to the University and who score below 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL). The program welcomes international students preparing to enter universities and colleges as well as other adults who want to improve their English skills.

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 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 web site.

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

ESL Credit Program

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: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:1050 Understanding U.S. Dialects  
Introduction and overview of American English sound system; survey of major U.S. dialects; analysis of social and political issues related to dialects. Same as CLAS:1050.

ESL:1100 Vocabulary for Academic Success  
English word formation; expansion of academic vocabulary for students whose first language is not English; skill development using dictionaries and corpora; word samples drawn from actual use.

ESL:1150 Introduction to the U.S. Constitution  
Origin and analysis of the U.S. Constitution; current constitutional questions and related issues. Same as CLAS:1150.

ESL:1200 Exploring Cultural Values Through the Arts  
Survey of major world cultures; analysis of artistic works; relationship between art and culture and its significance. Same as CLAS:1220.

ESL:1250 Presentation Skills for Academic Success  
Organization and coherence of materials; intelligibility of speech and clarity of expression; active participation and practice in recorded presentations; for students whose first language is not English. Same as CLAS:1250.

ESL:1300 Exploring the Civil Rights Movement Through the Arts  
How art reflects or influences society; history of Civil Rights Movement in mid-20th century and the many ways it has been documented; focus of authors, poets, and musicians on inequality in first half of century; playwrights and filmmakers contribution to change and continued documentation of era after legislation was passed in 1960s; examination of various media, discussions, presentations, writing. Same as CLAS:1350.

ESL:1950 Basic Acting for Language Learners  
Development of theatrical creativity to enhance English language skills through acting games, monologues, and scene work; exercises in concentration, relaxation, communication, imagination, observation, sensory awareness. Same as THTR:1120.

ESL:4100 English as a Second Language: Academic Oral Skills  
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  
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: placement test.

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

ESL:4190 English as a Second Language: Academic Writing  
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  
Increasing reading speed and comprehension of university-level writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

ESL:6000 English as a Second Language: Writing Skills for Graduate Students  
Discourse considerations; styles of organization, types of argumentation, methods of analysis expected of graduate students. Requirements: TOEFL score of at least 550 (paper-based) or 213 (computer-based) or 81 (Internet-based), and graduate standing.

Iowa Intensive English Program (IIEP)  
These courses are for students whose first language is not English. The Iowa Intensive English Program 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).

IIEP:0001 Iowa Intensive English Program Orientation  
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.

IIEP:0115 Iowa Intensive English Communication Skills: Beginning  
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.

IIEP:0135 Iowa Intensive English Reading: Beginning  
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.

IIEP:0145 Iowa Intensive English Grammar: Beginning  

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**

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**

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**

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**

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:0245 Iowa Intensive English Grammar: Low Intermediate**

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:0255 Iowa Intensive English Writing: Low Intermediate**

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:0315 Iowa Intensive English Communication Skills: Intermediate**

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:0335 Iowa Intensive English Reading: Intermediate**

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:0345 Iowa Intensive English Grammar: Intermediate**

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:0355 Iowa Intensive English Writing: Intermediate**

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:0415 Iowa Intensive English Communication Skills: High Intermediate**

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:0435 Iowa Intensive English Reading: High Intermediate**

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:0445 Iowa Intensive English Grammar: High Intermediate**

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:0455 Iowa Intensive English Writing: High Intermediate**

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.

**IIIEP:0465 IIE Listening Skills: High Intermediate**

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.
Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

**IIEP:0515 Iowa Intensive English Communication Skills: Advanced**  0 s.h.
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.

**IIEP:0535 Iowa Intensive English Reading: Advanced**  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.

**IIEP:0545 Iowa Intensive English Grammar: Advanced**  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.

**IIEP:0555 Iowa Intensive English Writing: Advanced**  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:0565 IIE Listening Skills: Advanced**  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.

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Intensive work toward maximum intelligibility; emphasis on stress, timing, intonation.

**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:5200 TA Preparation in English: Fluency Building**  0 s.h.
Pronunciation, fluency building, knowledge of the University of Iowa classroom.

**TAPE:5220 TA Preparation in English: Pronunciation**  0 s.h.

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**Teaching Assistant Preparation in English (TAPE)**
The 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:5200 TA Preparation in English: Fluency Building**  0 s.h.
Pronunciation, fluency building, knowledge of the University of Iowa classroom.

**TAPE:5220 TA Preparation in English: Pronunciation**  0 s.h.