English as a Second Language Courses (ESL)

ESL Courses

This is a list of courses with the subject code ESL. For more information, see English as a Second Language (College of Liberal Arts and Sciences) in the catalog.

**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:1006 Independent Study in Academic Language and Skill Support** 1 s.h.
Academic language skills and resources to achieve academic success including writing, effective reading strategies, vocabulary building, listening and note taking, speech fluency and clarity; exploration of study skills and strategies; cultural expectations in U.S. academic settings including academic integrity; culture shock; time management skills; techniques to stay motivated and manage stress; overcoming barriers to student success; assignments emphasize demonstration of language skill development and self-reflection. Requirements: completion of all ESL requirements.

**ESL:1650 College Success for International Students** 1 s.h.
Skills and resources to help international students achieve academic success; reflection on academic habits and experiences; exploration of study skills and strategies; cultural expectations in U.S. academic settings including academic integrity; culture shock and immigration issues that can impact international students at the UI; development of techniques for time management and goal setting; techniques to stay motivated and manage stress; overcoming barriers to student success; discussions and assignments emphasize self-reflection on class topics including time management, study skills, and cultural identity. Same as CLAS:1650, CSI:1650.

**ESL:4180 English as a Second Language: Academic Writing and Grammar for Undergraduates** 4 s.h.
Exploration of iterative steps of drafting and revising academic writing; emphasis on the need to ultimately produce writings that communicate clearly and meet required standards; process oriented; students improve writing fluency (comprehensibility and cohesion) and their ability to select from a variety of appropriate grammatical functions (at word and clausal level) to produce a fluent and accurate result to succeed in all requirements of academic writing and communication.

**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.

**ESL:4200 English as a Second Language: Academic Writing and Grammar for Graduates** 3 s.h.
Students learn how to be confident, fluent, and independent writers, and become proficient with conventions and requirements of academic writing in their respective disciplines; selection of appropriate grammatical functions—at the word and clausal level—for success in academic communication.

**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.

**ESL:6200 English as a Second Language: Academic Writing and Grammar for Graduates** 3 s.h.
Students learn how to be confident, fluent, and independent writers, and become proficient with conventions and requirements of academic writing in their respective disciplines; selection of appropriate grammatical functions—at the word and clausal level—for success in academic communication.