English as a Second Language

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Faculty: https://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 have taken the English Proficiency Evaluation (EPE) and who have been found to need additional English language support. 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.

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 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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• Teaching Assistant Preparation in English Courses (p. 4)

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, students must take the English Proficiency Evaluation (EPE) or receive consent from the ESL office.

**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.

**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.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESL:0160</td>
<td>ESL: Transitional Grammar</td>
<td>0 s.h.</td>
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<tr>
<td></td>
<td>English structure; troublesome grammar patterns.</td>
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<tr>
<td>ESL:0190</td>
<td>ESL: Transitional Writing</td>
<td>0 s.h.</td>
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<td></td>
<td>Foundational grammatical constructions; vocabulary use expected of university students; organization styles, coherence, and analytic methods used in academic writing.</td>
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<tr>
<td>ESL:0200</td>
<td>ESL: Transitional Reading</td>
<td>0 s.h.</td>
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<td></td>
<td>Increase reading speed and comprehension of academic-style writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.</td>
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<tr>
<td>ESL:1000</td>
<td>First-Year Seminar</td>
<td>1 s.h.</td>
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<td>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).</td>
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<tr>
<td>ESL:1005</td>
<td>ESL Special Topics</td>
<td>1 s.h.</td>
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<td>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.</td>
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<tr>
<td>ESL:1006</td>
<td>Independent Study in Academic Language and Skill Support</td>
<td>1 s.h.</td>
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<td>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.</td>
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<tr>
<td>ESL:1650</td>
<td>College Success for International Students</td>
<td>1 s.h.</td>
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<td></td>
<td>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; 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. Same as CLAS:1650, CSI:1650.</td>
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<tr>
<td>ESL:4100</td>
<td>English as a Second Language: Academic Oral Skills</td>
<td>3 s.h.</td>
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<td></td>
<td>Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop fluency.</td>
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<tr>
<td>ESL:4130</td>
<td>English as a Second Language: Academic Listening Skills</td>
<td>3 s.h.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ESL:4160</td>
<td>English as a Second Language Grammar</td>
<td>3 s.h.</td>
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<td>English structure; troublesome grammar patterns.</td>
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<tr>
<td>ESL:4190</td>
<td>English as a Second Language: Academic Writing</td>
<td>3 s.h.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ESL:4200</td>
<td>English as a Second Language: Academic Reading Skills</td>
<td>3 s.h.</td>
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<td></td>
<td>Increasing reading speed and comprehension of university-level writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.</td>
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<tr>
<td>ESL:6000</td>
<td>English as a Second Language: Writing Skills for Graduate Students</td>
<td>3 s.h.</td>
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<td>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 81 (internet-based).</td>
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### 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).

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>IIEP:0001</td>
<td>Iowa Intensive English Program Orientation</td>
<td>0 s.h.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>IIEP:0115</td>
<td>Iowa Intensive English Communication Skills: Beginning</td>
<td>0 s.h.</td>
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<tr>
<td></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>
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<tr>
<td>IIEP:0135</td>
<td>Iowa Intensive English Reading: Beginning</td>
<td>0 s.h.</td>
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<td></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>
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<tr>
<td>IIEP:0145</td>
<td>Iowa Intensive English Grammar: Beginning</td>
<td>0 s.h.</td>
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<tr>
<td></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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**IIEP: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.

**IIEP: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).

**IIEP: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.

**IIEP: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.

**IIEP:0245 Iowa Intensive English Grammar:**
*Low Intermediate* 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:0255 Iowa Intensive English Writing:**
*Low Intermediate* 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:0315 Iowa Intensive English Communication Skills:**
*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.

**IIEP:0335 Iowa Intensive English Reading:**
*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.

**IIEP:0345 Iowa Intensive English Grammar:**
*Intermediate* 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:0355 Iowa Intensive English Writing:**
*Intermediate* 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:0415 Iowa Intensive English Communication Skills:**
*High 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.

**IIEP:0435 Iowa Intensive English Reading:**
*High 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.

**IIEP:0455 Iowa Intensive English Writing:**
*High Intermediate* 0 s.h.
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.

**IIEP:0465 IIE Listening Skills:**
*High Intermediate* 0 s.h.
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: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 IIIE Listening Skills: Advanced 0 s.h.
Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

IIEP:0915 Special Program Iowa Intensive English Program Communication Skills 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.

IIEP:0935 Special Program Iowa Intensive English Program Reading 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: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.