English as a Second Language

Director
• Melissa Meisterheim

Faculty: https://esl.uiowa.edu/people
Website: https://esl.uiowa.edu/

The University of Iowa offers English as a Second Language (ESL) instruction in two distinct, but related, programs: ESL credit classes 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. TAPE helps students improve their oral competence in English so they may assume classroom teaching responsibilities.

English as a Second Language is administered by the Department of Linguistics.

Programs

ESL Credit Program

English as a Second Language credit courses provide academic language support to students, based on their performance on the English Placement Evaluation (EPE), so that students can succeed in university coursework. ESL courses are offered to help students increase their proficiency in four skill areas: reading, writing, speaking, and listening. Each course offers 3-4 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 for undergraduate students. If an undergraduate 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. Courses taken by graduate students for English proficiency must be completed with a grade of C-minus or higher. An ESL course must be taken for a letter grade and may not be taken pass/non-pass or satisfactory/unsatisfactory. Undergraduate 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 or an Interpretation of Literature course until the ESL requirement is completed.

Visit the ESL Credit Program website for more information.

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

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:4050 Focused Academic English Language Support 1 s.h.
Academic language skills and resources to achieve academic success; overcoming barriers to student success; assignments emphasize demonstration of language skill development and self-reflection.
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: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: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:6000 English as a Second Language: Writing Skills for Graduate Students 3 s.h.
Discourse considerations; styles of organization, types of argumentation, methods of analysis expected of graduate students.

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.

**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: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.