English as a Second Language

Director

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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: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: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: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.

Iowa Intensive English Program Courses

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

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<tr>
<th>Course Code</th>
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**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.

**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.

**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.

**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.

**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.

**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).

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.
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 IIE 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.

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.