Curtin Hall 672
3243 N. Downer Ave.
Milwaukee, WI 53201
Tel: +1 (414) 229-5757
Email: esl@uwm.edu
www.esl.uwm.edu

ESL OFFICE HOURS
MONDAY, WEDNESDAY, FRIDAY: 8:30 A.M. TO 4:30 P.M.
TUESDAY, THURSDAY: 12:00 P.M. TO 4:30 P.M.
# Table of Contents

## ABOUT ESL/IEP ........................................................................................................3-5
- Mission Statement
- Attendance Policy and Absences
- Holidays
- Reports and Transcripts

## ACADEMICS at UW-MILWAUKEE ...............................................................6-8
- IELTS/TOEFL Admission Requirements
- ESL Credit Courses

## IEP CURRICULUM GUIDE ........................................................................9-25
- IEP Grading Scheme
- IEP Student Learning Outcomes
- IEP Curriculum Guide

## ABOUT IMMIGRATION ...........................................................................26-29
- F-1 visas & I-20 documents
- Travel
- Health Insurance
- Working on campus
- Leaving the IEP
- Social security cards

## UWM Campus Services ...........................................................................30-36
- Transportation/UPASS/BOSS
- IDs
- Online services
- PAWS
- Tuitions and payments
- Email
The IEP at UWM trains students in U.S. language and culture to prepare them for successful careers, either as undergraduate and graduate scholars in a university environment, or as professionals. The IEP thus helps students adapt to the UWM campus, the city of Milwaukee and the wider Wisconsin and U.S. communities. The IEP focuses on developing and improving students’ communicative and cultural competence using authentic documents and situations, and encouraging critical awareness of cultures.

The IEP also contributes to scholarship in fields related to the teaching, learning and acquisition of second and foreign languages. In collaboration with other academic units on the UWM campus, the IEP helps in the training of future instructors in the field, and participates in and conducts research whose aim is to expand scholarly understanding of language learning and acquisition.

Key to the success of the IEP are

1) strong relationships between IEP staff and students,

2) a curriculum that responds to the greatest extent possible to individual student needs, and presents students with authentic documents and situations,

3) cooperation and collaboration with UWM units whose missions also include international student and scholar services and

4) collaboration with UWM academic programs that have an international component.
ATTENDANCE POLICY
All students will receive one of the following marks each day for attendance at each class meeting.

“P” = Present (On D2L, this counts as 100% present for the class meeting.)
The student:
* arrives at or before the start time of the class,
* is present in the room and ready to begin at the start time, and
* continues to be present for class activities throughout the class hour.

“L” = Late (On D2L, this counts as 50% present for the class meeting.)
The student:
* does not arrive at or before the start time of the class, or
* is not present in the room and ready to begin at the start time, or
* is not present during some part of the class—including late arrival, early departure, or leaving the classroom in the middle of the class hour.

“A” = Absent (On D2L, this counts as 0% present for that class meeting.)
The student:
* is missing from the classroom for a cumulative total of 20 or more minutes during the class hour.

ABSENCES
* There are no excused absences.
* Medical absences are not excused absences.
* Absences for religious reasons are not excused absences.
* Ask your teacher about the work you missed if you are late or absent.
* All students are required to attend the first day of class at the beginning of a new 8-week session. Any student who does not attend the first day of class may be put on probation, have their enrollment delayed, or be dismissed from the Intensive English Program. Consideration will be made if lateness of arrival is due to a documented unforeseen or uncontrollable circumstance such as a family emergency, illness or transportation delay. A student will be marked as absent and the ability to make up the work missed is determined on an individual basis by the teachers.
**ABOUT THE IEP**

**UWM HOLIDAYS**
UWM ESL does not hold class on the following observed U.S. holidays for the 2015-16 school year:

Labor Day: September 7  
Thanksgiving: November 26  
Martin Luther King Jr. Day: January 18  
Memorial Day (observed): May 30  
Independence Day: July 4

* Class is not in session between December 19 - January 20. The ESL Office remains open during the break, but may have different hours. Please check with the office regarding open times during break.

**REPORTS & TRANSCRIPTS**
A Report of Study is your official UWM ESL Transcript. It can be requested in the ESL Office, along with any other written letters you may need.

Please allow 1-3 days to receive your report.

Your attendance record is reported on your Report of Study at the end of each term.

85% - 100% = Good standing  
75% - 84% = Minimum required  
Below 75% = Warning/Insufficient Work  
2 or more months below 75% = Probation
ADMISSION TO UWM FOR ACADEMIC STUDY
Apply online BEFORE you finish the ESL Intensive English Program or BEFORE you meet the minimum TOEFL or IELTS score.

For undergraduate programs (Bachelor’s Degree)

Conditional admission: Full-time IEP study before beginning academic classes. Admission directly from IEP to UWM after successfully completion of at least eight weeks at the highest IEP Level (B2). No TOEFL OR IELTS score required.

Dual admission: Full-time IEP student achieves at least 75% on each of the B2 Student Learning Outcomes in all IEP courses for the preceding eight-week session.

For graduate programs (Master’s or PHD Degree)
Conditional admission: Conditionally admitted graduate students must attend the ESL Intensive English Program full time. Must present TOEFL or IELTS score to become dually or fully admitted to the university.

See the UWM website for admission requirements for undergraduate (Bachelor’s degree) and graduate study (Master’s degree or PhD).

Center for International Education (CIE)
International Student and Scholar Services (ISSS)
Garland 138
8:30 am to 4:30 pm Monday through Friday
Tel: 1+ (414) 229-4846
Fax: 1+ (414) 229-0521
Email: isss@uwm.edu
http://www.international.uwm.edu
## ENGLISH PROFICIENCY REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>TOEFL Internet-based</th>
<th>TOEFL Paper-based</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergrad</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>68</td>
<td>520</td>
<td>5.5</td>
</tr>
<tr>
<td>Dual</td>
<td>61-67</td>
<td>498-519</td>
<td>5</td>
</tr>
<tr>
<td>Conditional</td>
<td>0-60</td>
<td>0-497</td>
<td>0-4.9</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>79</td>
<td>550</td>
<td>6.5</td>
</tr>
<tr>
<td>Dual</td>
<td>68-78</td>
<td>520-549</td>
<td>6.0-6.4</td>
</tr>
</tbody>
</table>

The UWM institutional TOEFL code is 1473.
Register for TOEFL at the ETS website, www.ets.org.
Register for IELTS at www.ielts.org.
ESL ACADEMIC CREDIT CLASSES

ESL-PIC TEST
Schedule the ESL-PIC test online at the Testing Center in Mellencamp Hall B28. www.testingcenter.uwm.edu

Note: The ESL-PIC test is not the same as the English Placement Test (EPT), which is the placement test for writing courses designed for native speakers of English. If you have already taken the EPT, you can also take the ESL-PIC test.

ESL ACADEMIC COURSES
ESL 105: Skills for Academic Reading Success (3 credits)
Prerequisite: Level 0 score on ESL-PIC Test.

ESL 135: Basic Skills in Academic Listening & Speaking (3 credits)
Prerequisite: Open to all students.

ESL 145: Practice in Academic Listening & Speaking (3 credits)
Prerequisite: Open to all students.

ESL ACADEMIC WRITING COURSES
ESL 115: Basic Writing in ESL (6 credits)
Prerequisite: ESL-PIC Test Level 1

ESL 116: Introduction to College Writing in ESL (6 credits)
Prerequisite: ESL-PIC Test Level 2 or grade of C or better in ESL 115

ESL 117: College Writing in ESL (6 credits)
Prerequisite: ESL-PIC Test Level 3 or grade of C or better in ESL 116

ESL 118: Advanced College Writing in ESL/English 101 equivalent (3 credits)
Prerequisite: ESL-PIC Test Level 4 or grade of C or better in ESL 117

ESL 120: Grammar and Editing in English as a Second Language (3 credits)
Prerequisite: No ESL-PIC score needed

ESL section of English 102: College Writing and Research (3 credits)
Prerequisite: EPT level 3 or grade of C or better in ESL 118 or English 101
**E = Exceeds Objectives**
Your work now exceeds student learning outcomes for this course and level. You are ready to work on the SLOs (Student Learning Outcomes) for a higher level of this course at the UWM IEP.

**M = Meets Objectives**
Your work now meets the student learning outcomes for this level. You are ready to begin work on the SLOs for the next level of this course at the UWM IEP.

**N = Nearly Meets Objectives**
Your work now shows that you nearly meet student learning outcomes for this level of this course at the UWM IEP, but you still need a little more practice in one or more of the SLOs for this level.

**P = Partly Meets Objectives**
Your work now partly meets student learning outcomes for this level of this course at the UWM IEP, but you need more practice with many of the SLOs for this level.

**S = Slightly Meets Objectives**
Your work now slightly meets the student learning outcomes for this level of this course at the UWM IEP. You still need a lot more practice with most of the SLOs for this level.

**D = Does Not Meet Objectives**
Your work now does not meet the student learning outcomes for this level of this course at the UWM IEP. You are not doing work at the level needed for this course. This level may be too difficult for you.

**I = Insufficient Evidence**
You did not submit enough work for this course. You did not show that you can do the work at this level of this course at the UWM IEP. You are not ready for the next level.
# ESL 60: READING AND WRITTEN INTERACTION FOR ACADEMIC PURPOSES

**Course Description:** Students in ESL 060 will improve English reading comprehension and vocabulary development. Students will read a variety of academic and non-academic texts. In addition, students will express opinions about the texts through online discussions, blogs, and other interactive media.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| **A1** | Students successfully completing the A1 course level can: interpret short, simple texts that use everyday language. write short, simple notes in complete sentences. | **STUDENT LEARNING OUTCOMES** Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can: 

**Reading Correspondence (RC)**
RC1. follow the general theme of basic types of correspondence, such as emails, messages in social media, notes, and letters.

**Reading for Orientation (RO)**
RO1. locate main ideas and specific information in simple everyday material.
RO2. interpret everyday signs, symbols, schedules and school-related words/phrases.
RO4. match words and phrases to visual representations.

**Reading for Information (RI)**
RI1. identify specific information in simple written text, such as letters, brochures and short newspaper articles.
RI2. answer questions about specific information in texts

**Reading for Instructions and Directions (RID)**
RID1. respond to simple instructions in everyday life.
RID2. follow written instructions and directions.

**Reading - Processing Text (RPT)**
RPT1. pick out and reproduce key words and phrases or short sentences from a short text.

**Written Interaction – Correspondence (WIC)**
WIC1. correspond for basic social purposes (e.g. memos, notes e-mails).
WIC2. request or pass on personal details in written form.

**Written Interaction Online (WIO)**
WIO1. write simple notes with information about everyday life.
# ESL 60: READING AND WRITTEN INTERACTION FOR ACADEMIC PURPOSES

## LEVEL COURSE GOALS

Students successfully completing the A2 course level can:

- read factual texts on subjects related to their interest with a satisfactory level of comprehension.
- write personal letters and notes on abstract or concrete topics.
- check information and ask about or explain problems with reasonable precision.

## STUDENT LEARNING OUTCOMES

Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:

<table>
<thead>
<tr>
<th>Reading Correspondence (RC)</th>
<th>RC1. interpret events and opinions in correspondence (emails, social media messages, discussion board messages).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Orientation (RO)</td>
<td>RO1. scan texts in order to locate information in order to fulfill a specific task.</td>
</tr>
<tr>
<td></td>
<td>RO2. locate and answer questions about important information in texts, such as news stories, short fiction, and official documents.</td>
</tr>
<tr>
<td>Reading for Information and Argument (RIA)</td>
<td>RIA1. identify the main conclusions in simple argumentative texts.</td>
</tr>
<tr>
<td></td>
<td>RIA2. recognize main ideas and answer questions about explicit information in newspaper articles.</td>
</tr>
<tr>
<td></td>
<td>RI3. differentiate between fact and opinion in text.</td>
</tr>
<tr>
<td>Reading to Identify Cues and Infer (RICI)</td>
<td>RIC1. explain meanings of key words and phrases in various academic and social contexts.</td>
</tr>
<tr>
<td></td>
<td>RIC2. interpret and identify information from charts and other graphics.</td>
</tr>
<tr>
<td>Reading - Processing Text (RPT)</td>
<td>RPT1. summarize and paraphrase short texts from various sources.</td>
</tr>
<tr>
<td></td>
<td>RPT2. reproduce key words, phrases, or sentences from a short text.</td>
</tr>
<tr>
<td>Reading Instructions and Directions (RID)</td>
<td>RI1. follow clearly written instructions and directions independently.</td>
</tr>
<tr>
<td>Written Interaction – Correspondence (WIC)</td>
<td>WIC1. write correspondence, such as letters and notes, describing experiences, feelings, and events in some detail.</td>
</tr>
<tr>
<td>Written Interactive Online (WIO)</td>
<td>WIO1. write simple notes related to current events.</td>
</tr>
</tbody>
</table>
## B1

**COURSE GOALS**

Students successfully completing the B1 course level can:

- independently read a variety of texts using a broad active reading vocabulary, drawing conclusions from various sources.
- draw conclusions from various sources of informational text.
- report information and express opinions in social and academic modes of written interaction.

**STUDENT LEARNING OUTCOMES**

Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:

**Reading Correspondence (RC)**
- RC1. interpret correspondence and explain meaning.

**Reading for Orientation (RO)**
- RO1. locate information in texts of varying lengths to fulfill a specific task.

**Reading for Information and Argument (RIA)**
- RIA1. interpret and analyze argumentation in various types of texts.
- RIA2. analyze information from charts and other graphics.

**Reading to Identify Cues and Infer (RICI)**
- RICI1. draw conclusions and infer significance of data from various types of text.

**Reading - Processing Text (RPT)**
- RPT1. summarize the opinions, arguments, and discussion from news articles or transcripts.
- RPT2. sequence events in narrative texts.

**Reading Instructions and Directions (RID)**
- RI1. follow clearly written instructions and directions independently.

**Written Interaction – Correspondence (WIC)**
- WIC1. explain problems and make inquiries in letters and notes.
- WIC2. describe experiences, feelings, and events in personal letters.

**Written Interaction Online (WIO)**
- WIO1. articulate and defend ideas and opinions on abstract writing or cultural topics.
- WIO2. apply appropriate language conveying relevant information in academic and social contexts.
### ESL 60: READING AND WRITTEN INTERACTION FOR ACADEMIC PURPOSES

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Students successfully completing the B2 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>

**Reading Correspondence (RC)**
- RC1. interpret the essential meaning of materials of academic and personal interest.
- RC2. interpret all correspondence given the occasional use of a dictionary.

**Reading for Orientation (RO)**
- RO1. scan quickly for details from long, complex texts.
- RO2. identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

**Reading for Information and Argument (RIA)**
- RIA1. analyze information, ideas, and opinions from various sources within his/her field.
- RIA2. interpret articles from outside his/her field with the occasional aid of word reference materials.

**Reading to Identify Cues and Infer (RICI)**
- RICI1. infer attitude, mood, and intentions of the author.
- RICI2. identify contextual, grammatical, and lexical cues which allow the reader to infer meaning and make predictions.

**Reading - Processing Text (RPT)**
- RPT1. summarize fiction and non-fiction texts.
- RPT2. discuss contrasting points of view and main themes of various types of text.

**Reading Instructions and Directions (RID)**
- RI1. follow lengthy, complex instructions.

**Written Interaction – Correspondence (WIC)**
- WIC1. convey degrees of emotion and highlight the personal significance of events and experiences.
- WIC2. respond constructively to the news and views of others.

**Written Interaction Online (WIO – e.g. discussion boards, blogs, emails)**
- WIO1. integrate information and analyze problems discussed in various textual sources (e.g., discussion boards, blogs, emails).
- WIC2. compose personal correspondence to friends, teachers, and others using discourse appropriate to the mode of communication.
# ESL 70: SPEAKING AND LISTENING

**Course Description:** Students in ESL 070 will engage in a variety of communicative activities in order to improve speaking and listening skills. Students will focus on increasing listening comprehension and speaking fluently and accurately. Students will be exposed to listening texts from various popular and academic sources.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Students successfully completing the A1 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>

**Productive Speaking – Sustained Monologue (PSM)**

- **PSM1.** give basic descriptions of familiar people, places, things, job or study experiences, and events and activities.
- **PSM2.** describe plans and arrangements, habits and routines, past activities and personal experiences.
- **PSM3.** describe themselves, what they do, and where they live.

**Productive Speaking – Addressing Audiences (PAA)**

- **PAA1.** give a short, rehearsed presentation on a topic related to their everyday life or on familiar subjects, briefly stating their opinions, plans and actions. They can respond to basic follow-up questions with short answers.

**Listening to Media, e.g., TV, film, audio recording (LM)**

- **LM1.** follow the main point of media text where the visual supports the audio text.
- **LM2.** comprehend and extract essential information from short recorded passages delivered in a simple manner.
# ESL 70: SPEAKING AND LISTENING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2</strong></td>
<td>Students successfully completing the A2 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>
|       | comprehend the general idea and some details of spoken information concerning familiar matters regularly encountered in everyday matters of work, school, and leisure. | **Productive Speaking – Sustained Monologue (PSM)**  
PSM1. retell and respond to events from a book, media, or film.  
PSM2. relate and describe events, experiences, feelings, hopes, and hypothetical situations (both prepared and extemporaneous). |
|       | present a clear description of familiar subjects with reasonable fluency. | **Productive Speaking – Making a Case (PMC)**  
PMC1. give simple reasons and explanations for opinions, plans and actions. |
|       | **Productive Speaking – Addressing Audiences (PAA)**  
PAA1. give a prepared presentation (on a familiar topic within their field), which has a clear main idea, relevant support, organization, and conclusion.  
PAA2. respond to basic follow-up questions, asking for repetition if necessary. |  **Listening to Media, e.g., TV, film, audio recording (LM)**  
LM1. identify the main points of news recordings and simple recorded material about familiar subjects delivered slowly and clearly.  
LM2. follow films in which visuals and action carry much of the storyline, and which are delivered in clear, simple language. |
|       | **Listening for Note-taking, e.g., lectures, seminars (LN)**  
LN1. take notes as a list of key points during a simple lecture on a familiar topic. |  **Productive Speaking – Addressing Audiences (PAA)**  
PAA1. give a prepared presentation (on a familiar topic within their field), which has a clear main idea, relevant support, organization, and conclusion.  
PAA2. respond to basic follow-up questions, asking for repetition if necessary. |
## ESL 70: SPEAKING AND LISTENING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| B1    | Students successfully completing the A1 course level can:  
comprehend the main ideas of linguistically complex speech on both concrete and abstract topics and follow extended speech and complex lines of argument provided the topic is reasonably familiar and clear.  
give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail on a wide range of subjects, expanding and supporting ideas with supplementary points and relevant examples. | **Productive Speaking – Sustained Monologue (PSM)**  
PSM1. give clear, detailed descriptions on a wide range of subjects (i.e., academic field of interest, personal experiences, and hypothetical situations).  

**Productive Speaking – Making a Case (PMC)**  
PMC1. develop an argument, stating the main idea with organized support, rich vocabulary, and a broad range of transitional phrases.  
PMC2. explain the pros and cons of various issues.  

**Productive Speaking – Addressing Audiences (PAA)**  
PAA1. give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.  
PAA2. respond to a series of follow-up questions with a degree of fluency and spontaneity.  

**Listening to Media, e.g., TV, film, audio recording (LM)**  
LM1. comprehend the content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear speech.  
LM2. comprehend most TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.  

**Listening for Note-taking, e.g., lectures, seminars (LN)**  
LN1. take lecture notes with a certain degree of accuracy that can be used at a later date. |
# ESL 70: SPEAKING AND LISTENING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
<td>Students successfully completing the B2 course level can: give clear, systematically developed, detailed descriptions and presentations on complex subjects, while integrating sub-themes, developing particular points, adding relevant supporting detail along with an appropriate conclusion. comprehend spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life with little comprehension difficulty.</td>
<td><strong>Productive Speaking – Sustained Monologue (PSM)</strong>&lt;br&gt;PSM1. give clear, detailed descriptions of complex subjects.&lt;br&gt;PSM2. give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. <strong>Productive Speaking – Making a Case (PMC)</strong>&lt;br&gt;PMC1. develop a clear and logical argument, expanding and supporting their points of view referring to outside sources, including sophisticated vocabulary and transitional phrases. <strong>Productive Speaking – Addressing Audiences (PAA)</strong>&lt;br&gt;PAA1. give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.&lt;br&gt;PAA2. depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. <strong>Listening to Media, e.g., TV, film, audio recording, etc. (LM)</strong>&lt;br&gt;LM1. understand most radio documentaries and/or most other recorded or broadcast audio material delivered and can identify the speaker's mood, tone etc.&lt;br&gt;LM2. understand most TV news and/or current affairs programs, documentaries, live interviews, talk shows, plays and films. <strong>Listening for Note-taking, e.g., lectures, seminars (LN)</strong>&lt;br&gt;LN1. take organized notes on the essential points of complex lectures, talks, reports and other forms of academic/professional presentations.</td>
</tr>
</tbody>
</table>
## ESL 80: GRAMMAR AND WRITING

**Course Description:** Students in ESL 080 will develop their grammar and writing skills. Students will write on a wide range of subjects, ranging from personal and popular topics of interest to more academic topics.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Students successfully completing the A1 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>
|       | write about everyday aspects of his/her environment, e.g. people, places, a job or study experience using a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because.’ | Writing - Creative Writing (CW)  
CW1. write simple sentences about themselves, their families, living conditions, background, present or most recent jobs.  
CW2. write about everyday aspects of his/her environment (e.g. people, places, a job or study experience) in linked sentences.  
CW3. write very short, basic descriptions of events, past activities and personal experiences.  
|       | write with overall grammatical competence at the A1 level. | Grammar Constructions In Context (GCIC)  
GCIC1. use the following constructions accurately in writing:  
• Simple present and present continuous  
• Be and Have  
• Subject and object pronouns  
• Prepositions of place, time  
• Nouns: singular/plural/possessives  
• Frequency adverbs  
|       | describe events or situations using appropriate verb tense structures for this level. | GCIC2. demonstrate control of the following:  
• Correct word order  
• Descriptive adjectives  
• Can copy words with correct spelling  
• Punctuation needed for this level |
## ESL 80: GRAMMAR AND WRITING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Students successfully completing the A2 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>
|       | write coherent and cohesive sentences on a range of familiar subjects. | **Writing – Creative Writing (CW)**
|       | write with overall grammatical competence at the A2 level. | CW1. write about everyday aspects of their environment, (e.g. people, places, a job or study experience) in linked sentences.
|       | describe events or situations using appropriate verb tense structures for this level. | CW2. write short, basic descriptions of events, personal experiences, and past activities.
|       | | CW3. write about experiences, describing feelings and reactions in simple connected text. |
|       | | **Writing – Reports and Essays (WRE)**
|       | | WRE1. write brief accounts in a standard conventionalized format. |
|       | | **Grammar Constructions In Context (GCIC)**
|       | | GCIC1. use the following constructions accurately in writing:
|       | | • Simple present, past, and future verb tenses
|       | | • Questions: wh- and yes/no
|       | | • Modals: can, should, must
|       | | • Count/non-count nouns, articles
|       | | • Gerunds and infinitives (simple)
|       | | GCIC2. demonstrate control of the following:
|       | | • Compound and basic complex sentence structures
|       | | • Word order in WH- and Yes/No questions
|       | | • Subject/verb agreement
|       | | • Punctuation needed for this level |
## ESL 80: GRAMMAR AND WRITING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Students successfully completing the B1 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
<tr>
<td></td>
<td>write straightforward connected texts on a range of familiar subjects within their fields of interest, by linking a series of shorter discrete elements into a linear sequence.</td>
<td>Writing – Creative Writing (CW)</td>
</tr>
<tr>
<td></td>
<td>write with overall grammatical competence at the B1 level.</td>
<td>CW1. narrate accounts of experiences and events, real or imagined, in connected text.</td>
</tr>
<tr>
<td></td>
<td>describe events or situations using appropriate verb tense structures for this level.</td>
<td>Writing – Reports and Essays (WRE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRE1. write short, simple essays on topics of interest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRE2. summarize factual information and respond accordingly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar Constructions In Context (GCIC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GCIC1. use the following constructions accurately in writing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simple, continuous, and perfect forms of present, past, future verb tenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gerunds and infinitives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conditional forms: real (future) and unreal (present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adjective clauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GCIC2. demonstrate control of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simple, compound, and complex sentence structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Word order in affirmative and interrogative sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Subject/verb agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sentence boundaries (including run-ons and sentence fragments)</td>
</tr>
</tbody>
</table>
## ESL 80: GRAMMAR AND WRITING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
<td>Students successfully completing the B2 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>
|       | write clear, detailed texts on a variety of subjects related to their fields of interest, synthesizing and evaluating information from a number of sources. |  **Writing – Creative Writing (CW)**  
CW1. write clear, detailed descriptions of real or imaginary events and experiences, which follow established conventions of the genre. |
|       | describe events or situations using appropriate verb tense structures for this level. |  **Writing – Reports and Essays (WRE)**  
WRE1. write a well-developed essay or report with details that support the controlling idea.  
WRE2. support an opinion with at least one outside source. |
|       | write with overall grammatical competence at the B2 level. |  **Grammar Constructions In Context (GCIC)**  
GCIC1. use the following constructions accurately in writing:  
- Gerunds and infinitives (advanced)  
- All conditional forms (real and unreal)  
- Noun clauses, including reported and quoted speech  
- Active and passive constructions  
- All verb tenses  
GCIC2. demonstrate control of the following:  
- Compound and complex sentences  
- Subject/verb agreement  
- Punctuation as needed  
- Parallel structure  
- Sentence boundaries (with no run-ons, comma splices, or sentence fragments |
**ESL 90: COOPERATIVE AND PRODUCTIVE SKILLS**

**Course Description:** Students in ESL 090 will interact with their peers to create a product or project that integrates speaking and writing skills.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Students successfully completing the A1 course level can:</td>
<td>Student's ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>
|       | interact in structured situations and short conversations. | **Speaking- Conversation (SC)**  
|       | initiate and respond to simple statements. | SC1. make basic conversation (including greetings, introductions, farewells, thanks, apologies) and express basic feelings, likes, and dislikes.  
|       | ask and answer questions and exchange ideas and information—all topics are familiar, situations are predictable, tasks are simple and routine, and speech is slow and clear. | SC2. make and respond to simple directions, suggestions, and plans.  
|       | | SC3. ask for repetition, clarification about key words or phrases, and say they didn't follow. |
|       | | **Speaking- Task-Based Cooperation (STBC)**  
|       | | STBC1. ask for and give simple suggestions, directions, and help.  
|       | | STBC2. manage a simple set of tasks, exchanging limited information on familiar topics and routine matters. |
|       | | **Writing- Task-Based Cooperation (WTBC)**  
|       | | WTBC1. complete guided scripts or plans in a group(s). |
|       | | **Listening- Task-Based Cooperation (LTBC)**  
|       | | LTBC1. follow the topic of discussion around them when conducted slowly and clearly.  
|       | | LTBC2. can follow questions and instructions addressed carefully and slowly. |
## ESL 90: COOPERATIVE AND PRODUCTIVE SKILLS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Students successfully completing the B1 course level can: use a wide range of simple language to deal with most familiar situations and can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</td>
<td><strong>Speaking- Conversation (SC)</strong>&lt;br&gt;SC1. engage in and maintain basic conversations on familiar topics.&lt;br&gt;SC2. express basic personal views, opinions, feelings, agreement, and disagreement when discussing topics of interest.&lt;br&gt;SC3. ask people to clarify or elaborate what they said.&lt;br&gt;&lt;br&gt;<strong>Speaking- Task-Based Cooperation (STBC)</strong>&lt;br&gt;STBC1. follow what is said, and when necessary, can repeat back a part for confirmation.&lt;br&gt;STBC2. voice their opinions and react to possible solutions or opinions of others in some detail.&lt;br&gt;STBC3. elicit ideas from group in the development of their project.&lt;br&gt;&lt;br&gt;<strong>Writing- Task-Based Cooperation (WTBC)</strong>&lt;br&gt;WTBC1. create scripts or plans and do simple peer and self-assessment.&lt;br&gt;&lt;br&gt;<strong>Listening- Task-Based Cooperation (LTBC)</strong>&lt;br&gt;LTBC1. follow the main points of extended discussion around them provided speech is slow and clear.&lt;br&gt;LTBC2. can follow overall meaning of instructions with clarification.</td>
</tr>
</tbody>
</table>
### ESL 90: COOPERATIVE AND PRODUCTIVE SKILLS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Students successfully completing the B1 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
<tr>
<td></td>
<td>communicate with some confidence on familiar routine and non-routine matters related to his/her interests.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>express thoughts on more abstract, cultural topics such as films, books, music etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Speaking- Conversation (SC)**
- SC1. engage in extended conversation on most general topics in a clear and active manner.
- SC2. express emotions and thoughts about events and experiences.

**Speaking- Task-Based Cooperation (STBC)**
- STBC1. discuss problems, compare and contrast alternatives, and propose solutions.
- STBC2. initiate, maintain, and end their discourse appropriately with effective turn taking.
- STBC3. give constructive feedback in the discussion.

**Writing- Task-Based Cooperation (WTBC)**
- WTBC1. plan a course of action for the development of the project.
- WTBC2. write a script, dialogue, or narration for the project.
- WTBC3. reflect on the process and outcomes of the project.

**Listening- Task-Based Cooperation (LTBC)**
- LTBC1. understand the gist of the majority of unmodified speech.
- LTBC2. can follow a short series of detailed instructions.
## ESL 90: COOPERATIVE AND PRODUCTIVE SKILLS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Students successfully completing the B1 course level can:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
</tr>
</tbody>
</table>

### Accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Communicate spontaneously with good grammatical control, minimally restricting what they want to say, and adopting a level of formality appropriate to circumstances.

<table>
<thead>
<tr>
<th>Speaking- Conversation (SC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SC1.</strong> Engage in extended conversation on most general topics in a participatory fashion.</td>
</tr>
<tr>
<td><strong>SC2.</strong> Participate actively in informal discussions on familiar topics, commenting, and stating point of view.</td>
</tr>
<tr>
<td><strong>SC3.</strong> Defend opinions by providing relevant explanations, arguments and comments.</td>
</tr>
</tbody>
</table>

**Speaking- Task-Based Cooperation (STBC)**

- **STBC1.** Invite others to join and share their opinions on the tasks at hand.
- **STBC2.** Outline an issue or a problem clearly, weighing advantages and disadvantages of different approaches.
- **STBC3.** Initiate, maintain, and end discourse appropriately with effective turn taking using a broad range of discourse strategies.

**Writing- Task-Based Cooperation (WTBC)**

- **WTBC1.** Create scripts or plans, and do peer and self assessment.
- **WTBC2.** Can relate their own contribution to that of other participants.

**Listening- Task-Based Cooperation (LTBC)**

- **LTBC1.** Carry out a series of detailed instructions.
- **LTBC2.** Keep up with an animated conversation between speakers.
**Immigration Status**

**F-1 Student Visa**
F-1 Immigration status requires full-time study when the program is in session. The F-1 visa in your passport is an entry visa. There is no problem if the visa expires while you are in the U.S. and your I-20 is valid. However, if your visa is expired and you leave the U.S., you will need to apply for a new F-1 visa at a U.S. embassy or consulate in your country. The consular official may request current financial documents as well as proof of study, such as the IEP Report of Study.

**The I-20 Document**
* The I-20 is the legal documentation that allows you to study and reside in the U.S.
* Keep your I-20 up to date. See the assistant director to renew your I-20 before it expires. Before it expires, you will need to provide new financial documentation and register for the next session.
* Be sure your I-20 is signed on page 2 before you travel out of the U.S.
* If you get a new I-20, be sure to keep your old I-20 as well.

**Studying on Other Visas**
You must maintain the status required by your visa. Your primary purpose for being in the U.S. must be according to requirements of the visa. Studying English is secondary to the requirements of your visa. The U.S. Bureau of Citizen Immigration Services or an immigration attorney can answer questions about visa requirements.

**How to Change Immigration Status to F-1**
Changing your visa status while you are in the U.S. can be lengthy, costly and difficult. If you do not have an F-1 visa but you wish to begin full-time study, it is usually recommended that you return to your country and apply for an F-1 visa at the U.S. Embassy or Consulate.
IMMIGRATION STATUS

FULL-TIME STUDENT STATUS
To keep F-1 status, attend class regularly and make progress in your studies.

CHANGE OF U.S. ADDRESS
Report any change in address to the ESL Office and change your address in PAWS. *If you do not report a change in address, you may lose F-1 status.*

WITHDRAWAL FROM THE IEP
You may lose your F-1 status if you stop attending IEP classes. If you withdraw from the IEP, you must:
* Transfer to another program within 60 days; or
* Depart the U.S. within 60 days.
* There is no refund for classes missed.
* Your I-20 will be canceled and you will have to apply for a new visa if you wish to return to the U.S.

LOSING F-1 STATUS/FALLING OUT OF STATUS
See the assistant director if you fall out of status or lose F-1 status. You may be able to request reinstatement if you are enrolled for full-time study, are attending classes regularly, and have no unpaid payments for UWM. *Note: A reinstatement request is not automatically approved. You must be prepared to leave the U.S. if the request is denied.*

TRAVEL ON AN F-1 VISA
You may travel when classes are not in session or between semesters. No special permission/documentation is required for travel in the U.S.
  For international travel:
  * Check your I-20 for expiration date (#5 on page 1).
  * Be sure the I-20 is signed (on page 2).
  * Be sure your valid passport is valid.
  * Check your U.S. F-1 visa to be sure it is has not expired.

*Note: Canada and Mexico are not part of the United States. Check the websites to see if you need a Canadian or Mexican entry visa in addition to the documents needed for re-entry into the U.S.*
HEALTH INSURANCE
In compliance with U.S. Government Regulations, UWM requires all students with an F-1 Visa to have health insurance.

F-1 students will be automatically enrolled in the UWM Student Health Insurance through Student Assurance Services. Other health insurance plans will not be accepted. The cost for this insurance is the student’s responsibility and payment is due with tuition and fees.

If a student becomes ill or hurt, go to the UWM Norris Health Center. Medical visits are free and a pharmacy is available; UWM student ID card is required.

Students may not substitute other insurance policy coverage for the UWM-approved insurance coverage.

WORK ON CAMPUS
F-1 Students are eligible to work on-campus 20 hours per week (including weekends) during ESL sessions and extended hours when ESL classes are not in session. Do not work off-campus! There are no legal off-campus work options for F-1 students.

To find an on-campus job, go to the Career Services Center in the Union or log on to: http://www4.uwm.edu/cdc/get_hired/oncampus_jobsearch.cfm

WORK ON OTHER VISAS
You may work on- or off-campus if your visa allows it and the U. S. Bureau of Citizenship and Immigration Services provides you with proper documentation to do so.
IMMIGRATION STATUS

SOCIAL SECURITY NUMBERS
Social Security numbers are given only to people who are authorized to work in the United States. These are the required documents required to apply for a social security number:
* “Letter of Offer for On-Campus Employment” from the prospective employer
* “Social Security Request Letter” from the ESL Office, which gives verification of a student’s visa status and employment eligibility
* Social Security application, Form SS-5. Download the form from http://www.ssa.gov/online/ss-5.pdf or fill out the form at the Social Security office.
* Passport with U.S. visa
* I-94 card
* I-20 form

WHERE TO APPLY: Social Security Office, 310 W. Wisconsin Avenue, Suite 260
Note: It can take from 2 weeks to 2 months to receive a Social Security card.

HOW TO TRANSFER TO A NEW SCHOOL
Apply to the new school. Ask the school to notify UWM that you have been accepted and to request a transfer. You must finish your enrollment period at UWM. (There is no refund for early departure.) Make sure all your charges are paid in full by checking your PAWS account. You must complete UWM’s transfer and exit forms in the ESL Office.

LEAVING THE IEP
Are you planning to go home or transfer? Complete these steps BEFORE departure:
* Meet with assistant director to discuss plans
* Pay remaining costs (tuition, housing, etc.) owed to UWM.
* Complete the IEP Exit form.

UWM reports your status to the U.S. Department of Homeland Security, Bureau of Citizen and Immigration Service. If you have any questions about your immigration status, ask the assistant director.
ATHLETICS & SPORTS FACILITIES
uwmpanthers.com

Klotsche Center: Fitness center, swimming pool, recreation. UWM team sports: soccer, basketball, volleyball, baseball, tennis, swimming & diving, and track and field. Sporting events are free with student ID.
www.klotsche.uwm.edu

Intramural Sports: Play on a team or form your own team.
www.uwm.edu/intramurals/

BANKING
University of Wisconsin Credit Union (UWCU) is located in the Union. You can open an account with a deposit of $5.00. No social security number required. UWCU offers checking accounts (no minimum balance), free debit card, and online banking.
www.uwcu.org

BOOKSTORES
UWM Bookstore in the Union
http://bookstore.uwm.edu/home.aspx

Neebo, 3132 N. Downer Ave.
http://www.neebo.com/uwm

COMPLAINTS
Do you need help with a complaint? First, talk to the person involved. Then talk to your teacher, the academic coordinator, the assistant director or the director.
COPY, PRINTING & FAX SERVICES

Panther Print Card: Purchase a Panther Print Card to print from a computer in a UWM computer lab. The cost is $0.06 per page. You can print on both sides of the page (duplex printing).
https://www4.uwm.edu/uits/services/campus/printing/

Faxing: A public fax machine is available at Neebo Bookstore.

HOUSING

University housing
http://www.uwm.edu/housing/

Housing Main Office, 3400 N. Maryland Ave.
Tel: +1 (414) 229-4065 or (800) 622-0286; Fax: (414) 229-4127

Sandburg Main Desk, Tel: +1 (414) 229-6123
Riverview Service Desk, Tel: +1 (414) 229-3595
Cambridge Commons Service Desk, Tel: +1 (414) 395-6900
Kenilworth Square Apartments Service Desk, Tel: +1 (414) 229-0512

Neighborhood Housing Office (NHO)
General off-campus living and housing information. Online listings for rental units, individuals who are looking for roommates, rooms for rent and subleases. Note: The properties listed are not inspected or approved by the University.

LIBRARIES
http://www.uwm.edu/libraries/
Find books, periodicals, maps, music, audio-visual materials. Use the online library catalog. Borrow materials from the general collection for 28 days. Schedule a research consultation with a librarian.

LOST & FOUND
Did you lose something? Did you find something? Check Curtin B31 or the ESL Office. Or call the university police, Tel: +1 (414) 229-4627
NORRIS HEALTH CENTER
Medical care for minor illnesses. Many services at no cost (fees for outside laboratory tests, pharmacy prescriptions, allergy injections). Some available services are: medical clinic, travel clinic, mental health counseling, health education, specialty care.
www.uwm.edu/norris/

SAFETY and SECURITY
University Police Non-Emergency Tel: +1 (414) 229-4627
Lost and Found: back-packs, wallets, purses, keys, iPods, cell phones, laptops, etc.
Vehicle assistance: lock-outs, jump starts, license plate renewal, identification engraving, etc.

Emergency on campus, call +1 (414) 229-9911
If you have a life-threatening emergency off campus, call 911.

Campus Health and Safety
http://www4.uwm.edu/safety/

S.A.F.E. Walkers
Are you walking a short distance at night by yourself? Call +1 (414) 229-4627 to get a SAFE Walker to go with you.

S.A.F.E Line
To find out if UWM is closed due to inclement weather, you can listen to local radio, watch local TV, look at the UWM home page or call the S.A.F.E. Line at +1 (414) 229-4444.

S.A.F.E. Alert
S.A.F.E. Alert is an emergency alert system that sends a message via text message or email in case of a campus emergency.
Register at https://www4.uwm.edu/safety/safe_alert/index.cfm
**SMOKING**
There is no smoking on the UWM campus except in designated smoking areas and outdoors.

**STUDENT UNION**
Art gallery, Bank (credit union), Bookstore, Computers (public use), Food, Recreation Center and Adventure Center, Studio Arts and Crafts Center, Theater, Transit Office (UPASS), Volunteer Center, Information about student organizations.

Information desk is located on the ground floor.
http://www.aux.uwm.edu/Union/

Recreation Center and Adventure Center
http://www.aux.uwm.edu/Union/adventure_center/index.html

**TRANSPORTATION**

**Parking & Transit Office** - Union WG 25
www.parking.uwm.edu

**UPASS:** Free student bus pass good anytime on any Milwaukee County Transit System route. Passes are available at the Parking & Transit Office at the beginning of the UWM academic session.

**B.O.S.S. (Be On the Safe Side):** Free evening transportation for UWM students within the neighborhood surrounding the campus.
Tel: +1 (414) 229-6503
www.uwm.edu/BOSS

**Taxi services**
Veteran Taxi Cab Cooperative: Tel: +1 (414) 220-5000
Yellow Cab Co-op: Tel: +1 (414) 271-1800
Use your ePanther ID and password for UWM email, D2L account and PAWS account. The ESL Office communicates with students by UWM email. Check your UWM email account for announcements.

**UWM CAMPUS ID**
Your UWM campus ID number is 9 numbers: (xxx-xx-xxxx). The number is on your UWM picture ID card.

**OFFICE 365**
Office 365 is your UWM email. Go to [outlook.office365.com](http://outlook.office365.com) to activate your account. Sign in using your ePanther ID and password.  
*Note: The ESL Office communicates with students by email. You must check your UWM email account every day. You can also forward your UWM email to another email account using the “Preferences” tab.*

**WI-FI**
Wireless access is available across campus.  
http://www4.uwm.edu/technology/authenticated/wifi/

**D2L/DESIRE2LEARN**
Find information about your classes, turn in homework, and communicate with your instructor and classmates.  
http://d2l.uwm.edu/

**COMPUTER HELP**
The UWM Help Desk  
Bolton Hall 225  
Tel: +1 (414) 229-4040  
help@uwm.edu
PAWS
PAWS (Panther Access to Web Services) is an online student services center. You can access online statements, check “holds” on an account, change address and check financial aid status. Access your PAWS account at www.paws.uwm.edu.

FINANCIAL INFORMATION
See complete financial information, such as tuition amount and fees, university housing costs (UWM dormitory) and due dates for all charges.

To see financial information
Use your ePanther ID and password to log on to PAWS.
Click on “Finance”.
Click on “View Billing Statement” to see your bill, including payment due dates. You can print this statement or save it on your personal computer.

Check your balance to avoid late payment fees and other charges!

Costs and Payments
Costs and payments are entered on your PAWS account when you register for the IEP. Note: You must register separately for each semester or session.

Financial obligation
A student who enrolls in IEP classes is making a financial commitment to UWM for full payment of tuition and fees for the entire period for which the student is registered. Each enrolled student has an online PAWS account where financial information and due dates are recorded. The student (not the sponsor) is responsible for all charges on the PAWS account. A student will be dismissed from class for non-payment.

ACADEMIC INFORMATION
When you begin academic study at UWM (undergraduate or graduate), your PAWS account will show your record of academic courses underway or completed and your grade point average.
Tuition & Fees

Descriptions of Fees
Full tuition payment is due the Wednesday before first day of class.

Application Fee
A one-time payment, due at registration. It is not refundable.

Late Payment Fee
This fee is added to payments that are past due.

University Fee
Required for each semester or summer session the student is enrolled. This gives access to the Health Center, the Sports Center, and the Milwaukee County Transit System bus pass for university students (UPASS).

IEP Admin Fee
Administrative fee includes programming and services beyond core IEP courses, including but not limited to excursions, placement testing, events, conversation partner program and student support letters.

University Hold
If you have any unpaid charges on your PAWS account, a hold will be placed on your record. You will not be allowed to register for the next session.

IEP Cancellation or Change in Enrollment
Cancellation must be in writing (email or letter). Full refund is given if cancellation is before the first day of class. No refunds will be given once classes have started.
There are many ways to pay. You may use the method of payment you prefer.

1. In person at the Cashier in Mitchell 285. You may pay by cash, debit card or check.

2. On your PAWS account by credit card or electronic check. There is a fee of 2.5% for credit card payments, VISA credit cards are not accepted. There is no fee for electronic check payments.

3. Electronic wire transfer.

4. Mailed payment by check.

You may also contact the Bursar’s Office:
Mitchell Hall, Room 285
Telephone: +1 (414) 229-5789
Email: bursar@uwm.edu

Note: Pay by the due date and avoid finance charges!

Please check the ESL website for complete payment information:
www.uwm.edu/esl/payment.cfm