EIL 201-04  
The International Student at the University  
Winter 2014  
MW 11:00 AM-12:00 PM

Instructor: Corbin Rivera  
e-mail: kanepake@go.byuh.edu  
Office: AUD 184  
Office #: (808) 675-3215  
Office Hours: by appointment  
Classroom: ACR 135

Course Goal  
By the end of the course, students will be familiar with campus life and American culture and feel relatively comfortable functioning in the settings.

Objectives  
Students will:
1. become aware of the purpose and procedures of the EIL program  
2. understand what is expected of university students  
3. be familiar with the resources of BYU-Hawaii  
4. study about Culture and Culture Shock  
5. practice preparing and giving presentations (about BYUH, O’ahu, and Hawai’i)  
6. learn about Hawai’i (history, language, geography)

EIL Program Outcomes  
Upon completing the EIL program, students will:
1. read and process academic texts efficiently, noting length, complexity, and time constraints.  
2. be able to listen to and process academic discourse (e.g. lectures, presentations, videos, etc.)  
3. be able to participate orally in both whole-class and small-group settings.  
4. be able to write in academically appropriate ways.  
5. be able to give informative oral presentations based on academic content.  
6. know many of the frequently occurring words on the Academic Word List (AWL).  
7. be familiar with a variety of test formats and testing purposes.  
8. have an academic English proficiency that compares favorably with other non-native English speaking students entering academic study across the United States  
9. recognize that the EIL program was beneficial in assisting them with the English language proficiencies necessary for success at the university.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>“Weight”</th>
<th>How the outcome will be achieved or addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: reading at an adequate rate; using effective reading strategies; learning key vocabulary in the text; focusing on important information; text marking and highlighting; passing quizzes and tests on the content; participating in class in ways that demonstrate understanding.</td>
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<tr>
<td></td>
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<td>Students will demonstrate their ability to do this by: listening to extended academic discourse; using effective listening strategies; using effective note-taking skills; asking questions and making comments in whole-class settings; passing quizzes and tests on the content using lecture notes; participating in class in ways that demonstrate understanding</td>
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<tr>
<td>2</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: participating in whole-class and group interactions both during class and outside of class in culturally and academically appropriate ways; speaking with adequate fluency; using an intelligible accent.</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: writing academic texts that are sensitive to the audience and purpose of the assignment; writing both with support and independently; using correct grammar and academic vocabulary; writing papers of varying types and lengths that clearly communicate their learning.</td>
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<tr>
<td>4</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: expressing one’s learning through extended oral discourse; organizing information in a logical manner; using correct grammar and academic vocabulary; speaking with a sufficient degree of fluency; speaking with an intelligible accent; giving an oral presentation.</td>
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<tr>
<td>5</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: using the words accurately in their speech and writing; recognizing AWL words in reading texts and lectures; passing vocabulary tests.</td>
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<tr>
<td>6</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: passing tests of various formats with a variety of purposes.</td>
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<tr>
<td>7</td>
<td>3</td>
<td>Students will demonstrate their ability to do this by: taking either the Institutional TOEFL test or the SLEP test.</td>
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<tr>
<td>8</td>
<td>2</td>
<td>Students will demonstrate their ability to do this by: voluntary enrollment in EIL electives; completing their responses on the university exit survey.</td>
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Grading

Grades reflect students’ writing proficiency and how well they have mastered the course objectives. Grades will be based on a student’s writing proficiency as determined by tests and assignments given throughout the semester. Students’ effort (i.e., homework, participation, attendance) will result in improved proficiency but is not rewarded separately as part of the grade. Only assignments reflecting proficiency, or students’ actual ability in the language, will be included in the grade.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>94-100%</td>
<td>90-93</td>
<td>87-89</td>
<td>84-86</td>
<td>77-79</td>
<td>74-76</td>
<td>67-69</td>
<td>64-66</td>
<td>59 and below</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>84-86</td>
<td>77-79</td>
<td>74-76</td>
<td>67-69</td>
<td>64-66</td>
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<td></td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td>70-73</td>
<td>60-63</td>
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A = exceptional mastery of the objectives.
B = good progress; some course objectives not completely met.
C = average progress; several course objectives not met or not met to a satisfactory level.

Categories

Blog Entry 45%
Class assignments & quizzes 55%

Blog Entries: Every week submit a blog entry through Canvas. Use the following format:

**Class Content:** What did you learn in class this week? Be specific: include any new vocabulary words, and point out anything that was unusual to you or very different from your own culture or from what you expected at BYU-Hawaii.

**Application:** Tell how you followed through with what you learned in class. This could include people you talked to, places you went, things you looked up, activities you attended, or anything else that helped you put into practice what we discussed in class.

**Discussion:** Comment on at least two of your classmates’ entries. Give them suggestions or maybe argue a point. Contribute to what they’ve written (don’t just say “good job” or “I agree” and leave it at that).

Important Dates

Jan 8    Add/drop Deadline
Jan 20   Civil Rights Day Holiday
Feb 6    Withdrawal Deadline
Feb 17   Presidents Day Holiday
Mar 14   No EIL Classes (TOEFL)
Mar 15   TOEFL Test (All EIL Students) 8am – 12pm
Mar 19-21 AWL Test in Testing Center
Mar 20   Empower Your Dreams (No Class)
Mar 26   Kuhio Day Holiday
Apr 2-8  EIL Final Exams
Advancement
Passing an EIL class depends primarily on students’ results on their course final exams and on results on program tests. The course final measures the degree to which students have mastered the objectives for the class; it gives students the opportunity to demonstrate that they are ready to advance. Therefore, the course final is extremely important.

Work that students do during the semester helps prepare them for the final exam and should be taken seriously. Grades for course work, including the final exam, are recorded on the official transcript of the university and count towards the student’s GPA.

Attendance, Punctuality, and Late Assignments
Attendance and punctuality are expected. Students who are late and/or miss class will do poorly on their assignments because they will have missed necessary instructions and learning opportunities. Three tardies are equal to one absence. After four absences your grade will lower one step, for example, from an A to an A-. Four more absences will lower your grade another step. Excused absences will be allowed with a doctor’s note. Please talk to me if you have a SERIOUS problem. Students who miss class frequently and/or miss several classes in a row will be reported to the EIL Academic Advisor. Students with serious attendance problems will be referred to the International Student Office. Lack of attendance violates U.S. immigration policies for international students and could result in a student being sent home.

University Final Exam Policy
Final exams for Summer Semester A classes are scheduled from June 3 – 7. The BYU-Hawaii Final Examination Policy in the university catalog states:

Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy are as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

- A BYUH sponsored activity which takes an individual or a team away from the campus at the time an examination is scheduled;
- Emergency situations that are beyond the student’s control.

Complaints about Instruction
The English as an International Language Department at BYUH is committed to providing students with the best possible language instruction. However, sometimes different teaching styles, philosophies, learning styles, cultural diversity and expectations may cause conflicts. Therefore, in order for students to feel comfortable expressing their concerns and needs in an appropriate way, they should follow these guidelines.

- Students should approach the teacher either after class or during his/her office hours and explain their concern.
- If students are not comfortable approaching the teacher, they should talk to either the EIL Academic Advisor or the EIL Department Chair.
- Students should not complain to one teacher about another teacher’s class.
• If students feel their complaint is serious, it is their responsibility to take it to the appropriate person.
• If students do not feel the problem has been resolved after a reasonable period of time, they should follow up with the person they spoke with earlier.

**Preventing Sexual Harassment**
Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8874 (24 hours).

**Students with Disabilities**
Brigham Young University-Hawaii is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Coordinator, Leilani A’una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 730-8875.

**Academic Honesty**
BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct. (see university catalog for complete policy)

**Dress and Grooming**
The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education. Please see the university catalog for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.

* This syllabus is subject to change according to the teacher