Wi14 EIL 227 Intermediate 2 Writing
General Syllabus

(Daily calendar of assignments appear in a separate document.)

“At this university, students are expected to learn, not just be taught.”

President J. Elliot Cameron

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**Holidays:** Monday, January 20, Civil Rights Day; Monday, Feb 17, Presidents Day; Wednesday, March 26, Kuhio Day
No **SLEP Test** this semester
**TOEFL Test** (All EIL students): Saturday, March 15, 8am–12noon
**Last Day of Class:** Tuesday, April 8, 2014.

(In accordance with university policy, students with special needs are invited to make those needs known to the teacher without delay, and appropriate accommodations will be made.)

**Texts and materials—Text are REQUIRED**


*Focus on Grammar, Book 4a, 4th Edition [purple textbook]* 978-0-13-216937-0

*Focus on Grammar, Book 4a, 4th Edition [purple workbook]* 978-0-13-217008-6 (The textbook and the workbook are packaged together.)
Three-ring notebook with loose-leaf paper—specifically for daily writing exercises. (No spiral-bound notebooks or torn edges.)

Please do not buy used books. We will be writing in our books. If you buy a used book, you will not be able to use the book to learn and study properly.

The course will follow this general syllabus of instruction, with updates provided from time to time during the term:

1. Grammar review; with an emphasis on verb tense use, clauses, and articles
2. Paragraph elements, rhetorical patterns, and practice
3. Essay elements and practice

**BYUH Catalog Description for EIL 227**

Develops paragraph writing skills and introduces essay writing; stresses the ability to use more complex sentence structures and grammatical forms in writing.

**Course Goal**

By the end of the course, students will demonstrate minimal competence with formal, written English and English grammar on both the rhetorical and syntactic levels—as evidenced by performing a variety of real or realistic academic language tasks focusing primarily on writing paragraphs and short, multi-paragraph essays.
Objectives

Students will:

1. demonstrate the ability to successfully organize and develop a paragraph by using effective topic sentences, support, transitions, and concluding sentences.

2. show the ability to appropriately apply various rhetorical patterns for paragraphs such as narration, description, process, cause/effect, logical division, and/or comparison/contrast as appropriate to assigned topics.

3. be able to develop a longer piece of writing by incorporating an effective introduction, logical and appropriate development paragraphs, and a satisfying conclusion.

4. increase knowledge of and ability to correctly apply grammatical structures in compositions so that ideas are clear, and errors only occasionally interfere with communication although minor errors may still be frequent.

5. demonstrate the ability to select appropriate vocabulary related to assigned topics with some range of vocabulary and accuracy in choice and form.

6. improve the content, organization, and accuracy of a piece of writing by responding appropriately to teacher and peer feedback, and by demonstrating the ability to successfully revise and edit independently.
**Attendance Policy**

Students are expected to come to class every day and on time. Students missing more than three consecutive class periods or with excessive absences or lateness will receive a lowered semester grade and may be referred to the university Early Alert. Being absent or late will affect the final grade and may impact placement decisions.

If the teacher is late, students are to allow 10 minutes for the teacher to arrive. After 10 minutes, students are free to leave the class with no penalty.

Attendance and punctuality are expected. **Coming to class after the roll has been called is the same as being absent.** Students who are frequently late and miss class can expect to receive a poor grade and possibly fail the class.

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.

**Teacher’s Philosophy about Writing**

1. Even for native speakers, writing is a skill that must be *practiced* to be mastered.
2. Writing is a *process* that requires thought, revision, and proofreading.
3. Good writers are diligent *readers*—nothing comes from nothing.

**TOEFL Test**

Administered Saturday, March 15, 2014. All EIL students are expected to take the TOEFL test. Make arrangements now to your work schedule.
**SLEP Tests** *(Not administered Winter 14 semester)*

**Learning Journal** *(See separate sheet)*

**Advancement (Placement)**

Passing an EIL class depends primarily on students’ results on their course 1) final exams and on results on 2) EIL program tests such as the SLEP and the TOEFL test. 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. A student’s effort, while important, influences placement less than the student’s actual English competence.

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.

Final exams must be taken when scheduled. Students cannot take early or late final exams nor can they make up a final exam if they miss it (see the university final exam policy below). Dates for final exams are included on the syllabus.

Placement determinations are based on course work and exams. Placements are base on true academic competence. “Hard work” or “good effort” is not enough to justify moving to the next level. Three components weigh heavily in placement decisions: Performance on in-
class course work, The course Final Test Score; and the SLEP score. Scores below standard may result in the student being required to repeat the course or take supplementary courses.

**General Policies**

Students are expected to come to class on time and be prepared with assignments read and homework completed, ready to participate in discussions and group work. Unless otherwise specified, all homework assignments are to be turned in at the beginning of the class period. *The teacher reserves the right to ignore late work.* Each student, not the teacher, is responsible to assure that all assignments are handed in. Questions about missed assignments will be discussed only in person in the teacher’s office, not in the classroom. A student who misses a class is responsible to get all information and assignments given in class that day—first from classmates, then from the teacher. Missing class is not an excuse for turning in late work or coming to class unprepared. Make-up assignments or “extra credit” is generally not offered or accepted.

Within the classroom, students are expected to keep cell phones, iPods, and other similar devices off and *out of sight* at all times. Within the classroom, students, both male and female, are expected to avoid wearing hats and other headgear, and to avoid eating at their desks during or immediately before or after class. Compliance with common-sense expectations of reasonable classroom policy and good classroom etiquette will be assumed and may be specified or elaborated from time to time.

In most cases, communication with the teacher will be by email. Email communication initiated by the teacher will be through the BYUH email account, not through private accounts such as Hotmail or Yahoo. Students are expected to take all reasonable steps to keep their BYUH email account fully functional throughout the semester. Students are expected to purchase a flash drive or other similar means to save and
store their class-related communications and assignments. Within
reason, students are responsible to store copies of everything that they
send to or receive from the teacher.

Grades

EIL classes are fully credited language classes at BYUH. EIL 227 is a
full-credit course. The grade you earn is a reflection of your actual
ability to meet the course objectives, not simply of your effort to do so.
Subject to possible adjustments, final grades will be based on the
following general percentage guidelines:

1. **30% Final Tests.** The Final Test will be a test consisting of one or
more parts given during the last week of class. This test is prepared by
the EIL department and is common to all EIL 227 sections.

2. **10% Other tests and quizzes.** These tests check your knowledge
and general application of grammar and writing points.

3. **20% Learning Journals.** The grade of the Learning Journal is
largely subjective, based on the student’s report to the teacher on the
following points: 1) the amount of extensive reading completed (as
measured in time spent reading), 2) the appropriateness of the material
read, as specified by the Learning Journal instructions, 3) the
completeness and accuracy of the objective report, 4) the completeness
and thoughtfulness of the subjective report, 5) the grammatical
correctness and vocabulary precision of the English used.

4. **30% Homework:** This includes writing assignments. This also
includes a report of tutoring sessions in the Learning Journal. Most
assignments will not receive a grade, but will simply be recorded as
“completed.” Most feedback on writing will come from tutors or from
appointments with the teacher.
5. **10% Attendance and participation.** Students will not be penalized for absences arising from illness or other legitimate emergency. Students will receive full credit for attendance *unless* absences are excessive, appear to be for reasons other than illness or other legitimate emergency, or prevent the student from participating in class discussions in a meaningful way. Generally, students can miss two days with no penalty. Students who come to class after the roll is called will be considered absent. Absence and lateness have a *direct* effect on the semester grade. Students are expected to speak up in class and make comments or ask questions related to improving their grammar understanding and writing skill. Students who consistently fail to contribute to discussions will not receive full credit.

The percentages above are general guidelines and may be adjusted to meet course needs. Near the end of the semester, students will have an opportunity to assess their course performance and submit to the teacher what *they* think their course grade should be.
**General Grading Standards**

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>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-86</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D-</td>
<td>64-66</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</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.

**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).
Complaints about Instruction

[EIL] 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.

Special Needs

[BYUH] 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.

**BYU-Hawaii Honor Code**

[BYUH] Please carefully review the Honor Code in the University Bulletin. Of particular importance to this course is the section on academic honesty which follows:

I am honest and will continue to be honest in all my behavior. This includes not cheating, plagiarizing, or knowingly giving false information. Honesty in academic conduct is expected of every student. Violations of academic honesty include but are not limited to the following:

- a. Giving or receiving unauthorized help during an examination.
- b. Altering without authorization any grade record, or any test or written work after submission for grading.
- c. Attempting to gain favorable consideration from a professor or an academic committee by misrepresenting the facts.
- d. Submitting as one’s own any academic assignment that is the work of someone else.
- e. Claiming as one’s own the language, ideas, or structure of another, either by failing to cite the source of quoted or paraphrased passages or by failing to distinguish clearly between one’s own language and the language of a cited source through the proper use of quotation marks.
- f. Submitting the same paper or report in more than one course.
- g. Condoning violation by other students.

When an instructor feels that a student has violated this code by cheating, plagiarizing, or a comparable infraction, the instructor is obliged by University policy to confront the student. If the violation is
confirmed, the instructor may fail the student for the course in which the violation occurs and report the student to the University Standards Office. A student who feels that he or she has been unfairly charged may appeal the instructor’s decision to the respective Dean.

Academic Honesty

[BYUH] 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 Standards

[BYUH] 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 Bulletin for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.

Final Exams

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.

**EIL Program Outcomes (all skills)**

Upon completing the EIL program, students will:

1. Demonstrate understanding of the essential points and most details in an academic reading passage.
2. Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels.
3. Successfully handle most communicative tasks in academic situations.
4. Comprehend the main ideas and most details of extended academic oral discourse.
5. Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University.
6. Compare favorably with those entering full-time undergraduate studies across the nation.
Outcomes Matrix for EIL 227

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2. Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels.
3. Successfully handle most communicative tasks in academic situations.
4. Comprehend the main ideas and most details of extended academic oral discourse.
5. Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University.
6. Compare favorably with those entering full-time undergraduate studies across the nation.

EIL Outcomes will be achieved or addressed in the EIL 227 class as indicated in the chart below. “Weight” indicates how much this course focuses on each objective:

1 = slightly; 2 = moderately; 3 = significantly.

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<thead>
<tr>
<th>Outcome</th>
<th>“Weight”</th>
<th>How the outcome will be achieved or addressed</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Students will follow written instructions and note briefly in published passages how writing conventions show themselves in authentic or near-authentic texts.</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Students will write a number of paragraphs and essays. Some will require multiple drafts of each making the necessary adjustments to produce a satisfactory final draft.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Students will offer verbal corrections in peer editing sessions and participate competently in class discussions.</td>
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</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Students will respond appropriately to oral instructions, particularly in peer editing sessions and in teacher-to-student interactions.</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>At two points during the semester, the students will participate in a class evaluation. This process will help reinforce the notion that the purpose of this class is to help them gain sufficient English proficiency.</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>The class tests and assignments are comparable to the TWE, which is a nationally recognized exam for measuring students’ writing abilities.</td>
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<End of General Syllabus, EIL 227>