EIL 310 – Academic English I
Winter 2014

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Texts/Materials
• *Writing Academic English*, Alice Oshima and Ann Hogue (available in bookstore)
• *Contemporary Topics 3, 3rd edition*, David Beglar, Neil Murray, and Michael Rost (available in bookstore)
• Readings (will be assigned throughout the semester and posted on Canvas)
• 3-Ring Binder, pencil/pen/eraser/paper (8 ½ X 11 college lined and ruled)
• 4 Examination Blue Books (may be purchased at the BYUH Bookstore)

Catalog Description
Students develop general academic English proficiency by focusing on listening, speaking, reading, and writing in academic content areas.

Course Goal
By the end of the course, students will be able to comprehend key information in academic settings, effectively communicate with others in these settings, and demonstrate some ability to clearly express understanding of academic topics.

Course Objectives
*Students will practice and complete the following tasks:*

1. Read and process academic texts efficiently, noting length, complexity, and time constraints
2. Listen to and process academic discourse (e.g. lectures, presentations, videos, etc.)
3. Participate orally in both whole-class and small-group settings
4. Take tests in a variety of formats for a variety of purposes (timed/untimed; multiple choice, matching, identification, short answer, and essay; in-class/take-home; class participation quizzes, midterm, final)
5. Give an individual oral presentation
6. Write paragraphs and essays in a variety of rhetorical patterns including critical response essays

Instructional Method
Lecture, computer-aided language learning technology, whole class, small group, and partner discussions

Grading
Grades reflect students’ language proficiency and how well they have mastered the course objectives. Grades will be based on a student’s language 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.
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.

Grading Categories

<table>
<thead>
<tr>
<th>Assignments</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Weekly Reports and Tutor Appointments</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Tests/Quizzes &amp; Vocabulary Activities</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Tests and Essay Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Listening/Speaking Tests &amp; Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exams</td>
<td>30%</td>
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</tbody>
</table>

Assignments will include Blue Book note-taking assignments on course unit lectures and readings; other assignments will be given at the teacher’s discretion.

Weekly Reports will include listening, note taking, speaking, pronunciation, writing, grammar, and reading practice. A weekly report should be submitted to Canvas every Friday.

Tutor Appointments will give students 30 minutes of listening, speaking and pronunciation practice with a language center tutor and 30 minutes of writing and grammar practice with a reading-writing center tutor each week. These assignments should be submitted in class each Friday.

Reading Tests and Quizzes will be given at the end of three units and will be related to course content. Reading quizzes will be given at the teacher’s discretion.

Vocabulary Activities will be based on each unit discussed in class. After three units there will be a vocabulary quiz. Each test will also include a vocabulary section.

Writing Tests and Essay Assignments will include both paragraphs and essays related to the course content and should include information from class readings and lectures. Some papers will be written in class or at home while others will be written in the testing center. Revisions to written work will also be graded.

Listening / Speaking Tests and Quizzes will be given throughout the course and will be related to course content. Unit lecture quizzes will be given at the end of three units.

Final Exams will assess student mastery of course objectives and will include a listening exam, a speaking exam, one untimed essay written in the Testing Center and two timed paragraphs.

Placement

A student’s placement will be calculated using the following factors: grades, final exams, teacher’s recommendation, external scores, and student history. It will not be based on one test or one score, but rather a summation of each student’s performance. If you need to repeat the class, a C- is the highest grade that can be given, even if you earned a higher grade.
Expectations
1. All assignments are to be completed by the beginning of class (regardless of attendance). Many times your assignments will be shared with your peers before handing them in.
2. NO LATE WORK WILL BE ACCEPTED. If you are sick or have a serious problem, it is your responsibility to ask the teacher for an exception to the policy prior to class.
3. If you miss class, it is your responsibility to get all the information and assignments given in class that day. A summary of what was done in class and assignments given will be updated on Canvas.
4. Students are expected to fully participate in class activities.
5. Students are expected to learn, review, and apply the BYUH Framework for Student Learning (see copy attached).

Attendance Policy
There is a direct correlation between attendance and good grades. There will be no make-ups for quizzes or other work missed for absences or tardiness.

Blackboard and Email
Course materials, announcements, grades, and other important information will be posted on Blackboard and sent by email. Make sure you check your email and Blackboard course site frequently.

EIL Program Outcomes

EIL Outcomes will be achieved or addressed in the EIL 310 class as indicated in the chart below.

Upon completing the EIL program, students will:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>“Weight”</th>
<th>How the outcome will be achieved or addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read and process academic texts efficiently, noting length, complexity, and time constraints.</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>Students will be able to listen to and process academic discourse (e.g. lectures, presentations, videos, etc.).</td>
<td>3</td>
<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>Students will be able to participate orally in both whole-class and small-group settings.</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>Students will be able to write in academically appropriate ways.</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>Students will be able to give informative oral presentations based on academic content.</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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<td>Students will know many of the frequently occurring words on the Academic Word List</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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Students will be familiar with a variety of test formats and testing purposes.

- **3** Students will demonstrate their ability to do this by: passing tests of various formats with a variety of purposes.

Students will have an academic English proficiency that compares favorably with other non-native English speaking students entering academic study across the United States.

- **2** Students will demonstrate their ability to do this by: taking either the Institutional TOEFL test or the SLEP test.

Students will recognize that the EIL program was beneficial in assisting them with the English language proficiencies necessary for success at the University.

- **2** Students will demonstrate their ability to do this by: voluntary enrollment in EIL electives; completing their responses on the university exit survey.

“**Weight**” indicates how much this course focuses on each objective: 1 = slightly; 2 = moderately; 3 = significantly.

**Advancement**

Passing an EIL class depends primarily on students’ results on their course final exams and on results on program tests such as the SLEP and the blue book. 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.

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.

**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. Students who are frequently late and miss class can expect to receive a poor grade and possibly fail the class. Come to class on time and be prepared with your assignments read and homework completed. Be ready to participate in discussions and group work. **NO ASSIGNMENTS WILL BE ACCEPTED LATE. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD OR WHEN OTHERWISE STATED.** Missing class is not an excuse for turning in late work or coming to class unprepared.

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 EIL classes are scheduled the first week of April. 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 Service at 780-8875 (24 hours).

**Students with Disabilities**

Brigham Young University-Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Counselor Leilani Auna at 675-3999 or 675-3518. 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 780-8875.

**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 complete policy [http://services.byuh.edu/honorcode/Academic_Honesty_Policy](http://services.byuh.edu/honorcode/Academic_Honesty_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.