EIL 320 – Academic English II (4 credits)
Winter 2014 MTHF Section 5, 12:10—1:10PM in MCK 153

Instructor: Perry Christensen
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Office: MFB 209
Telephone: (808) 675-3358
Office hours: Drop by or by appointment

Texts/Materials

- New Directions: Reading, Writing, and Critical Thinking 2nd Edition by Peter S. Gardner Published by Cambridge
- pencil/pen/eraser/paper (8 ½ X 11 college lined and ruled)
- Computer to bring to class on occasions (the Library has a few you can check out for a few hours at a time)

Catalog Description
Students improve academic listening, speaking, reading and writing skills while studying different content areas. Emphasis is on applying skills in their concurrent GE classes.

Course Goal
By the end of the course, students will be able to generally comprehend academic readings and lectures and use the content from those readings and lectures to fulfill written and oral tasks.

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 a group oral presentation.
6. Write a research paper (discussing some kind of data rather than library research) that contains headings and at least three different sections and source citation.

Instruction Method: lectures, group work, discussions, readings, note taking, etc.

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<thead>
<tr>
<th>Evaluation/Grading</th>
<th>Colors</th>
<th>A 94-100%</th>
<th>B+ 87-89</th>
<th>C+ 77-79</th>
<th>D+ 67-69</th>
<th>F 59 and below</th>
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<tbody>
<tr>
<td>Diagnostic/program tests 1%</td>
<td>A- 90-93</td>
<td>B 84-86</td>
<td>C 74-76</td>
<td>D 64-66</td>
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<td>Attendance 9%</td>
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<td>Assignments 20%</td>
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<td>Reading/Speaking Log 5%</td>
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<td>Midterms 25%</td>
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<td>Finals (10% each) 40%</td>
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<td>Extra Credit +3%</td>
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<td>Total 103%</td>
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Grades reflect to what extent a student has mastered the objectives.
A = exceptional mastery of the objectives
B = good progress; may still have some weaknesses in language skills, fluency, and comprehension.
C = average progress with several weak areas in language skills, fluency, and comprehension. (It is debatable if this grade is high enough to progress to the next EIL level)
**Extra Credit**
Students may earn up to a total of 3% extra credit added to their overall grade. Up to a ½% will be given for each RWC workshop attended or other permitted activity. In order to receive credit, a typed 1 full page reaction paper (double spaced, 11-12 point font, 1 inch margins) on the workshop must be turned in no later than 1 week after the workshop.

**EIL Program Outcomes**
EIL Outcomes will be achieved or addressed in the EIL 320 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>
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<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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<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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<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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<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 (AWL).</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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<td>Students will be familiar with a variety of test formats and testing purposes.</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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<td>Students will have an academic English proficiency that compares favorably with other non-native English speaking students entering academic study across the United States.</td>
<td>2</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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<td>Students will recognize that the EIL program was beneficial in assisting them with the English language proficiencies necessary for success at the University.</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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</table>

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

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. Scores will be lowered for late work. You will only receive up to 1 point for any late work you turn in once Bro. Christensen has handed the other students back their assignments. If you are sick or have a serious problem, it is your responsibility to ask Bro. Christensen 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 Blackboard.

Canvas
Announcements of class activities and homework will be posted and often turned in on Canvas.

University Final Exam Policy
Final exams for EIL classes are scheduled from April 2-8. 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.

Calendar: http://academics.byuh.edu/academicdates

Important Dates:
- Jan 20 Civil Rights Day – no class
- Feb 17 Presidents Day – no class
- Mar 14 Friday – no class
- Mar 15 Saturday – TOEFL TEST 8am to 12pm **
- Mar 26 Kuhio Day – no class
- April 2-8 EIL Finals