Instructor: Jae Song Lee (Please call me Sister Lee)
Office: AUD 180
Office Hours: By appointment
Email: jaesongyamaguchi@gmail.com

REQUIRED TEXTBOOKS AND MATERIALS:


CATALOG DESCRIPTION:

Students learn foundational grammar rules to academic reading and writing. Grammar structures may include noun, adjective, and adverb clauses; conditionals; participial phrases; and questions.

COURSE GOAL:

By the end of the course, students will demonstrate an increasingly sophisticated competence with formal, written English and English grammar structures—as evidenced by performing a variety of real or realistic academic language tasks focusing primarily on reading paragraphs and short, multi-paragraph essays.

COURSE OBJECTIVES:

Students will focus on advanced-level accuracy in the use of verb tenses, various types of clauses, and phrases.

INSTRUCTIONAL METHOD:

Lectures, group work, discussions, readings, writings, etc.

STUDENT RESPONSIBILITIES

- Bring your student book with you and arrive on time to class every day. 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.
- Do all assigned homework.
- Actively participate without distracting other students or the teacher.
- Be respectful with your words and actions. (You will be dismissed if you are disrespectful)
- Take all quizzes and tests. Missed quizzes cannot be made up. Missed tests can only be made up if arrangements are made with the teacher BEFORE test time. Quizzes and tests will be given frequently so that the students and the teacher can find out if the material is being learned and so that each quiz or test will not have to cover large amounts of material.
- Turn off your cell phone.

NOTE: If you miss class, it is your responsibility to get all the information and assignments given in class that day.

GRADING POLICY:

Evaluation/Grading

EIL 337 Applied Grammar – Winter 2014
Tests & Quizzes 30% Grades reflect to what extent a student has mastered the objectives.
Learning Journal 10% A = exceptional mastery of the objectives
Final Exam 30% B = good progress; may still have some weaknesses in language skills, fluency, and comprehension.
Homework 10% 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)
Attendance/Participation 5%
Midterm 15%
Total 100%

NOTE: Evaluation and grading categories and/or percentages are subject to possible adjustments.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

COURSE REQUIREMENTS

Tests & Quizzes (15%)
Occasionally we will have tests and quizzes to measure your improvement. We will have both writing and grammar tests. I may give surprise quizzes. I will tell you exactly what to expect on each test.

Learning Journal (15%)
One goal is to increase your self-awareness; that is, to help you know how well (or how poorly) you use English grammar.

Final Exam (30%)
The Final Test will be a comprehensive test that will include all the grammar structures learned throughout the semester.

Homework (20%)
You will have grammar homework and other assignments, including textbook work, for this grade.

EIL OUTCOMES

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.
EIL Outcomes will be achieved or addressed in the EIL 343 class as indicated in the chart below. “Weight” indicates how much this course focuses on each objective:

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

<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>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>
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<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>
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<tr>
<td>3</td>
<td>2</td>
<td>Students will offer verbal corrections in peer editing sessions and participate competently in class discussions.</td>
</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>
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<tr>
<td>5</td>
<td>1</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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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 780-8875 (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 Counselor, Leilani A’una at 675-3999. 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 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.