EIL 343

Advanced Grammar

Who? You! and Brother Leon
Where? MCK 153
What? Course Description:
Students learn advanced grammar for academic English. Grammar structures may include noun, adjective, and adverb clauses; conditionals; participial phrases; gerunds and infinitives, and questions.

Objectives:
Academic English uses complex grammar structures. EIL 343 will help you understand these structures and use them in your own speech and writing.

More specifically, in this class, you will:
1. Correctly reproduce the form of complex grammar structures.
2. Understand the meanings of complex grammar structures.
3. Correctly use complex grammar structures in your speech and writing.
4. Increase your understanding of academic vocabulary.


Why? So that you can be prepared to be leaders in your home countries; so that you will be able to write well in all your classes; so that you do not confuse other people; so that you feel confident that you are speaking correctly; so that you can better pass the EIL placement tests. The more you understand, the better you will be able to monitor your grammar.

How? Through these assignments:
-Textbook Exercises (15%): Do the assigned exercises from your textbook. We will review them in class.
-Extensive Writing (15%): Each class, we will write an essay in class on various topics to stretch the types of grammar we use. Grammar is a skill, and skills must be practiced. Each Thursday we will turn in a more formal essay at the end of class. There will be no out of class essays.
-Extensive Reading (15%): Fill out the Reading Log section of “Grammar in the Wild” each week. This helps you build your inner sense of correct grammar.
-Extensive Listening (15%): Fill out weekly Listening Log section of “Grammar in the Wild”. This will develop your sense of what “sounds right.”
-Extensive Speaking (15%): Fill out weekly Speaking Log section of “Grammar in the Wild”. This will help you put what you learn into practice, and will help you ace the AWL test. There will also be a short presentation in which you guide us through the homework.
-Quizzes, Tests, and Exams (25%): To be prepared for the exams and tests at the end of the semester.

Grading Policy:
Your grades are based on your proficiency in the language, that is, how well you have mastered the work rather than on how hard you try. The following chart shows what the letter grades mean.

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.
D= Dissatisfactory
F= Failed all course objectives

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. Student work in EIL 343 and other supplementary classes will also be taken into consideration when placements are determined.

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. Announcements regarding class assignments will be posted in Canvas and emailed.
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 website)

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.

If you miss 3 classes in a row, you will be referred to the International Student Office. Lack of attendance violates US immigration policies for international student and could result in a student being sent home.

<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>
</tr>
<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>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

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

Be prepared: If you are prepared, ye shall not fear. If you are not prepared, you will lose points and look bad in front of the class. We don’t want you to be embarrassed. Bring your textbook and materials to each class.

Participation: Language learning increases as we pay attention and notice how others are using the language, and as we interact with each other. If you want to learn and improve your English, open your hearts, your ears, and your mouths.

Grammar Tutors: These are new. More information will come soon.

Speech Center Tutors: These are special tutors for students who want extra attention with their pronunciation, or would like help preparing and rehearsing their oral presentations. You can visit with them, but they DO NOT count for EIL assignments.

Technology: Please no cell phone or other device usage in the class.

Placement: Passing an EIL class depends primarily on the 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 students 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). Dates for final exams are included in the course schedule.

Honor Code: All students are expected to be honest in all their dealings in this class and to abide by the BYU-H Honor Code. Cheating or other violations may result in a failing grade for the course or other disciplinary action.

Cheating, as the term is used at BYUH, refers to actions such as the following on the part of a student:

1. A student sharing information with other students about the content of, or answers to examinations, on-line quizzes (except as specifically allowed as discussed above) or other graded work in which student interaction is not specifically allowed.
2. A student getting another person to take a quiz or exam in his/her place, or to prepare submitted work, which is then submitted as the student’s work.
3. A student who, either before or while taking a quiz or exam, visually or otherwise obtains information from another person's quiz or exam.
4. A student using "crib" sheets or other unauthorized information while taking an exam.
5. A student gaining access, by theft or by any other means, to a quiz or exam or unauthorized information about a quiz or exam before it is taken.

Violations of the Honor Code in this class are taken very seriously. Students caught cheating will be referred to the Honor Code and will likely receive an F for this class. Do not compromise your integrity for something as insignificant eternally as a grade in this class.

Dress and Grooming Standards: I am not going to reprint the entire Dress and Grooming section of the BYUH Honor Code. You have signed a “contract” and should already know and be obeying this code. Students not in standards will be asked to leave to return home and rectify the situation.

Disruptive Behavior: The classroom should be free of disruptive or distracting behavior of students. This would preclude eating, talking on cell phones (please turn all cell phones off before entering the class), yelling, entering late or leaving early. This also includes any sort of bullying or profanity. In addition, online postings in any class forums should be done in a professional manner.

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.

**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.

**Outcomes Matrix for EIL 343**
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>
</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>
</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>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>
</tr>
</tbody>
</table>