Section 1 - Approvals

Name of Proposal: EIL Curriculum Change

Submitted by: Mark Wolfersberger    Signature: ____________________________

Date: [10-05]

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For [8], Against [0], Abstain [0], Absent [2]</td>
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<tr>
<td>1. Approved by Department [separate block for each dept]</td>
<td>Signature:</td>
<td></td>
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<tr>
<td></td>
<td>Chair: Mark James</td>
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<td>2. Approved by College [separate block for each college]</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean: John Bailey</td>
<td></td>
</tr>
<tr>
<td>3. Reviewed by LAS (if new resources are requested)</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAS: Douglas Bates</td>
<td></td>
</tr>
<tr>
<td>4. Approved by General Education (if any GE course is affected)</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GE: Beth Haynes</td>
<td></td>
</tr>
<tr>
<td>5. Approved by University Curriculum Committee</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UCC: Douglas Bates</td>
<td></td>
</tr>
<tr>
<td>6. Approved by Academic Council</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVP: Max Checketts</td>
<td></td>
</tr>
<tr>
<td>7. Approved by the President's Council (for new programs)</td>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pres: Steven Wheelwright</td>
<td></td>
</tr>
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</table>
Summary
The EIL program is proposing the following changes to its curriculum:

- Name changes to several courses at the Intermediate level.
- Combining two three-credit courses at the Advanced I level (EIL 313 and 317) into one 6-credit course.
- Eliminating one Advanced-level course (EIL 319)
- Revising some existing courses so that they will target specific language needs of students.
- Creating a number of supplementary English courses that will target specific language needs of students.
- Delaying 4 credits of required EIL classes so that students take them during their sophomore year.

Background Information
Proposal Description
In the fall of 2008, EIL implemented some major changes to its curriculum as a first attempt to apply some suggestions from the program review committee that visited EIL during the winter ’07 semester. Although the fall ’08 curricular revision was a step in the right direction, after running the revised program for more than a year, we have become aware of some flaws in the current design and it is clear that EIL needs to undergo further changes in order to better meet the needs of the non-native English speaking students on campus.

Targeting Specific Language Needs
One of the problems we have encountered with the current program design is that we do not have classes to deal with targeted language needs. Currently, all of our classes are integrated skills classes, which means that each class teaches reading, writing, listening, and speaking all together. Creating integrated classes was a positive step for the EIL program. However, when there is a student that is weak in one of the four language skills (reading, writing, listening, and speaking) but strong in the other three, there is very little that the current program design can do to address this weakness except have the student repeat a class that contains unnecessary instruction.
in three language skills in order to receive a little bit more help with the specific language skill needed.

Here is one example from a current EIL student to demonstrate this dilemma. Jay (pseudonym) is currently in the Advanced II level, which is the highest level in the program. The data we have collected about Jay from tests and assignments suggests that he has reading, writing, and speaking skills that qualify him to exit the EIL program. However, his academic listening skills are at an Intermediate I level, which is the lowest level in the program. Because we do not have a class that targets listening skills, the only way we can help Jay with his academic listening is to enroll him in advanced-level integrated skills classes—where he will receive instruction in all four language skills—and hope that he receives enough listening instruction—in between the reading, writing, and speaking instruction—to help him successfully listen and learn in his GE courses.

**Supplementary EIL Classes**

In order to address this program design weakness, we are proposing to reduce the number of credits students take in integrated skills classes in order to make room for other classes that target specific language needs. We are proposing a range of 2 credit classes that address specific language needs that we have identified are fairly common among EIL students (e.g. grammatical accuracy in writing, pronunciation, oral fluency, lecture listening, note taking, academic vocabulary development, and reading to learn from informational texts). By creating a range of classes that target specific language skills and student needs, we can direct students into classes that will provide extra support to areas of individual weakness.

**Extended EIL Support**

Another problem with our current program design regards our “post-EIL” classes. The program review committee suggested in 2007 that the EIL program extend language support further into students’ time on campus rather than having all the language support loaded onto the beginning of students’ campus experience. In response to this, we created three “post-EIL” classes. Students who were struggling in their major because of English language weakness were to be directed into these classes by the teachers in their major. While it sounded ideal at first, we have encountered a number of problems with this design.

In order to address the issue of creating EIL support that extends further into students’ time at BYUH rather than having it all up front, we are proposing to delay up to a year four credits that students currently take at the Advanced II level. This will give students time to take other classes earlier in their career at BYUH, self-assess their own English language needs, and enroll in EIL
classes that meet those needs. The EIL program hopes that the self-selection of classes will result in students with higher levels of motivation to improve their English skills.

**Detailing the Proposed Changes**

The current EIL program is represented in Figure 1 and the proposed EIL program is represented in Figure 2 below. The following discussion will explain these changes and how they compare with the current EIL program.

**Intermediate Levels**

The changes requested in this proposal at the Intermediate levels are for course names only. Both students and teachers have found the current course names of *Writing-Reading* (EIL 217, EIL 227) and *Reading-Writing* (EIL 219, EIL 229) to be confusing because, according to the course names, both classes focus on reading and writing and seem to teach the same things. In order to alleviate this confusion, we are proposing to revert back to *Writing* (EIL 217, EIL 227) and *Reading* (EIL 219, EIL 229). The goal in these two courses is to teach the skills of reading and writing in conjunction with each other—an integrated skills course—while placing an emphasis on one of the two skills. Although we intended to reflect this integration of skills in the course titles, the titles have been confusing to students.

**Advanced I**

The Advanced I level will undergo a cosmetic change and a substantive change. The cosmetic change is to combine the current EIL 313 and EIL 317 into one course. In the current program design, students must enroll concurrently in the same section of these two courses so that they have the same teacher for both classes. The teacher integrates the instruction across both courses so that, in practice, students enrolled in EIL 313 and EIL 317 have been taking one six-credit course that integrates all of the language skills and teaches core academic language tasks. In order to reflect this reality, this curriculum proposal joins these two courses together into a single six-credit course called EIL 310 – *Academic English I*.

The substantive change at the Advanced I level is the requirement for students to also take 4 credits of EIL supplementary classes rather than the current EIL 319 – *English for Academic Purposes I* (4 credits). This is simply replacing four credits of integrated skills with four credits of instruction in specific language skills. Students will be required to take the EIL supplementary classes concurrently with the core class EIL 310 – *Academic English I*. 
Figure 1 – Current EIL Program

Continuing Support

- 323 L/S Seminar 3 credits
- 337 Writing Seminar 3 credits
- 339 Reading Seminar 3 credits

Advanced 2

- 327 W/R/L/S 3 credits
- GE Linked 3 credits
- 329 EAP Theme based integrated 4 credits
- GE Elective 3 credits
- GE Elective 2-3 credits

Advanced 1

- 313 L/S TALL 3 credits
- 317 W/R TALL 3 credits
- 319 EAP Theme based integrated 4 credits
- Sheltered Religion 2 credits
- GE Elective 3 credits

Figure 2 – Proposed EIL Program

Post-Advanced 2

- Supplementary Classes (As required)
- EIL Electives (1 year to complete)

Advanced 2

- 320 Academic English II
- Supplementary Classes (As required: new students must take 2 credits)
- Sheltered Religion (121 & 122)
- GE Classes

 = 15 credits

Advanced 1

- 310 Academic English I
- Supplementary Classes (As required: new students must take 6 credits)
- Sheltered Religion (121 & 122)
- GE Class

 = 14-15 credits

Other University Classes

- English 101
- Other University Courses

0 - 6 credits

15 credits
Advanced II

The changes proposed at the Advanced II level are similar to the changes at Advanced I. Students would continue to take EIL 329 – *English for Academic Purposes II* (4 credits); however, we are proposing that the course be renumbered and renamed to EIL 320 – *Academic English II*. In place of the current EIL 327 – *Advanced Integrated Skills* (3 credits), students would take four credits of EIL elective classes later in their school career. These four credits are represented in the box *EIL Electives* at the top of the figure.

Post-Advanced II

It is possible that after completing EIL 320, some students may need additional support. These students could be placed into a maximum of four credits of supplementary classes. Students would take these classes in the semester immediately following EIL 320.

In addition, all students will be required to take four EIL elective credits within one year of completing EIL 320. As mentioned above, these credits replace the EIL 327 class in the current EIL curriculum.

Controversies

This proposal has come about through significant discussion and input from all EIL teachers. As evidenced in the department vote noted on page 1 of this document, there is no descent to the proposal from within our department. All teachers see the need for the change and are anticipating its arrival.

Changes in Graduation Requirements

The EIL program is acutely aware of the need to limit the number of EIL credits students earn while providing them with sufficient English skills to be successful on campus and beyond. Changes from the previous EIL curriculum to the current curriculum reduced by three to five credits the minimum number of credits students take. The proposed curriculum would add one credit back to this number. Table 1 provides information on the minimum and maximum number of possible EIL credits for students who start the program in the Advanced I level and the Advanced II level.

Table 2 shows the impact of the proposed change on the credits students would earn at graduation. The smaller numbers reflect students who start the EIL program in the Advanced II level, which is the highest level. The higher numbers represent students who start the EIL program at the Intermediate I level, which is the lowest level in the program.
Table 1 – Minimum and maximum possible credit hours for students starting in the Advanced level of the EIL program

<table>
<thead>
<tr>
<th></th>
<th>Previous Curriculum</th>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum possible EIL credit hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start in ADVI</td>
<td>24 credits</td>
<td>19 credits</td>
<td>20 credits</td>
</tr>
<tr>
<td>Start in ADVII</td>
<td>12 credits</td>
<td>9 credits</td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Maximum possible EIL credit hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start in ADVI</td>
<td>40 credits</td>
<td>19 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Start in ADVII</td>
<td>28 credits</td>
<td>9 credits</td>
<td>18 credits</td>
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</table>

Table 2 – Impact on Credits at Graduation

<table>
<thead>
<tr>
<th></th>
<th>Previous Curriculum</th>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIL</td>
<td>12-70</td>
<td>9-49</td>
<td>10-60</td>
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<tr>
<td>GE</td>
<td>43-47</td>
<td>43-47</td>
<td>43-47</td>
</tr>
<tr>
<td>Major (TESOL)</td>
<td>41</td>
<td>41</td>
<td>41</td>
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<tr>
<td><strong>Total</strong></td>
<td>96-158</td>
<td>93-137</td>
<td>94-148</td>
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</table>

Because Table 2 represents the full range of possibilities, it may not be very informative about what happens to the average student who tests into EIL. On average, 46% of the new students who test into the EIL program are placed in the Advanced I level. Table 3 shows the impact on credits at graduation for a student who starts the EIL program in Advanced I. Furthermore, 31% of new students test into the Advanced II level. Thus, Table 3 represents the maximum possible EIL credits for 76% of all students testing into EIL.

Table 3 – Impact on Credits at Graduation for an ADVANCED I Student

<table>
<thead>
<tr>
<th></th>
<th>Previous Curriculum</th>
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<th>Proposed Curriculum</th>
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<td>24-40</td>
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<td>20-30</td>
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<td>GE</td>
<td>43-47</td>
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<tr>
<td>Major (TESOL)</td>
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<td>41</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108-128</td>
<td>103-107</td>
<td>104-118</td>
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</table>
**Effect on Faculty Load**

Effect on faculty load in the EIL program is difficult to measure because the number of courses we run is highly dependent on three factors: the number of new international students admitted to the university each semester, their language level, and the number of students continuing in the EIL program from semester to semester. Because the number of classes we offer varies unpredictably, we fill the teaching demand each semester or term with part-time teachers. Despite this variability, the following two charts are indicative of how the proposed EIL curriculum may impact the demand for part-time instructors in our department.

### EIL Program Teaching Demand (Courses)

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<th>Course</th>
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<td>EIL 215 (combines with 225)</td>
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<td>EIL 217 (combines with 227)</td>
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<td>EIL 219 (combines with 229)</td>
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<td>EIL 310</td>
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<td>EIL 320</td>
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<td>Supplementary Classes ADVI</td>
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<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Supplementary Classes ADVII</td>
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<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Post- ADVII Elective Classes</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>8</td>
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<td><strong>Teaching Demand Total</strong></td>
<td>50</td>
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<td>44</td>
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### EIL Program Teaching Capacity (Faculty)

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<td>TESOL/EIL Faculty</td>
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<td>Bunker, Ellen</td>
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<td>Wolfersberger, Mark</td>
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<td>Wyman, Earl</td>
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</table>
| Teaching Capacity Total | 40.5| 81  | 81  | 40.5
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** Fall 2010 semester

**College:** College of Human Development

**Abbreviation:** EIL

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**Major Requirements Sheet (MRS):** The main document required for a program proposal is the MRS which is used by academic advisors, students, and others. It must be attached immediately following this page. It must clearly identify ALL requirements that must be met. Take special care to make sure the MRS is as clear and accurate as possible.

**Core elements of the Major Requirements Sheet** are binding as approved and cannot be changed without a new program proposal. The following elements are core.

- The list of Requirements
- For each requirement, the number of credits required (if applicable) and the specific courses by number (or number range) that can be applied to meet that requirement. (Note that waivers and substitutions can be used to supersede requirements on a per student basis.)
- Take special care that “and” and “or” are clarified when complex alternatives are presented. If appropriate, simplify to meet the normal case and allow waivers and substitutions to be used to meet unusual cases.

**Support elements of the Major Requirements Sheet** are not binding and can be freely changed without a new program proposal. The following elements are support.

- The formatting of the MRS.
- The order in which the requirements are listed.
- For each requirement, its descriptive label.
- For each course, the dates the course is expected to be offered.
- For each course, its prerequisites.

*Note that some support element changes require a Course Proposal, even though the MRS does not need to be re-approved.*

---

Immediately following this page, attach the revised Major Requirements Sheet.

Following the MRS, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 217

Full Title: Intermediate I Writing
Short Title (for Transcript, 30-char max): Intermediate I Writing
Catalog Entry (50-word recommended maximum):
Prerequisites:
Credit Hours:
Grading Method:
Course Fees:
Learning Objectives: Each student who passes this course will be able to do the following:
Assessment Methods:

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 219

Full Title: Intermediate I Reading
Short Title (for Transcript, 30-char max): Intermediate I Reading
Catalog Entry (50-word recommended maximum):
Prerequisites:
Credit Hours:
Grading Method:
Course Fees:
Learning Objectives: Each student who passes this course will be able to do the following:
Assessment Methods:

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 227

Full Title: Intermediate II Writing
Short Title (for Transcript, 30-char max): Intermediate II Writing
Catalog Entry (50-word recommended maximum):
Prerequisites:
Credit Hours:
Grading Method:
Course Fees:
Learning Objectives: Each student who passes this course will be able to do the following:
Assessment Methods:

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester

College: College of Human Development

Course Prefix: EIL

Course Number: 229

-----------------------------------------

Full Title: Intermediate II Reading

Short Title (for Transcript, 30-char max): Intermediate II Reading

Catalog Entry (50-word recommended maximum):

Prerequisites:

Credit Hours:

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:

Assessment Methods:

-----------------------------------------

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 310

-----------------------------------------------

Changed Course Number:
The old classes were EIL 313 (3 credits) and EIL 317 (3 credits)
The new class is equal to these two old classes.

Full Title: Academic English I
Short Title (for Transcript, 30-char max): Academic English I
Catalog Entry (50-word recommended maximum):
Students develop general academic English proficiency by focusing on listening, speaking, reading, and writing in academic content areas.

Prerequisites:

Credit Hours:
The old classes were EIL 313 (3 credits) and EIL 317 (3 credits)
The new class is 6 credit hours.

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:

- Interpret an essay question & report in a paragraph based on material from sources
- Paraphrase in a paragraph information from a 1-2 page article
- Introduce quotations and reported speech using appropriate content punctuation and reference format
- Write 3-4 critical response essays based on readings and lectures

Final exams – 1 untimed essay in TC; 1-2 paragraphs in class

- Complete and create graphic organizers of increasing complexity to demonstrate understanding of material
- Read & understand academic articles and short textbook excerpts (2-5 pages)
- Identify main & supporting ideas of academic readings by outlining, answering questions, paraphrasing, and summarizing

- Use reported speech
- Summarize content of lectures and interviews
- Give a short prepared speech using PowerPoint
- Use details from listening and reading passages to support a response to an oral prompt

- Take clear & accurate notes on lectures and listening passages 5-20 minutes long
- Correctly answer MC, T/F, matching, and open ended questions based on academic listening passages
Assessment Methods:
Direct testing through EIL program assessments (e.g. final exams, SLEP) and teacher classroom tests.

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 320

Changed Course Number:
The old class was EIL 329

Full Title: Academic English II
Short Title (for Transcript, 30-char max): Academic English II
Catalog Entry (50-word recommended maximum):
Students improve academic listening, speaking, reading and writing skills while studying different content areas. Emphasis is on applying skills in their concurrent GE classes.

Prerequisites:
Credit Hours:
Grading Method:
Course Fees:
Learning Objectives: Each student who passes this course will be able to do the following:
Assessment Methods:

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 331

Changed Course Number:
Old course was EIL 323

Full Title: Oral Fluency
Short Title (for Transcript, 30-char max): Oral Fluency
Catalog Entry (50-word recommended maximum):
Students participate in oral reports and group discussions to build fluency and gain confidence in speaking in academic contexts.

Prerequisites:
Credit Hours:
Old credits were three hours. New credits are two hours.

Grading Method:
Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:
- Demonstrate their ability to effectively communicate knowledge, ideas, and opinions related to academic and/or current event topics with professors and peers in class discussions, small groups, or one-on-one situations, and/or through formal oral presentations. (Note: the source of information may be from readings, academic lectures, and/or interviews).

Assessment Methods:
- Classroom speaking tests, formal presentations, group work

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be
made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 333

----------------------------------------

Changed Course Number:
Old course was EIL 323

Full Title: Oral Accuracy
Short Title (for Transcript, 30-char max): Oral Accuracy
Catalog Entry (50-word recommended maximum):
Students focus on clear oral communication by applying grammar rules, selecting appropriate vocabulary, and using self-correcting strategies.

Prerequisites:
Credit Hours:
Old credits were three hours. New credits are two hours.

Grading Method:
Course Fees:
Learning Objectives: Each student who passes this course will be able to do the following:

- Demonstrate the ability to select appropriate language, and correctly use grammatical structures and a range of vocabulary to accomplish a variety of communicative tasks, particularly related to academic situations, with few errors and generally smooth delivery.

Assessment Methods:
- Classroom speaking tests, formal presentations, group work

----------------------------------------

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
a. EIL 333
b. Oral Accuracy

Fall 2010

Teacher: Joseph Smith
Office: Mansion House, Nauvoo
E-mail: smithj@byuh.edu
Office Hours: MWF 11:00 – 12:00 or by appointment
Phone: 675-0000
Class meets: MW 1:20 – 2:20
Credits: 2 credit hours

Texts/Materials
Students do not need to buy a textbook for this course.

Teachers will draw material from a variety of resources such as:


Catalog Description
Students focus on clear oral communication by applying grammar rules, selecting appropriate vocabulary, and using self-correcting strategies.

Objectives
EIL 333 is designed to help you improve the accuracy of your spoken English. In this class, you will:
1. Notice correct grammar and vocabulary use in English.
2. Use these forms correctly in your extended speech
3. Receive opportunities for feedback and correction on your spoken grammar and vocabulary
4. Learn strategies for monitoring and self-correcting your own speech so that you can continue to improve your spoken accuracy after this class.

Methods of Instruction
Pair and small group activities, role plays, oral presentations, activities, such as dictation and story retelling, which help you notice various features of the grammar and vocabulary of English (teachers call these consciousness-raising activities), explicit strategy instruction, and classroom lecture and discussion.

Assignments and Grading
1. **Consciousness-raising activities (20%)**: These will generally be done in class. These are various activities such as dictation and story-retelling. The purpose of these activities is to help you notice correct English grammar and vocabulary so that you can correct your own speech.

2. **Grammar and vocabulary exercises (20%)**: These are practice activities in order to help us better understand the grammar rules and vocabulary knowledge necessary to improve our oral accuracy.

3. **Strategy journal (20%)**: During the semester, we will study strategies for monitoring your own speech accuracy and correcting your own errors. You will keep a journal in which you record your efforts with using these strategies.

4. **Tests (40%)**: You will have several tests throughout the semester. The tests will measure your accurate use of English when speaking.

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.

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**EIL Program Outcomes**

EIL Outcomes will be achieved or addressed in the EIL 333 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>Demonstrate understanding of the essential points and most details in an academic reading passage</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>3</td>
<td>Through in-class consciousness-raising activities, teacher feedback and correction on oral errors, students learning strategies for self-monitoring and self-correction.</td>
</tr>
<tr>
<td>Comprehend the main ideas and most details of extended academic oral discourse</td>
<td>1</td>
<td>Listen and respond to peers’ oral presentations.</td>
</tr>
<tr>
<td>Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University</td>
<td>2</td>
<td>Increase appreciation for oral accuracy as a key to overall language improvement.</td>
</tr>
</tbody>
</table>
Compare favorably with those entering full-time undergraduate studies across the nation

Take the SLEP Test to show overall improvement in listening, reading, and grammar.

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

### Attendance, Punctuality, and Late Assignments

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Assignments are due at the beginning of the class period. Only in exceptional circumstances will extensions be granted.

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.

### Course Calendar

A tentative course schedule is posted on Blackboard.

### General BYUH Policies

#### Advancement

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

#### 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.

#### University Final Exam Policy

Final exams for EIL classes are scheduled on December 13-16. 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.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 335

Changed Course Number:
Old course was EIL 323

Full Title: English Pronunciation
Short Title (for Transcript, 30-char max): English Pronunciation
Catalog Entry (50-word recommended maximum):
Students learn to correct pronunciation errors that interfere with communication.

Prerequisites:
Credit Hours:
Old credits were three hours. New credits are two hours.

Grading Method:
Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:
- Improve the accuracy of their pronunciation so as to be clearly understood in a variety of communicative situations, especially those related to academics, although accent may be slightly distracting at times

Assessment Methods:
- Classroom speaking tests, formal presentations, group work

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
c. **EIL 335**  
**Pronunciation**  

<table>
<thead>
<tr>
<th><strong>Fall 2010</strong></th>
</tr>
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| **Teacher:** Joseph Smith  
**E-mail:** smithj@byuh.edu  
**Phone:** 675-0000  
**Office:** Mansion House, Nauvoo  
**Office Hours:** MWF 11:00 – 12:00 or by appointment  
**Class meets:** MW 1:20 – 2:20  
**Credits:** 2 credit hours |

**Texts/Materials**  
Student Textbook  

Teachers will also draw material from a variety of other resources such as:  
Pronunciation Power – program in the language center  
Accent Mastery – program in the language center

**Catalog Description**  
Students learn to correct pronunciation errors that interfere with communication.

**Objectives**  
EIL 335 is designed to help you improve your English pronunciation. The main goal is to improve your pronunciation so that other people can more easily understand your spoken English.

More specifically, in this class, you will:  
5. Identify the features of your pronunciation that make it difficult for other people to understand you.  
6. Practice listening to and recognizing the differences between difficult pronunciation features.  
7. Practice producing these pronunciation features more accurately and maintain that accuracy in extended speech.  
8. Receive feedback and correction on your pronunciation from the teacher, tutors, and other students in the class.  
9. Learn strategies for monitoring your own pronunciation so that you can continue to improve your pronunciation after this class.

**Methods of Instruction**
Listening practice to help you notice various features of English pronunciation, speaking practice in pairs and small groups, recording your own speech, explicit strategy instruction, and classroom lecture and discussion.

Assignments and Grading

5. **Listening Exercises (20%)**: These are activities to help you hear and recognize the different features of English pronunciation.
6. **Production Exercises (20%)**: These are exercises that help you focus on a specific feature of your pronunciation and produce it more accurately. These exercises will mainly occur in class because this is where you can receive feedback on your pronunciation.
7. **Strategy journal (20%)**: During the semester, we will study strategies for monitoring your own pronunciation. You will keep a journal in which you record your efforts with using these strategies.
8. **Tests (40%)**: You will have several tests throughout the semester. Some of the tests will help diagnose aspects of your pronunciation that need improvement. Other tests will measure your improvement with using understandable pronunciation when speaking.

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.

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**EIL Program Outcomes**

EIL Outcomes will be achieved or addressed in the EIL 335 class as indicated in the chart below. Upon completing the EIL program, students will:

<table>
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<th>&quot;Weight&quot;</th>
<th>How the outcome will be achieved or addressed</th>
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<tbody>
<tr>
<td>Demonstrate understanding of the essential points and most details in an academic reading passage</td>
<td>0</td>
<td>Students will practice listening to pronunciation.</td>
</tr>
<tr>
<td>Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>0</td>
<td>Students will practice both listening to various pronunciations and producing intelligible pronunciation when communicating with others. Students will also learn strategies for self-monitoring their own pronunciation.</td>
</tr>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>3</td>
<td>Students will practice both listening to various pronunciations and producing intelligible pronunciation when communicating with others. Students will also learn strategies for self-monitoring their own pronunciation.</td>
</tr>
<tr>
<td>Comprehend the main ideas and</td>
<td>1</td>
<td>Students will practice listening to pronunciation.</td>
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</table>
most details of extended academic oral discourse | features in academic discourse
---|---
Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University | 2 Students will increase their appreciation for accurate pronunciation as part of overall language improvement.
Compare favorably with those entering full-time undergraduate studies across the nation | 1 Students will achieve English pronunciation that is understandable at most North American universities.

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

**Attendance, Punctuality, and Late Assignments**

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Assignments are due at the beginning of the class period. Only in exceptional circumstances will extensions be granted.

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.

**Course Calendar**

A tentative course schedule is posted on Blackboard.

**General BYUH Policies**

**Advancement**

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

**Academic Honesty**

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**Dress and Grooming**

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University Final Exam Policy

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- 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.

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Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester

College: College of Human Development

Course Prefix: EIL

Course Number: 341

NEW COURSE.

Changed Course Number:

Full Title: Academic Vocabulary Development

Short Title (for Transcript, 30-char max): Academic Vocabulary Development

Catalog Entry (50-word recommended maximum): Students learn and apply strategies to improve independent vocabulary learning. This class focuses on understanding frequently used academic words.

Prerequisites:

Credit Hours: 2 hours

Grading Method: A-B-C

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:

10. Learn about a word through the study of pronunciation, spelling, dictionary definitions, appropriate usage, collocations, word families, and connotations.
11. Use a range of vocabulary learning strategies with the words on the AWL.
12. Apply these vocabulary learning strategies to the other classes you are currently taking at BYUH.
13. Greatly increase your understanding of the words on the AWL.
14. Increase your understanding of subject specific vocabulary.

Assessment Methods:

- Vocabulary tests on the academic word list, strategy journal

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Teacher: Joseph Smith  
Office: Mansion House, Nauvoo  
E-mail: smithj@byuh.edu  
Office Hours: MWF 11:00 – 12:00 or by appointment  
Phone: 675-0000  
Class meets: MW 1:20 – 2:20  
Credits: 2 credit hours

Texts/Materials

Student Textbook

Teachers will also draw material from other resources such as:

Catalog Description
Students learn and apply strategies to improve independent vocabulary learning. This class focuses on understanding frequently used academic words.

Objectives
Learning enough academic vocabulary is probably the biggest challenge for international students at BYUH. This class has two major purposes to help you improve your academic English. The first purpose is to practice strategies that will help you better learn and remember academic vocabulary. The second purpose is to help you learn the words on the Academic Word List (AWL). This is a list of the 570 most common words in academic texts.

More specifically, in this class, you will:
15. Learn a variety of ways to know a word through the study of pronunciation, spelling, dictionary definitions, appropriate usage, collocations, word families, and connotations.
16. Use a range of vocabulary learning strategies with the words on the AWL.
17. Apply these vocabulary learning strategies to the other classes you are currently taking at BYUH.
18. Greatly increase your understanding of the words on the AWL.
19. Increase your understanding of subject specific vocabulary.

Methods of Instruction
Whole class, small group, and partner discussions of words and readings; textbook exercises; explicit strategy instruction; and journal writing.

Assignments and Grading

9. **Textbook Exercises (30%)**: The textbook exercises help you study the words on the AWL and practice various vocabulary learning strategies.

10. **Strategy journal (30%)**: During the semester, we will study strategies for improving your vocabulary learning strategies you are using in your other BYUH classes. You will keep a journal in which you record your efforts with applying these strategies to your other classes.

11. **Vocabulary Tests (40%)**: You will have several vocabulary tests throughout the semester. The tests will measure your understanding of the AWL words studied.

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.

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EIL Program Outcomes

EIL Outcomes will be achieved or addressed in the EIL 332 class as indicated in the chart below. Upon completing the EIL program, students will:

<table>
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<th>Outcome</th>
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<tr>
<td>Demonstrate understanding of the essential points and most details in an academic reading passage</td>
<td>2</td>
<td>Students will study AWL words within reading passages. Their study of these words within the reading passages will improve their reading comprehension.</td>
</tr>
<tr>
<td>Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>1</td>
<td>Students will write a journal in which they record the vocabulary learning strategies they are using.</td>
</tr>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>2</td>
<td>Students will participate in classroom discussions.</td>
</tr>
<tr>
<td>Comprehend the main ideas and most details of extended academic oral discourse</td>
<td>1</td>
<td>In class discussions of academic vocabulary will help students recognize these words in speech and lectures.</td>
</tr>
<tr>
<td>Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the</td>
<td>3</td>
<td>Students will apply the vocabulary strategies learned in this class to the other classes they are concurrently taking.</td>
</tr>
</tbody>
</table>
Compare favorably with those entering full-time undergraduate studies across the nation

Students will take the SLEP Test to show overall improvement in reading and listening skills.

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

Attendance, Punctuality, and Late Assignments

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Assignments are due at the beginning of the class period. Only in exceptional circumstances will extensions be granted.

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.

Course Calendar

A tentative course schedule is posted on Blackboard.

General BYUH Policies

Advancement

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

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.

University Final Exam Policy

Final exams for EIL classes are scheduled on December 13-16. 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:

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- Emergency situations that are beyond the student’s control.

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- 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.
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- If students feel their complaint is serious, it is their responsibility to take it to the appropriate person.
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**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.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** Fall 2010 semester

**College:** College of Human Development

**Course Prefix:** EIL

**Course Number:** 342

---

**Changed Course Number:**

Old course was EIL 327

---

**Full Title:**

**Short Title (for Transcript, 30-char max):**

**Catalog Entry (50-word recommended maximum):**

Students learn a variety of language skills and apply them to a specific academic course. Concurrent enrollment in a designated 3-credit GE course required.

---

**Prerequisites:**

**Credit Hours:**

Old credits were three hours. New credits are two hours.

---

**Grading Method:**

**Course Fees:**

**Learning Objectives:** Each student who passes this course will be able to do the following:

- Improve your comprehension of academic lectures by apply lecture listening and note-taking strategies in the designated GE course.
- Improve your comprehension of academic texts by applying reading comprehension and vocabulary strategies to assignments in the designated GE course.

**Assessment Methods:**

- Classroom listening and reading tests, GE class performance

---

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester

College: College of Human Development

Course Prefix: EIL

Course Number: 351

--------------------------------------------------------------------------------------------------------

Changed Course Number:

Old course was EIL 323

Full Title: Academic Listening

Short Title (for Transcript, 30-char max): Academic Listening

Catalog Entry (50-word recommended maximum):

Students learn and practice listening strategies to better comprehend academic lectures. Note-taking skills are emphasized.

Prerequisites:

Credit Hours:

Old credits were three hours. New credits are two hours.

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:

20. Demonstrate lecture comprehension and note-taking strategies such as:
   a. Deciding what information is important and should be noted and remembered (e.g. repeated information is generally more important)
   b. Predicting the content and direction of a lecture
   c. Using language cues to understand lecture organization (Language cues can come from grammar, vocabulary, and body language)
   d. Organizing information in your notes and showing relationships between ideas
   e. Participating in class discussions (e.g. asking questions) to control the speed and direction of a lecture
   f. Experimenting with different note-taking styles such as outlining, mapping, and the Cornell method

21. Increase your understanding of academic vocabulary.

22. Become more metacognitively aware of your listening process. “Metacognitively aware” means that you will practice thinking about how you listen and the strategies you use to improve your listening comprehension. Becoming more metacognitively aware will help you continue to improve after you finish this class.

23. Apply the strategies and skills you learn to improve your listening in other classes you are taking at BYUH this semester.
Assessment Methods:
- Lecture listening tests, strategy journals, Metacognitive Awareness Listening Questionnaire

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Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]

g. EIL 351
h. Academic Listening

<table>
<thead>
<tr>
<th>Fall 2010</th>
</tr>
</thead>
</table>

Teacher: Joseph Smith
E-mail: smithj@byuh.edu
Phone: 675-0000

Office: Mansion House, Nauvoo
Office Hours: MWF 11:00 – 12:00 or by appointment
Class meets: MW 1:20 – 2:20
Credits: 2 credit hours

Texts/Materials
Student Textbook

Teachers will also draw material from other resources such as:

Catalog Description
Students learn and practice listening strategies to better comprehend academic lectures. Note-taking skills are emphasized.

**Objectives**

EIL 351 will help you improve your ability to listen to and comprehend academic lectures. It will also teach you various note-taking strategies.

More specifically, in this class, you will:

24. Demonstrate lecture comprehension and note-taking strategies such as:
   a. Deciding what information is important and should be noted and remembered (e.g. repeated information is generally more important)
   b. Predicting the content and direction of a lecture
   c. Using language cues to understand lecture organization (Language cues can come from grammar, vocabulary, and body language)
   d. Organizing information in your notes and showing relationships between ideas
   e. Participating in class discussions (e.g. asking questions) to control the speed and direction of a lecture
   f. Experimenting with different note-taking styles such as outlining, mapping, and the Cornell method

25. Increase your understanding of academic vocabulary.

26. Become more metacognitively aware of your listening process. “Metacognitively aware” means that you will practice thinking about how you listen and the strategies you use to improve your listening comprehension. Becoming more metacognitively aware will help you continue to improve after you finish this class.

27. Apply the strategies and skills you learn to improve your listening in other classes you are taking at BYUH this semester.

**Methods of Instruction**

Listening practice to help you notice various features of academic lectures, pair and small group discussions, explicit strategy instruction, and classroom lecture and discussion.

**Assignments and Grading**

12. **Listening Exercises (20%)**: These are practice activities that help you focus on common features of lectures.

13. **Strategy journal (20%)**: During the semester, we will study strategies for improving your academic listening and note taking. You will keep a journal in which you record your efforts to apply these strategies to your other classes.

14. **Metacognitive Awareness (20%)**: Several times throughout the semester, you will take the Metacognitive Awareness Listening Questionnaire (MALQ) in order to measure your improvement with your listening strategy use.

15. **Lecture Tests (40%)**: You will have several tests throughout the semester. The tests will measure your ability to comprehend lectures and take notes effectively.

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.

38
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
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<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>74-76</td>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>C-</td>
<td>70-73</td>
<td>D-</td>
<td>60-63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EIL Program Outcomes**

EIL Outcomes will be achieved or addressed in the EIL 351 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>Demonstrate understanding of the essential points and most details in an academic reading passage</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>1</td>
<td>Students’ work on note-taking skills will help them better understand how academic texts are organized.</td>
</tr>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>1</td>
<td>Students will practice participation strategies for whole-class lectures and discussions.</td>
</tr>
<tr>
<td>Comprehend the main ideas and most details of extended academic oral discourse</td>
<td>3</td>
<td>Students will participate in lecture listening exercises, practices, and tests to help them improve their listening comprehension.</td>
</tr>
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</table>

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**Section 4 - Course Proposal (core)**

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**Effective Date:** Fall 2010 semester

**College:** College of Human Development

**Course Prefix:** EIL

**Course Number:** 353

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**NEW COURSE.**

**Changed Course Number:**

**Full Title:** Extensive Listening

**Short Title (for Transcript, 30-char max):** Extensive Listening

**Catalog Entry (50-word recommended maximum):**

Students increase listening fluency, comprehension, and vocabulary knowledge through extensive listening to self-selected academic lectures, videos, and podcasts.

**Prerequisites:**

**Credit Hours:** 2 hours

**Grading Method:** A-B-C

**Course Fees:**

**Learning Objectives:** Each student who passes this course will be able to do the following:

1. Learn more about the features of spoken English (e.g. pronunciation issues such as linking sounds and reduced syllables) in order to make decoding the language you hear easier.
2. Increase your listening fluency by learning to recognize language chunks (groups of words) that are commonly used.
3. Increase vocabulary by deciding which words are important to study and establishing a self-directed vocabulary learning plan.
4. Demonstrate comprehension of listening passages by discussing content with the teacher and with other students and by giving both oral and written responses.
5. Practice strategies for improving your general listening comprehension.
6. Listen to large amounts of a variety of materials (*minimum* 3 hours a week).
7. Learn to select listening material at the right skill and interest level.
8. Increase your enjoyment and appreciation for listening to a variety of genres in English.

**Assessment Methods:**

- Listening reports, listening tests, listening fluency exercises
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i. EIL 353

Extensive Listening

<table>
<thead>
<tr>
<th>Fall 2010</th>
</tr>
</thead>
</table>

Teacher: Joseph Smith  
Office: Mansion House, Nauvoo  
E-mail: smithj@byuh.edu  
Office Hours: MWF 11:00 – 12:00 or by appointment  
Phone: 675-0000  
Class meets: MW 1:20 – 2:20  
Credits: 2 credit hours

Texts/Materials

Students will listen to a wide-variety of self-selected material and do not need to buy a textbook for this course.

Teachers will draw material from resources such as:


- Need to add references to pronunciation tools
- Teachers need a list of resources or locations to find appropriate listening material for students
  - Language center,
    - leveled listening texts
    - EFR (Electronic Film Review)
  - Library e-audiobooks
    - can be downloaded as MP3 files
    - loan period is 3 weeks
    - e-audiobooks are available through the NetLibrary service (click E-Books and select NetLibrary)
Catalog Description

Students increase listening fluency, comprehension, and vocabulary knowledge through extensive listening to self-selected academic lectures, videos, and podcasts.

Objectives

EIL 353 is designed to help you improve your listening fluency through extensive listening. There are two major challenges to listening fluently. The first is quickly recognizing in the speech of others the words and grammar that you already know. (Teachers call this process decoding.) The second one is vocabulary. You have to know the words a speaker is using in order to understand what you are hearing. This class will help you improve your decoding skills and increase your vocabulary so that you can become a more fluent listener of English.

More specifically, in this class, you will:

36. Learn more about the features of spoken English (e.g. pronunciation issues such as linking sounds and reduced syllables) in order to make decoding the language you hear easier.
37. Increase your listening fluency by learning to recognize language chunks (groups of words) that are commonly used.
38. Increase vocabulary by deciding which words are important to study and establishing a self-directed vocabulary learning plan.
39. Demonstrate comprehension of listening passages by discussing content with the teacher and with other students and by giving both oral and written responses.
40. Practice strategies for improving your general listening comprehension.
41. Listen to large amounts of a variety of materials (minimum 3 hours a week).
42. Learn to select listening material at the right skill and interest level.
43. Increase your enjoyment and appreciation for listening to a variety of genres in English.

Methods of Instruction

Listening practice to help you notice various features of English pronunciation, speaking practice in pairs and small groups, explicit strategy instruction, and classroom lecture and discussion.

Assignments and Grading

16. Listening fluency exercises (20%): These activities increase your listening fluency by helping you recognize language chunks and different features of English pronunciation.
17. Weekly listening reports (35%): Each week you will submit a report of your listening for the week. Reports will be evaluated based on how much time you spend listening.
18. Oral conferences with the teacher (20%): Throughout the semester you will meet with the teacher several times to report on what you are listening to. You will be assessed on your comprehension of the listening texts.
19. Increase in vocabulary size (15%): Your vocabulary size will be assessed at the beginning and at the end of the semester. You will be graded on the rate of increase of your vocabulary rather than the number of words you know.
20. Responses to listening texts (10%): You will give oral and written responses to the materials you listen to throughout the course. You will be graded mainly on content, but also on language use and clarity.

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.
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</tr>
<tr>
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<td>67-69</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
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</tr>
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<td>F</td>
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**EIL Program Outcomes**

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</tr>
<tr>
<td>Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels</td>
<td>2</td>
<td>Students will write reports about their listening</td>
</tr>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>2</td>
<td>Students will give oral reports about their listening and discuss their listening with other students in the class.</td>
</tr>
<tr>
<td>Comprehend the main ideas and most details of extended academic oral discourse</td>
<td>3</td>
<td>Students will practice specific strategies for improving their listening fluency. They will also listen extensively and report on their listening comprehension.</td>
</tr>
<tr>
<td>Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University</td>
<td>2</td>
<td>Increase appreciation for listening skills as part of overall language improvement.</td>
</tr>
<tr>
<td>Compare favorably with those entering full-time undergraduate studies across the nation</td>
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“Weight” indicates how much this course focuses on each objective: 1 = slightly; 2 = moderately; 3 = significantly.

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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.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2010 semester

College: College of Human Development

Course Prefix: EIL

Course Number: 371

Changed Course Number:
Old course was EIL 337

Full Title: Written Accuracy

Short Title (for Transcript, 30-char max): Written Accuracy

Catalog Entry (50-word recommended maximum):
Students focus on communicating clearly in writing by applying grammar rules, selecting appropriate vocabulary, and using editing strategies when revising academic writing.

Prerequisites:

Credit Hours:
Old credits were three hours. New credits are four hours.

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:
- Demonstrate the ability to recognize and independently correct individual grammar errors, particularly errors that interfere with meaning and/or distract the reader due to frequency.
- Develop and successfully apply revision and editing strategies so that their writing communicates clearly in terms of language use with few major or distracting errors

Assessment Methods:
- Classroom tests, formal papers, editing exercises

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
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Effective Date: Fall 2010 semester

College: College of Human Development

Course Prefix: EIL

Course Number: 391

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Changed Course Number:

Old course was EIL 339

Full Title: Strategic Reading

Short Title (for Transcript, 30-char max): Strategic Reading

Catalog Entry (50-word recommended maximum):

Students practice a range of reading strategies to improve their understanding of textbooks and other academic materials.

Prerequisites:

Credit Hours:

Old credits were three hours. New credits are two hours.

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:

44. Use reading strategies such as predicting, previewing, asking questions, skimming, and applying background knowledge in order to increase your understanding of a text.
45. Use vocabulary strategies such as determining meaning from context and skipping unimportant words to increase your vocabulary size.
46. Demonstrate comprehension of reading passages by discussing content with the teacher and with other students and by giving both oral and written responses.

Assessment Methods:

- Reading strategy tests, vocabulary tests, oral and written responses to readings.

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Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be
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Effective Date: Fall 2010 semester
College: College of Human Development
Course Prefix: EIL
Course Number: 393

Changed Course Number:
Old course was EIL 339

Full Title: Extensive Reading
Short Title (for Transcript, 30-char max): Extensive Reading
Catalog Entry (50-word recommended maximum):
Students increase reading rate, vocabulary knowledge, and understanding of text structure through extensive reading of self-selected texts.

Prerequisites:

Credit Hours:
Old credits were three hours. New credits are two hours.

Grading Method:

Course Fees:

Learning Objectives: Each student who passes this course will be able to do the following:
47. Increase your enjoyment and appreciation for reading in a variety of genres in English.
48. Read large amounts of a variety of reading materials.
49. Learn to select reading material at the right skill and interest level.
50. Increase vocabulary (particularly the most common 2000 words in English) by determining meaning from context, skipping unimportant words, and establishing a self-directed vocabulary learning plan.
51. Demonstrate an increase in reading speed by using strategies such as previewing, reading in groups of words rather than word by word, not subvocalizing, moving their eyes quickly across the page, building concentration, questioning the author, and understanding paragraph structure.
52. Demonstrate comprehension of reading passages by discussing content with the teacher and with other students and by giving both oral and written responses.

Assessment Methods:
- Reading rate tests, vocabulary size tests, written responses to readings.
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Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]

k. EIL 393
l. Extensive Reading

<table>
<thead>
<tr>
<th>Fall 2010</th>
</tr>
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</table>

Teacher: Joseph Smith  
Office: Mansion House, Nauvoo  
E-mail: smithj@byuh.edu  
Phone: 675-0000

Office Hours: MWF 11:00 – 12:00 or by appointment  
Class meets: MW 1:20 – 2:20  
Credits: 2 credit hours

Texts/Materials
Guided self-selected readings

Teachers will also draw material from other resources such as:


Catalog Description
Students increase reading rate, vocabulary knowledge, and understanding of text structure through extensive reading of self-selected texts.

Objectives
EIL 393 is designed to help you improve vocabulary, grammar, sentence structure, comprehension, and fluency in English by developing good reading practices as you read large quantities of material. More specifically, you will be successful in this class as you:

53. Increase your enjoyment and appreciation for reading in a variety of genres in English.
54. Read large amounts of a variety of reading materials (minimum 3 hours a week).
55. Learn to select reading material at the right skill and interest level.
56. Increase vocabulary (particularly the most common 2000 words in English) by determining meaning from context, skipping unimportant words, and establishing a self-directed vocabulary learning plan.
57. Demonstrate an increase in reading speed by using strategies such as previewing, reading in groups of words rather than word by word, not subvocalizing, moving their eyes quickly across
the page, building concentration, questioning the author, and understanding paragraph structure.
58. Demonstrate comprehension of reading passages by discussing content with the teacher and with other students and by giving both oral and written responses.

Methods of Instruction
Classroom lecture and discussion, Blackboard

Assignments and Grading
21. Weekly reading reports (35%): Each Wednesday you will submit on Blackboard a report of your reading for the week. Reports will be evaluated based on how much time you spend reading.
22. Oral conferences with the teacher (20%): Throughout the semester you will meet with the teacher several times to report on what you are reading. You will be assessed on your comprehension of the readings.
23. Improvement in reading speed (20%): Weekly reading reports will be assessed on the basis of how much you increase your reading speed while retaining comprehension.
24. Increase in vocabulary size (15%): Your vocabulary size will be assessed at the beginning and at the end of the semester. You will be graded on the rate of increase of your vocabulary rather than the number of words you know.
25. Responses to readings (10%): You will give oral and written responses to the readings you do throughout the course. You will be graded mainly on content, but also on language use and clarity.

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.

<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>

EIL Program Outcomes
EIL Outcomes will be achieved or addressed in the EIL 339 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>Demonstrate understanding of the essential points and most details in an academic reading passage</td>
<td>3</td>
<td>Follow written instructions, read a variety of self-selected materials, including academic and non-academic readings. Report orally and in writing on content of the readings.</td>
</tr>
<tr>
<td>Demonstrate the</td>
<td>2</td>
<td>Written reports about reading.</td>
</tr>
</tbody>
</table>
appropriate level of competence in academic writing on both the rhetorical and syntactic levels

<table>
<thead>
<tr>
<th>Objective</th>
<th>Weight</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully handle most communicative tasks in academic situations</td>
<td>2</td>
<td>Oral reading reports with teacher and posted on Blackboard.</td>
</tr>
<tr>
<td>Comprehend the main ideas and most details of extended academic oral discourse</td>
<td>1</td>
<td>Listen and respond to oral instructions and peers’ oral presentations.</td>
</tr>
<tr>
<td>Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University</td>
<td>2</td>
<td>Increase appreciation for reading as a key to overall language improvement.</td>
</tr>
<tr>
<td>Compare favorably with those entering full-time undergraduate studies across the nation</td>
<td>1</td>
<td>Take the SLEP Test to show overall improvement in reading and grammar.</td>
</tr>
</tbody>
</table>

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

**Attendance, Punctuality, and Late Assignments**

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Assignments are due at the beginning of the class period. Only in exceptional circumstances will extensions be granted.

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.

**Course Calendar**

A tentative course schedule is posted on Blackboard.

**General BYUH Policies**

**Advancement**

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

**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.

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