



# THE ENGLISH LANGUAGE INSTITUTE

AT




**Student Handbook  
2018-2019**





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## **ABOUT ELI**

The English Language Institute (ELI) at the University of North Carolina at Pembroke offers intensive English language instruction, pre-academic training, and cultural orientation to international students preparing for university study in the United States. Students who do not meet UNCP's minimum English language requirement (undergraduate programs - 68 on the TOEFL iBT or 6.0 on IELTS, graduate programs - 80 on the TOEFL iBT or 6.5 on IELTS) can apply to the ELI and matriculate to academic classes upon successful completion of the program.

## **MISSION STATEMENT**

The central mission of the ELI is to provide high-quality English language instruction and cultural orientation to international students preparing for university study in the U.S. The ELI faculty and staff prepare international students to become responsible global citizens by teaching them to embrace diversity, think critically, and communicate effectively.

To achieve this mission, the ELI pursues the following goals:

- To engage and motivate students through challenging and effective English language instruction;
- To provide students with the cultural knowledge necessary to make the transition to life in the U.S.;
- To enhance students' academic skills through teaching academic success strategies;
- To provide students with the support and services they require to excel in an academic environment;
- To enrich UNCP and local community by fostering cross-cultural communication and interaction.



## TIPS FOR SUCCESS

- **Be in class every day and on time!** You receive information in class that helps you complete your homework and do well on tests. Your grade will be lowered if you miss classes. If you stop coming to class, your visa will be terminated.
- **Actively participate in class and do your homework.** It's the best TOEFL practice!
- **Complete all classes with a grade of 75% or better to move up to the next level and avoid academic probation.**
- **Respect your instructors and your fellow classmates.**
- **Don't cheat or plagiarize!** You may not be allowed to continue your studies at UNCP if you violate the Academic Honor code.
- **Practice English in and out of the classroom.** Take part in on-campus events to meet new friends and practice English.
- **Let us know if you have a question or a problem.** We can't help you if we don't know you need help!

## PROGRAM STRUCTURE

The ELI has two 15-week terms a year. Program dates are below:

Semester	Start date	End date
Fall 2018	August 15	December 5
Spring 2019	January 7	May 3

There are several U.S. holidays that take place during the school year. On these holidays, there will be no classes at UNCP and the ELI. There are also two UNCP observed breaks where there are no classes.

Fall 2018	Labor Day	September 3, 2018
	Fall Break	October 11-13, 2018
	Thanksgiving holiday	November 22-24, 2018
Spring 2019	Martin Luther King Day	January 21, 2019
	Spring Break	March 4-8, 2019
	Good Friday	April 19, 2019

The ELI offers three levels of study:

**Level 1 (Low Intermediate)**

**Level 2 (Intermediate)**

**Level 3 (Advanced)**

Students receive 20 hours of instruction per week. Classes are scheduled between 9:00 a.m. and 4:00 p.m. Monday through Friday.

## ORIENTATION

UNCP and the ELI are committed to the academic success of all incoming students. To ensure that students have all the information they need in order to start the program, the Office of Global Engagement (OGE) and the ELI provide all new students with an orientation. All new students are required to attend it. Returning students are required to attend only ELI sessions.

During orientation students will get information on:

- Immigration regulations
- ELI policies
- OGE events
- Campus resources
- Life in the U.S.
- Safety Awareness
- Health insurance requirements

## COURSES

The ELI curriculum consists of core courses that focus on developing reading, writing, listening and speaking skills, an orientation course that introduces students to the U.S. culture and academic life, and a TOEFL preparation course that provides instruction in test-taking strategies.

### **Reading and Writing**

The reading component of this course prepares students for university-level reading by developing reading comprehension, note-taking, critical thinking and analytical skills. Topics encompass many fields and genres in order to expose students to a broad scope of vocabulary. The writing component of this course focuses on developing the skills necessary for academic writing, including prewriting, drafting, revision, collecting and citing sources, and peer review. Students also become familiar with different genres of writing, including free writing, creative writing and journaling.

### **Listening and Speaking**

This course employs various listening materials, such as lectures, discussion, speeches, films, music, and video clips to help students enhance their listening comprehension, note-taking and critical thinking skills. The speaking component of this course builds fluency, pronunciation and expression. Students use new vocabulary and improve pronunciation through speaking tasks and drills.

### **TOEFL Preparation**

The TOEFL Preparation course is designed to help students acquire the skills and confidence necessary to get a high score on the TOEFL. The course explains the format of each section of the TOEFL exam, offers specific test-taking strategies, and strengthens the main English language skills. Although the intent of the course is to enhance students' TOEFL scores, the material covered in class will fine-tune any student's English language skills so that they can succeed in the university classroom.

### **American Culture and University Life (Fall Term)**

This course is designed to introduce students to American culture and to help them develop the skills they need to succeed in an academic environment.

### **Academic Skills (Spring Term)**

This course focuses on study skills necessary for success in a university setting. Topics include note taking strategies, reading and writing strategies, research skills, and stress management/test anxiety.



## TEXTBOOKS

All students are expected to have their books on the first day of class. Students can purchase their books at the ELI office. We strongly advise students not to purchase their textbooks online, as it can take a long time for the books to arrive. Used books that have answers written in them will not be allowed. All textbooks will be examined by the instructor at the beginning of the semester to make sure that they are free of any writing.

## PLACEMENT TEST

**New ELI students** are given a placement test before the semester starts. The placement test consists of 3 parts:

1. **Institutional TOEFL (TOEFL ITP).** The test has 3 sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension.
2. **Writing Assessment.** Students are given an independent writing task in which they write a response based on their own opinion and experience, and an integrated task in which they read a short passage, listen to a short lecture, and then write a response based on the reading and the lecture.
3. **Speaking Assessment.** It also consists of two tasks: an independent task in which the students speak from their personal knowledge and experience, and an integrated task in which the students read a passage, listen to a conversation or lecture, and then speak in response to a question based on the reading and the conversation or lecture.

Writing and Speaking Assessments are scored on a scale from 0 to 30.

**Returning students** are placed according to their grades and test results from the previous semester.

**Note:** *TOEFL ITP tests are ordered through UNCP's Regional Center. The minimum number of tests for each order is 10. If fewer than 10 students take the TOEFL ITP during any of the scheduled times, the cost of the test will be divided among these students. The cost of the test is \$35 if there are at least 10 test-takers. All tests are ordered one month in advance; no reimbursements will be given to students who cancel with less than a 31-day notice.*

## ATTENDANCE POLICY

ELI students are expected to attend class on time every day. The ELI does not have “excused” absences. Class attendance is a requirement of the U.S. Citizenship and Immigration Services (USCIS). It is also required by the ELI because classroom instruction and practice is essential to language learning. To help students stay focused on their studies and to enforce the USCIS rules, the ELI has a strict attendance policy.

The following penalties will occur if a student misses classes:

Class	Number of Absences	Penalty
Reading & Writing (1 class is 2.25 hrs.)  Listening & Speaking (1 class is 2.25 hrs.)	4 absences	The student will receive a written Attendance Warning from the ELI Coordinator.
	5 absences	The student’s <b>course grade will be reduced by 10%</b> . The student will receive a written notice.
	7 absences	The student will receive an automatic failing grade for the course and will be placed on <b>academic probation</b> for the following semester.
TOEFL Preparation (1 class is 2 hrs.)  American Culture & University Life (1 class is 1.25 hrs.)  Academic Skills (1 class is 1.25 hrs.)	1 absence	The student will receive a written Attendance Warning from the ELI Coordinator.
	2 absences	The student’s <b>course grade will be reduced by 10%</b> . The student will receive a written notice.
	3 absences	The student will receive an automatic failing grade for the course and will be placed on <b>academic probation</b> for the following semester.



**Late arrival policy.** Arriving late to class is disruptive and means that you miss important information. If the class starts at 9:00 a.m. and the student arrives at 9:02, he/she will be marked late. Two late arrivals will count as 1 absence.

**Your responsibilities.** If you need to be absent for any reason, you must inform your instructors by email before the class begins. **You are responsible for getting and completing the assignments and any work that is done while you are absent.**



**Students who miss 55 or more class hours during the semester (approximately 2.5 weeks of classes) will be IMMEDIATELY academically dismissed from the program and their student visa will be terminated.**

**Serious Illness.**

We understand that sometimes an unexpected serious illness may prevent a student from attending classes for several days or even weeks. The student should contact the ELI Coordinator as soon as possible to discuss his/her options. The student may be required to fill out an RCL (Reduced Course Load) form which may affect the student’s progress in the ELI program and/or have immigration status consequences.

**GRADING**

Students will receive a syllabus for each class outlining the goals of the class, materials required for the class, and grading information. Every instructor will clearly outline how grades will be given in the syllabus. The syllabus is a very important document and should be kept for reference throughout the semester. ELI uses the following grading scale:

<b>Numeric Value</b>	<b>Letter Grade</b>
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

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**Students must receive a final grade of 75% or better in all courses in order to be promoted to the next level.**

## **MIDTERM AND FINAL EXAMS**

Students will have a midterm and a final exam in each class. If a student is not present to take the midterm or final exam at the scheduled time, he/she will receive a grade of zero. A student with a documented emergency should contact the instructor for a possible arrangement to reschedule the test.

## **TOEFL ITP**

In addition to midterm and final exams, students will take the TOEFL ITP, Writing, and Speaking Assessments in the middle and at the end of the semester (see *Placement Testing* for more information about these tests). It is mandatory for all students to be present to take these assessments at the scheduled times.

## **MIDTERM AND FINAL GRADE REPORTS**

All students will meet with their instructors and the ELI Coordinator after mid-semester and end-of-semester testing is completed. Each student will receive a grade report. The midterm grade report serves as an early intervention tool that lets students know how they are doing in their classes. If a student is not making satisfactory progress, the midterm report will encourage him/her to work harder to improve his/her academic performance to avoid academic probation or dismissal from the program.

## **ADVANCING TO THE NEXT LEVEL**

ELI students are expected to maintain satisfactory grades and demonstrate sufficient progress. Students must receive a grade of 75% or better in all courses in order to be promoted to the next level.

## **PROGRAM COMPLETION REQUIREMENTS**

Students can matriculate to academic programs at UNCP once they receive a score of 520 (550 for graduate programs) or higher on the TOEFL ITP, a score of 18 on the Speaking and Writing Assessments, and a grade of 75% or higher in all their ELI classes. If a student passes all three assessments in the middle of the semester, he/she must complete his/her current classes and pass with a score of 75% or higher in each class.

In certain exceptional cases, students who score between 500-520 on the TOEFL ITP and between 16 and 18 on the Writing and Speaking Assessments can matriculate to undergraduate academic programs. Students who fall in this range must have the full support of their instructors

and the ELI Coordinator. In order to be recommended for matriculation, students must get a “B” in each ELI course. Students who are deemed capable of matriculating into academic courses will be recommended to the Admissions department.

## EXTRACURRICULAR ACTIVITIES

Involved students learn faster! OGE provides various travel excursions and on-campus activities for students. The purpose of these events is to give students the opportunity to explore various regions in the beautiful state of North Carolina and in surrounding states. To make the most of your time at UNCP, you are encouraged to participate in these events. Your instructors may even require that you attend certain on-campus or off-campus functions. **To view OGE events, visit BraveConnect website at [uncp.campuslabs.com/engage](http://uncp.campuslabs.com/engage).**

## ACADEMIC HONOR CODE

### Principle

Absolute integrity is expected of every UNCP student in all academic undertakings. All potential violations are reviewed by UNCP’s Office of Student Conduct.

### Guidelines for students

#### A. General Responsibilities

1. A student shall in no way misrepresent his or her work.
2. A student shall in no way fraudulently or unfairly advance his or her academic position.
3. A student shall refuse to be a party to another student’s failure to maintain academic integrity.
4. A student shall not in any other manner violate the principles of academic integrity.

#### B. Examples of Violations

The following actions are examples of actions that violate the Academic Honor Code.

1. **Cheating.** Cheating means the use of or attempted use of unauthorized materials and methods (notes, books, electronic information, submission of work composed by another entity, telephonic or other forms of communication, or other sources or methods) in any academic exercise, whether graded or otherwise. This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise, whether graded or otherwise.

2. **Plagiarism.** Plagiarism is defined as the representation of another’s words, thoughts, or ideas as one’s own without proper attribution in connection with submission of academic work, whether graded or otherwise.

3. ***Fabrication and falsification.*** Fabrication and falsification is defined as the alteration, invention or citation of any information or material in any academic exercise, whether graded or otherwise. Falsification is a matter of altering information or material, while fabrication is a matter of inventing or counterfeiting information or material for use in any academic exercise, whether graded or otherwise.

4. ***Abuse of Academic Materials.*** Abuse of Academic Materials is defined as the destruction, defacement, stealing, altering, or making inaccessible library or other academic material.

5. ***Complicity in Academic Dishonesty.*** Complicity in Academic Dishonesty is defined as providing assistance or attempting to provide deliberate assistance to another person to commit any act of academic dishonesty.

## **Examples of violations of the code of academic integrity**

### **In Exams**

- Using “crib sheets” or other unauthorized materials during exams.
- Having other students “pinch hit” for the student—having someone other than the student take his or her exam.
- Looking at other students’ exam papers to obtain answers.
- Collaborating with students or other unauthorized persons to obtain answers in take-home exams.
- Giving unauthorized assistance to another student taking an exam

### **On Papers**

- Having someone other than the student write his or her paper.
- Purchasing completed papers online at a cost.
- Plagiarizing, or representing someone else’s written work as one’s own without acknowledgment or with insufficient, or improper acknowledgment.

## **Types of plagiarism**

- Word-for-word plagiarism—copying exactly from a text not one’s own. The text can be a book written by a noted expert or another student’s paper.
- Section-by-section plagiarism—lifting phrases from a text not one’s own.
- Select-term plagiarism—lifting a special term from a text not one’s own.
- Paraphrasing—using someone else’s ideas, albeit in one’s own words, as if they were one’s own thought
- Receiving unauthorized help in writing the paper, including deciding on paper topic, drawing conclusions, analyzing data, etc. or not giving credit to another for these contributions.
- Using the same paper for two courses without explicit permission having been given by faculty in both courses.
- Giving unauthorized assistance to another student writing a paper.

## **Organization and procedures**

### **A. Students and staff members discovering an apparent violation should report the matter to the faculty member in charge of the course or to the Office of Student Conduct.**

The Office of Student Conduct is responsible for ensuring that all members of university community know to whom the report should be made.

### **B. Settlement of a Violation of the Academic Honor Code: Settlements for alleged violations of the Academic Honor Code are to be investigated, documented, and completed by the faculty member unless the penalties available to him or her are inadequate, in which case, she or he may refer the case directly to the Conduct Hearing Board.**

1. The faculty member should meet via phone, video conferencing, or in person with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Violation of the Academic Honor Code form, which is available to all faculty members online or in hard copy through the Office of Student Conduct. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives a copy of the form to the student. After receiving the form, the student has three (3) calendar days to consider and seek advice on whether to admit responsibility and accept the penalty by signing the form.

2. If the student agrees to sign, admitting responsibility and accepts the penalty proposed, he or she does so in the presence of the faculty member. The faculty member then imposes the penalty. The faculty member will then make two (2) copies of the signed form. The faculty member will provide one copy to the student and keep one copy for their files. The faculty member will send the original signed settlement form to the director of student conduct, who keeps a record of first offenses for ten years, and thus the matter is ended. If the student decides not to admit responsibility or not to accept the penalty, the faculty member must take the case to the Office of Student Conduct for the incident to be referred to the CHB, if any penalty is to be imposed.

### **C. Conduct Hearing Board in Academic Honor Code Violations**

#### 1. Composition of the CHB:

a. Will consist of at minimum total of two (2) voting Conduct Hearing Board members to meet a quorum;

b. The Conduct Hearing Board chairperson must be present and will be considered a voting member upon a tie or lack of quorum;

c. The pool of individuals selected to serve on the Conduct Hearing Board is further defined in the UNCP Academic Honor Code ([www.uncp.edu/handbook](http://www.uncp.edu/handbook)).

2. Conduct Board Hearings follow procedures outlined in Chapter IV., Rights and Responsibilities of the UNCP Student Handbook. The CHB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. The

faculty member who has submitted the violation will provide information to the CHB to support his or her position. The student who has been charged with a violation may provide information to the CHB to support his or her position. Members of the CHB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CHB will come to a conclusion about the validity of the charges and provide appropriate penalties for student's found responsible of a violation.

#### **D. Potential Penalties for Violations**

1. Penalties for first time violations of the Academic Honor Code are at the discretion of the faculty member. Penalties which individual faculty members may impose are limited to the following:

- a. a formal written warning or reprimand;
- b. a reduced grade (including F) for the assignment; and
- c. a reduced grade (including F) for the entire course;
- d. supplemental educational assignment(s) in conjunction with the penalties above (i.e. Academic Integrity Seminar through the Office of Student Conduct , reflection papers, paper rewrites, etc.).

2. All second time violations or serious violations of the Academic Honor Code are referred to the Conduct Hearing Board for adjudication and resolution.

### **CLASSROOM MISCONDUCT**

The procedures for handling classroom misconduct are outlined in the UNCP Student Handbook (<http://studentaffairs.uncp.edu/one-stop-shop/student-handbook/>). Examples of classroom misconduct include, but are not limited to, talking during an examination, bringing unauthorized materials into the examination room, using unauthorized electronic technology during an examination, and disruptive behavior in the classroom.

a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for classroom misconduct and the degree to which his or her grade will be affected.

b. Classroom misconduct is not a violation of academic integrity. Classroom misconduct could be a violation of the Student Code of Conduct. These types of violations can be reported to the Office of Student Conduct for follow-up. See the Code of Conduct 13.1- Obstructing or Disrupting Teaching, Research, or other University Activities.

c. This section does not limit a faculty member's prerogative to remove a disruptive student from a classroom for a temporary time limit under appropriate circumstances. Permanent removal of a student is decided by the Associate Vice Chancellor of Academic Affairs. See the Code of Conduct 13.2- Obstructing or Disrupting Teaching, Research, or other University Activities.



## **ACADEMIC PROBATION**

Academic Probation means that the student is not in good standing with the ELI. If a student fails to pass all the courses with a grade of 75%, he/she will be placed on academic probation at the end of the semester and will have to repeat the current level. The student will have one semester to improve his/her academic standing.

During a probation semester, the students must pass all classes with a grade of 75% or better and adhere to the honor code and attendance policy. The ELI Coordinator will recommend a course of action for students on academic probation. This may include, but is not limited to:

- Regular meetings with the ELI Coordinator
- Working with a mentor from the Center for Student Success
- Consulting the Writing Center for tutoring services
- Attending additional tutoring sessions with the ESL Specialist and/or ESL instructors

Failure to meet all conditions of academic probation will result in academic suspension.

## **ACADEMIC SUSPENSION**

Academic suspension means that the student has been removed from the ELI program for a semester. Failure to demonstrate sufficient academic progress or failure to adhere to the attendance policy or academic honesty code during the probation semester will result in suspension. During a suspension semester, students must return to their home countries as their student visa status will be revoked. Students may return after a semester to resume their studies at the ELI.

## **ACADEMIC DISMISSAL**

Students who do not follow the attendance policy and miss 55 or more class hours during the semester (approximately 2.5 weeks of classes) will be immediately academically dismissed from the program.

## **APPEAL PROCESS**

If students wish to appeal their course grade, they should submit a written appeal to the ELI Coordinator, Kateryna Forynna ([kateryna.forynna@uncp.edu](mailto:kateryna.forynna@uncp.edu)) within 3 days of receiving the final grade. If students wish to appeal their suspension, they should submit the ELI Suspension Appeal Form that can be found on the ELI website under 'Forms'.

## **STUDENT COMPLAINT FORM**

Students are welcome to speak to any ELI staff member or instructor about any problems or concerns. Students with questions and/or concerns about ELI program or its policies should make an appointment to speak with the ELI Coordinator. The Student Complaint Form can be found on the ELI Website: [uncp.edu/eli](http://uncp.edu/eli).

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires universities to give students access to their education records and to keep personally identifiable education records confidential with respect to others — except in special circumstances where disclosure is permitted by law.

Some of your personal information is not protected by this federal law. Information known as “directory” information is not protected. Examples of such information are a student’s name, address, phone number, major or college, or similar information that would be found in a phone book or yearbook. If you would like your parents, a family member or another person or outside individual/group to have access to your personal academic information, please fill out the Consent for Release of Personal Information/Education Records form.