

# **STUDENT GUIDE**

**Fall C 2009**

## Welcome from the Director

Dear Students,

Welcome to the University of Florida English Language Institute! I am excited you have decided to join us at one of the top universities and intensive English programs in the United States. Founded in 1955, the University of Florida (UF) English Language Institute (ELI) has a long history of helping students achieve their English language learning goals.

In this student guide, I hope you will find practical information that will help make your studies at the ELI and your stay in Gainesville easier. We have tried to make this guide as clear and accurate as possible; but, I encourage you to use our ELI team as your primary resource, and suggest you become familiar with page 16 in the guide, “who to go to with questions”. If you have time, I would also love for you to stop by my office in 315 Norman. I am happy to answer any questions and enjoy sharing ideas. I’m looking forward to learning more about all of you!

Welcome to the ELI! Go Gators!!

Sincerely,

Megan Forbes  
ELI Director

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## Mission Statement

The primary mission of the ELI is to prepare international students for study at the graduate or undergraduate level in institutions of higher learning in the USA. Students are taught to:

- ❖ read university-level materials;
- ❖ write academic papers and exams;
- ❖ speak more fluently in both formal and informal settings;
- ❖ take good, clear notes at lectures;
- ❖ take timed, objective tests; and,
- ❖ function knowledgeably in North American culture in order to establish and maintain productive relations with fellow students, professors and other members of the host community.

The ELI also provides intensive language instruction to persons already trained in their professions and others who wish to improve their level of English proficiency and cultural awareness.

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## Administration

Academically, the ELI is housed within the University of Florida’s Program in Linguistics in the College of Liberal Arts and Sciences. Administratively, the ELI is housed within the University of Florida’s Division of Continuing Education. The Director of the ELI reports to the Director of Linguistics and the Dean of Continuing Education.

*Welcome to the University of Florida English Language Institute (ELI)! We hope this guide will help you understand how the ELI works. If you have any questions after reading this guide, please see the receptionist in Room 315 Norman Hall.*

## PERSONNEL

### THE ELI MAIN OFFICE

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The main office is located in Room 315, Norman Hall (NRN). It is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays and break weeks. Each staff member has an extension number for direct calling.

315 Norman Hall  
PO Box 117051  
Gainesville, FL 32611-7051  
Phone: (352) 392-3354  
Fax: (352) 392-3744

### ADMINISTRATION

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#### ***Director***

Responsible for policies, personnel, budget decisions, public relations and recruitment. Oversees day-to-day administration in the ELI. Teaches ELI classes.

- Megan Forbes, Norman Hall/Room 315A, Ext. 4391

#### ***Assistant Director***

Oversees student placement. Responsible for teacher supervision and curriculum, and hiring of teachers. Orders and selects textbooks. Responsible for course schedule and academic/class records. Responsible for transcripts and letters of proficiency. Teaches ELI classes.

- Patricia Moon, Norman Hall/Room 315C, Ext. 4393

#### ***Cultural Immersion Coordinator & Listening/Speaking Coordinator***

Responsible for volunteering, weekend trips, and weekly activities. Supervises listening/speaking classes. Selects listening/speaking textbooks. Hires and supervises language assistants. Teaches ELI classes.

- Noreen Baker, Norman Hall/Room 318, Ext. 4395

#### ***Admissions Officer***

Responsible for admissions, academic advising, and immigration and insurance counseling. Counsels students with attendance problems. Teaches ELI classes.

- Barbara Hess Earp, Norman Hall/Room 315B, Ext. 4392

#### ***Student Relations and Program Coordinator***

Helps ELI students with concerns such as housing, healthcare, and other personal matters. Teaches ELI classes.

- Lia Brenneman, Norman Hall/Room 316, Ext. 4394

## **CORE FACULTY**

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Teach ELI classes and assist with administrative activities:

- ❖ Teacher and Editor, *ELI Weekly*
  - Todd Allen, Norman Hall/Room 310, Ext. 4384
- ❖ Teacher
  - Daryl Bish, Norman Hall/Room 314, Ext. 4386
- ❖ Teacher and Editor, *ELI Student Voices*
  - Steve Flocks, Norman Hall/Room 310, Ext. 4384
- ❖ Teacher, Responsible for online faculty and staff profiles
  - Valentina Komaniecka, Norman Hall/Room 314, Ext. 4386
- ❖ Teacher
  - Jen Ramos, Norman Hall/Room 310, Ext. 4384

## **STAFF**

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### ***Office Manager***

Responsible for personnel, financial records, and payroll. Supervises office employees and is in charge of classrooms and equipment.

- Karen Owens, Norman Hall/Room 315, Ext. 4387

### ***Secretary/Receptionist***

Answers phone and routes calls to appropriate personnel. Assists students with questions and routes them to appropriate personnel, if necessary. Distributes information and provides general clerical support. Distributes the mail. Maintains student database/attendance database.

- Chelsea Braden, Norman Hall/Room 315, Ext. 221

### ***Fiscal Assistant***

Responsible for tuition collection. Handles purchasing and travel reimbursements. Responsible for office keys and enrollment letters.

- Sonja Pealer, Norman Hall/Room 315, Ext. 4388

### ***Cultural Immersion Program Assistant***

Assists the CIP Coordinator and coordinates volunteer programs.

- Nate Bloemke, Norman Hall/Room 318, Ext. 4395

### ***Activities Assistant***

Assists the CIP Coordinator and coordinates Conversation Partner Program and CIP trips.

- Sneha Patel, Norman Hall/Room 318, Ext. 4395

### ***Computer Technician***

Assists ELI personnel in matters concerning computer networking, hardware and software. Maintains ELI web page and databases.

- Rajani Manchukonda, Norman Hall/Room 315, Ext. 4389

***Instructors***

Include all teachers in the ELI, including any administrators who instruct classes.

***Language Assistants***

University of Florida students who assist listening & speaking teachers with the L/S class and who meet with ELI students for extracurricular activities.

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## ACADEMICS & THE ELI PROGRAM

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### ACADEMIC PROGRAM

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The ELI is a special non-credit program of the University of Florida. Students learn English and the academic skills necessary to succeed in colleges or universities in the United States.

The program offers multiple levels of English, from beginning to advanced. Full-time students take at least twenty-three hours of English per week. This includes ten hours of reading/writing, five hours of grammar, and eight hours of listening/speaking. The listening/speaking course focuses primarily on academic language but will also cover conversation and pronunciation. In the upper reading/writing levels, students learn to write using a computer. Students are placed in levels according to our placement test. Students may be placed in different levels for each skill.

Students may also choose to take Pronunciation (6 weeks only), Writing & Grammar for Writing, Business English, or TOEFL class depending on their proficiency. These courses are offered when enrollment permits.

With permission from the Assistant Director, advanced students (returning students who were enrolled in the highest levels in a previous semester) may concurrently register for one course at the University of Florida while enrolled in ELI classes. See the receptionist in room 315 for an information sheet. The UF graduate school allows departments to waive the TOEFL requirement for students who successfully complete the ELI. Students should check with their graduate departments to confirm.

### APPEALS

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If you have an academic problem that you feel has not been solved, you may file an appeal. This can be done only after talking with the Assistant Director. She will give you a form to fill out. A committee will meet and discuss your case. You will receive a response in a timely manner. Appeals Committee decisions are final.

### APPROPRIATE CLASSROOM BEHAVIOR

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We hope that everyone in a class can benefit to the best possible extent from our instruction. Since each class is a public and social setting, if a student's classroom behavior is disruptive, it can be harmful for all the students in the class. If a student's behavior interferes with the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program,

then the instructor has the right to ask the student to refrain from the inappropriate behavior. If the destructive behavior continues, further action may ensue. If over time, the student's behavior doesn't improve, a student can be expelled from the English Language Institute and be required to return to their home country within 15 days.

Please see the University student conduct code for more information about appropriate behavior in the classroom and on campus: <http://www.dso.ufl.edu/judicial/honorcodes/conductcode.php>

Some examples of problem behavior that we have experienced at the ELI include students laughing at classmates, texting in class, studying other subjects in class, and excessively challenging the teacher during class hours.

## **ATTENDANCE**

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Class attendance is a requirement of the U.S. Citizenship and Immigration Services (USCIS). It is also required by the ELI because we feel that you will not learn English if you do not come to class. To help students stay focused on their studies and to enforce the USCIS rules, the ELI has a strict attendance policy.

Students are encouraged to attend class regularly in order to learn the most from their courses. If students miss more than 15% of class hours during the term, **for any reason**, including medical reasons, they will not receive a certificate of completion. Every time a student is not in class, the student is considered absent. There are no excused absences beyond 15%.

## **ARRIVING LATE AT THE ENGLISH LANGUAGE INSTITUTE**

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The English Language Institute publishes the dates for each term in their “calendar and tuition” as well as their “semester dates” documents. In addition, returning students are informed, when filling out the “Returning Student Survey” at the end of the term, on which dates they are to check in by phone or email to the English Language Institute the following term and when classes start.

In some cases, returning students choose to stay longer in their home country and arrive during the first week of classes. In those cases, students will be counted absent for each day of class missed.

If any student does not check in and does not arrive by the end of the first week of class, then that student jeopardizes his/her visa status, and is not guaranteed a space to study at the English Language Institute. As a result, they may become out-of-visa-status with the USCIS. No students will be accepted after the Friday of the first week of classes.

Any late students who do not check in will be charged a \$50.00 late fee (per week). Exceptional cases can petition for a waiver of this policy.

## **LEAVING THE UNITED STATES FOR VACATION**

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Before you leave the United States, you must get your I-20 signed in order to re-enter. If you leave the U.S. you will be required to report to the Student Health Care Center for a PPD evaluation and may be required to obtain a new PPD test. If you leave the U.S. you are required to bring the ELI office staff your new I-94 so a copy can be made and placed in your file. If for any reason you are unable to return to the ELI (including denial by U.S. Immigration or port of entry officials), you are not eligible for a tuition refund.

## **COMMENCEMENT**

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At the end of each semester, the ELI holds a commencement ceremony. The ELI staff and students get together to say good-bye and acknowledge ELI student achievement. Students receive their certificates of completion during the ceremony. Exceptional students from each class are chosen by their teachers for special awards. The “Volunteer of the Term” and the winners of the *ELI Student Voices* writing competition are announced. The recipients of the Harder Memorial Scholarship and JC Casagrande Peace Scholarship are also announced. Grades and institutional TOEFL scores can be picked up after the commencement ceremony or mailed to you if requested.

## **COMPUTER LABORATORIES**

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The UF computer labs offer the use of computers with Internet access. Upper level reading/writing classes use the UF computer labs for reading comprehension, Internet research, e-mail discussion, and word processing practice. Computer labs are located throughout the university in Computer Sciences/Engineering, Weil Hall, Bryan Hall, and Norman Hall. The lab closest to the ELI is downstairs in Norman Hall. You will need a Gatorlink account to access the computers. Your language assistants will help you with this in the first week of class. In addition, some classes meet in the Little Hall Computer Lab, which is a networked multimedia computer classroom. This classroom is equipped with a video projection system and complete multimedia access to the Internet, which gives teachers a wide range of materials to choose from when working with students in the lab.

## **CULTURAL IMMERSION PROGRAM (CIP)**

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The Cultural Immersion Program (CIP) gives you opportunities to learn about U.S. culture and helps you use English in real-life settings. There are three parts to the program: the volunteer program, weekend trips, and after-class activities.

The volunteer program provides a way for you to become involved in the Gainesville community and also includes the conversation partner program, in which you can practice English one-on-one with a native English speaker. Each semester, one student may be chosen as Volunteer of the Term and is recognized at Commencement.

Almost every weekend you will have the opportunity to go on a CIP sponsored trip in or around Gainesville. The trips are divided into three categories: cultural, outdoors, and theme park. Finally, the CIP plans activities weekdays after classes, including sports, art and guided shopping trips.

All these activities are led by language assistants who also work with teachers helping students in the ELI listening/speaking classes. The language assistants are English speakers and your peers. Often they are students’ first friends in the U.S. Overall, the Cultural Immersion Program helps you make the most of your stay in the United States.

## **ELI LEVEL COMPLETION CRITERIA**

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Often at the ELI students ask, “How do I move up to the next level?” As you know, helping students learn English is the main mission at the ELI. Your advancement and progress with the

English language is very important to us. However, you need to show that you can do certain tasks and that you understand certain structures in order to advance to a higher level. These tasks and structures will be taught to you throughout the semester. A detailed description of the completion criteria for each skill and level can be seen at the end of this guide. It is divided into two separate sections: Course Objectives and Level Completion Tasks. In each class that you take, you must demonstrate to the teacher that you have met the listed objectives. In addition, levels 20, 40, and 60 have mandatory completion requirement tasks due at the end of the semester. Both of these sections of this student guide will help to answer your questions about moving up levels. By the end of the semester, you need to demonstrate that you have met the course objectives and that you can finish the required completion tasks successfully in order to proceed to the next level. **Please see Appendix A at the end of this guide for the detailed criteria.**

## **ENGLISH LANGUAGE INSTITUTE SEMESTER CERTIFICATE**

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All students who meet the following requirements will receive a Semester Certificate at the end of the term in which they are enrolled:

1. Attend 85% of class hours during the term.
2. Receive a passing grade in all the classes in which they are enrolled.
3. Take the EXIT test at the end of the term.
4. Have no outstanding charges on campus (i.e., infirmary, library, parking fines, etc.).

## **EVALUATIONS**

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The U.S. educational system involves frequent testing. In addition to major examinations, you will have shorter quizzes in your classes periodically. You will also have regular homework. At the beginning of the semester, each teacher will give you a syllabus explaining class requirements and how you will be evaluated. Also, at midterm and the end of the term, you will receive a grade for the course.

In each class, you will receive grades based on your test scores, homework assignments, class participation and attendance. At the end of the semester, your teachers will fill out evaluation forms about you. These forms show us how well you are progressing in English. They are also used for writing letters of recommendation to universities and colleges.

## **GRADES**

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Following is the grade scale used at the ELI: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, WP, WF. Students with a grade F, WP or WF are not eligible for a certificate.

## **GRADE REPORTS & INSTITUTIONAL TOEFL SCORES**

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At the end of the semester at our commencement ceremony, you will get your grades and/or institutional TOEFL scores. If you do not attend commencement, you may pick up your packet at the main office, room 315, Norman Hall, after 3 p.m. on commencement day. If you need your packet mailed to you, or you want a friend to pick up your packet, you must write a note with your signature on it. If your packet is to be mailed, please leave a current address.

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## **INTENSIVE STUDY**

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Instruction at the ELI is intensive. This means that you practice and study English a lot to learn it in a short time. We expect you to study or use English in all ELI activities - in class, doing homework, on weekend trips, and in everyday life.

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## **LANGUAGE LABORATORY**

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The university has a language laboratory in Room 1317 Turlington Hall, where you can go to get extra listening and pronunciation practice. Listening/speaking classes may include some language laboratory activities. You can ask your listening/speaking teacher about how to use the language laboratory.

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## **LATE TO CLASS (Tardies)**

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The ELI expects all students to be present and in their seats when class begins. You will be considered tardy if you are not seated once class starts. Three tardies count as one absence.

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## **LEAVING THE ENGLISH LANGUAGE INSTITUTE EARLY**

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The English Language Institute publishes the dates for each term in their “calendar and tuition” as well as their “semester dates” documents. Every student receives these when they apply and when they check in. In addition, we require that every student take the exit test in order to get a certificate. This test is always held the day prior to commencement ceremony, the final date of the term.

In some cases, there are exceptional circumstances in which students will have to leave the English Language Institute early. In order to accommodate those special cases, the English Language Institute will offer an exit test exactly six days prior to the regularly scheduled test. No other early exams will be given.

If you know that you will be leaving early and need to take the early exam, you must contact the Assistant Director to discuss this and to sign up for the test. This must be done by the published deadline in the Semester Dates. You must have **documentation** to prove your reasons for leaving early.

If you have excellent attendance and it is your second full semester studying at the ELI, you can request to leave early. You cannot leave early only because you *desire* to leave early (i.e. you *want* to spend an extra week at home or to travel). Recall that absences are counted up to the last day, and you will be counted for every day that you will miss in the semester; therefore, you must have enough absences remaining in order to still receive a certificate. You must meet with the Assistant Director prior to the published deadline.

If you have an unusual circumstance that requires you to leave early, and you have not made arrangements by the published deadline, then you will need to petition for an exception. These petitions will be discussed in a committee, and the student will be informed of the decision. Early tests because of full flights, holidays, and vacation plans are not acceptable reasons to petition after the published deadline.

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## **PARTICIPATION**

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In order to be counted present in a class, students must be actively engaged in that class. Students who speak their own languages, ignore assignments, or sleep in class may be counted absent. Students more than 20 minutes late to class will be counted absent.

## **PLACEMENT**

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The ELI gives its placement test at the beginning and end of each session. The one at the beginning of the semester is an important tool for the ELI to use to place you correctly.

The end-of-term exit test is used to measure students' progress and to place students who return to the ELI for another session. In order to receive a certificate of completion from the ELI, students are required to take the exit test at the end of the session. Sections I and II of the exit test will be given the day before commencement. Students must be on time (or early) to this exam or they will not be allowed to take another test.

## **READMISSION**

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Students who wish to return to the English Language Institute for another term must complete a readmission form. Admission will be granted if their performance in the previous semester has been satisfactory. The ELI reserves the right to deny readmission to students based upon in and out of class performance and behavior. There will be no fee for applying for readmission. Students must check-in on the first day of check-in week by phone, fax, email or in person. Failure to do so will result in a \$50 late check-in fee, no exceptions. If students leave the country and return to the ELI they must present their new I-94 to the office staff and will be required to have a new PPD (tuberculosis) test before starting classes.

## **RELIGIOUS HOLIDAYS**

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Students can make up class work as long as they tell their instructor beforehand about any religious holidays that require them to miss class.

## **RIGHTS & PRIVILEGES**

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As a student at the ELI, you have many rights and privileges. You may use the University of Florida libraries and the infirmary by providing a valid student ID. An ID can be purchased from the University ID office after paying tuition and receiving your UFID number from our Fiscal Assistant. You may also open a personal computer account in the computer lab. ELI students may also use the pools, Lake Wauburg, Florida Gym, O'Connell Center weight rooms, and other outdoor fields and courts by showing their Gator-1 card. ELI students must purchase a recreation membership at the faculty, staff and affiliate rate in order to have access to the Student Recreation & Fitness Center, Southwest Recreation Center and the Broward Outdoor Recreation Center. Recreation memberships may be purchased at the Southwest Recreation Center.

## **SCHOLARSHIPS**

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In the fall, spring and summer semesters, the ELI awards two tuition-free scholarships, the Jayne C. Harder Memorial Scholarship and the JC Casagrande Peace Scholarship, to students who meet the following criteria at the time of nomination:

1. Full-time semester student at the ELI.
2. Academic Excellence: The student should have a 4.0 GPA and demonstrate a high level of proficiency in at least three of the four skill areas.

3. Outstanding Progress: The student should display outstanding progress in language skills as evidenced by improvements in coursework.
4. Excellent Attendance: The student should miss no more than ten hours of class in the semester in the C term and five hours in the B term.
5. Speak English: The student should make every effort to speak English at all times while at the ELI and at ELI-sponsored activities.
6. Successful Work Strategies: The student should demonstrate personal initiative in and out of the classroom, making an effort to get involved in the ambient culture through outside activities such as regular participation in Cultural Immersion activities.

At the end of each semester, teachers nominate students whom they feel are deserving of the scholarships and a panel of teachers and administrators interview the nominees and select the two winners. The two scholarship recipients must use their scholarship the semester it is awarded. Scholarship semesters cannot be delayed. Scholarship recipients are expected to remain model students and must speak at commencement at the end of their scholarship semester.

#### **The Jayne C. Harder Memorial Scholarship**

This scholarship honors the career of Dr. Jayne C. Harder, who founded the ELI in 1955 and served as its director until her retirement in 1984.

#### **The JC Casagrande Peace Scholarship**

This scholarship is named after Dr. JC Casagrande, the ELI's director from 1984 to 2003. The scholarship was instituted by Dr. Casagrande following the tragedy of September 11, 2001, and was renamed in his honor in 2003 when he retired. It celebrates all ELI students and staff as peacemakers, underscoring their role in promoting international understanding, goodwill and peace.

### **TOEFL (Test of English as a Foreign Language)**

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At the end of each semester, the University of Florida administers an institutional TOEFL, a paper-based test. Full-time ELI students may take this TOEFL free of charge. When you check into the ELI, you will be told the date of the TOEFL. You will receive more information about the test and registration later in the semester.

You will be able to obtain your institutional TOEFL score at commencement. Since the score is unofficial, if you wish to use it for entrance into a UF department, you must check with the department to find out whether or not they will accept the score. If you are planning to go to an institution other than the University of Florida or Santa Fe College, you will need to take the TOEFL iBT.

### **UNIVERSITY OF FLORIDA CONTINUING EDUCATION UNITS**

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Students who meet the requirements for the ELI Semester Certificate as listed above will also receive Continuing Education Units. These units show that the students have successfully completed a course of study recognized by the University of Florida Division of Continuing Education. These units do not count toward a degree at the University of Florida, but they are often recognized as proof of completion of a recognized quality program. Please refer to the above requirements listed under ELI Semester Certificate.

## **UNSATISFACTORY PERFORMANCE**

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Students whose attendance or course work is unsatisfactory will not be readmitted to the English Language Institute or transferred to another program. At midterm, students whose performance is unsatisfactory will be counseled in order to give them an opportunity to bring their performance up to a satisfactory level before the end of the term.

## **WITHDRAWING FROM THE ELI**

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Sometimes part-time students will choose to stop attending classes at the ELI. Sometimes full-time (F-1) students will need to return to their country for emergency or personal reasons. All students must see the Admissions Officer before withdrawing. **All students MUST complete a withdrawal form for the Admissions Officer. If F-1 students stop attending without withdrawing from the ELI, they will have very serious immigration problems. If you withdraw from the ELI after the drop/add deadline there is no possibility of receiving a refund or credit for future semesters. Withdrawal at any time may lead to the cancellation of your student insurance.** If you withdraw while you are passing your classes, you will receive a WP (Withdraw/Pass). If you withdraw while you are failing your classes, you will receive a WF (Withdraw/Fail). Petitions for exceptions to withdrawal regulations can be made to the director. All petition decisions are made on a case-by-case basis, and all petition decisions are final. A petition decision made for one student does not have any bearing on the petition decision for another student. A student who does not withdraw will receive a failing grade in his or her classes and will continue to accrue absences.

## **ACTIVITIES & EMPLOYMENT**

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### **EMPLOYMENT**

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F-1 Students may work during their enrollment with the English Language Institute; however there are some restrictions that you must be aware of:

1. You may not work more than 20 hours per week.
2. You must work for approved institutions/locations within the University of Florida
3. You may not work for an off-campus employer

### **UNIVERSITY ACTIVITIES**

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The University of Florida offers many opportunities for you to enjoy your free time and practice English. The Reitz Union is a building on campus which is dedicated entirely to student activities. The Reitz Union offers non-credit courses in art, photography, dance, cooking, exercise, and many other topics ([www.union.ufl.edu](http://www.union.ufl.edu)). The university also has a fitness center, or gym, where you can go to work out. Additionally, there are many types of clubs, such as the soccer club, karate club, chess club, and photography club. Campus maps are available in the ELI main office, Room 315 Norman Hall. Please see the Cultural Immersion Coordinator for details on how to join these clubs and get the most out of your university community.

## CHECK-IN & ADMISSIONS

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### HEALTH INSURANCE

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HEALTH INSURANCE IS REQUIRED BY THE UNIVERSITY OF FLORIDA for all international students (F-1). Insurance is very important because of the high cost of medical care in the United States. ELI students are able to purchase special health insurance specifically for international students, spouses and children. In order to get discounted health insurance, students are required to take one “core” course (reading/writing, listening/speaking, or grammar) and must attend this class and make satisfactory progress in order to maintain their insurance. At the beginning of each semester there is a special orientation to give ELI students information about insurance. If you have insurance from your country, it must meet all of the requirements specified on the “Insurance Waiver” form in order for it to be considered acceptable.

### IMMIGRATION (USCIS)

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Immigration rules are complicated and change from time to time. If you have any questions about your immigration status, please talk with the admissions officer in 315 Norman.

If you plan to travel outside the U.S. and return, **YOUR I-20 FORM MUST BE SIGNED BY A DSO BEFORE YOU LEAVE**. You can be refused re-entry to the U.S. if you do not have the signature.

#### **HOW TO MAINTAIN YOUR F-1 (Student) VISA STATUS**

1. Be sure your passport is valid.
2. Be a full-time student (23 classroom hours per week).
3. Do not take a vacation until you have completed two full-time semesters in a row (**B semester does not count**).
4. Follow the correct procedures to transfer from one school to another.
5. **DO NOT WORK** (exception: on-campus job of no more than 20 hours per week).
6. If your I-20 will expire, apply for an extension.
7. Always retain old I-20s for your records.

### IMMUNIZATIONS

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You are required to show proof of immunization for measles, mumps, and rubella, and a tuberculosis skin test by the **SECOND WEEK** of classes. If you have not been immunized by the time you arrive in the United States or cannot prove that you were immunized, you must be immunized here. If you do not show proof of immunization by the deadline, **YOU WILL NOT BE ALLOWED TO ATTEND CLASSES**. If you do go to the infirmary at the Student Health Care Center on campus please be sure to take copies of all your prior immunization. Please note that you must have a UF ID number in order to receive services from the Student Health care center. You must also provide the Student Health Care with copies of prior immunization records

in order to properly assist you. If you have any questions about immunization, see the receptionist in 315 Norman Hall.

### **IMPORTANT**

Those who do not meet the ELI's requirements for tuition, insurance and immunization risk the following consequences:

1. They will not be permitted to attend classes.
2. They will not receive a certificate of completion.
3. They will not be allowed to transfer to another program or return to this institute.
4. They will lose the privilege of taking the institutional TOEFL at no cost.

These decisions can be appealed through an appeals committee (page 10), but you cannot attend classes during the appeal process, which can last several days, perhaps weeks.

## **ORIENTATION WEEK**

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### **Academic Orientation and Text Book Purchase**

You will attend an orientation meeting where you will get your schedule and booklist. You will have the opportunity to meet the ELI staff and teachers. After orientation, we will help you buy your books.

### **Campus Tour**

All students are invited to go on a walking tour to familiarize themselves with the University of Florida campus.

### **Check-In and Welcome**

After you check in, you will receive an appointment for a "Welcome and Registration" session. You will meet ELI administrators, learn about the courses and choose your classes. You will also receive an appointment for testing. This test will tell us what level you will be in.

### **Cultural Immersion Program Overview**

You will attend a Cultural Immersion Program overview, where you will learn about the Cultural Immersion Program, including the weekend trips.

### **Housing Help**

The ELI helps you find housing according to your specific needs. When you check in, you will be able to sign up for a time to get help.

### **Student Life Seminar/Student Health Insurance Workshop**

You will attend a seminar, which will provide you with information about life at UF, in Gainesville, and in the U.S. In addition, you will also have information sessions on health issues and medical insurance.

### **Welcome Picnic**

Everyone is invited to a welcome picnic held on the weekend before classes start. We will provide food and drink. Please come (feel free to bring family), socialize and have fun!

## **SEVIS VACATION**

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You may be eligible to take a vacation for one C term semester if you have successfully completed two previous C term semesters. You must talk with the Admissions Officer to determine your status and see if you are eligible. Only F-1 students qualify for the SEVIS vacation. You may work, take classes part-time, travel; it's your choice.

## **STUDENT IDENTIFICATION NUMBER**

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After you pay tuition, the ELI will contact UF and obtain a UF Identification Number (UFID) number for you; this takes about two working days. The UFID will be your identifying number while at the ELI. You may purchase your UFID at the Reitz Union Bookstore, Monday through Friday, 9:00 a.m. to 4:30 p.m.; the cost is \$15.00. If you already have a UF ID number (for example, as a spouse) you will keep the same number. If you move from ELI to a UF degree program, you will keep the same UF ID number assigned to you at the ELI.

## **TUITION**

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At the beginning of each semester, you must pay your tuition by the deadline. Tuition is collected only from 8:30 a.m. to 1:30 p.m. We accept only a bank check, a money order or traveler's checks made out to the University of Florida in the exact amount of tuition. We also accept VISA, MasterCard and American Express in the student's *own* name. Sponsored students must bring a letter, which confirms their scholarship sponsorship and provides billing information.

### **IMPORTANT**

1. Students who arrive after the last official check-in date without having contacted the ELI office by that date must pay a \$50 late fee.
2. If you have not paid tuition (or provided sponsorship information) by the deadline, **YOU WILL NOT BE ABLE TO ATTEND CLASSES.**
3. Students who pay tuition after the official deadline must pay a \$50 late fee (per week).
4. **NO REFUNDS** or credits for tuition after the tuition deadline.

If you have any questions about the ELI tuition policy, you may schedule a meeting to speak with the director. The director can provide clarification and, in special cases, authorize deadline modifications.

## **POLICIES & PROCEDURES**

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### **CHEATING & PLAGIARISM**

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The ELI has a policy of zero tolerance of cheating. We understand that there are cultural differences regarding "helping" classmates. However, this section should clarify U.S. cultural beliefs and ELI policy on cheating.

Whether you are taking a test or quiz that is to be graded or just doing an exercise that is to be done by yourself, you are expected to work on the test or assignment without the help of another person. Your teachers expect to be able to see your progress. Getting the help of another person will not give your teachers a true picture of your language proficiency. You are prohibited from looking at the paper of your neighbor, talking to other people, or referring to notes when taking tests or quizzes, unless they are specifically stated as “open note” tests.

An extremely serious form of cheating is plagiarism. Plagiarism is copying someone else’s work and saying you did it. This is an offense so serious that in many institutions you will be required to leave. All work that you present in all your classes must be your own, or you must give proper credit to the original creator of the work. If you are caught plagiarizing (using words in an assignment that are not your own) getting help from another student, or any of the above mentioned activities, your behavior will be considered cheating and you will face serious consequences. Please understand if you copy anything from the Internet, it is plagiarism!

There is an official University of Florida policy against cheating and plagiarism. The teacher decides what consequences to give to students who cheat or plagiarize. Cheating and plagiarizing can cause a student to fail a course and/or not receive a certificate. **CHEATING OR PLAGIARIZING IS A SERIOUS OFFENSE IN THE U.S., AT THE UNIVERSITY OF FLORIDA, AND AT THE ENGLISH LANGUAGE INSTITUTE.** For the UF policy on cheating, please refer to the Undergraduate Catalogue section entitled “Academic Honesty” or go to <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>.

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## **CHILDREN IN THE ELI**

Due to concerns of safety and issues of liability for the University of Florida, the ELI strongly discourages students from bringing their children to campus during the week. When children are brought to campus, they cannot be taken to class and they cannot be supervised by the employees of the ELI or other students at the ELI. At no time should children be left unsupervised at the ELI or anywhere in the United States. Leaving children unsupervised in the United States is very dangerous and is punishable as a crime. Of course, children are welcome to come to all appropriate CIP trips and activities such as picnics, barbecues, commencement and coffee talk. If you need help arranging for childcare, please speak to the Student Relations Coordinator.

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## **FIRE DRILLS & WEATHER EMERGENCIES**

Norman Hall is equipped with emergency signals and alarms in the case of fire. UF routinely holds *fire drills* in order to practice evacuation from buildings. You should never assume it is a drill when you hear the alarm though. When you hear a fire alarm, you should immediately leave the building without running or pushing. You should use the stairs at the end of the hall nearest to all the teachers’ offices and never the elevators. All ELI students and employees should assemble on the sidewalk near 5<sup>th</sup> Avenue and the bank (Campus Credit Union). If the drill occurs during class time, please stay with your class and follow your instructor using the same exit and meeting points mentioned above.

You should not return to the building until an official has told you to return. Fire alarms should always be taken seriously. You should NEVER pull a fire alarm unless you see a fire. Pulling a “false alarm” is a serious crime which means you may go to jail, be forced to return to your country, and may not be able to get another visa to travel to the United States.

Although Gainesville is in the center of the state and usually very safe from hurricanes, it is not unusual for there to be hurricane or tropical storm watches or warnings. Sometimes, because of these warnings, the University of Florida will cancel classes. If the University of Florida cancels classes, there will be no classes at the ELI. In the case of a hurricane or other weather emergency, ELI staff will keep you informed on what preparations you should make and if classes are cancelled. If the office is closed and telephone service is working, you can call the CIP office at 392-3354 ext. 230 and listen to the message to hear any announcements regarding the weather emergency. The best place to check for emergency information is the UF website: [www.ufl.edu](http://www.ufl.edu)

Florida is the lightning capital of the world. Every year people are killed because they are not careful during thunderstorms. If you hear thunder, you can be hit and killed by lightning. Always seek shelter indoors or in a vehicle during a thunderstorm. Do not seek shelter under a tree, an umbrella or other tall object. Lightning often strikes the tallest object in an area and the electric current can travel through the ground and water for a long, long distance. You should never, ever go swimming during an electrical storm.

In the case of any and all after-hours emergencies, we will do our best to contact you by phone to inform you of any school closings. The ELI will always follow the University of Florida's procedures on school closing, so any information displayed on UF's main web site ([www.ufl.edu](http://www.ufl.edu)) is official. If the emergency situation occurs over a period of days, please continue to check the University's main web site ([www.ufl.edu](http://www.ufl.edu)).

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## **NO-SMOKING POLICY**

Smoking is not allowed in Norman Hall or within 50 feet of Norman Hall or any UF building on campus. This includes all courtyard areas. All cigarette butts must be placed in an ashtray. Leaving cigarette butts on the ground is considered littering. Ashtrays are available in the designated smoking area located in the small parking lot on the north side of Norman Hall. Violating the "*No Smoking Policy*" or littering may have serious consequences such as citations and/or monetary fines.

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## **NOISE**

Norman Hall is home to classes and offices to many different departments, as well as a library. Please remember to be courteous of others and keep the noise level down while the university is in session.

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## **PERSONAL ELECTRONIC DEVICES**

Personal electronic devices are items such as cell phones, pagers, portable video games/DVD players and audio equipment (MP3 and CD players). These items are a distraction to your classmates, your teacher, and the lesson of the day. Therefore, the ELI requires that you turn off all cell phones/pagers and refrain from using any personal electronic devices during class hours. The ELI requests that you not talk on your cell phone during class time. You may be counted absent by your teacher if you leave class to answer your phone.

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## **USE OF ENGLISH IN THE ELI**

ELI students are expected to speak only English in the ELI and at ELI activities. All ELI teachers and staff will use only English with students. In fact, if we hear you speaking anything

other than English while on the third floor of Norman Hall, any teacher, language assistant or staff will remind you to speak English only. If you continue to speak another language, we may ask you to leave the third floor. We have this policy to help you learn English faster.

## **PUBLICATIONS**

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### **ELI STUDENT VOICES**

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Each semester we publish the *ELI Student Voices*. *ELI Student Voices* is a collection of students' writing including paragraphs, essays, poetry, etc. Copies of *ELI Student Voices* are distributed at the commencement ceremony. It is also available on the web at <http://www.eli.ufl.edu/publications.htm>.

### **ELI WEEKLY**

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Each week the ELI newsletter, the *ELI Weekly*, is published. It has important and interesting information about ELI rules, upcoming activities, TOEFL, and more. Be sure to read it every week so you do not miss any necessary information. Students who take reading and writing will receive it in their reading and writing class each week. It is available as hard copy and on the web at <http://www.eli.ufl.edu/publications.htm>.

## **ONWARDS & BEST WISHES**

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We, the staff and teachers of the ELI, hope you will take advantage of the many opportunities now available to you inside and outside of the classroom to improve your English at the ELI. Everything we do is to help

you succeed in your goal to learn English. Your success, however, also depends on the effort you put into this learning experience. The enthusiasm and motivation must come from you. In the end, you will find that your success in learning English depends more on your dedication than on any other single factor. We wish you the best of luck in your efforts.

## WHO TO GO TO WITH QUESTIONS

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If you have questions about any of the matters below, you can see the following people:

<i>Appeals:</i>	Patricia Moon
<i>Applications for a Friend:</i>	Barbara Hess Earp
<i>Applying to a U.S. College:</i>	Barbara Hess Earp
<i>Classes/Placement:</i>	Teachers
<i>Concurrent Enrollment in ELI and UF:</i>	See Chelsea Braden for information sheet, then make an appointment to see Patricia Moon.
<i>Conversation Partners:</i>	Sneha Patel
<i>ELI Weekly Submissions:</i>	Todd Allen
<i>Employment Issues:</i>	Lia Brenneman
<i>GRE booklets:</i>	Chelsea Braden
<i>Housing Issues:</i>	Lia Brenneman
<i>I-20 Forms:</i>	Barbara Hess Earp
<i>Immigration:</i>	Barbara Hess Earp
<i>Immunizations:</i>	Lia Brenneman
<i>Insurance:</i>	Barbara Hess Earp
<i>Institutional TOEFL:</i>	Chelsea Braden
<i>Letters of Proficiency:</i>	See Chelsea Braden for Document Request Form.
<i>Parking:</i>	Sonja Pealer
<i>Proof of Student Status Letters:</i>	Sonja Pealer
<i>Roommate Issues:</i>	Lia Brenneman
<i>ELI Student Voices Submissions:</i>	Steve Flocks
<i>Telephone Issues:</i>	Lia Brenneman
<i>Textbooks:</i>	Teachers
<i>Transcripts:</i>	See Chelsea Braden for Document Request Form
<i>Transfers:</i>	Barbara Hess Earp
<i>Tuition Payment:</i>	Sonja Pealer
<i>Using the Infirmary:</i>	Lia Brenneman
<i>Volunteering:</i>	Nate Bloemke
<i>Weekend Trips/Weekly Activities:</i>	Noreen Baker

**APPENDIX**

**Appendix A:**

**ELI Level Completion Criteria**

**Introduction**

Hello students, and once again welcome to the ELI! Often at the ELI students ask, “How do I move up to the next level?” As you know, helping students learn English is the main mission at the ELI. Your advancement and progress with the English language is very important to us. However, you need to show that you can do certain tasks and that you understand certain structures in order to advance to a higher level. These tasks and structures will be taught to you throughout the semester. A detailed description of the completion criteria for each skill and level can be seen below. It is divided into two separate sections: Course Objectives and Level Completion Tasks. In each class that you take, you must demonstrate to the teacher that you have met the listed objectives. In addition, levels 20, 40, and 60 have mandatory completion requirement tasks due at the end of the semester. Both of these sections of this student guide will help to answer your questions about moving up levels. By the end of the semester, you need to demonstrate that you have met the course objectives and that you can finish the required completion tasks successfully in order to proceed to the next level.

**Section 1: Course Objectives**

Students at the ELI need to demonstrate in class that they have met the following objectives for each skill and level listed below. If students demonstrate to their teacher that they have learned these skills by the end of the semester, they can move up to the next level.

<b>Level 10 Students</b>	
<b>Skill</b>	<b>Objectives</b>
<b>Grammar</b>	<p><b>To finish level 10, you must be able to understand and use.....</b></p> <ul style="list-style-type: none"> <li>• the order and parts of a simple declarative sentence</li> <li>• the singular and plural forms of regular nouns</li> <li>• the ‘BE’ verb in the present tense</li> <li>• the simple present tense</li> </ul>
<b>Reading / Writing</b>	<p><b>To finish level 10, you must be able to....</b></p> <ul style="list-style-type: none"> <li>• recognize the English alphabet in print and cursive</li> <li>• understand a basic paragraph</li> <li>• scan for specific words in text</li> </ul>

	<ul style="list-style-type: none"> <li>• know most sound-to-letter correspondences</li> <li>• write the English alphabet in print</li> <li>• use a very limited vocabulary in writing</li> <li>• copy a paragraph correctly</li> </ul>
<b>Listening / Speaking</b>	<p><b>To finish level 10, you must be able to....</b></p> <ul style="list-style-type: none"> <li>• understand simple yes/no and wh- questions</li> <li>• give your name, address, telephone number, nationality, and major/profession</li> <li>• understand ordinal and cardinal numbers up to 1000</li> <li>• understand and use the letters of the alphabet correctly in speaking</li> <li>• refer to the days of the week and the months of the year</li> <li>• recognize the singular/plural, present/past/future tenses, and basic prepositions in contextualized speech</li> </ul>

<b>Level 20 Students</b>	
<b>Skill</b>	<p><b>Objectives</b> You must be able to understand and use all of the structures listed for level 10 as well as those listed below.</p>
<b>Grammar</b>	<p><b>To finish level 20, you must be able to understand and use.....</b></p> <ul style="list-style-type: none"> <li>• subject and object pronouns</li> <li>• possessive form of nouns</li> <li>• possessive adjectives and pronouns</li> <li>• the 'BE' verb in the present tense and the past tense</li> <li>• the present progressive tense</li> <li>• the simple past tense including some irregular verbs</li> <li>• imperatives</li> <li>• the modal auxiliary 'CAN'</li> <li>• indefinite and definite articles</li> <li>• yes/no questions</li> <li>• the word 'there' plus the 'be' verb</li> <li>• questions with who?, what?, when?, where?, whose?, how much?, how many?</li> <li>• adverbs of manner</li> <li>• adverbs of frequency</li> </ul>
<b>Reading / Writing</b>	<p><b>To finish level 20, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• read controlled, several-paragraph passages</li> <li>• scan for specific information in the text</li> </ul>

	<ul style="list-style-type: none"> <li>• skim for the main idea</li> <li>• write a short paraphrase of the main idea of a reading</li> <li>• understand the meaning of a “narrative” paragraph</li> <li>• understand the meaning of a “descriptive” paragraph</li> <li>• understand and use margin conventions</li> <li>• write a narrative paragraph with a topic sentence and unity</li> <li>• write a descriptive paragraph with a topic sentence and unity</li> <li>• accurately use basic punctuation</li> </ul>
<b>Listening / Speaking</b>	<p><b>To finish level 20, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• understand common, idiomatic expressions</li> <li>• understand and make simple requests related to your daily life in the U.S.</li> <li>• ask for and respond to directions</li> <li>• use common prepositions correctly</li> <li>• understand ordinal and cardinal numbers up to one million</li> <li>• understand short, informal presentations</li> <li>• give a short, informal presentation using the past and present tenses</li> <li>• understand and respond to a teacher’s short yes/no and wh- questions</li> </ul>

<b>Level 30 Students</b>	
<b>Skill</b>	<p><b>Objectives</b>  <b>You must be able to understand and use all of the structures listed for level 10 and level 20 as well as those listed below.</b></p>
<b>Grammar</b>	<p><b>To finish level 30, you must be able to understand and use.....</b></p> <ul style="list-style-type: none"> <li>• the past continuous tense</li> <li>• modals (<i>can, could, may, might, must, (obligation), have to, should</i>)</li> <li>• be able to</li> <li>• future forms such as the present progressive</li> <li>• let’s</li> <li>• tag questions</li> <li>• common prepositions</li> <li>• some, any and no in compounds</li> <li>• count vs. non-count nouns</li> <li>• a lot of, much/many, some/any, a few/ a little</li> <li>• comparative forms of adjectives and adverbs</li> <li>• superlative forms of adjectives and adverbs</li> </ul>

<p><b>Reading / Writing</b></p>	<p><b>To finish level 30, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• read and understand simplified newspaper articles</li> <li>• recognize a paraphrase</li> <li>• understand the meaning of a “process” paragraph</li> <li>• write a process paragraph</li> <li>• write paragraphs with appropriate topic sentences, supporting sentences, and concluding sentences</li> <li>• write paragraphs with unity and coherence</li> </ul>
<p><b>Listening / Speaking</b></p>	<p><b>To finish level 30, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• understand longer, formal presentations</li> <li>• summarize a presentation in your own words</li> <li>• understand and use a larger number of idiomatic expressions</li> <li>• understand and use common phrasal verbs</li> <li>• communicate with native English speakers in a reasonably appropriate register, especially asking questions and making requests politely</li> <li>• understand a telephone message</li> <li>• give a short, formal presentation</li> </ul>
<p><b>Level 40 Students</b></p>	
<p><b>Skill</b></p>	<p><b>Objectives</b>  <b>You must be able to understand and use all of the structures listed for levels 10, 20 and 30 as well as those listed below.</b></p>
<p><b>Grammar</b></p>	<p><b>To finish level 40, you must be able to understand and use.....</b></p> <ul style="list-style-type: none"> <li>• simple present vs. present progressive (emphasize non-progressive verbs)</li> <li>• simple past vs. past progressive</li> <li>• future forms – simple present, present progressive, will vs. be going to</li> <li>• present perfect</li> <li>• indirect objects (moveable and immovable)</li> <li>• modals (can, could, may might, must (probability and obligation), should, had better, ought to, have got to, will, shall)</li> <li>• have to</li> <li>• maybe</li> <li>• comparative</li> <li>• superlative</li> <li>• as....as</li> <li>• verbs and infinitives</li> </ul>

	<ul style="list-style-type: none"> <li>• verbs and gerunds</li> <li>• it and infinitive</li> <li>• too vs. very vs. enough</li> <li>• be passive</li> <li>• present &amp; past participles as adjectives</li> <li>• two-word verbs (separable and non-separable)</li> <li>• adverbs of frequency</li> <li>• wh- questions (What kind of..., How long...?, Which...?)</li> <li>• count vs. non-count nouns</li> <li>• article usage with count and non-count nouns</li> <li>• much, many, a lot (of), a few, a little, some, any, either, neither</li> <li>• adjective clauses (emphasis on restrictive clauses)</li> </ul>
<p><b>Reading / Writing</b></p>	<p><b>To finish level 40, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• read short newspaper articles</li> <li>• read simplified 4-6 page academic passages</li> <li>• write a brief summary of short newspaper articles and simplified academic passages</li> <li>• understand the meaning of a “comparison/contrast” paragraph</li> <li>• understand the meaning of a “cause/effect” paragraph</li> <li>• write a comparison/contrast paragraph</li> <li>• write a cause/effect paragraph</li> <li>• begin to more accurately use more complex punctuation</li> <li>• write a 5 paragraph essay with: <ul style="list-style-type: none"> <li>- A general to specific introduction</li> <li>- Three body paragraphs</li> <li>- A specific to general conclusion</li> <li>- Appropriate transitions</li> <li>- Accurate punctuation</li> </ul> </li> <li>• understand the forms, implications, and consequences of plagiarism</li> <li>• understand the meaning of pronouns in context and their referent nouns</li> </ul>
<p><b>Listening / Speaking</b></p>	<p><b>To finish level 40, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• follow a short academic presentation and take notes</li> <li>• follow and participate in a class discussion</li> <li>• be able to understand the main points of a TV newscast or television program and retell them with reasonable accuracy</li> <li>• give a short academic presentation</li> <li>• answer student and teacher questions about academic presentations</li> </ul>

	<ul style="list-style-type: none"> <li>understand reduced forms of going to, would have, could have, might have, should have</li> </ul>
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<b>Level 50 Students</b>	
<b>Skill</b>	<b>Objectives</b> <b>You must be able to understand and use all of the structures listed for levels 10, 20, 30 and 40 as well as those listed below.</b>
<b>Grammar</b>	<b>To finish level 50, you must be able to understand and use.....</b> <ul style="list-style-type: none"> <li>past perfect, past perfect continuous, future perfect</li> <li>used to, would, be used to</li> <li>past time modals (may have, might have, should have, must have) and (must/have to ) in the negative</li> <li>progressive and passive forms of modals</li> <li>conditionals</li> <li>passives</li> <li>causatives (let, make, have)</li> <li>-ing and –ed participles</li> <li>gerunds as objects of prepositions</li> <li>gerunds and infinitives as subject complements</li> <li>adverb clauses and related structures (time, cause and effect, opposition and condition structures)</li> <li>reported speech</li> <li>prepositions</li> </ul>
<b>Reading / Writing</b>	<b>To finish level 50, you must be able to.....</b> <ul style="list-style-type: none"> <li>read and understand unsimplified magazines, texts, and journals in your own field</li> <li>paraphrase and summarize complete stories</li> <li>paraphrase and summarize complete reports</li> <li>understand and write appropriately for different audiences</li> <li>write a <i>timed</i> 5-paragraph essay with:               <ul style="list-style-type: none"> <li>- Compound sentences</li> <li>- Complex sentences</li> <li>- Accurate and diverse punctuation</li> </ul> </li> <li>understand the forms, implications, and consequences of plagiarism</li> </ul>
<b>Listening / Speaking</b>	<b>To finish level 50, you must be able to.....</b> <ul style="list-style-type: none"> <li>follow an academic lecture by an ELI teacher and take notes</li> </ul>

	<ul style="list-style-type: none"> <li>• understand radio broadcasts</li> <li>• lead a class discussion, encouraging the equal participation of all students</li> <li>• understand social and business conversations in person</li> <li>• use notes while presenting without interrupting the flow of the presentation</li> </ul>
<b>Level 60 Students</b>	
<b>Skill</b>	<b>Objectives</b> You must be able to understand and use all of the structures listed for levels 10, 20, 30, 40 and 50 as well as those listed below.
<b>Grammar</b>	<p><b>To finish level 60, you must be able to understand and use.....</b></p> <ul style="list-style-type: none"> <li>• clause and sentence structure</li> <li>• verb tenses as listed above with an emphasis on usage rather than form</li> <li>• future perfect progressive</li> <li>• modals from all levels with an emphasis on usage rather than form</li> <li>• passives with an emphasis on usage rather than form</li> <li>• noun clauses</li> <li>• conditionals</li> <li>• participles as adjective phrases</li> <li>• participles as verbal complements</li> <li>• participles as adverbial phrases of time, reason and contrast</li> <li>• participles as phrase of manner</li> <li>• using the correct part of speech</li> <li>• stylistic features such as variations in word order such as with negative adverbs and conditionals, dangling participles, conciseness and parallel structures</li> <li>• word usage such as sit/set, rise/raise, lie/lay, make/do</li> </ul>
<b>Reading / Writing</b>	<p><b>To finish level 60, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• write a <i>timed</i>, critical response to information provided in a variety of forms. Your writing must: <ul style="list-style-type: none"> <li>- Be technically correct</li> <li>- Demonstrate your clear understanding of the information</li> </ul> </li> <li>• write a short, academic research paper with a bibliography and appropriate citations</li> <li>• understand the forms, implications, and consequences of plagiarism</li> </ul>

<b>Listening / Speaking</b>	<p><b>To finish level 60, you must be able to.....</b></p> <ul style="list-style-type: none"> <li>• follow an academic lecture by a native speaker and take detailed and accurate notes</li> <li>• be able to initiate questions based upon an academic lecture</li> <li>• give an academic presentation and solicit comments and discussion on the presentation</li> <li>• participate in academic debates</li> <li>• participate in social and business conversations with native speakers on the phone</li> <li>• have pronunciation that is readily understood by native speakers or have near-native pronunciation</li> </ul>
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**Section 2: Level Completion Tasks (Levels 20, 40, and 60)**

***In addition to meeting the course objectives listed in section one***, students in levels 20, 40, and 60 have several required level completion tasks. These tasks must be completed at the end of the semester. The scoring and evaluation of your performance on these tasks will be done by other ELI faculty in addition to your classroom teacher.

<b>Level 20 Students</b>	
	<p><b>End of Semester Completion Tasks</b> Students must achieve the level 20 class objectives and.....</p>
<b>Grammar</b>	Score 23 or higher on the CELT II
<b>Reading / Writing</b>	<p><b>Writing Task:</b> During the exit test at the end of the semester, you will need to write two simple paragraphs. One paragraph will be a <b>descriptive paragraph</b>. The other paragraph will be a <b>narrative paragraph</b>. You can use a dictionary while writing these paragraphs. You must demonstrate that you understand and can write these types of paragraphs. Also, in the paragraphs you must be able to:</p> <ul style="list-style-type: none"> <li>• use basic mechanics like indentation and margin conventions</li> <li>• use basic punctuation (period, comma)</li> <li>• write topic sentences and paragraphs with unity</li> </ul> <p>These paragraphs will be scored independently by two teachers.</p> <p><b>Reading Task:</b> In class at the end of the semester, you will need to read a simple reading and answer some questions about the reading.</p>
<b>Listening / Speaking</b>	<p><b>Listening Exam:</b> Score 20 or higher on the CELT I</p> <p><b>Listening/Speaking Task:</b> In class at the end of the semester,</p>

	<p>you will give a short presentation about a topic and using the present and past tenses correctly. During your presentation, someone may ask questions about your presentation. Two other teachers (in addition to your classroom teacher) will watch and score your presentation. You should be able to take notes about your classmates' presentations.</p>
<p><b>Level 40 Students</b></p>	
	<p><b>End of Semester Completion Tasks</b> Students must achieve the level 40 class objectives and.....</p>
<b>Grammar</b>	Score 51 or higher on the CELT II
<b>Reading / Writing</b>	<p><b>Writing Task #1:</b> During the exit test at the end of the semester, you will need to write two paragraphs: a <b>comparison/contrast paragraph</b>, and a <b>cause/effect paragraph</b>. You can use a dictionary while writing these paragraphs. Also, the paragraphs must have topic sentences, supporting sentences, concluding sentences and they must be written with unity and coherence. These paragraphs will be scored independently by two teachers.</p> <p><b>Writing Task #2:</b> In class at the end of the semester you must also write a five-paragraph essay. The essay should have:</p> <ul style="list-style-type: none"> <li>• an introduction with sentences that go from general to specific</li> <li>• body paragraphs with topic sentences</li> <li>• a conclusion with sentences that go from specific to general</li> <li>• accurate punctuation</li> <li>• appropriate transitions</li> </ul> <p>** The essay must NOT be plagiarized (copied from somewhere else). If you plagiarize your essay, you will automatically fail/repeat the level or be asked to leave the ELI.</p> <p><b>Reading Task:</b> In class you will read a short newspaper article and a 4 – 6 page academic reading. You will answer questions about the readings and write a brief summary of the newspaper article. The summaries will be scored on content only, not on accuracy or paragraph structure.</p> <p>The essays will be scored independently by two teachers who are not your classroom teacher.</p>

<b>Listening / Speaking</b>	<p><b>Listening Exam:</b> Score 31 or higher on the CELT I</p> <p><b>Listening / Speaking Task:</b> At the end of the semester, you will give an academic presentation and answer the class and teacher's questions about the presentation. You will have to take accurate notes on the other students' presentations. Two other teachers will observe and score your presentation and the accuracy of your notes.</p>
<b>Level 60 Students</b>	
<b>Program Completion Tasks</b> <b>Students must achieve the level 60 class objectives and.....</b>	
<b>Grammar</b>	Score 60 or higher on the CELT II
<b>Reading / Writing</b>	<p><b>Writing Task #1:</b> At the end of the semester, you will need to write a response to one or more visual or written prompts. Your writing must be technically correct, demonstrate your critical thinking skills, and demonstrate that you understand the information provided. Your writing will be independently scored by two other teachers.</p> <p><b>Writing Task #2:</b> One week before the end of the semester, level 60 students must submit a short academic research paper with an appropriate bibliography and citations. ** The paper must NOT be plagiarized (copied from somewhere else). If you plagiarize, you will automatically fail/repeat the level or be asked to leave the ELI. The essay and research paper will be scored independently by two teachers who are not your classroom teacher.</p>
<b>Listening / Speaking</b>	<p><b>Listening Exam:</b> Score 40 or higher on the CELT I</p> <p><b>Listening Task:</b> At the end of the semester, level 60 students will listen to an academic lecture and take clear and complete notes from it. Students will then be tested on the content of the presentation, using their notes.</p> <p><b>Speaking Task:</b> At the end of the semester, level 60 students must give an academic presentation. During the presentation, students will both answer questions and solicit audience participation. This activity will be done in class while two other teachers observe and rate the presentations.</p>

In order to "complete" the ELI to meet UF graduate school admissions requirements, you must be competent in all of the above objectives and satisfactorily complete all of the above tasks.

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*If you have questions, concerns, corrections, suggestions or comments about the Student Guide, please feel free to us let us know. We hope you enjoy and make the most of your time with the ELI.*