

The image features a large, light blue watermark of the Lakeland University seal in the background. The seal is circular with a scalloped edge and contains a central shield with a cross and two crossed keys. The text 'LAKELAND UNIVERSITY' is written around the top inner edge, and '1862' is at the bottom. Two small stars are positioned on either side of the shield.

Lakeland University Japan

**English for Academic Purposes (EAP)
Program**

EAP Student Handbook

Updated April 2018

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Welcome to Lakeland's EAP program!

Dear Students,

On behalf of all the staff and instructors, I would like to extend a very warm welcome to those joining Lakeland University Japan's English for Academic Purposes (EAP) program this year and to our continuing students. To our new students: Congratulations on taking the leap to opening this new and exciting chapter in your life! We are glad that you are here, and that you have invited us to be a part of your journey to using English in academic settings.

You have no doubt worked extremely hard to get to this point, and we want you to know how much we respect and appreciate that. In this intensive language program, you will soon find that hard work, diligence, and perseverance can be very rewarding.

LUJ's EAP program is an intensive one, and it will be challenging; you will be required to spend many hours studying. However, for students who put in their best effort, it may be one of the most rewarding experiences of your life so far. At the end of each term, we hold a gathering of all morning/afternoon EAP students to commemorate the completion of another term. At that ceremony, two certificates are handed out: Certificates of Completion, for those graduating from the EAP program, and Dean's List Certificates, which are earned by maintaining a GPA of 3.5 or above. I look forward with anticipation to the day when I can offer each one of you a certificate of successful completion of our EAP program and celebrate with those whose diligence and perseverance have led to a spot on the Dean's List.

Please remember that each member of the EAP faculty is here to help you and wants to see you succeed. Our well-trained and experienced instructors work tirelessly to plan lessons, grade assignments, give quality feedback, and deliver excellent lessons. Should you have any questions or concerns, or should you need help at any point, you are warmly invited to ask.

Because Lakeland is an American university, you will soon notice a number of differences between LUJ and other local institutions. You have joined this program because you are interested in using English academically to obtain an American university degree. As an American institution, LUJ places a high value on initiating conversation by asking questions and taking responsibility for oneself. This may feel very different to what you are used to, if you are coming from a different educational tradition. Please be reassured, however, that in an American education system, asking questions is a very good thing because it demonstrates that you are paying close attention, that you are keenly interested, and that you are using your own critical eye, all of which are very important in an American educational setting.

Here at LUJ you will learn and grow in ways that you may not have imagined before. Classes will be interactive. You will be expected to participate actively, share your ideas, explain and support your arguments, and to help others learn as well.

Finally, remember to enjoy yourself! There will be many opportunities to take part in LUJ activities and events while you are here. These will be chances to add depth to your

language studies, be introduced to new ideas, and get to know students from other classes and countries, as well as students in LUJ's Academic Program. Although your studies will challenge you in many ways, I am confident that each of you can reach your potential and take away valuable new knowledge, skills, and memories from your experiences in the LUJ EAP program.

We are very glad that you're here and we look forward to becoming a part of your English language learning journey! We wish you the very best as you embark upon this journey to an American university education and hope that you will enjoy your time with us!

Yours Respectfully,

Lia Sergio

EAP Program Coordinator

Introduction to the EAP Program

This handbook contains important information, so please keep it safe throughout your EAP career. This handbook is meant to be a reference material (like your dictionary) to give you information about how to be a successful and independent student. Please use it as a guide, and when you have questions, please consult this handbook to see if the answer is included here. If you still have questions, do not hesitate to ask any member of staff or EAP instructor.

Mission Statement

The LUJ EAP Program aims to:

- Provide an intensive English for Academic Purposes program designed to help students build their linguistic skill in order to meet their academic goals
- Help students transition to an American style of higher education, where emphasis is placed on: academic rigor; communicative, student-centered learning; facilitating teamwork and opportunities for students to learn collaboratively from one another; fostering independence; promoting student self-efficacy through the teaching and use of language learning strategies and study skills; developing critical thinking skills
- Build student autonomy and equip students with the skills to thrive in university level academic classrooms where English is the medium of instruction
- Create a learning atmosphere that provides opportunities for socio-cultural development and exploration
- Promote Lakeland University and NIC's values as stated in the General Student Handbook

Student-centered learning

EAP classes are students centered. This means that the students carry a large part of the responsibility for having a successful class. It is your job to speak only in English, to bring a positive attitude and a willingness to communicate.

Student-Teacher Ratio/Class Size

In the LUJ EAP program, we try to ensure small class sizes to ensure that students can have as much access to each instructor as possible, and therefore we aim to have a maximum of 16 students per class.

Many Englishes!

English is one language, with many different variations. Learning how to communicate with different varieties of English is an important part of preparation for using English academically. It is highly likely that when you progress to LUJ's academic program, you will be learning from speakers of English from many different countries – not only American instructors with American accents! Therefore, you will learn to experience different varieties of English in the EAP program: this term, for example, we have teachers from the UK and Australia, as well as the USA. This is a valuable opportunity to build up your listening skills and fill in your knowledge of the language by learning how it is used by different varieties of English speakers.

A variety of teaching styles

You will take three different classes: Listening/Speaking, Writing, and Reading. Each class will be led by a different instructor, according to their teaching style. Learning how to succeed in different classroom situations and how to adapt to different styles of teaching is another vital part in your education, because when you embark upon your academic degree after EAP, you will quickly see that different teachers and different academic fields have very different ways of teaching and learning. If you discover some personality differences between you and your teachers, it is important to learn how to overcome this so that you can focus above all on your studies and succeed in your classes.

EAP Policies

Please note that rare exceptions to EAP policies may be made by the EAP Coordinator or LUJ Dean on a case by case basis.

Accommodations for Disabilities

Students with disabilities (physical, sensory or mental) are welcomed by the EAP Program. We are committed to equal access to educational opportunities. Accommodations are available for students who apply for them, and all LUJ staff and faculty are committed to supporting students with special needs. Please refer to your class syllabus or ask any member of faculty of LUJ official for details of how to apply.

EAP Contacts

Offices

EAP Program Office: - All EAP staff/faculty	5 Chome-7-7, Shinjuku-ku, Shinjuku, Tokyo, 160-0022 Tel: 080 4170 7908	- Information about EAP classes & the EAP program - Office hours for EAP instructors
LUJ Main Building:	5 Chome-7-12, Shinjuku-ku, Shinjuku, Tokyo, 160-0022 Tel: 03 3225 0425 Fax: 03 3225 0428	- EAP Admissions - Immigration/visas; - EAP fees/tuition; - Academic Program; - Student activities/life; - Counseling Support

People

EAP Program Coordinator / Instructor: - Ms. Lia Sergio	sergio@japan.lakeland.edu
EAP Assistant Coordinator / Instructor: - Ms. Jessica McDonald	mcdonald@japan.lakeland.edu
EAP Instructors:	
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- Ms. Jen Grubbs	grubbs@japan.lakeland.edu
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Facilities/Resources for EAP Students

New Valley 3F Study Area

The New Valley 3F study area is open Mon-Fri 8:00am to 9:00pm.

You may use this space for quiet study.

Please be considerate when classes are in session; at those times, students are expected to keep noise to a minimum.

Please remember to keep this area clean and tidy.

SGC Study areas and EAP Library Collection (2F, 3F, 4F)

The SGC study areas are open Mon-Fri 8:00am to 9:00pm. You may use this space for quiet study.

There are computers available for student use in SGC, but please be advised that you will need to go to the Main Library for printing assignments.

Please be considerate when classes are in session; at those times, students are expected to keep noise to a minimum.

Please remember to keep these areas clean and tidy.

EAP students are warmly invited to also make use of the Learning Center and EAP Library Collection in SGC 2F.

The SGC 2F EAP Library Collection will contain graded readers, an EAP collection (books that are not graded but are more level appropriate for EAP students), a small collection of other academic books, and a small reference section.

There is also a Learning Center in SGC; please see p.

LUJ campus buildings and NIC

Please refer to the LUJ Student Handbook for more information about other facilities on the LUJ campus (including the LUJ Student Lounge, LUJ Library, LUJ Learning Center) and to the NIC Handbook for information on NIC facilities, the NIC Media Center and Computer Lab.

Tips for EAP Success...

...in the classroom:

- ✓ **Come to school a few minutes early** so you can relax, get ready for class, talk to your classmates (please try in English!), and be ready for your lesson.
- ✓ **Have your notebook and other materials ready when class begins.**
- ✓ **Write down everything that your teacher puts on the board** in your **notebook**. Also, write down your homework in a special notebook where you can keep a record of all of your daily homework assignments.
- ✓ **Participate actively.** Raise your hand, ask questions, respond to questions!
- ✓ **Only use English in the classroom.**
- ✓ **Take responsibility for yourself.** If you don't understand something, **you** must ask the teacher about it. If you miss class or homework, **you** must find out what you missed and ask whether/how you can make it up. The teacher will not come to you in that situation.
- ✓ At the end of class, **check that you know what your homework is** and **write it down.**

...outside of class:

- ✓ **AM students: eat breakfast! PM students: eat lunch!** Learning is very difficult with an empty stomach.
- ✓ **Make a sandwich/onigiri/bento at home and bring it to school.** You can relax and eat between classes or after school and save money by not going to the convenience store.
- ✓ **Get enough sleep.** Your mind must be well rested to concentrate in class. If you don't have enough time to sleep, try to re-organize your daily schedule.
- ✓ **Manage your study time.** Most students have part-time jobs, family responsibilities, hobbies, and social lives in addition to time at LUJ. It is a good idea to **make a schedule** so that you give yourself enough time for homework every day
- ✓ **Work on your homework every day, step-by-step. Don't wait until the night before homework is due.** For example, if your reading teacher gives you 1-2 weeks to do a book report, read some of the book every day. If you try to do it all on the last day, **it won't be good.**
- ✓ **The best time to do homework may be right after school.** Take a break for a few minutes, eat lunch/dinner and start your homework while your classes are "fresh" in your mind.
- ✓ **Don't do your homework right before class.** If you do it at 8:15 or 1:15, you will be in a rush and your homework won't be good. Give yourself enough time to **do it well.**

Useful Expressions...

...for the Teachers' Office

To your teacher:

"(Excuse me) Can I ask you a question?"

"(Excuse me) Do you have a few minutes?"

"May I have/Can I have...?" (*not "I want..."*)

"I don't understand the assignment; can you please explain...?"

"I would like to talk about my [grades/progress] in class."

"I would like to improve my grade; what can you recommend?"

To another teacher/staff member:

"Is [Roger] here?" (*not "Is there Roger?"*)

"Where is [Roger's] desk?"

...in the Classroom

If you need help:

"Sorry, could you repeat that?"

"One more time, please?"

"(Excuse me) What should I do?"

"How do you spell ...?"

"What does ... mean?" (*not "What means ..."*)

"How do you pronounce [this/that]?"

If you need something:

"May I have/Can I have...?" (*not "I want..."*)

For lateness:

"I'm sorry [this is/I'm] late." (*not "I'm sorry for late."*)

If you are sick:

"I'm sick." / "I don't feel well." (*not "My condition is bad."*)

If you will be absent:

"I'm sorry, but I can't come to class tomorrow because ..."

"I will be absent tomorrow because ..." (*not "I will absent."*)

EAP Instructors

All LUJ EAP instructors are highly trained and experienced English language instructors whose goal is to help their students succeed.

However, remember that your success is ultimately up to you! **You** are responsible for your own education and for earning your grades. Students often come to their teachers saying, “Thanks to you I was able to improve my reading skills.” While of course we are happy that your skills have improved, it is vital to recognize that **YOU** are ultimately the author of your success, not your teacher! A teacher can only show the student the way and facilitate learning; it is thanks to the **STUDENT’S** incredible efforts that the student succeeds! So, give yourself a pat on the back!

Office Hours

EAP instructors maintain scheduled office hours every week. These are times when they are in the office, available to their students. You may use these times to ask questions about something you did not understand in class, missing work, homework instructions, academic advice, your grades, etc. Please feel free to approach your teachers; they are there to help you!

The EAP Office Hours schedule will be posted at the beginning of each term and in the 4F New Valley EAP office. Please check this schedule to find out when your teachers will be available. Please also check the EAP Office Seating Chart to find out which desk belongs to your teacher.

Once in a while, your teachers will need to adjust their office hours due to necessary meetings, illness, etc. If this happens, please be patient and ask/email your teacher when you can come see them. It is often a good idea to schedule an appointment.

If for some reason you cannot find your teachers, or if they are already busy helping other students, you should wait for them to finish (if they ask you to wait), come back at another time, or email your teacher with your question or to schedule an appointment. If you are unsuccessful in finding your teacher more than twice, please email your teacher to let him/her know that you want to see him/her. If they do not know that you are looking for them, they will not be able to help you!

Please do not be shy about making use of your teachers’ office hours; asking questions is a very positive thing in an American university setting. It shows that you are interested, and that you care deeply about your work. Remember that your teachers also have experience learning new languages and living in foreign countries, and they are always happy to answer questions.

Please check the “Useful Expressions” section above if you need help starting a conversation!

About the EAP Program

Calendar

The EAP program operates with three terms per year: Summer (late April to early August), Fall (early September to early December), and Spring (early January to early April). EAP terms coincide approximately with LUJ's Academic term dates. Please refer to the calendars provided to see exact dates for this term's Midterm and Final Examinations, TOEFL and TWE dates, national holidays, etc.

Class Schedule (Monday-Friday)

Students in the EAP Program are in class for 20.75 hours per week.

The EAP Program operates two different schedules of classes running in parallel: one set of classes in the morning, and one set in the afternoon. There is no difference in AM and PM class levels. Students must take either all morning classes or all afternoon classes.

AM Schedule

Class	Mon, Tues, Thurs, Fri	Wed
Listening & Speaking	8:30-9:55am	8:30-9:45am
Writing	10:05-11:30am	9:55-11:10am
Reading	11:40-1:05pm	11:20-12:35pm

PM Schedule

Class	Mon, Tues, Thurs, Fri	Wed
Listening & Speaking	1:25-2:50pm	1:55-3:10am
Writing	3:00-4:25pm	3:20-4:35pm
Reading	4:35-6:00pm	4:45-6:00pm

EAP Classrooms

EAP classes are held in both the New Valley Building and the Stephen & Susan Gould Center (SGC). Occasionally classes may be held in other locations such as the NIC Computer Lab or Media Center; you will be notified by your teachers in advance if this is the case.

You will be in a different classroom for each class. This gives students a chance to stretch their legs between classes and chat with students from other classes.

There are 10-minute breaks between classes; be sure to give yourself enough time to get to your next lesson on time.

Textbooks

Textbooks will be distributed to students in their classes on the first day of term.

- New students: Do not write or otherwise mark in your textbooks for the first week.
- Repeating students: Bring your old textbooks from previous terms to your teachers by the end of the first week. You may have them back at the end of the term.

It is very important to bring your textbooks to class every day. Not doing so will affect your performance grade. Do NOT leave textbooks in public study areas or in your classrooms. If you have any problems with your books, please ask an instructor as soon as possible.

Extensive Reading

This may be the single most important thing you can do to improve your English language skills: read, read, read! And read some more! One of the biggest challenges for EAP students entering the Academic Program is coping with the amount of reading that is required. It is a very good idea to get a head start on this and get in the practice of reading in English (without using a dictionary!) for at least 20 minutes per day, every day. The material that you read during these times should be easy to understand (again, without a dictionary!) and above all, it should be **enjoyable**! So, please choose books that you **want** to read, and subjects that you find interesting.

XReading is an online database of thousands of books designed for students of English. There are many different levels and genres available. It is a program-wide reading program, meaning that ALL LUJ EAP students are using it to help improve their reading. Every student has the opportunity to read some of the thousands of English books that are available to him/her.

Go the URL **xreading.com** and log in using your unique log-in details. If you have questions (not sure how to log in) or problems (can't log in for some reason or can't find what you're looking for) please ask your Reading teacher.

Use of English in EAP matters

The official language of LUJ is English, and students are expected to use only English in the EAP Program. This is vital not only for your education but also for your peers; remember, they are coming to the EAP program for the opportunity to use English, not their native language. Students who speak a language other than English with their classmates are robbing their classmates of valuable time to practice using their English. Please remember this as you come to class every day and show consideration for your classmates' educational goals.

All other conferences, counseling sessions, and meetings with EAP faculty will also be conducted in English; if at any point you require Japanese translation, however, please ask, and this can be provided.

Grading in EAP

It is each student's responsibility to keep track of their grades throughout the term. If you are not sure how you are doing, please ask your teacher. Midterm and Final grades will be distributed on the Thursday and Friday after the exams, respectively. Once grades are distributed, they cannot be changed, except for very rare circumstances. Therefore, it is better to ask about your grades *before* it is too late!

EAP Grade Scale

A	92.5%-100%	Excellent (exceeds expectations)
AB	87.5%-92.4%	
B	82.5%-87.4%	Good (meets expectations)
BC	77.5%-82.4%	
C	72.5%-77.4%	Fair (minimally meets expectations)
CD	67.5%-72.4%	Poor (minimally meets some expectations; should repeat)
D	60%-67.4%	Deficient (almost meets expectations; must repeat)
F	0%-59.9%	Fail (does not meet expectations; must repeat)

Assessments

Assessments in your classes can include (but are not limited to):

- Quizzes
 - o These may be oral, written, or both. These are usually short and may be weekly or after each unit/chapter in a textbook.
- Tests
 - o These are longer, usually taking an entire class period. They may be given after each chapter/unit.
- Midterm Exam
 - o This is a 2-hour exam that will include everything you have studied in each class for the first half of term.
- Final Exam
 - o This is a 2-hour exam that will in some way include everything you have studied in each class for the whole term.
- Ongoing assessments
 - o These may include (but are not limited to) book reports, presentations, speeches, essays, timed writings, or other projects.

Your overall grade will be based on a combination of assessments, attendance, homework, and participation. Please check each class's syllabus and make sure you understand clearly how you will be graded. If you have any questions, please ask. If a student is absent for an assessment and does not get the absence excused, the teacher has the right to refuse to allow a make-up test.

LUJ Learning Center (LC)

What is it?

The LC is a place where you can get individual tutoring in a variety of different subjects.

Who?

- The person in charge is Mr. Laurier, LUJ Librarian.
- The LC is for all LUJ students (Academic and EAP).
- The tutors in the LC are highly performing students in the Academic Program (most of them also used to be EAP students, so they understand exactly what you are experiencing!)

How to make an appointment?

1. Go to the LC; check the schedule; find a tutor for your subject (EAP) and time/day that you can go
2. Sign up
3. When it's time for your appointment, please bring all relevant materials, books, assignments, reading passages, etc.

Where?

- LUJ Library (Main Building 4F) / SGC 2F

When?

- 30 minute sessions, starting on the hour/half-hour (:00 and :30)
- Any time! (Except when you should be in class, of course!)

Why go to the LC?

- If you have good grades, to make sure you maintain your good grades
- If your grades are low, to get help
- If you are having difficulty understanding an assignment, etc.
- If you want to just practice conversation and improve fluency

*****Note: Please make a note of your appointment time/date and be sure to not miss your appointment. If your plans change and you cannot attend your session, you MUST go to the LC and cancel your appointment, so that another student can use that slot.*****

Level Placement

Placement tests

New students take four different tests prior to beginning their studies in EAP to evaluate their grammar, reading, listening, and writing proficiency.

The first one, the LUJ Entrance Exam, is administered by LUJ Admissions Officials at the time of enrollment.

The other three (the LUJ diagnostic test, which tests grammar, reading and vocabulary; a timed writing, which tests basic writing and more advanced composition skills; and the TOEFL ITP, which tests Listening, Structure and Reading) are administered to all new students by EAP faculty at the end of the term prior to entry.

These tests have been used for many years and have proven to be reliable and accurate.

If you are not able to attend the LUJ administered TOEFL, and plan to use a past TOEFL score (e.g. iBT) or another standardized test score, the score must be no more than 8 months old.

Placement decisions

Level placement decisions are carefully considered and made by EAP faculty based on a student's scores on all the above placement tests. Placement decisions for new students are determined by five important factors:

1. Your writing sample in the diagnostic test
2. Your grammar/vocabulary/reading score on the diagnostic test
3. Your TOEFL score
4. Your entrance exam score
5. Your performance in class (during the first week of term)

Appealing your placement decision

Instructors will also perform diagnostic tasks/assessments during the first week of classes, and if it becomes apparent that a student would be more appropriately placed in a different level, it is possible for students to be moved within the first week of class.

If your teachers recommend a change in class/level, you will be given a new schedule. This may mean moving up **or** down a level. This decision will be final.

If all of the student's placement test/TOEFL scores are at the top of the level, the student's teachers and EAP coordinators will discuss the student's case, and if the student demonstrates extremely high-quality work in the first week's diagnostic tasks in all classes, the student may be eligible to move up a level. Students may only change level if all three teachers recommend it.

If you are unhappy with your placement, you should:

- remember that while the first couple weeks of term might feel like review to you, the rest of the term will be much more challenging,
- speak with your teacher and ask for more challenging work to demonstrate your ability and perseverance
- make an effort to demonstrate your ability immediately in class by participating, responding to questions, and putting forth your best effort in the first few assignments and classes

If you feel that you have been placed in a level too high, please speak with one of your teachers or a coordinator to request to move down a level.

Please remember, these decisions are made by highly qualified and experienced EAP faculty, not by the students.

Class changes are not allowed after the first week of classes. Requests for class changes due to personal reasons (e.g., you do not like your classmates or teacher) will not be considered.

Many students think that the TOEFL score is the most important consideration in level placement, promotion, and graduation to the Academic program. Actually, it is not. The TOEFL, like any standardized test, is simply a measuring stick, or a ruler. The TOEFL IPT used by LUJ measures receptive skills only. It is very useful, of course, but the goal of LUJ's EAP program is not to help students earn a certain TOEFL score. Rather, the goal of LUJ's EAP program is to help students develop their **communicative English skills for academic settings**. In communicative abilities, productive skills are just as important as receptive skills, and using English communicatively, especially in an academic setting, is very different to using English on a test like the ITP TOEFL exam.

Therefore, it is possible to have a high TOEFL score, and at the same time need to improve productive writing skills (e.g. grammatical knowledge, organization of ideas, the ability to describe things specifically, or the ability to clearly and logically express and connect ideas), for example. As a result, some students may be placed in a level lower than they expected.

Please rest assured that our instructors are all highly trained and experienced in English language instruction and have your best interests in mind. Your instructors are thinking not only about this term, but also subsequent terms, and want to make sure that you have the foundational knowledge necessary to succeed at higher and more challenging levels.

Students who progress too quickly through levels, without satisfactorily mastering the previous levels' skills, face a much higher chance of having to repeat later on or delaying entrance to the Academic program.

Students who leave the EAP program for more than two terms or more will be required to take the placement tests again.

Level Promotion

As with placement, the decision to promote students is determined by a combination of factors, including:

- Class grades
- Attendance
- TOEFL scores
- Teacher's recommendation

Students must satisfy ALL of the above in order to be promoted to the next level. This means that:

1. Students must finish the term with C grades or higher.
2. Students must meet the minimum attendance requirement and not miss more than 14 days of class (excused or unexcused).
3. Students must be recommended by ALL of their teachers that they are ready for the next level.
4. To enter the top two levels of EAP, students also need to be performing at the appropriate TOEFL score level.

If a student fails to meet one or more of the above criteria, he/she will need to repeat that level.

If you are not sure whether you are meeting these requirements, it is your responsibility to ask BEFORE the end of term, and find out how, if necessary, you can improve your grades/performance.

Students must pass ALL three classes to be promoted to the next level. If a student fails one class, that means they will need to repeat the entire level.

Skipping a level

While extremely rare, it can be possible to skip a level. To do this, a student must approach their teachers to express this desire early on in the term, must do additional class/homework to demonstrate their ability at the level above them, be earning strong A grades in all classes, have a sufficiently strong TOEFL score, and have the recommendation of all three of his/her teachers.

Repeating levels

Students may attempt each level a maximum of three times. If a student fails a level on a third attempt, the student may be dismissed from the program.

Exiting students (graduation to the Academic Program)

Students exiting the EAP Program can do so through three routes:

1. Graduation to full Academic student status
2. Bridging (which means taking 1 or 2 EAP classes plus 1 or 2 Academic classes, as determined by your EAP instructors and LUJ's Dean)
3. Very rarely, it is possible for an HI student to advance directly to the Academic program. To do this, the student must have a TOEFL score over 500, have demonstrated outstanding work in his/her classes, have his/her teachers' strong recommendations, and the approval of the Dean. This is initiated by EAP faculty, not the student.

The decision for a student to Bridge EAP/Academic rests with the EAP instructors and must be approved by the Dean.

Students entering the Academic Program (including Bridge Students) must demonstrate the advanced English skills necessary to succeed in an academic setting and must be performing at the 500 TOEFL score level and meet all other requirements for promotion as listed above¹. The decision to promote students to the Academic Program rests not with the student but with the highly trained and experienced EAP faculty and LUJ Dean. Decisions may be appealed by going to the Dean. The Dean's decision will be final.

Students who meet all the requirements of exiting the EAP Program and have no overdue payments will receive a Certificate of Completion.

TOEFL

TOEFL is used for placement and diagnostic purposes in LUJ's EAP and Academic Programs. TOEFL scores are one factor (of many) used in level promotion decisions.

While the TOEFL is useful for placement and assessment, it is *NOT* viewed by LUJ as a magic ticket into the Academic Program or for promotion withing EAP! LUJ's EAP program is not an exam preparation course. It is a program designed to teach students how to use English **academically** and **communicatively**. ALL of the skills you practice and ALL of the activities/homework you do in ALL of your classes throughout the entire term contribute towards helping you prepare for the exam.

Each term, EAP students have the chance to take the TOEFL ITP test. This happens after midterms. In the week or so before the test, your teachers will provide you with some specific TOEFL test preparation and practice to help you be prepared for the test's structure and types of questions.

¹ This TOEFL level requirement refers to students entering the EAP Program in the SU18 term and later; it does not affect students who entered before that term.

Test of Written English (TWE)

Each term, during the same week as the TOEFL ITP, students will participate in a TWE (Test of Written English), which is a timed writing test like the TOEFL iBT Writing section. This part is not an officially administered TOEFL exam like the ITP, but it will count toward your Writing class grades.

Student Expectations

Strong effort policy

EAP students are expected to demonstrate a strong effort in the classroom and with their homework assignments, to complete their EAP studies in a reasonable amount of time and make satisfactory progress in accordance with EAP policies.

Students are expected to:

- Come to class on time and prepared
- Keep their syllabus for each class, and make sure that they read and understand the contents
- Bring their textbooks to all classes
- Focus on the class during class time
- Ask questions during class time that are related to that class (other questions/matters should be reserved for office hours)
- Understand that the teacher has equal obligation to **all** students in the class
- Maintain a professional relationship with instructors and with peers
- Pass their classes with C or above grades
- Turn off/put away cell phones in class
- Do all homework and in class assignments
- Take all tests, quizzes, and midterm/final exams
- Participate actively in class
- Speak English only in class
- Listen to the teacher and follow instructions
- Behave appropriately and respectfully to all instructors and peers
- Earn good grades: If a student studies hard, does well on tests, homework, attendance, and other classroom requirements, he/she will earn a good grade for that class.
- Take responsibility for their learning
- Try to speak English outside of the class as much as possible
- Adhere to EAP policies and guidelines
- If using a tablet or laptop in class, use only English language software programs, websites, etc.
- If arriving late to a class, knock before entering; if a student is giving a speech, wait until they are finished, and do not interrupt.
- Work together collaboratively and positively with classmates in pairs or groups
- Come to class ready to make a positive contribution
- Get enough sleep before your class
- Ask questions if anything is not understood

Students may not:

- Work on homework for other classes during class
- Request grade changes after they have been finalized
- Request class assignment/schedule changes after they have been finalized
- Ask about other students' grades or promotion status

Homework

Students should expect to have approximately one hour of homework for each class every day, which means a total *minimum* of 3 hours of homework per day.

Please arrange your schedule so that you have at least 3 hours available every day to work on your homework. Because homework is an integral part of the EAP program and of each student's learning, it is very important to make sure you have enough time to do this homework while still getting enough sleep. This may require reducing the number of hours you work or rearranging your other priorities. If you need help creating a homework schedule to help you keep up with your homework, please ask a Learning Center tutor or any of your teachers, and they will be happy to help you with that.

Do NOT expect to be able to complete your homework right before class. The quality of your work and therefore your grades will suffer as a result. Do NOT attempt to do homework for one class in other another class. This will not be tolerated, and you will be asked to put it away and stay on task. This will affect your performance grade.

Successful and quality completion of homework in a timely manner will contribute to higher performance grades and result in an increased ability to participate well in classes.

If you are absent, it is *your* responsibility to ask your classmates what the homework was, or to ask your teacher directly via email as soon as know that you will be absent. You should do the homework as soon as possible and submit it the next time you come to class. You should also ask for the in-class work that you missed, and complete as much of that as possible as homework to ensure that you don't fall behind your classmates.

If you know you will be absent, you may submit that day's homework via email or in person, or by leaving it in your teacher's mailbox before that day's classes for full credit.

Please check your syllabus for each class and make sure that you clearly understand each teacher's late work/make up test policies.

Use of email

All LUJ students will receive an LUJ email account and **must** become accustomed to checking their Lakeland email regularly. There is often important information distributed through email. All students should check their LUJ email daily. You are also encouraged to use email to contact your teachers, especially when you cannot attend office hours for some reason, or if your teacher is busy helping other students during their office hour.

How to write a respectful email to your instructor

1. Do not use your personal email account; use your **LUJ email account**.
2. Include a clear **SUBJECT**. Your teachers receive MANY emails every day. If there is no subject, or if the subject is not clear, your email can easily get lost. Include a short, clear subject such as “Question about April 26 Homework Assignment LA-1” or “Submission of Persuasive Essay Draft #1” or “May 16 request for appointment”
3. When you write an email, be sure to include all **3 sections** of the email:
 - Greeting
 - Start your email with a polite greeting and your teacher’s preferred name. For example, “Dear Lia,” or “Good morning Dr. Brender,”
 - Message (body)
 - In the body of your email, explain your message and why you are writing. Remember to ask politely. For example, “Could I please make an appointment to see you on Monday or Tuesday next week?” (*NOT*: “I want to talk to you next week.”) If you need to see your teacher outside of office hours, it’s important to suggest two or three possible days/times.
 - Remember to check your spelling and grammar, and to use upper- and lower-case letters appropriately.
 - Closing/sign off
 - This is your chance to say good bye and remind your teacher who you are and which class you are in. Never leave this part out. Always include a formal closing such as “Sincerely, YOURNAME” or “Regards, YOURNAME”.
 - When signing off, include your first name, last name, class, and LUJ ID.

Example email:

From: harrypotter@japan.lakeland.edu

Subject: Question about today’s Transfiguration Essay

Dear Professor McGonagall,

I’m confused about today’s essay assignment for our homework. Should I answer both questions, or should I choose one? Thank you!

Sincerely,

Attendance

Things move along very quickly in an intensive program like ours; before you know it, Midterms and then Finals will be here! Therefore, good attendance is a crucial part to succeeding. If you must miss a class, it is imperative that you communicate with each of your teachers to:

1. Tell them about your absence
2. Ask about what you missed in class
3. Ask about what homework you should do

When you return to class, you must bring your completed homework. Each instructor has their own late homework/test make-up policy, which will be explained to you in the first week of class and in the class syllabus. Please pay close attention to these details, because they could have a big impact on your overall grades.

TIP: Many students prefer to create a LINE group for all classmates, so that if a student is absent, or is unsure about some details from class, they can easily ask their classmates about this.

EAP Attendance Policy

Please arrive to lessons on time and prepared for class. Absences **WILL** affect your overall grade, so please do your best to avoid absences.

If you are 25 or more minutes late, you will be counted as absent for that class. In addition, if you are between 5 and 25 minutes late 3 times, you will be marked as absent for one class.

Students are responsible for counting and keeping track of their own late arrivals and absences.

Students who achieve 100% attendance for ALL classes in a term will receive a special certificate at the end-of-term ceremony.

Minimum attendance requirement

EAP students **MUST** attend a minimum of **75%** of classes per term to be eligible for level promotion.

This means that each student can be absent a maximum of 14 times (this applies to **both** excused and unexcused).

Absences due to class cancellation during inclement weather or other unavoidable reasons natural disasters will NOT be counted toward a student's absence total.

In extreme cases, where a student misses more than 14 days due to unavoidable circumstances, the student may be advised to take a Leave of Absence. In this case, they will need to repeat that level.

****International students are advised to be careful to understand how absences and student status may affect their visa status.****

Excused absences

If you have a very good reason for being absent, you need to follow the standard procedure and have it approved and excused as soon as possible. To do this, please go to the EAP teachers' office in New Valley on the 4th floor and ask for an **excused absence form**. Please follow the instructions provided on the form. You will need to provide evidence to document your absence. Please note that all evidence submitted must be **original documents** (no photocopies). (Your documents will be returned to you.)

What counts for excused absences?

1. Medical situation/illness
 - a. 1-day absence = hospital receipt is ok
 - b. 2+ days absences = must be verified by official doctor's certificate
2. Family loss, verified by funeral program or similar document
 - a. 1st degree (mother, father) = 5 days
 - b. 2nd degree (grandparent, brother, sister) = 3 days
 - c. 3rd degree (uncle, aunt, cousin) = 1 day
3. Verifiable train delays, verified by a train ticket received from station showing date and how many minutes the delay is (must be filled out by a station employee, NOT the student)
4. To observe a religious holiday – but ONLY if all the student's teachers are notified in advance

What does **not** count for excused absences?

1. Routine medical/dental checkups and visits which should not be scheduled during class time
 - a. If you have special (e.g. chronic) medical needs and must see a certain doctor who is e.g. only during class times, you should apply for a disability accommodation so that the case can be verified and reviewed, and so that appropriate arrangements can be made to help you succeed.
2. Minor medical issues that do not interfere with your ability to participate in class
 - a. e.g. hay fever, allergies
3. Chronic lateness due to minor train delays (once in a while is understandable, but if a journey/line is often late or disrupted you **must** make arrangements to get to class on time, e.g. different route, earlier train, etc.)

If you are chronically late and bringing train tickets to class every other day, your teacher may add up those late minutes and once they equal 25 minutes it will count as an absence.)

Unexcused absences

Unexcused absences strongly affect a student's grades. Please refer to the syllabus for each class to see how these will affect your grades.

Students who sleep during class, persist in using languages other than English, or who are otherwise disruptive to other students' learning and the class atmosphere will be asked to leave the room and will be counted absent (unexcused).

Students will receive absence warning letters after 5 and 8 unexcused absences.

Student Code of Conduct

All EAP students are expected to abide by LUJ's student code of conduct as described on p.12 in the LUJ Student Handbook. Student misconduct will be taken seriously and reported to the Dean. Consequences may include counseling, volunteer/community service, suspension, or dismissal, depending on the nature and severity of the offence. Please refer to LUJ's Student Handbook for the Drug/Alcohol Policy.

Academic Honesty

Academic honesty means being honest and ethical in regard to all academic assignments completed for your EAP classes including, but not limited to, homework, in-class work, essays, projects, oral presentations, written tests, and exams.

At LUJ, originality is very important, and academic dishonesty is an extremely serious offense. Academic dishonesty applies to both:

- plagiarism and
- cheating (e.g. copying another student's test/assignment, possessing unauthorized materials during a test, procuring a test, draft of a test, or answer key, etc.).

Please read the information below to ensure you understand what plagiarism is and how to avoid it. If at any point, you are not sure, please ask!

What is plagiarism?

Put simply, plagiarism means using words or ideas that are not your own in any kind of verbal or written assignment, without citing the source. This can be deliberate or unintentional. Both are subject to the same consequences, so please be careful to make sure you understand what it is and how to avoid doing it.

Plagiarism can happen in many different ways, including:

- Using a translation machine

- Using someone else's idea(s) without citation
- Copying another author's words in a written or verbal assignment (more than 3 words)
- Copying someone else's sentence (whether in a verbal or written assignment) and merely replacing some of the words while keeping the same sentence structure
- Submitting someone else's work or ideas as your own.

Detecting plagiarism

EAP faculty use various programs to check electronically whether a text has been plagiarized.

If a teacher believes that an assignment has been plagiarized, the student will be asked to explain the meaning of the relevant section/assignment in detail. If the student is unable to do so, or if the original text is found, the work will be considered plagiarized.

Consequences for academic dishonesty: 3 strikes

- *Strike 1:* The first time this happens will result in a strong verbal warning from the teacher, zero/fail grade for **OR** resubmission of that assignment, and documentation of offense in EAP's records of academic dishonesty.
- *Strike 2:* The second time this happens will result in a counseling session with EAP Coordinator, a zero/fail grade for that assignment, and documentation of offense in EAP's records of academic dishonesty.
- *Strike 3:* The third time this happens will result in a conference with the Dean, a zero/fail grade for that assignment, a negotiated consequence (e.g. expulsion, repeat level), and documentation of offense in EAP's records of academic dishonesty.

Students may also be asked to resubmit any plagiarized work.

How to avoid plagiarizing:

- Practice **paraphrasing** (saying something in your own words).
- Include **citations** (MLA style)

Payment matters

Please direct questions regarding tuition fees and payment to the appropriate office in LUJ's main administrative building.

EAP students with overdue payments at the end of each term will have their grades and promotion status withheld until their payments are received. Grades will be held at the LUJ Main Building for collection on payment.

Grievance Procedures

How to submit comments/complaints

For comments or complaints about classes, classmates, or teachers, students MUST follow the standard procedure:

1. Speak to your teacher, explain your feelings, and try to resolve the matter with your teacher.
2. If you are still unsatisfied for some reason, unable to speak to your teacher, or feel uncomfortable speaking with your teacher, please email the EAP Coordinator to explain that you have a comment/complaint, whether you have already spoken with your teacher, and explain the nature of your comment/complaint.
3. The EAP Coordinator will reply to your email, and if appropriate, will invite you to come have a meeting so that you can try to find a solution. If you require Japanese translation/support, this can be provided. This meeting may include another teacher, the Dean, or another LUJ official.
4. If the comment/grievance involves another member of faculty or LUJ official, the relevant person will be notified of the grievance unless there is compelling reason to not divulge this information.
5. If you prefer to submit a comment anonymously, you may do so on the LUJ website. Please go to <http://LUJ.lakeland.edu>, click on "Current Students", and then "Student Suggestion/Complaint Form".
6. Please be reassured that students will never be penalized for expressing concerns.

*****Do not bring verbal complaints/comments to Japanese administrative/recruitment officials. They will instruct you to speak to your EAP teacher or the EAP Coordinator. If you speak to a Japanese member of the administration team in the main building it will not be considered a formal/official discussion, and there is no guarantee that any action will be taken. For this, you must speak to the appropriate member of EAP faculty. If you require Japanese translation or assistance, you may request that a member of the Japanese administrative staff attend your meeting with the EAP faculty/coordinator.*****

Student Dismissal

Students may be eligible for dismissal if:

- They fail the same level three times
- They fail to meet the minimum attendance requirement in three terms
- They persist in submitting plagiarized work beyond the third offense
- Violate the student code of conduct as described in the LUJ Student Handbook

Notes