

COURSE SYLLABUS

Course Title	TOEFL Preparation
Course Number	ESL 301-5
Clock Hours	50
Instructional Methods	Lecture (50 hours)
Schedule	9:00am~1:30pm, Monday, Wednesday
Instructor	Philip Lee
Office Hours	by appointment
Required Text(s)	Philips, Deborah (2007). <i>Longman Preparation Course for the TOEFL Test: iBT</i> . (2 nd ed.)
Additional Text(s)	Handouts will be given as needed.

Course Description

The TOEFL preparation course is designed to improve TOEFL scores within 10 weeks. This course is designed with three important elements for success on TOEFL: problem solving principles, practice and review, and authentic practice resources. Through this course, students will be able to experience college preparatory content while improving their English proficiency by practicing with authentic TOEFL practice tests which cover Listening, Speaking, Reading and Writing. Prerequisite: ESL301 or equivalent.

Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 261.00 and below 310.99 on the ACCUPLACER Test or the successful completion of ESL102.

Corequisites: ESL301-2 Listening/Speaking for Advanced I
 ESL301-3 Reading/Writing for Advanced I
 ESL301-4 Discussion for Advanced I

Learning Objectives and Goals

Upon completion of this course, the student will be able to:

- A. Understand academic content
- B. Develop academic ability and scholastic attitude
- C. Get the planned score in TOEFL

Library Usage Guideline

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data.

Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

ACCESSING LIRNPortal

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

Username: 37860

Password: goodnewt91

Please note URL, Username, and Passwords are case sensitive.

HELPFUL VIDEOS

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful. Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials

- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution's software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

Prohibition of Sexual Harassment of Students

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

Grading Policy

The formal grading system utilized by the instructor conforms to recognized education standards.

Grade	Percent	Standing
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

20% Class participation
 30% Attendance
 30% Vocab-test
 10% Homework
 10% Final Exam

Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice-Breaking/Diagnostic Test/Problem-Solving Principle <ul style="list-style-type: none"> Teachers will introduce problem-solving principle of TOEFL Students will check their current status through gap analysis and set-up the initial plan to fill the gap. 	Estimated Homework Time: 5 hours Vocab Day 1-2(200words), Review the daily lesson
		RC: Simplify Meaning(26-34p) Recognize Reference(17-25p) LC: Topic (125-128p) Vocab Test Day 1-2 <ul style="list-style-type: none"> Teachers will introduce two important reading skills: 1)how to simplify meaning and 2)how to use reference. Teachers will explain how to solve topic-problems in LC. Students will practice to analyze reading and listening passages. Students will take Vocab Test 1-2. 	Estimated Homework Time: 5 hours Vocab Day 3-4(200words), Review the daily lesson
2		RC: Simplify Meaning (26-34) Insert Sentences (35-48p) LC: Details (129-136p) Vocab Test Day 3-4 <ul style="list-style-type: none"> Teachers will introduce the passage-structure-analyzing-method. Teachers will explain how to solve detail-problems in LC. Students will practice to draw a logic tree in RC and take Vocab test 3-4. 	Estimated Homework Time: 5 hours Vocab Day 5-6(200words), Review the daily lesson
		RC: Find Factual Info (49-55p) LC: Understand Function (136-153p) Vocab Test Day 5-6 <ul style="list-style-type: none"> Teachers will show how to solve fact-problems in RC. Teachers will explain composite variables in LC. Students will practice to draw a logic tree in LC and take Vocab test 5-6. 	Estimated Homework Time: 5 hours Vocab Day7-8(200words), Review the daily lesson
3		RC: Understand Negative Fact (56-69p) LC: Organization (154-161p) Vocab Test Day 7-8 <ul style="list-style-type: none"> Teachers will explain how to solve negative-fact-problems in RC. 	Estimated Homework Time: 5 hours Vocab Day9-11(200words), Review the daily lesson

		<ul style="list-style-type: none"> Teachers will explain how to analyze the organization of LC passage. Student will take Vocab test 7-8. 	
		RC: Make Inference (70-90p) LC: Relationships (162-170p) Vocab Test Day 9-11 <ul style="list-style-type: none"> Teachers will explain how to solve inference-problems in RC Students will practice LC drills and take Vocab test 9-11. 	Estimated Homework Time: 5 hours Vocab Day12-14(300words), Review the daily lesson
4		RC: Summary (91-110p) Test (111-116p) Vocab Test Day 12-14 <ul style="list-style-type: none"> Teacher will summarize hands-on skills in RC Students will integrate problem solving skills in RC Students will take Vocab test 12-14 	Estimated Homework Time: 5 hours Vocab Day15-17(300words), Review the daily lesson
		RC: Test (111-116p) Sentence Structure Analysis Wrap-up Vocab Test Day 15-17 <ul style="list-style-type: none"> Teacher will explain sentence structure analysis. Teacher will check each student's learning curve and provide customized solutions. Students will take Vocab test 15-17 	Estimated Homework Time: 5 hours Vocab Day18-20(300words), Review the daily lesson
5		Complete Test 1 RC/LC Tactic Review Vocab Test Day 18-20 <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. Students will take Vocab test 18-20. 	Estimated Homework Time: 5 hours Vocab Day1-10(1000words), Review the daily lesson
		LC Test (171-175p), Complete Test 1&Mini Test 1-7 Wrap-up, Vocab Competition 1 <ul style="list-style-type: none"> Teachers will explain questions on the test. Students will have test training and participate in debriefing. Students will take Vocab Competition 1. 	Estimated Homework Time: 5 hours Vocab Day11-20(1000words), Review the daily lesson
6		Problem-Solving Principle & SP WR Template Diagnostic Test <ul style="list-style-type: none"> Teachers will introduce the overall strategy of SP WR. Student will take diagnostic test. 	Estimated Homework Time: 5 hours Template Review

		SP Independent Task (186-196p) <ul style="list-style-type: none"> Teachers will introduce SP independent task skills. Students will practice SP independent task. 	Estimated Homework Time: 5 hours SP Independent Review
7		WR Independent Task (255-275p) <ul style="list-style-type: none"> Teachers will introduce WR independent task skills. Students will practice WR independent task. 	Estimated Homework Time: 5 hours WR Independent Review
		SP Integrated Task (197-228p) Vocab Competition 2 <ul style="list-style-type: none"> Teacher will introduce SP integrated Task skills. Students will practice SP integrated Task. Students will have vocab competition 2. 	Estimated Homework Time: 5 hours SP Integrated Task Review
8		WR Integrated Task (238-254p) <ul style="list-style-type: none"> Teacher will introduce WR integrated Task skills. Students will practice WR integrated Task. 	Estimated Homework Time: 5 hours WR Integrated Task Review, Vocab Day 1-5(500words)
		SP & WR Independent Test and Explanation, SP Test (228-232p) <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. 	Estimated Homework Time: 5 hours Vocab Day 6-10(500words)
9		Mini Test 1-7 SP, WR Test (276-278p) <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. 	Estimated Homework Time: 5 hours Vocab Day 11-15(500words), Review
		Mini Test 1-7 WR, Vocab Test Day 1-10 <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. 	Estimated Homework Time: 5 hours Vocab Day 16-20(500words), Review
10		Complete Test 2, RC/LC Tactic Review, Vocab Test 11-15 <ul style="list-style-type: none"> Teachers will provide actual test training. 	Estimated Homework Time: 5 hours Test Review

		<ul style="list-style-type: none">Students will have test training and participate in debriefing.	
		5Weeks Part B Wrap-up, Final Test, Vocab Test Day 16-20 <ul style="list-style-type: none">Teachers will provide actual test training.Students will have test training and participate in debriefing.	Estimated Homework Time: 5 hours Test Review