

COURSE SYLLABUS

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| Course Title | TOEFL Preparation |
| Course Number | ESL 302-5 |
| Clock Hours | 50 |
| Instructional Methods | Lecture (50 hours) |
| Schedule | 9:00am~1:30pm, Tuesday, Thursday |
| Instructor | |
| Office Hours | by appointment |
| Required Text(s) | Gallagher, Nancy (2011). <i>Delta's Key to the TOEFL iBT Advanced Skill Practice</i> . (Revised edition) |
| 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 contents
- 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 |
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| 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 |
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| 1 | | Ice-Breaking/Diagnostic Test/Problem-Solving Principle <ul style="list-style-type: none"> Students will take the diagnostic test with TEST 1. (p.431). Teacher will introduce problem-solving principles of TOEFL while explaining each language test part (p.1-6). Students will check their current status through the diagnostic test and set-up the initial goal and plan to solve their problems. | Estimated Homework Time: 5 hours Daily vocabulary Review the daily lesson |
| | | Reading: Strategies for the reading section 1.1-1.3, Quiz 1-3 (p.7-69) Vocabulary Test on Diagnostic test <ul style="list-style-type: none"> Teachers will introduce three important reading skills; 1.1 Understanding Facts and Details, 1.2 Identifying Negative Facts, 1.3 Understanding Vocabulary in Context. Students will practice to analyze reading questions with the passages. Students will take a Vocabulary Test on Day 1-1 contents. | Estimated Homework Time: 5 hours Daily vocabulary Review the daily lesson |
| 2 | | Reading: Strategies for the reading section 1.4-1.7, Quiz 4-7 (p.70-141) Vocabulary Test on Day 1-2 <ul style="list-style-type: none"> Teachers will introduce important reading skills; 1.4 Making Inferences, 1.5 Determining Purpose, 1-6 Recognizing Paraphrases, 1.7 Recognizing Coherence. Students will practice to analyze reading questions with the passages. Students will take a Vocabulary Test on Day1-2 contents. | Estimated Homework Time: 5 hours Daily vocabulary Review the daily lesson |
| | | Reading: Strategies for the reading section 1.8-1.10, Quiz 8-10 (p.142-186) Strategies Review Vocabulary Test on Day 2-1 <ul style="list-style-type: none"> Teachers will introduce important reading skills; 1.8 Summarizing Important Ideas, 1.9 Organizing Information. Students will practice to analyze reading questions with the passages. | Estimated Homework Time: 5 hours Daily vocabulary Review the daily lesson |

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| | | <ul style="list-style-type: none"> Students will take a Vocabulary Test on Day 2-1 contents. | |
| 3 | | <p>Listening: Strategies for the listening section 2.1-2.3, Quiz 1-2 (p.187-227) Vocabulary Test on Day 2-2</p> <ul style="list-style-type: none"> Teachers will introduce important listening skills; 2.1 Identifying the Topic and Main idea, 2.2 Listening for Details, 2.3 Determining Attitude and Purpose. Students will practice to analyze listening questions with question types. Students will take a Vocabulary Test on Day 2-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | | <p>Listening: Strategies for the listening section 2.4-2.5, Quiz 3-5 (p.230-251) Vocabulary Test on Day 3-1</p> <ul style="list-style-type: none"> Teachers will introduce important listening skills; 2.4 Making Inferences and Predictions, 2.5 Understanding Function. Students will practice to analyze listening questions with question types. Students will take a Vocabulary Test on Day 3-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 4 | | <p>Listening: Strategies for the listening section 2.6 and Quizzes 6-8 (p.252-262) Strategies Review Vocabulary Test on Day 3-2</p> <ul style="list-style-type: none"> Teachers will introduce important listening skills; 2.6 Listening for Organization. Students will practice to analyze listening questions with question types. Students will take a Vocabulary Test on Day 3-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | | <p>Speaking: Independent Speaking Tasks and Integrated Speaking Tasks, Strategies 3.1-3.4 (p. 263-282) Vocabulary Test on 4-1</p> <ul style="list-style-type: none"> Teachers will introduce important speaking skills; 3.1 Independent Speaking: Developing a Topic, 3.2 Stating and Supporting a Position, 3.3 Clarity and Coherence, 3.4 Evaluating Independent Speaking. Students will practice to analyze speaking questions with question types. Students will take a Vocabulary Test on Day 4-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |

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| 5 | <p>Speaking: Strategies 3.5-3.7, Quizzes 1-3 (p. 283-310) Vocabulary Test on Day 4-2</p> <ul style="list-style-type: none"> Teachers will introduce important speaking skills; 3.5 Integrated Speaking: Connecting Information, 3.6 Taking Note, 3.7 Delivering Your Response. Students will practice to analyze speaking questions with question types. Students will take a Vocabulary Test on Day 4-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | <p>Speaking: Strategies 3.8-3.10, Quiz 4-5 (p. 311-339) Vocabulary Test on Day 5-1</p> <ul style="list-style-type: none"> Teachers will introduce important speaking skills; 3.8 Integrated Speaking: Summarizing a Problem, 3.9 Summarizing Information, 3.10 Evaluating Integrated Speaking. Students will practice to analyze speaking questions with question types. Students will take a Vocabulary Test on Day 5-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 6 | <p>Speaking: Quiz 6-8 (p. 340-350) Strategies Review Vocabulary Test on Day 5-2</p> <ul style="list-style-type: none"> Teachers will review strategies of Speaking. Students will practice to analyze speaking questions with question types. Students will take a Vocabulary Test on Day 5-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | <p>Writing: Independent Writing Tasks and Integrated Writing Tasks, Strategies 4.1-4.2 (p. 351-371) Vocabulary Test on Day 6-1</p> <ul style="list-style-type: none"> Teachers will introduce important strategies of Writing; 4.1 Integrated Writing: Connecting Information, 4.2 Taking and Using Notes. Students will practice to analyze writing questions with question types. Students will take a Vocabulary Test on Day 6-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 7 | <p>Writing: Strategies 4.3-4.5, Quiz 1-3 (p. 372-393) Vocabulary Test on Day 6-2</p> <ul style="list-style-type: none"> Teachers will introduce important strategies of Writing; 4.3 Developing Your Response, 4.4 Sentence Structure, 4.5 Evaluating Integrated Writing. Students will practice to analyze writing questions with question types. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |

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| | <ul style="list-style-type: none"> Students will take a Vocabulary Test on Day 6-2 contents. | |
| | <p>Writing: Strategies 4.6 -4.8 (p. 394-410) Vocabulary Test on Day 7-1</p> <ul style="list-style-type: none"> Teachers will introduce important strategies of Writing; 4.6 Independent Writing: Prewriting, 4.7 Stating and Supporting an Opinion, 4.8 Unity and Coherence. Students will practice to analyze writing questions with question types. Students will take a Vocabulary Test on Day 7-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 8 | <p>Writing: Strategies 4.9-4.10, Quiz 4-5 (p. 411-424) Vocabulary Test on Day 7-2</p> <ul style="list-style-type: none"> Teachers will introduce important strategies of Writing; 4.9 Sentence Variety and Word Choice, 4.10 Evaluating the Essay. Students will practice to analyze writing questions with question types. Students will take a Vocabulary Test on Day 7-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | <p>Writing: Quiz 6-8 Vocabulary Test on Day 8-1</p> <ul style="list-style-type: none"> Teachers will review important strategies of Writing. Students will practice writing questions and review the strategies so far. Students will take a Vocabulary Test on Day 8-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 9 | <p>Test 1</p> <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. Students will take a Vocabulary Test on Day 8-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| | <p>Test 2</p> <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. Students will take a Vocabulary Test on Day 9-1 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Review the daily lesson</p> |
| 10 | <p>Test 3</p> <ul style="list-style-type: none"> Teachers will provide actual test training. Students will have test training and participate in debriefing. Students will take a Vocabulary Test on Day 9-2 contents. | <p>Estimated Homework Time: 5 hours</p> <p>Daily vocabulary Test Review</p> |

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| | <p>Test 4 and Final exam</p> <ul style="list-style-type: none"> ● Teachers will provide actual test training and wrap up the TOEFL preparation skills. ● Students will have test training and participate in debriefing. ● Students will review all test taking skills so far. | <p>Estimated Homework Time: 5 hours</p> <p>Test and Test Skills Review</p> |
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