ESL-1480: TOEFL PREPARATION

Cuyahoga Community College

Viewing: ESL-1480 : TOEFL Preparation
Board of Trustees:
2018-06-28

Academic Term:
2018-08-27

Subject Code
ESL - English As A Second Language

Course Number:
1480

Title:
TOEFL Preparation

Catalog Description:
English for non-native speakers. Practice in reading advanced texts and literary material in preparation for the Test of English as a Foreign Language (TOEFL). Practice writing essays, using advanced sentence patterns and punctuation. Practice listening to conversations and lectures and synthesizing information from oral and written passages into organized essays. Practice speaking and formulating extended oral responses to questions.

Credit Hour(s):
3

Lecture Hour(s):
2

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1310 English as a Second Language: Grammar for Communication III or concurrent enrollment; and ESL-1321 Speaking English as a Second Language III or concurrent enrollment; and ESL-1331 English as a Second Language: Speaking and Listening II or concurrent enrollment; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Perform reading skills using Standard American English at a level necessary to prepare for taking the TOEFL test and college-level coursework.
Objective(s):
1. Evaluate the significance of facts and inferences in reading passages.
2. Identify the main ideas and supporting details of a variety of authentic academic readings.
3. Analyze reading passages for coherence, cohesion, sequence, and organization.
4. Determine vocabulary meaning, form and function from context clues, restatements, paraphrases, synonyms, antonyms, and connecting words.
5. Determine the meaning, form and function of words from the Academic Word List (AWL) and their synonyms.
6. Apply previewing tactics.
7. Recognize the form and function of transition and connecting words and phrases.
8. Read at an average speed of 250 words per minute.
9. Recognize referents of pronouns and adjectives.
10. Recognize paraphrases.
11. Complete organizational schematic tables related to readings.
12. Take simple notes on readings for planning oral responses.

Course Outcome(s):
Perform writing skills using Standard American English at a level necessary to prepare for taking the TOEFL test and college-level coursework.

Objective(s):
1. Write concise coherent essays using basic and complex sentence structures.
2. Choose appropriate essay types to match prompts.
3. Write well-organized essays of 300 words or more that demonstrate development of topic with support and explanation in 30 minutes.
4. Develop a point-by-point or block plan from notes on listening and reading passages for the purpose of writing an essay.
5. State, explain and support preferences and opinions in concise written responses to questions.
6. Express relevant and appropriate information supported by details in response to a question.
7. Synthesize information in oral passages with information in written passages in coherent written form.

Course Outcome(s):
Perform speaking skills using Standard American English at a level necessary to prepare for taking TOEFL test and college-level coursework.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Synthesize information from aural and written passages in clear and coherent spoken English.
2. Speak understandably with intonation, rhythm, and sounds of natural English.
3. Demonstrate control of basic to complex language structures and grammar to express personal and paraphrased ideas in spoken English.
5. Demonstrate control of basic and complex language structures to express personal and paraphrased ideas.
6. Respond to questions in clear, fluid and sustained speech.

Course Outcome(s):
Perform listening skills using Standard American English at a level necessary to prepare for taking the TOEFL test and in college-level coursework.

Objective(s):
1. Answer questions about conversations in order to demonstrate a thorough understanding of the material discussed.
2. Convey parts of listenings clearly and accurately.
3. Apply previewing tactics before listening.
4. Choose appropriate listening purpose to match question type including gist, detail, function, stance, organization, and inference.
5. Determine main ideas, details, function and stance of listening passages.
6. Make inferences from listening passages.
7. Identify the organization of listening passages.
8. Identify problems, solutions, opinions and facts in listening passages.
9. Take notes that demonstrate a thorough understanding of listening passages.
Course Outcome(s):
Utilize TOEFL iBT (computerized) test taking format.

Objective(s):
1. Use location hints to answer questions quickly.
2. Monitor time in planning, preparing, and answering questions and prompts.

Methods of Evaluation:
1. Assignments from textbooks and exercises designed by the instructor.
2. Tests and quizzes on vocabulary from the textbooks.
3. Practice tests and mini-tests from the testbooks in reading, listening and speaking.
4. Essays and integrated essays.

Course Content Outline:
1. Reading skills
   a. Comprehension of advanced texts
   b. Context clues
   c. Referents
   d. Find factual information
   e. Inferences
   f. Summaries
   g. Paraphrases
   h. Rhetorical structure
   i. Previewing
   j. Note-taking
2. Writing skills
   a. Independent and integrated essays
   b. Organization of information
   c. Thesis statements
   d. Topic sentences
   e. Introductions and conclusions
   f. Supporting details
   g. Transitions and connectors
   h. Planning
3. Listening skills
   a. Main idea of conversations and lectures
   b. Details of conversations and lectures
   c. Rhetorical markers
   d. Note-taking
   e. Inferences
   f. Problems, solutions and opinions
4. Speaking skills
   a. Responses to questions
   b. Organization of ideas
   c. Rhetorical markers
   d. Use of basic and advanced grammatical structures
   e. Clear, fluid speech
   f. Intonation
   g. Rhythm
   h. English sounds
5. Test taking skills
   a. Familiarity with test requirements and structure
   b. Monitoring and managing time
   c. Skimming
   d. Location hints
Resources


Resources Other


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