

# ESL-1480: TOEFL PREPARATION

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## 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.

## 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.
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**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.

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**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.
4. Monitor and manage time in planning oral responses.
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.

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**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 course work.

**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.

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**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.

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**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 textbooks 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**

Deborah Phillips. (2015) *Longman Preparation Course for the TOEFL Test: iBT*, White Plains: Pearson Education, Inc.

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Deborah Phillips. *Longman Introductory Course for the TOEFL Test Classroom Activities*. White Plains, NY : Pearson Longman, 2009.

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Educational Testing Service. *Official Guide to the TOEFL iBT*. 3. New York/ McGraw-Hill, 2009.

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Nancy Gallagher. (2011) *Delta's Guide to the TOEFL iBT*, McHenry, IL: Delta.

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(2014) *TOEFL iBT Vocabulary Flash Review*, New York: Learning Express.

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Tammy LeRoi Gilbert Dorothy E. Zemach. (2013) *Express to the TOEFL iBT test*, White Plains, NY: Pearson Longman.

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Steven J. Matthieson. (2017) *Barron's Essential Words for the TOEFL*, Hauppauge, NY: Barron's Educational Series, Inc.

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### Resources Other

1. Cohen, R. & Judy M. (2014). *Longman Academic Reading Series 4*. White Plains, NY: Pearson.
2. Grant, L. (2010). *Well Said: Pronunciation for Clear Communication (3rd, ed.)*. Boston, MA: Heinle / Cengage.
3. Lebauer, R. (2011). *Learn to Listen, Listen to Learn 2: Academic Listening and Note-taking (3rd ed.)*. White Plains, NY: Pearson.
4. Oshima, A. & Hogue, A. (2014). *Longman Academic Writing Series 4 (5th ed.)*. White Plains, NY: Pearson.
5. Preiss, Sherry. (2015) *NorthStar: Listening & Speaking 5 (4th ed.)*. White Plains, NY: Pearson.
6. Roth, E. & Aberson, T. (2008). *Compelling Conversations: Questions and Quotations on Timeless Topics (2nd ed.)*. L.A., CA: Chimayo Press.
7. Schmitt, D & Schmitt, N. (2011). *Focus on Vocabulary 2: Mastering the Academic Word List (2nd ed.)*. White Plains, NY: Pearson.
8. Smally, R., Ruetten, M. & Kozyrev, J. (2012). *Refining Composition Skills: Academic Writing and Grammar (6th ed.)*. Boston, MA: Cengage National Geographic.

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