

IEP 499A TOEFL Preparation/Academic Skills

Classroom: SE 232
Session: Fall Session 3/4, 2013
Class Time: T TH 1:00-3:30

Professor Christine Bauer-Ramazani

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Office Hours: M W F 11:00-12:00 (OR by appointment)

MATERIALS:**Required Text:**

Solorzano, Helen S (2006). *NorthStar: Building Skills for the TOEFL iBT—High Intermediate*. New York: Pearson Education.

Recommended Texts:

Phillips, D. (2003). Longman preparation course for the TOEFL test: The Paper Test. White Plains, NY: Pearson Education

Resources:

1. CD accompanying the class text.
2. *Christine's TOEFL Preparation Web page*: <http://academics.smcvt.edu/cbauer-ramazani/cbr/IEP/TOEFL.htm>
3. *TOEFL Wiki for class resources and assignments*: <http://iep-rdq-writ.pbworks.com/TOEFL-Fall-2013>
4. [Sample TOEFL](#) download. The download is a 74MB .exe file.
5. *Christine's Useful Links to TESL/CALL Web Sites* (for grammar, writing, reading, listening, vocabulary, dictionaries, and TOEFL on the Web): http://academics.smcvt.edu/cbauer-ramazani/Links/useful_sites.htm > English Language Teaching and Learning > Grammar, etc.
6. Listening practice with news broadcasts: *NPR, VOA Learning English, Aljazeera, 60 Minutes, TED Talks, Frontline*—links at http://academics.smcvt.edu/cbauer-ramazani/Links/esl_listening.htm
7. *Google Drive*: must have a Gmail account; register for a Gmail account at <https://accounts.google.com/SignUp>
8. *Engrade* (IEP account) to monitor your performance in this course: www.engage.com

Other materials: Bring to every class ...

1 three-ring binder, standard (8 1/1 x 11") filler paper; highlighters, pens, pencils, eraser, 1 stapler; make a separate vocabulary section for words on one half and definitions/examples on the other; 1 hole punch (for your room)

COURSE DESCRIPTION:

This course is designed to help you improve your score on the TOEFL, using academic language skills and test taking strategies. The class will practice for specific sections of the test.

COURSE OBJECTIVES: By the end of the course, students will be able to

1. approach the Listening, Structure/Written Expression, and Reading/Vocabulary sections of the paper-based TOEFL (PBT) with appropriate test-taking strategies;
2. approach the Listening, Reading, Integrated Skills, and Independent Skills sections of the Internet-based TOEFL (iBT) with appropriate test-taking strategies;
3. approach the integrated skills Academic English Language Skills Assessment Test (AELSAT) with appropriate test-taking strategies;

EXPECTATIONS:

1. **Attendance:** Attendance and punctuality is required for all classes (see the Student Handbook for a statement on the IEP absence policy). One absence per four-week session is allowed without penalty. After the second absence the student is required to meet with the instructor to discuss attendance and performance problems. Further absenteeism is reported to the IEP Director. Attendance will be tracked on Engrade.
2. **Homework:** Homework is given to reinforce or apply concepts learned in class. Written homework must be submitted the day after it was assigned. It is graded on a percent basis (see Grading Scale below). **Late homework will be marked down by 10% for each day late. Absence is not an excuse for submitting homework late;** students must check with the instructor and/or classmates about homework and class work missed in case of absence due to illness and be prepared for the next class.
3. **Performance checks:** Information on your performance in class and on homework assignments will be tracked on Engrade. You have been given access to the account and are expected to monitor your performance. Performance will be reviewed by the instructor periodically and you may request to discuss it with the instructor at any time.

GRADING:

Grades will be based on test/quiz performance and homework submitted. Regular attendance and effort are necessary in order to do well in class. Students are expected to discuss homework, exercises, and checkpoint tests in class. **STUDENTS MUST BE PRESENT FOR ALL QUIZZES OR TESTS. Important notes: No make-up tests will be given, except in documented medical cases. Missed quizzes, tests, and homework will be recorded as 0 and entered into the average.**

Grading criteria:

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|---|------|
| 1. Homework (Extensive Reading) | 30% |
| 2. Performance: Quizzes, Tests, Rubrics | 70% |
| | 100% |

SMC Grading scale:

100-94% A; 93-90% A-; 87-89% B+; 86-84% B; 83-80% B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-60 D; 59 and below: F

LEVEL ADVANCEMENT:

Level advancement is 40 percent based on class performance and 60 percent on scores achieved during EXIT testing, including the Writing Assessment, Oral Skills Assessment tests, and TOEFL. Students with a Total Achievement Score of 80% or higher may be recommended for level advancement.

Syllabus

Week 1: no class on Tuesday, Oct. 22; Thursday: Diagnostic test to determine course section

Week 2: Introduction to the course; purpose for taking the TOEFL course and areas needed to improve; differences between the paper-based (Institutional) TOEFL, the new TOEFL iBT, and the in-house test for the Academic English Program (AELSAT); General Strategies for improving the TOEFL score

Unit 1: Media—Listening, Reading, Speaking, Writing, Skill Focus: Skimming and Scanning
Extensive Reading, Note-taking Strategies, Discourse Cues

Week 3: Vocabulary Strategies, Reading Strategies,

Unit 1 cont'd

Extensive Reading

Grammar points as determined by the Diagnostic Test, Techniques of Sentence Combination

Week 4: Unit 2: Overcoming Obstacles—Listening, Reading, Speaking, Writing, Skill Focus: Paraphrasing

Extensive Reading

Grammar points as determined by the Diagnostic Test, Techniques of Sentence Combination

Week 5: Unit 2 cont'd

Extensive Reading

Grammar points as determined by the Diagnostic Test, Run-on Sentences

Integrated Task: Read, Listen, Write

Week 6: Unit 3: Medicine--Listening, Reading, Speaking, Writing, Skill Focus: Identifying and Using Main Ideas and Details

Extensive Reading

Grammar points as determined by the Diagnostic Test, Fragments

Week 7: Unit 3 cont'd

Extensive Reading

Grammar points as determined by the Diagnostic Test

Independent Writing Task (or Integrated Task: Read, Listen, Speak)

Week 8: Unit 4: Natural Disasters—Listening, Reading, Speaking, Writing, Skill Focus: Making Inferences

Extensive Reading

Integrated Task: Read, Listen, Write

Course Evaluations