

**IEP 599A TOEFL Preparation/Academic Skills**

Classroom: SE 121

Session: Spring Session 2, 2014

Class Time: T TH 1:00-3:30

**Special note: no class on 3/27****Class until 4:00 on 4/1, 4/3, 4/8, 4/10, 4/15****Professor Christine Bauer-Ramazani**

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Office Hours: M W F 11:30-12:30 (OR by appointment)

**MATERIALS:****Required Text:**

Solorzano, Helen S (2006). *NorthStar: Building Skills for the TOEFL iBT—Advanced*. 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-rdg-writ.pbworks.com/w/page/77489042/Spring-2014>
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](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](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](http://www.engage.com)

**Other materials: Bring to every class ...**

1 three-ring binder, standard (8 1/2 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 academic language skills and test taking strategies, in particular for the TOEFL (PBT and iBT) and the AELSAT—the admissions test for the AEP. Based on the diagnostic test on the first day, content and learning strategies will be customized to improve areas of weakness in grammar, reading, listening, writing, and/or speaking.

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

1. improve strategies for listening and reading comprehension, in particular note-taking through news reports (reading and listening);
2. improve speaking by summarizing news events from notes;
3. approach the Listening, Structure/Written Expression, and Reading/Vocabulary sections of the paper-based TOEFL (PBT) with appropriate test-taking strategies;
4. approach the Listening, Reading, Integrated Skills, and Independent Skills sections of the Internet-based TOEFL (iBT) with appropriate test-taking strategies;
5. 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.**

**Assessment criteria:**

<ol style="list-style-type: none"> <li>1. Homework/News reports             <ol style="list-style-type: none"> <li>a. Notes</li> <li>b. Oral summaries</li> <li>c. Class preparation (listening/reading)</li> </ol> </li> <li>2. Performance:             <ol style="list-style-type: none"> <li>a. Quizzes/Tests (strategies/grammar/vocabulary)</li> <li>b. Rubrics (writing, speaking)</li> </ol> </li> </ol>	<p>20% 20% 10%</p> <p>30% <u>20%</u> 100%</p>	<p><b>Learning Outcomes Measured</b> <b>Level 5 Core—Reading</b> <b><i>B. Use information from reading passages in a variety of academic tasks.</i></b></p> <ol style="list-style-type: none"> <li>1. Use support from a text to justify a point of view.</li> <li>2. Paraphrase their responses to reading comprehension questions.</li> <li>3. Answer literal questions.</li> <li>4. Read the text to find the exact words that answer the question.</li> <li>5. Copy information from directories, schedules, charts, graphs, or point-form instructions.</li> <li>6. Answer inferential questions.</li> <li>7. Answer analytical questions.</li> <li>8. Make margin notes.</li> <li>9. Summarize a passage of about 2 pages in length.</li> <li>10. Demonstrate comprehension of numerical data in reading passages.</li> </ol> <p><b><i>C. Use information from reading passages in a variety of academic tasks.</i></b></p> <ol style="list-style-type: none"> <li>1. Use support from a text to justify a point of view.</li> <li>2. Paraphrase their responses to reading comprehension questions.</li> <li>3. Answer literal questions.</li> <li>4. Read the text to find the exact words that answer the question.</li> <li>5. Copy information from directories, schedules, charts, graphs, or point-form instructions.</li> <li>6. Answer inferential questions.</li> <li>7. Read the text and draw reasonable conclusions using the information that the text provides as support.</li> <li>8. Answer analytical questions.</li> <li>9. Make margin notes.</li> <li>10. Summarize a passage of about 2 pages in length.</li> <li>11. Demonstrate comprehension of numerical data in reading passages.</li> </ol> <p><b><i>D. Learn and use effective vocabulary acquisition skills to develop their vocabulary.</i></b></p> <ol style="list-style-type: none"> <li>1. Targeted vocabulary: Recognize word families and different word forms of targeted vocabulary in context.</li> <li>2. Find words in a text (scanning). Use with appropriate word forms and correct spelling.</li> <li>3. Use prediction/context clues to guess the meaning of new words and phrases.</li> <li>4. Recognize parts of speech to help comprehension</li> <li>5. Differentiate among prefixes, roots, and noun, adjective, and adverb suffixes.</li> </ol> <p><b>Level 5 Oral Skills—Interact, Discuss &amp; present</b> A.6 Respond critically to oral and written passages C.5 Orally paraphrase, summarize, and synthesize information from sources without plagiarizing. D.2 Use paraphrasing techniques when orally reporting from sources. D.3 Synthesize information orally by responding critically to oral and written passages; draw conclusions and make inferences; gather information and connect ideas from a variety of sources;</p>
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	<p>use appropriate transition expressions to show relationships between ideas.</p> <p>E.1 Understand and use a variety of sentence structures in a variety of classroom situations; examples are simple, compound, complex and question structures.</p> <p>E.2 Use a variety of sentence structures (simple, compound, complex, and questions) in their speech.</p> <p>E.3 Use oral discourse signals to clarify organization and show relationships between ideas.</p> <p><b>Listening</b></p> <p>B.1 Use vocabulary techniques to guess the meaning of new words and expressions from context as they listen to spoken passages</p> <p>B.2 Use strategies and vocabulary skills to</p> <ol style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for specific information</li> <li>Listen and follow instructions</li> <li>Identify factual details and infer meaning</li> <li>Predict content and listening passage purpose</li> <li>Evaluate as they listen</li> <li>Recognize organizational cues in a listening passage such as those used to indicate sequencing of events, the introduction of a new topic, or the conclusion of a passage.</li> <li>Recognize repetition, exemplification, emphasis, digressions, reported speech and paraphrase</li> </ol> <p>B.3 Use context to</p> <ol style="list-style-type: none"> <li>Understand numerical information, similes, metaphors, and analogies;</li> <li>Understand explicit and implicit meaning;</li> <li>Understand authentic speech from radio and television broadcasts about familiar.</li> </ol> <p>B.4 Use prosodic features of language such as stress and intonation to identify a speaker's purpose, attitude or mood, and level of formality.</p> <p>C.1 Use techniques to show a hierarchical structure for note-taking such as headings, indentation, bullets and/or numbering.</p> <p>C.2 Understand how to show the relationship and relative importance of information using outlining.</p> <p>C.3 Use techniques to facilitate note-taking such as symbols, abbreviations, and diagrams.</p> <p>C.4 Note key words, main ideas, and important details from a listening passage.</p> <p>C.5 Recognize and note numbers: dates, large numbers, fractions, decimals, percentages, and money.</p> <p>C.6 Understand and note information from visual aids, including tables, charts, and graphs, during a lecture.</p> <p>C.8 Complete a task using noted information.</p>
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**IEP 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:** Tuesday: Diagnostic test to determine course section; no class on Thursday, March 27

**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:** Addition—Listening, Reading, Speaking, Writing, Skill Focus: Comparing and contrasting  
**News reports and oral summaries, Note-taking Strategies, Discourse Cues**

**Week 3: Vocabulary Strategies, Reading Strategies,  
Unit 1 cont'd**

**News reports and oral summaries**

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

**Integrated Task:** Read, Listen, Speak

**Week 4: Unit 2:** Communities—Listening, Reading, Speaking, Writing, Skill Focus: Using detailed examples

**News reports and oral summaries**

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

**Week 5: Unit 2 cont'd**

**News reports and oral summaries**

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

**Integrated Task: Read, Listen, Write**

**Formal email/letter:** Request to an SMC professor to visit class

**Week 6: Unit 3:** Personality--Listening, Reading, Speaking, Writing, Skill Focus: Making inferences

**Selecting and observing undergraduate classes;** completing a class report

**News reports and oral summaries**

**Grammar points as determined by the Diagnostic Test, Fragments**

**Week 7: Unit 3 cont'd**

**News reports and oral summaries**

**Grammar points as determined by the Diagnostic Test**

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

**Week 8: Unit 4:** Trends—Listening, Reading, Speaking, Writing, Skill Focus: Identifying and using main ideas and details

**News reports and oral summaries**

**Integrated Task: Read, Listen, Write**

**Course Evaluations**