



# Columbia West College

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| Course Syllabus   |  |
|---|--|
| <b>TOEFL</b>  |  |
| <b>Class Time</b>   | <u>Morning</u> Monday – Thursday<br>9:00 a.m. – 1:30 p.m.  |
| <b>Instructional Mode</b>   | Residential training   |
| <b>Prerequisite</b>   | Placement by assessment.   |
| <b>Program Objectives</b>   |  |
| <p>This program develops both English language and test-taking skills needed for the TOEFL iBT (internet-based test), including academic writing, critical reading-analysis, advanced listening comprehension, critical thinking, and verbal communication.</p> |  |
| <b>Learning Outcomes</b>  | <p>After you finish this program, you will be able to:</p> <ol style="list-style-type: none"> <li>1) Understand the types of reading and listening questions being asked on the TOEFL test;</li> <li>2) Recognize distractors and appropriate steps for arriving at correct answers;</li> <li>3) Perform discipline-appropriate exercises and activities to develop skill components on the TOEFL iBT;</li> <li>4) Scan written texts and identify details and main points;</li> <li>5) Paraphrase a variety of reading texts;</li> <li>6) Take notes on a listening passage quickly and effectively;</li> <li>7) Develop critical skills of self-evaluation;</li> <li>8) Improve pronunciation, stress, rhythm and intonation;</li> <li>9) Give a coherent oral response about a specific topic, within a given time limit, using appropriate vocabulary and grammatical structures;</li> <li>10) Give a coherent written response about a specific topic using appropriate grammar, vocabulary and essay structure;</li> <li>11) Utilize test-taking strategies and improve overall the listening, reading, writing, and speaking skills needed for the TOEFL iBT test.</li> </ol> |
| <b>Program Length</b>   |  |
| The TOEFL program is an intensive 12-week course that prepares students to take the TOEFL iBT.  |  |
| <b>Required Textbook (on rotation)</b>  | <p><u>Winter Term</u> Rogers, Bruce. <i>The Complete Guide to the TOEFL Test</i> (iBT Edition). Boston: Heinle, 2007. Print.</p> <p><u>Spring Term</u> Gear, Jolene, and Robert Gear. <i>Cambridge Preparation for the TOEFL Test</i>. 4<sup>th</sup> ed. New York: Cambridge University Press, 2006. Print.</p> <p><u>Summer Term</u> Bates, Susan. <i>Oxford Preparation Course for the TOEFL iBT Exam</i>. Oxford: Oxford, 2011. Print.</p> <p><u>Fall Term</u> <i>ETS Official Guide to the TOEFL Test</i>. 5<sup>th</sup> ed. New York: McGraw Hill, 2016. Print.</p>   |
| <b>Recommended Textbooks &amp; Supplementary Sources</b>  | <p><u>All Terms</u> <i>ETS Official TOEFL iBT Tests with Audio Volume 1</i>. New York: McGraw Hill, 2015. Print.</p> <p><i>ETS Official TOEFL iBT Tests with Audio Volume 2</i>. New York: McGraw Hill, 2016. Print.</p>   |

**Assessment and Documentation:** Your progress will be assessed throughout the 12 weeks of curriculum. You will receive a formal assessment at the end of each 4-week module. This assessment will be based on attendance, class participation, and timely completion of class assignments (quizzes, tests, in-class and homework assignments, and any other projects or assignments the instructor has assigned). At the end of each four-week module, you will be provided with unofficial transcripts. Your grades and Grade Point Averages (GPAs) will be calculated as follows:

| Grade | Explanation     | Percentage | Grade Point | Advancement |
|-------|-----------------|------------|-------------|-------------|
| A     | Excellent ☺ ☺ ☺ | 90 – 100%  | 4           | Pass        |
| B     | Good ☺ ☺        | 80 – 89%   | 3           |             |
| C     | Satisfactory ☺  | 70 – 79%   | 2           |             |
| D     | Poor ☹          | 60 – 69%   | 1           | Fail        |
| F     | Failing ☹☹      | 0 – 59%    | 0           |             |

Your four-week module grade will consist of the following:

| Type of Assessment                       | Percentage |
|--|------------|
| TOEFL Simulation Test/Vocabulary Quizzes | 50%        |
| Homework                                 | 25%        |
| Participation                            | 15%        |
| Attendance                               | 10%        |

**Attendance:** Please come to class on time and return from breaks on time. If you miss more than 20% of your program, you **cannot** pass this class. You must attend at least 80% of all classes or risk being asked to leave the school (please see Student Handbook for more details). If you come to class late (fewer than 15 minutes) or leave class early (fewer than 15 minutes), you will be marked “tardy.” If you are more than 15 minutes late to class or leave more than 15 minutes early, you will be marked “absent.” Three tardies = one absence.

If you need to miss class, you must inform your teacher as soon as possible. Make-up homework and in-class assignments should be discussed with your teacher. You are expected to get contact information and the missing class notes, handouts, etc. from your classmates. Quizzes are given on Fridays (unless otherwise specified), so do not be absent on Fridays; no makeup quizzes will be given (except in unforeseen extenuating circumstances, or with advanced notice, and permission from Administration. Please note that you must be achieving SAP in order to be approved for make-up quizzes.)

**Satisfactory Academic Progress:** Please keep in mind that in order to maintain Satisfactory Academic Progress (SAP), each student at CWC needs to have at least a **2.0 GPA** (Grade Point Average) and a minimum of **80%** cumulative **attendance**.

**In class decorum:** Out of respect for other students please do not eat anything in class. To avoid spills, please use drinking bottles and tumblers with sealable, closed lids. Also, please turn off your cell phones during class or put them on “vibrate.” Please do not get up and exit the class during lectures in order to answer the phone (unless it is an emergency), as it is disruptive and disrespectful to the instructor and other students. No cell phone calls should be conducted in the classroom (including during break).

**Learning Activities:** The class will include direct instruction, in-class written and oral assignments, discussion, movies and short videos, role-playing, and other exercises. You are expected to:

- 1) Attend all classes.
- 2) Actively participate in all class activities.
- 3) Read all assigned material and complete assigned work before each class.
- 4) Successfully complete all assignments (in-class assignments, homework, projects, presentations, quizzes, tests, and any other graded material the instructor assigns).

**Class Schedule:** Please refer to the CWC Curriculum guide that is attached to this syllabus. Instructors will provide students with a specific class schedule, including assignments, due dates, field trips, etc.



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## TOEFL Curriculum – Summer

| Module   | Week 1   | Week 2  | Week 3  | Week 4  |
|----------|--|---|---|---|
| <b>A</b> | <ul style="list-style-type: none"> <li>• Overview of Four TOEFL Sections</li> <li>• Speed Reading Tips</li> <li>• Diagnostic Learning (Preview of Question Types)<br/>pp. xxiv-lxviii</li> </ul>                     | <ul style="list-style-type: none"> <li>• Vocabulary Questions</li> <li>• Signal Words and Prediction</li> <li>• Stating a Preference</li> <li>• Pre-writing<br/>pp. 2-62</li> </ul>   | <ul style="list-style-type: none"> <li>• Reference Questions</li> <li>• Insert Text Questions</li> <li>• Note-taking, Choosing and Supporting</li> <li>• The Contrast Essay<br/>pp. 64-78, 88-101, 108-114, 118-128</li> </ul>  | <ul style="list-style-type: none"> <li>• Reference Questions</li> <li>• Insert Text Questions</li> <li>• Note-taking, Choosing and Supporting<br/>The Contrast Essay<br/>pp. 79-87, 101-108, 114-118, 129-131</li> </ul>  |
| <b>B</b> | <ul style="list-style-type: none"> <li>• Paraphrase Questions</li> <li>• Gist Content and Gist Purpose</li> <li>• Stating a Student’s Opinion and Reasons</li> <li>• The Comparison Essay<br/>pp. 133-202</li> </ul> | <ul style="list-style-type: none"> <li>• Factual Information Questions</li> <li>• Inference Questions, Detail, Inference</li> <li>• Relating Reading to Lecture</li> <li>• The Introduction and Conclusion<br/>pp. 204-266</li> </ul> | <ul style="list-style-type: none"> <li>• Negative Factual Questions</li> <li>• Schematic Framework Questions</li> <li>• Organization, Connecting Content</li> <li>• Summarizing and Paraphrasing</li> <li>• Problem and Solutions</li> <li>• Contrast and Citation Language<br/>pp. 268-276, 293-300, 309-314, 322-327</li> </ul> | <ul style="list-style-type: none"> <li>• Negative Factual Questions</li> <li>• Schematic Framework Questions</li> <li>• Organization, Connecting Content, Summarizing and Paraphrasing</li> <li>• Problem and Solutions</li> <li>• Contrast and Citation Language<br/>pp. 277-293, 300-309, 314-321, 327-333</li> </ul> |
| <b>C</b> | Purpose Questions, Prose Summary Questions, Attitude, Function, Explaining and Supporting, Body Paragraphs<br>pp. 336-350, 364-373, 378-385, 391-397   | Purpose Questions, Prose Summary Questions, Attitude, Function, Explaining and Supporting, Body Paragraphs<br>pp. 350-363, 373-378, 385-390, 397-401  | Review of All Skills, Editing<br>pp. 404-453  | Review of All Skills, Evaluating<br>pp. 456-514   |

Main Text: Bates, Susan. *Oxford Preparation Course for the TOEFL iBT exam*. Oxford: Oxford University Press, 2011. Print.

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