

CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSED 0302
TOEFL PREP STUDY SKILLS FOR FOREIGN STUDENTS

Semester Hours Credit: 3
(Not Transferable)

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. College Study Skills provides an opportunity for you to learn a little about American culture and adopt methods of study needed to become successful in an American college and on the TOEFL. This course acquaints you with some campus resources such as the library and the skills needed to successfully use these resources. This course will also cover advanced grammar and reading skills, effective listening, retention of information, writing a simple research paper, test-taking practices, and preparation for the TOEFL.
- B. This course is suggested for all DSLA students who have completed all Level 1 courses and need to prepare for the TOEFL or need an elective. It is the most advanced DSLA course and requires the highest degree of fluency.
- C. Prerequisite(s): No TOEFL Score/TOEFL below 520 (paper-based), 190 (computer-based), or 68 (Internet-based) **and** the completion of Level 1 courses: DSLA 0316 Listening I, DSLA 0317 Speaking I, DSLA 0310 Reading & Vocabulary I, and DSLA 0315 Grammar I

II. LEARNING OUTCOMES

Upon successful completion of this course, College Study Skills for Foreign Students (TOEFL PREP), you will be able to:

- A. Plan and organize time constructively. (C1)
- B. Describe and perform techniques of effective listening and effective methods of note taking. (C5-7, F5-6)
- C. Demonstrate good reading and writing strategies. (C5-7, F1, F7-12)
- D. Demonstrate good test-taking skills. (C1, C5-7, F1, F7-12, F17)
- E. Effectively use the library, the computer lab, and common English reference materials. (C5-7, C15, C18, F1, F8, F10-11, F16)

III. INSTRUCTIONAL MATERIALS FOR STUDENTS

- A. The instructional materials identified for this course are viewable through www.ctcd.edu/books
- B. Technological Aids:
- Ability to record audio for speaking sections.
 - Ability to use power point to create visual documents

IV. COURSE REQUIREMENTS

- A. Classes are 16 weeks during the fall and spring semesters and 10 weeks for the summer.
- B. Assignments are given to students by instructor daily. Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.

You must complete a research paper, which will count as 10% of your total grade. Your instructor will provide you with guidance about writing an effective research paper.

- C. Try not to speak in your native language. Speak English as much as possible within the classroom.
- D. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- E. If you are late for a major exam, announced quiz, or a major presentation, you will lose 10 pts. for that grade. If you are more than 15 minutes late for a test, you will not be allowed to take the exam and a make-up exam will be scheduled for you.

V. EXAMINATIONS

- A. There will be two major exams: a midterm and a final. The final exam will be comprehensive. Your instructor will discuss the dates and contents. Small quizzes will also be given in listening and on other topics the instructor considers necessary.
- B. Final exams will be given on **the last day of class**. You are required to be here at that time.

- C. Throughout the semester, you will be assigned TOEFL computer practice tests. It is essential that you take the test to understand the essence of the testing situation.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade of “A,” “B,” or “C” in this course, each student must complete all requirements and assignments, and earn a weighted average of 70% or above derived from the periodic/unit examinations, homework, assessments and the comprehensive final examination. The project(s) will determine 20%, computer practice will determine 10%, the research paper will determine 10%, the quizzes and assignments will combine to determine 10% the midterm examination will determine 20%, and the final examination will determine 30% of the final average.

Final grades will follow the grade designation for developmental courses below:

- “A” – Weighted average of 90 – 100%
- “B” - Weighted average of 80 – 90%
- “C” - Weighted average of 70 – 79%
- “D” – Weighted average of 60 – 69%
- “F” – Weighted average of 0 – 59%
- “W” - Withdrawal from course (initiated by student)

Students may receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

Grades will not be posted.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who must or desires to officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday for the 12th week of classes during the 16-week fall and spring semesters. The deadline for a 10 week session is Friday of 7th week.

A student who officially withdraws will be awarded the grade of “W” provided the student’s academic performance is satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If you have been placed in a DSLA course due to the CELT, THEA, TOEFL, or other college placement tests, and you are taking other college-level courses, you will not be allowed to withdraw from the developmental course. Also, even though you may pass the THEA or TOEFL during the semester, you must remain in the developmental course for the remaining semester. If you withdraw under these conditions, the college may totally withdraw you from the program.

- B. Cellular Phones, Beepers, and Children: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Children are not allowed to sit in class due to the liability issue.
- C. Americans With Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.
- D. Civility: Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the instructor and other students in the room. Failure to act with civility can result in disciplinary action up to and including expulsion from CTC.
- E. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

VIII. COURSE OUTLINE

- A. Unit One: Reading Comprehension Section
 - 1. Learning Outcomes: Given three long passages on academic topics from material that might be found in an undergraduate university textbook, the student will answer questions about the main idea, details, and inferences questions with at least 70% accuracy.
 - 2. Learning Activities
 - a. Understand vocabulary from context. (C5-7, F5, F8, F11)
 - b. Recognize appropriate referents. (C5-7, F5, F8, F11)
 - c. Simplify meanings of sentences.
 - d. Insert sentences into a passage.
 - e. Find factual information and identify details. (C5-7, F5, F8, F11)

- f. Understand negative facts.
 - g. Make inferences from stated facts. (C5-7, F5, F8, F11)
 - h. Infer rhetorical purpose. (C5-7, F5, F8, F11)
 - i. Select summary information.
 - j. Complete schematic tables.
3. Equipment and Materials
- a. Instructor-prepared exercises
 - b. Computer practices
4. Lesson Outline
- a. Pretest
 - b. Skills 1-2 Mini-Test 1 (L13-L24)
 - c. Skills 3-4 Mini-Test 2 (L26-L42)
 - d. Skills 5-6 Mini-Test 3 (L13-L24)
 - e. Skills 7-8 Mini-Test 4 (L26-L42)
 - f. Skills 9-10 Mini-Tests 5, 6, 7, 8 (L13-L24)
 - g. Complete Test 1 and 2 (L26-L42)

B. Unit Two: Listening Section

1. Learning Outcomes: Given six long passages consisting of two student conversations and four academic lectures or discussions, the student will answer questions determining the main idea, details, function, point of view, overall organization of the passage, and inferences with at least 70% accuracy.
2. Learning Activities:
- a. Identify the gist. (C5-7)
 - b. Locate details. (C5-7)
 - c. Identify function. (C5-7)
 - d. Identify speaker's point of view. (C5-7)
 - e. Determine organizations of passage. (C5-7)
 - f. Explain relationships. (C5-7)
3. Equipment and Materials
- a. Instructor-prepared exercises
 - b. Computer practices
4. Lesson Outline

- a. Skills 1-2, Mini-test 1
- b. Skills 3-4, Mini-test 2
- c. Skills 5-6. Mini-tests 4-8
- d. Complete Test 1 and 2

C. **Unit Three:** Speaking Section

1. Learning Outcomes. This section consists of six tasks: two independent and four integrated.
 - Given two independent tasks, the student will answer opinion questions about some aspect of academic life.
 - Given two integrated reading, listening, and speaking tasks, the student will be able to read a passage, listen to a passage, and speak about how the ideas in the two passages are related.
 - Given two integrated listening and speaking tasks, the student will be able to listen to long passages and summarize and offer opinions on the information in the passages.
2. Learning Activities:
 - a. Plan and make free-choice responses. (C5-7, F1),
 - b. Plan and make paired choice responses. (C5-7, F1, F8-11)
 - c. Note the main points in reading; note the main points in listening; plan and make a response. (C5-7, F1)
 - d. Locate restatements. (C5-7, F1)
 - e. Draw logical inferences. (C5-7, F1, F8-11)
3. Equipment and Materials:
 - a. Instructor-prepared exercises
 - b. Computer practices
4. Lesson Outline:
 - a. Skills 1-2 Mini-Test 1 (L13-L24)
 - b. Skills 3-4 Mini-Test 2 (L26-L42)
 - c. Skills 5-8 Mini-Test 3 (L13-L24)
 - d. Skills 9-12 Mini-Test 4 (L13-L24)
 - e. Skills 13-15 Mini Test 5
 - f. Skills 16-18 Mini Tests 6-8
 - g. Complete Test 1 and 2 (L26-L42)

D. **Unit Four:** Writing Section

1. Learning Outcomes: This section consists of two tasks: one integrated and one independent.

- Given an integrated task, the student will read an academic passage, listen to another academic passage, and write about how the ideas in both passages are related.
- Given an independent task, the student will write a personal essay on a selected topic.

2. Learning Activities:

a. Integrated task. (C5-7)

1. Listen, note the main points, and plan
2. Write a topic sentence
3. Write unified supporting paragraphs
4. Review sentence structure
5. Review grammar

b. Independent Task. (C5-7)

1. Plan before writing
2. Write an introduction
3. Write unified supporting paragraphs
4. Connect supporting paragraphs with transitions
5. Write a conclusion
6. Review sentence structure
7. Review grammar

3. Equipment and Materials

- a. Instructor-prepared exercises
- b. Other resources

4. Lesson Outline

- a. Skills 1-7, Mini-test 1
- b. Skills 8-14, Mini-test 2-8
- c. Complete Test 1 and 2

D. **Unit Five:** Research Paper

1. Learning Outcomes: Given a topic for a research paper, students will research, plan, and write a 3-page paper with APA format and documentation.

2. Learning Activities:

a. Tasks (C5-7)

1. Conduct research on a pre-designated topic.
2. Narrow topic and create thesis statement.
3. Outline and plan paper.
4. Draft paper.

5. Document research using APA format and create a bibliography.
 6. Type and submit paper.
 - Times New Roman
 - size 12 type
 - double space
 - indented
3. Equipment and Materials
 - a. Instructor-prepared exercises
 - c. Instructor-prepared handouts for APA format
 4. Lesson Outline
 - a. Topic/thesis statement
 - b. Note cards
 - c. Formal outline
 - d. Rough draft with bibliography
 - e. Final paper with bibliography

E. **Unit Six:** Oral Presentations

Since TOEFL requires skills in listening, speaking, reading, and writing, it is necessary to practice speaking in small and larger groups. Oral presentations will include clarity, pronunciation, fluency, comprehension, and content areas. Therefore, at least two speaking activities should be completed. Grading may follow the ESL Speaking Rubric.