



SYLLABUS

Spring 2017

Course ID: Prep 044 2845
Course Name: Test Preparation
Level: 5
Credit Hours: 12
Meeting Times: Tuesday: 9:25-10:40 10:45-12:00
Friday: 9:25-10:40 10:45-12:00
Instructor: Roman Mamashev
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Office hours: Tuesday @ 15:30 – 16:30

I Course Description:

The purpose of this course is to prepare students for the AUCA entrance examination and to introduce them to the requirements and standards of the TOEFL iBT test should they wish to take it in the future. Students will review TOEFL pBT test-taking skills and strategies in the first half of the course, then transfer these to relevant tasks and question types for the iBT. Furthermore, they will develop new skills and strategies necessary to TOEFL iBT success. Foundational skills such as paraphrasing, summarizing, note-taking, and vocabulary-building will be incorporated throughout the course.

II Course Materials

Core Text (on reserve for students under the Professor’s name at the library):

- Phillips, D. 2003. *Longman Preparation Course for the TOEFL® Test: The Paper-Based Test*. Pearson Education, Inc.
- Gear, J and Gear, R. 2012. *iBT Internet Based Test: Cambridge Preparation for the TOEFL® Test*, 4th Edition. Cambridge University Press.

Supplementary Texts:

Additional materials will either be provided in class as a handout or online on the Moodle e-course on a weekly basis.

III Course Objectives:

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

1. Accurately describe the tasks and assignments on the Internet Based TOEFL Test (iBT).
2. Consistently and effectively apply test-taking strategies that are specific to the reading, listening, grammar, speaking, and writing sections of the TOEFL pBT and iBT.

- a. Reading: identify different question types and read for main idea, details, underlying meaning, structure, author's purpose, and vocabulary context clues.
 - b. Listening: use focusing strategies and develop note-taking abilities to improve ability to identify main idea, details, underlying meaning, author's purpose, and vocabulary context clues.
 - c. Grammar: show increased accuracy and confidence in using and identifying simple and complex sentence structures, while correctly identifying parts of speech and consistently applying number, gender, and tense agreement rules.
 - d. Speaking: manage time efficiently to plan and deliver a thoughtful verbal response to independent and integrated tasks; and improve pronunciation, cadence, and fluency in speaking responses.
 - e. Writing: use opinion words and phrases, transition words, and paragraph structure to present an organized and clear essay.
3. Identify and infer meaning from common words, phrases, and idioms used on the TOEFL pBT and iBT.
 4. Develop ability to evaluate written and spoken responses according to official TOEFL standards.
 5. Demonstrate an improvement in TOEFL scores based on course work.

IV Course Requirements:

A. Attendance

You must attend all classes for this course. The instructor should be informed of an unavoidable absence on the day of class which you miss. If you miss more than thirty percent of classes, you will not be permitted to continue studying in this course.

B. Classroom Etiquette

No food or drink, except water, are permitted in class. In order to show respect for the time and concentration of your classmates and your instructor, please turn off your mobile phone or set it to silent. Respect university property by treating it with care and not defacing it in any way.

C. Class Participation

You are expected to take an active part in all classroom activities, including asking questions in English, voluntarily answering questions, expressing your opinion, and taking part in group activities. All class discussion should be in the English language. Being late to class is unacceptable, and continued tardiness will result in a decreased participation grade. Your participation grade will be calculated according to the following rubric.

	9-10%	7-8%	5-6%	0-4%
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	9-10%	7-8%	5-6%	0-4%
Engagement	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.	Student often contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student sometimes contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student rarely contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.
Listening	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, either in groups or in class.	Student often interrupts when others speak instead of listening to their ideas.
Behaviour	Student never distracts classmates with phone, tardiness, or other disrespectful behaviours.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student often displays disruptive behavior during class.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.

D. Homework

Homework is given to help you develop competency in new or reviewed concepts and is used to assess your understanding of course content. It should be completed thoroughly and on time. If you do not understand a homework assignment, or if you are absent and miss it, it is your responsibility to ask the instructor or a classmate for assistance. The instructor will inform students when assigning the homework whether or not it will be included in the final course grade or is simply for extra practice.

E. In-Class Assessments

In-class assessments will consist of partial or complete practice TOEFL tests, or tests of supplementary skills. These tests will be considered as formative assessments in order to inform you and your instructor about your strengths, weaknesses, and level at that point in

time. If you miss an in-class assessment, it is your responsibility to ask the instructor or a classmate for assistance.

F. Final Exam

The final exam will be a full TOEFL iBT test, taken during exam week. This will not be an official TOEFL test, but your grade will be calculated as an iBT test score and will be counted as 30% toward your final course grade.

V Grading:

	Type of activity	Percent of Total Grade
1.	Class Participation	10%
2.	Homework	20%
3.	In-Class Assessments (including practice tests)	40%
5.	Final exam	30%

New Generation Academy Grading Scale:

A+	97-100%	C+	74-76%
A	94-96%	C	68-73%
A-	90-93%	C-	64-67%
B+	86-89%	D+	60-63%
B	80-85%	D	54-59%
B-	77-79%	D-	50-53%
F	< 50%		

VI Academic Honesty:

Course participants are expected to maintain academic honesty in their course work. Participants should avoid plagiarism and refrain from seeking published solutions to any assignments. Literature and resources (including Internet resources) employed in fulfilling assignments must be cited. Copying the writings of others without citing them is plagiarism.

VII Lesson Overview:

Week	Topic	Assessments	Textbook
Weeks 1-2	<ul style="list-style-type: none"> pBT skills review Intro to iBT - show the test pBT/iBT discussion based on reflections Paraphrasing, summarizing, note-taking (academic 	TOEFL pBT Semester 2 Diagnostic Test Reflection on pBT/iBT	p. 52-62, 63-73

	listening/speaking)		
Weeks 3-4	<ul style="list-style-type: none"> 90 minute essay strategies Speaking tasks, skills, and natural speech 	<ul style="list-style-type: none"> Assessing grammar problems TOEFL pBT Practice Test with 90 minute essay 	p. 74-82, 309-316, 317-324
Weeks 5-6	<ul style="list-style-type: none"> Target grammar problems (based on grammar assessment) Reading review (based on practice test) 	<ul style="list-style-type: none"> Optional final practice test 	p. 82-133
Weeks 7-8	<ul style="list-style-type: none"> Reading - concentration techniques, skimming, scanning, different question types from the pBT Writing - integrated essay Speaking - independent & integrated responses 	<ul style="list-style-type: none"> Diagnostic iBT test (on computer) Integrated essay 	p. 137-160, 325-327, 338-368, 414-432
Week 9	<ul style="list-style-type: none"> Reading: paraphrase and sentence insertion questions Listening - lectures (note-taking, concentration techniques, question strategies) 	<ul style="list-style-type: none"> Reading assessment Listening - lectures 	p. 164-193, 249-253, 261, 264-268
Weeks 10-11	<ul style="list-style-type: none"> Standardized test jeopardy! Reading: summary questions Listening: Vocabulary questions and natural speech review More speaking practice Independent essay 	<ul style="list-style-type: none"> Listening assessment - conversation Independent essay 	p. 216-227, 254-257, 387-413
Weeks 12-13	<ul style="list-style-type: none"> Reading: Inferences and Drawing Conclusions Listening: Conversations Speaking: Structure and cohesion 	<ul style="list-style-type: none"> Speaking assessment Reading assessment 	p. 199-213, 257-263, 317-323
Weeks 14-15	<ul style="list-style-type: none"> Writing: Structure and cohesion Review 	<ul style="list-style-type: none"> Listening assessment Integrated essay 	p. 377-386

Please Note: This schedule is subject to change at the discretion of the instructor.