COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESL 080</td>
<td>ESL TOEFL iBT Prep Course</td>
<td>2</td>
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<td></td>
<td></td>
<td>can repeat 3 times</td>
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**Hours:** online lab course

**Pre-requisites:** Minimum score of 60 on TOEFL OR minimum intermediate level of English to be determined by the ESL Program Coordinator.

**Co-requisites:** Students enrolled in 06 and 07 level ESL courses at Mercer may enroll as an elective. This course will not exempt student(s) from current ESL level courses.

**Catalog description (as it appears in 2017-2018 edition):**
This online course prepares ESL students for **TOEFL iBT**. The material covered offers many opportunities to practice **TOEFL iBT** in the Reading, Listening, Speaking and Writing sections of the exam. Students may repeat up to three times to achieve desired score. Grade of Credit/No Credit based on time spent online.

**Is course New, Revised, or Modified?** New

**Required texts/other materials:** MercerOnline course fee and *Pearson Express to the TOEFL iBT Test etext with internet code*. Tuition for overseas students TBD. Students must have access to the internet.

**Date:** Fall, 2017

**Course coordinator:** (Name, telephone number, email address)
Carol Friend friend@mccc.edu x3371 LA 110

**Information resources:** N/A
Other learning resources: n/a

Course Competencies/Goals:

The student will be able to:

• Students exit the course with enhanced academic English language skills and standardized test-taking techniques in order to better meet the demands of the TOEFL iBT for their future academic goals.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Units of study in detail

Unit I Reading Study Sections

A. Upon entry students will be able to read academic topics with limited comprehension on their first pass, with a slightly better understanding of topics in which they have previous knowledge or are particularly interested.

Learning Objectives

B. The student will be able to

a. Recognize Contextual Clues
   - Understand vocabulary in context
   - Identify pronoun referents
   - Insert new sentences into passages in proper context
b. Summarize Information
   - Identify Main Ideas
   - Identify Important Details
   - Match Important Details with their respective Main Idea
c. Identify Factual Information
   - Find specific facts within an academic text
- Recognize when facts are missing from academic texts
d. Make Inferences
- Make Inferences about meaning
- Make Inferences about purpose
e. Understand Western Rhetorical Patterns, Meaning and Purpose
- Recognize the significance of transition words and phrases
- Identify key words
- Understand sentence structure and purpose within an essay
- Understand paragraph structure and purpose within an essay

Unit II Listening Study Sections:

A. Upon entry, students can comprehend some academic topics presented in familiar contexts, though may need to have the material repeated or delivered at a less than normal speed

B. Learning Objectives
   The student will be able to

   a. Basic Comprehension
      - Identify, summarize and organize effective notes on the overall main topic of both conversational and academic listening passages
      - Identify, summarize and organize effective notes on the subtopics and details of both conversational and academic listening passages

   b. Pragmatic Understanding
      - Infer the meaning of common expressions used in both conversational and academic listening passages
      - Infer the purpose of common expressions used in both conversational and academic listening passages
      - Infer the stance/mood/attitude of the speaker/lecturer

   c. Connect Information
      - Recognize and comprehend the purpose of the rhetorical structure and organization of a listening passage
      - Make Predictions about future events from given information
Unit III  Speaking Study Sections:

A. Upon entry, students are able to participate in casual and extended conversation, though they may have difficulty providing complete and timely responses to direct questions when prompted. Students may struggle to express themselves and their opinions about newly-learned academic topics, especially when trying to use newly acquired vocabulary.

B. **Learning Objectives**

*The student will be able to*

a. Recognize rhetorical patterns in speech and respond to prompts utilizing those patterns
b. Become comfortable with utilizing specific academic vocabulary and common idiomatic expressions
c. Use a combination of reading, listening and note-taking skills to synthesize an integrated verbal summary of information gleaned from reading and listening passages on the same topic
d. Verbally express opinions, values, judgment, make choices and solve problems
e. Use clear speech, fluency, tone and pronunciation

Unit IV  Writing Study Sections

A. Upon entry, students may be able to write short summaries, paragraphs and/or essays of familiar topics, though such work may be lacking in proper grammar and sentence structures.

B. **Learning Objectives**

*The student will be able to*

a. Understand Western Rhetorical Patterns, Meaning and Purpose
   - Recognize the significance of transition words and phrases
   - Understand sentence structure and purpose within an essay
   - Understand paragraph structure and purpose within an essay
   - Understand the development of ideas
b. Develop the following academic essay styles using appropriate grammar and punctuation:
   - Opinion
   - Agree/Disagree
   - Compare/Contrast
   - Descriptive
   - Point/Counterpoint
c. Use a combination of reading, listening and note-taking skills to synthesize an integrated written summary of information gleaned from reading and listening passages on the same topic
d. Utilize academic vocabulary and idiomatic expressions in an effective manner
GENERAL ASSESSMENT OVERVIEW
Students will be provided multiple opportunities to demonstrate proficiency in each of the major skill areas covered on the TOEFL iBT: listening, speaking, reading and writing. Ongoing assessment will be made by the instructor in the form of measuring students’ abilities to apply newly learned test-taking strategies. Specific assessments can be made by giving regular TOEFL-practice tests and administering a full practice TOEFL iBT at the end of the semester. Assessments should provide students the opportunity to apply higher order/academic thinking/functional skills to their responses (making choices based on evidence; inferring meaning and purpose; quality of note taking; etc).

General Learning Outcome – Students exit the course with enhanced academic English language skills and standardized test-taking techniques in order to better meet the demands of the TOEFL iBT for their future academic goals.
Student Learning Outcome: Pre-test to post-test scores will be used. Students may improve their score by 1-2% or higher.

Grading is Credit or No Credit based on the hours logged into the computer program. Course may be repeated up to 3 times.

Academic Integrity Statement: See http://mlink.mccc.edu/omb/OMB210.pdf]