

Course Syllabus

PREPARATION COURSE FOR THE IB-TOEFL EXAM

A.- GENERAL INFORMATION

1. Academic Unit				
2. Degree	Preparation Course for the IB-TOEFL Exam			
3. Code				
4. Number of classes per week	2 lessons per week. Each lesson made up by 1.5 hours, which amounts to a total of 3 hours per week, for a 30-hour-course. (Includes testing session for a 4-hour-simulation complete Test)			
5. Location in Curriculum	-----			
6. Credits				
7. Classes (<u>hours</u>) by Professor	Theory	30	Practice	-
8. Classes by Teaching Assistant	None			
9. Course Type	Mandatory		Elective	Optional
10. Prerequisite	Advanced level of English, necessary to take the IB-TOEFL			

B. Contribution to the Graduate's Profile

UDD has committed itself to train its students through an educational model that foster a sound academic education. With regards to such purpose, the so-called Other Basic Discipline Courses (OD, for its acronym in Spanish) have been set, and this IB-TOEFL Preparation Course has been outlined. These courses aim at having students encouraged and interested in those knowledge areas different than their regular professional training, but that undoubtedly turn out to be fundamental and essential for every professional and graduate student while studying.

Taking this point of view into consideration, emphasis shall be placed on broadening students' cultural, scientific, business, historical, political. Literary and artistic backgrounds, while providing them with the possibility of finding out the links that relate join the different disciplines together.

Purpose of the Course

This course is aimed at providing UDD students (at both undergraduate and post-graduate level) with the necessary learning process to successfully take the “Internet Based Test of English as a Foreign Language (IB-TOEFL) Exam. This international English Proficiency Test measures the four basic skills for non-native English speaking people: Reading, Listening, Speaking and Writing.

- The **Reading Section** consists of three or four long passages and questions about them. The passages are on academic topics; they are the kind of material that might be found in an undergraduate or post-graduate university textbook. Students answer questions about main ideas, details, inferences, statement restatement, sentence insertion, vocabulary, function, and overall ideas. *(39 Questions – 60 minutes)*. **(30 points)**
- The **Listening Section** consists of six long passages and questions about the passages. The passages consist of two conversations between students or a professor and four academic lectures or discussions. The questions ask the trainees to determine main ideas, details, function, stance, inferences, and overall organization. *(34 questions – 50 minutes)***(30 points)**
- The **Speaking Section** consists of six talks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspects of academic life. In two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages. *(Six questions – 20 minutes)*. **(30 points)**
- The **Writing Section** consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write an essay about a given situation. *(2 questions – 55 minutes)*. **(30 points)**

C. General Learning Objective of the Course

- To provide UDD students with the tools and strategies to successfully deal with the four different areas of the IB-TOEFL. To teach them about the necessary reading comprehension techniques that have to be applied in this instance, as well as to get familiarize on how to understand and figure out the various types of questions they will have to face in this section. Likewise, students shall be taught regarding the listening comprehension strategies that will help them work in the listening section of the test. On the other hand, trainees are given the tools and clues for the right performance in the speaking section, different to those ones in a classical oral interview. Finally, students are trained in the writing techniques that have to be applied in the Writing section of the test. With regards to this section, students are “refreshed” on the use of grammar rules as well as wording and vocabulary usage that are likely to be used in sections of the TOEFL.

- The course also aims at having students manage those timing procedures that are critical for a good performance in the IB-TOEFL.

Learning Objective: To have students work with Test Samples in order to become aware and familiarized with “real TOEFL situations”, regarding the four areas (Reading, Listening, Speaking and Writing), by applying the language, testing and timing techniques that will ultimately lead to a successful performance in an actual TOEFL situation.

D. Units, Unit Content and Learning Objectives

The learning objectives that are included are based on the four language-competence skills that make-up the IB-TOEFL and which students are successfully expected to deal with.

Content of Units/Units	Learning Objective
Unit 1: Pre-TOEFL Diagnosis Tests	<ul style="list-style-type: none"> • Application of a Pre- Test, based on an IB-TOEFL summarized version to assess students’ strengths and weaknesses.
Unit 2 (a): READING SECTION	<ul style="list-style-type: none"> • Reading comprehension skills for academic texts. • Working with the Reading Section different types of questions: Vocabulary and References, Sentences, Details, Inferences and Summarizing Information. • How to manage time: use of time when answering the various types of questions for reading comprehension.
Unit 2 (b) READING SECTION	<ul style="list-style-type: none"> • Working with Reading Section mini-Tests. • How the Reading Section is scored. • Using reading comprehension skills in real tests. • Strategies and know-how methods to select the right choices for the different questions to a written passage in the IB-TOEFL. • Use of complete Reading Section tests (three or four-passage tests).

<p>Unit 3 (a) LISTENING SECTION</p>	<ul style="list-style-type: none"> • Listening competences on academic lectures and dialogs. • Dealing with the three major competences in the IB-TOEFL Listening section: Basic Comprehension, Pragmatic Understanding and Connecting Information. • Taking suitable notes for a proper listening comprehension performance. • Timing the answers.
<p>Unit 3 (b) LISTENING SECTION</p>	<ul style="list-style-type: none"> • The use of Listening comprehension mini-Tests based on the above mentioned three competences. • Methods to find out and select the right choices for the different questions to academic lectures and dialogs in the IB-TOEFL Listening section. • How the Listening Section is scored. • Application of Listening Complete tests with six different tasks (Lectures and Dialogs).
<p>Unit 4 (a) SPEAKING SECTION</p>	<ul style="list-style-type: none"> • Learning speaking strategies specific to the IB-TOEFL. • Oral language skills for the Speaking section. • How to answer the Speaking Section different tasks: Personal questions (x2), Integrated task: Reading and Listening, Integrated task: Listening. • How to take notes to prepare your speaking answers. • How to answer within a limited range of time.
<p>Unit 4 (b) SPEAKING SECTION</p>	<ul style="list-style-type: none"> • How to answer to personal questions. • How to relate reading and listening information to answer for the first type of integrated questions. • How to give one's opinion for the second type of integrated questions. • Following a lecture in English and answering to questions. • Criteria for the Speaking Section evaluation. • Use of Mini-tests for the IB-TOEFL speaking section. • Use of Speaking Section complete tests (six tasks).

<p>Unit 5 (a) WRITING SECTION (Integrated)</p>	<ul style="list-style-type: none"> • Grammar overview for the use of written English. • The use of Connectors in English. • Main written strategies and grammar agreements for writing skills specific to the IB-TOEFL. • Connecting and summarizing reading and listening information. • Taking notes of both reading and listening passages. • How to answer for the writing Integrated task: Introduction, Development and Conclusion. • Specifying the timing and number of words. • Criteria for both Writing tasks evaluation. • Application of Integrated Writing tests.
<p>Unit 5 (b) WRITING SECTION (Essay)</p>	<ul style="list-style-type: none"> • Grammar overview for the use of written English. • The use of Connectors in English. • Main written strategies and grammar agreements for writing skills specific to the IB-TOEFL. • Creating and Essay in English. • Taking notes and preparing an Essay in English. • Tips to better manage time and number of words required. • Contrasting ideas in written English. • How to answer for the Independent Written task (Essay): Introduction, Development (Argument 1 and Argument 2), and Conclusion. • Application of an Independent Writing task (Essay).
<p>Unit 6 Complete IB-TOEFL <i>(Ideally, to be applied in one single 4-hour-session)</i></p>	<ul style="list-style-type: none"> • Students are applied a Complete IB-TOEFL trial test.

E. Teaching Strategies

This course shall be given in English and will be carried out based on the various strategies and techniques related to the IB-TOEFL.

Teaching method will be based on studying, understanding and developing all four Sections of which the IB-TOEFL is made up. By doing so, the teacher will provide students

with the necessary tools and techniques that are used and applied in this English Proficiency Test. Likewise, students will be taught about the most suitable and common methods and strategies for a better handling of the test, and thus being able to achieve a good performance in an actual IB-TOEFL test.

Summarizing the above, the course will mainly consist on having students cover and deal with the four said strategies, Reading, Listening, Speaking and Writing as if they were tackling an actual complete IB-TOEFL exam.

F. Evaluation

Students will be evaluated based on the IB-TOEFL four Sections. Each of such sections is worth 30 points, so the whole test has a total of 120 points. Students when working with mini-Tests on individual Sections will be evaluated for that specific task.

However, at the end of the Course, students shall be given a complete test resembling an actual IB-TOEFL Exam, thus they will be assessed based on all four skills (30 points each, 120 points maximum grade).

Attendance Requirement:

This IB-TOEFL Preparation Course requires compulsory attendance. Students are allowed to miss 6 lessons at the most, to be computed from the Adding or Cancelling a given subject matter period, which is stated in the University Academic Schedule.

Since no class absences are to be justified (only tests or evaluation absences have to be justified), students should “make use of such 6 maximum absences, in case of emergencies, sicknesses or similar relevant situations.

G. Class Resources

For all Units:

- ❖ Classroom, Computer, Projector and Loudspeakers to be supplied by the University.
- ❖ IB-TOEFL preparation software and reading material to be used in all lessons, and to be supplied by the Professor.

For Unit 6 (Complete IB-TOEFL testing session):

- ❖ Individual Computers for all students (ideally, any Computer lab at UDD)

The above Program was prepared by
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