

New/Revised Course Proposal Form

Instructions:

- Prepare your proposal according to the following outline.
 - Attach a proposed syllabus and/or course guidelines that include a list of measurable student learning outcomes and how they will be assessed.
 - Have your proposal reviewed by the appropriate department and school/college committee.
 - Submit the signed proposal to the Office of Academic Affairs. All forms must be completed in full with appropriate signatures. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.
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Form information:

1. Department: International Languages and Cultures

2. Program: ESL – English as a Second Language

3. Course Information: New Revised

ESLG/ 4070 / Academic and Standardized Test Prep
Prefix Number Title

3 / Approval of ESL coordinator
Credit Hours Prerequisites

4. Catalog Description for the catalog:

This course emphasizes improving students' test taking skills, especially in preparation for taking standardized tests such as the TOEFL iBT and PBT. Instruction will include general test taking strategies, grammar review, vocabulary review with an emphasis on academic vocabulary, listening and speaking strategies as they pertain to testing situations, and a review of essay test writing.

5. May students repeat this course for credit? Yes No
If there are limits, please explain? _____

6. What is the Rationale for the new/revised course?

By offering a course focused on the TOEFL exam, we are reaching out to students in the ESL community at large and providing them with a skills class that is lacking at many ESL programs in the St. Louis area. Also, we are reaching out to students who would like to attend Webster University specifically, but have tried and failed to achieve the TOEFL scores they need for admission. In addition, many international students who are already enrolled at Webster University find themselves confounded by discrete testing models such as multiple choice and true/false tests. By

offering a course in TOEFL and general test prep, we can provide a vital skills class that will aid current and potential students.

The TOEFL is used as a placement tool for our ESL program and as a threshold for admissions to Webster University for both undergraduate and graduate students, as it is for many universities and colleges throughout St. Louis. Offering this course can draw students from all over St. Louis who need to take the TOEFL for admissions purposes, and introduce them to everything Webster has to offer as an undergraduate and graduate institution of learning.

7. Should this new course be considered for General Education coding? Yes No
If yes, attach the Application for General Education Coding Form.
8. Staffing requirements:
- a. Qualifications necessary for instructor: MA TESOL or Linguistics
 - b. What staffing changes, if any, will be necessary to offer this additional course?
None
9. When will this course be initiated? SU 10 How often will it be taught? Summers What campus(es) are likely to offer this course? St. Louis campus
10. Does this course affect degree requirements in your, or any other department/program's major, emphasis, minor or certificate? Yes No
If yes, please attach corrected catalog copy for approval, with the Deans of that School/College's approval.
11. List any existing University course(s), which are similar in title and/or subject matter and explain how this course differs. None
12. Are University resources adequate to support this course? (Library holdings, space, specialized, equipment, etc.) Yes No
If not, what additions are necessary? _____
13. Will any course be dropped as a result of this new course? Yes No
If so, please list what course(s).

Endorsements and Approvals:

Cathy Jackson
Petitioner

3/31/10
Date

Ronald Hur
Department/ Program Chairperson

3/31/10
Date

Justin Jayao
Dean of College/School

4/10/10
Date

[Signature]
Chair/Curriculum Committee

4-20-10
Date

TOEFL Preparation
8 week course
3 credit hours

COURSE DESCRIPTION AND OBJECTIVES:

This course emphasizes improving students' test taking skills, especially in preparation for taking the TOEFL iBT. Students will also become familiar with the institutional TOEFL exam. Instruction will include test-taking strategies, grammar review, and vocabulary review with an emphasis on academic vocabulary, as well as listening and speaking strategies as they pertain to testing situations.

Incoming competency: Intermediate level of English as established by pre-testing

Learning outcomes:

Upon completing this course, you should:

1. Understand how to prepare to take the TOEFL iBT and institutional version
2. Exhibit test taking strategies and their application to the TOEFL though a marked increase in pre and post test scores
3. Understand how to interpret your own test scores and translate that into a more focused review of the skills you need to be a successful test taker.
4. Know grammatical patterns and vocabulary that routinely occur in TOEFL exams.
5. Practice ways to improve your performance in reading/writing under time pressure

Assessments

Homework:

Exercises from textbook, such as Cambridge or Longman's Preparation for the TOEFL

Practice tests

Vocabulary/grammar logs

Writing activities:

Portfolio of reflective pieces

Testing log with analysis of weaknesses and strengths

Oral assignments:

Oral testing practice sessions

Pre/Post Testing

Students should exhibit a marked increase in pre and post testing of the TOEFL iBT.

Course Requirements:

Absence Policy:

Attendance is mandatory and counts towards the participation grade. In case of absence, the student is responsible for informing the instructor and requesting class assignments.

Participation in class:

Participation, a high percentage of the grade. Participation includes: 1) class participation and attendance; 2) student's attitude towards the subject, the structure of the course, his or her classmates and instructor; and 3) the effort the student invests in the class. Students are expected to know the material assigned, to be active, enthusiastic participants, as well as show interest in improvement.

Assignments:

Assignments should be turned in on the due date. Late assignments will not receive full credit unless an exception is made by the instructor.

Grading:

The final grade will be calculated as follows:

Participation and attendance: 50%

Portfolio: 25%

Homework: 25%