OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2012
COURSE TO BE REVIEWED: March 2018
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ESL T85	Access and Open Studies/English as a Second Language	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

ESL TOEFL Preparation Bridge I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is intended for students with a good proficiency in English who expect or need to take the TOEFL test. The course will familiarize students with the format, structure, and expectations of the TOEFL. A series of practice tests will enable students to identify their individual problematic areas related to reading, writing, speaking, and listening to English. Student will learn strategies to increase proficiency in these areas as well as strategies to improve performance on tests taken in limited time.

PREREQUISITES: ESL WG74, R70, V73, and S76, or instructor's permission.
COREQUISITES: None
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:	**15**	Hrs
Laboratory:	**10**	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **20**
Expected frequency of course offerings: 2 times a year (Fall and Winter)
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes **X**No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes **X**No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes **X**No

Course designer(s):			
Department Head:	Maria Bos-Chan	Date approved:	**30/11/11**
Supporting area consultation (Pre-UEC)		Date of meeting:	**16/12/11**
Curriculum Committee chair:	Vicki Grieve	Date approved:	**17/02/12**
Dean/Associate VP:	Sue Brigden	Date approved:	**17/02/12**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**02/03/12**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding and sensitivity to the more subtle aspects of English structure.
- Demonstrate the correct use and production of the elements of English grammar and writing relevant to the TOEFL exam.
- Write a TOEFL examination with awareness of the requirements for each section of the exam

METHODS:*(Guest lecturers, presentations, online instruction, field trips, etc.)*

Practice tests to identify areas needing work; workshop and group discussion of difficult aspects of the language, and individual or group practice to help students achieve competence in these areas.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): The course is preparatory and partially remedial in nature

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Philips, Deborah. Longman Complete Course for the TOEFL Test NEXT GENERATION iBT

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

The total course letter grade may be a composite of:

In-class work and quizzes	50%
Mid-term exam	20%
Final exam	30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Overview of TOEFL test structure and question types: Reading, Listening, Speaking, and Writing Sections
Specific skills required to be successful on the TOEFL test, including taking effective notes, summarizing, paraphrasing, identifying main points and key vocabulary in a reading, and skimming and scanning a text to identify specific information needed to answer a test question.
Knowledge structures and organization of information in an academic format
Language functions used in academic contexts