



SAINT LOUIS UNIVERSITY
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MADRID

ESL-1930-M01 *Advanced-Intermediate Integrated Skills*

Semester: Spring 2018
Classes: M-W-F 10:00 – 10:50
Credit hours: 3
Office hours: M-W 13:00 – 14:00 or by appointment
Professor: Hilary Plass
Contact: e-mail: hilary.plass@slu.edu

COURSE TEXT:

Bruce Rogers 2011 *The Complete Guide to the TOEFL Test PBT Edition* Boston Massachusetts: Heinle Cengage Learning

COURSE OBJECTIVES:

The objective of this course is to acquire the necessary grammar, listening and reading skills in order to pass the 3 sections of the TOEFL exam. Basic exam technique will form an important part of the class, as will constant TOEFL practice.

COURSE OUTCOMES:

All students who attend class, do the work, understand what and why they are studying, and achieve a final grade equivalent to a B+ or higher will have the necessary academic English skills to improve their score by 40 points. Students who succeed in this course will be conscious of many of the structures and styles used in academic reading and writing, and this will help them understand and express themselves more clearly in other academic classes. They will also know how to study effectively.

COURSE DESCRIPTION:

This course looks at the techniques needed to pass the TOEFL. All the exercises and class work will be based around real exams that will be gone through in class. Attending all the classes and taking the work seriously will guarantee a much-improved score, but in some cases, that alone may not be sufficient to attain the required increase of 40 points. It will be necessary for all students to do the homework and work through the course book at home.

GRADING POLICY:

Attendance, class participation, completion of homework, in-class assignments and exams are required of all students without exception. Those students who demonstrate unsatisfactory performance will be notified by the professor and reminded that continued problems and/or excessive absences will jeopardize their opportunity to continue their academic studies at Saint Louis University. More than eight unexcused absences may result in an automatic “no pass.”

Please remember that the purpose of the ESL courses is to aid students in improving their level of English in order to be able to handle academic study at the college level in English. Students will need to achieve the required level of proficiency in English by the end of their third semester, or they will not be allowed to take other academic courses at the university.

For students who take the course for 3 credits, an average score will be calculated for each piece of class work, and homework as well as for the practice TOEFL exams that we do over the first and the second half of the semester. The student’s point increase on the final TOEFL exam will be included in the second – and final – grade average.

For students who take the course for 2 credits, an average score will be calculated based on the results of the practice TOEFL exams that we do over the first and the second half of the semester. The student's point increase on the final TOEFL exam will be included in the second – and final – grade average.

Accommodation Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Title IX Syllabus Statement

- Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
- If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf.

Academic Honesty and Plagiarism

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source

without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Student work for assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams, oral presentations, assignments, submitted papers and/or portfolios may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

TOEFL Score Equivalencies and their Corresponding Grades:*

Number-Right Score Range	SECTION I Converted	I Grade	SECTION II Converted	II Grade	SECTION III Converted	III Grade
48 – 50	640 – 680	A			640 – 680	A
45 – 47	590 – 620	A-			590 – 620	A
42 – 44	560 – 580	B+			560 – 580	B+
39 – 41	540 – 560	B	650 – 680	A	540 – 560	B
36 – 38	520 – 540	B-	590 – 640	A-	520 – 540	B-
33 – 35	510 – 520	C+	550 – 580	B+	510 – 520	C+
30 – 32	490 – 500	C	530 – 540	B	490 – 500	C
27 – 29	480 – 490	C-	510 – 530	C+	480 – 490	C-
24 – 26	460 – 470	D	500 – 510	C	460 – 470	D
21 – 23	450 – 460	F	480 – 490	D	450 – 460	F
18 – 20	430 – 440		450 – 470	F	430 – 440	
15 – 17	400 – 420		420 – 440		400 – 420	
12 – 14	360 – 390		380 – 400		360 – 390	
9 – 11	320 – 330		320 – 360		320 – 330	
6 – 8	290 – 310		260 – 290		290 – 310	
3 – 5	270 – 280		230 – 250		270 – 280	
0 – 2	240 – 260		200 – 220		240 – 260	

* This is an approximation since there may be some variation from one exam to another. As a rule of thumb, to get 550 on any section means having over 80% of the answers correct.

To calculate the grade you will get in the official TOEFL exam, you must calculate 20 points less than what you are scoring on practice exams. Concentrate on studying what you are getting wrong in the exams: the TOEFL never surprises, so if you know the material you will pass!

Class Schedule ESL-1930-M01 *Advanced-Intermediate Integrated Skills*

Week 1: Jan 10-12	Introduction to the course; TOEFL Part 1 techniques & vocabulary
Week 2: Jan 15-19	TOEFL Part 1 techniques & vocabulary Note: Sunday 21st Last day to DROP a class without a "W" and/or to ADD a class Last day to choose audit (AU) or Satisfactory/Unsatisfactory (S/U) options
Week 3: Jan 22-26	TOEFL Part 2 Techniques and vocabulary Note: Friday 26th is a university holiday. No classes!
Week 4: Jan 29-Feb 2	TOEFL Part 3 techniques & vocabulary
Week 5: Feb 5-9	1st MID-TERM EXAM
Week 6: Feb 12-16	TOEFL Part 1 techniques & vocabulary Note: Wednesday 14th Registration for summer classes opens
Week 7: Feb 19-23	TOEFL Part 2 techniques & vocabulary Note: Thursday 22nd & Friday 23rd are University holidays. No classes!
Week 8: Feb 26-Mar 2	TOEFL Part 3 techniques & vocabulary
Week 9: Mar 5-9	2nd MID-TERM EXAM Note: Friday 9th Last day to drop a class with W
Week 10: Mar 12-16	TOEFL Part 1 techniques & vocabulary
Week 11: Mar 19-23	TOEFL Part 2 techniques & vocabulary
Mar 26-30	EASTER WEEK No classes!
Week 12: Apr 2-6	TOEFL Part 3 techniques & vocabulary Note: Wednesday 4th Registration for Fall 2018 opens
Week 13: Apr 9-13	3rd MID-TERM EXAM
Week 14: Apr 16-20	TOEFL Revision
Week 15: Apr 23-27	TOEFL Revision Note: Tuesday 24th Last day to pay 40€ for the TOEFL exam
Week 16: Apr 30-May 4	TOEFL Revision Thursday 3rd is the last day of class
TOEFL:	Monday May 7th 8.30 a.m.
SLUWE:	Wednesday May 9th 9.30 a.m.