



AE Academic English UK

12-week Syllabus

EXAMPLE



Academic Syllabus

Week 1: Introduction to academic English					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Introduction: Week 1 introduction (Getting organised, getting to know you, code of conduct)	Listening: Academic English. Writing: Dictogloss (Academic English).	Writing: Academic Style 1.	Listening: Listening note-taking 1.	Reading: Reading Strategies 1.
1:30	Language: Language Revision. Classroom questions.	Plagiarism: Academic Integrity. Writing: Error Correction code.	Vocabulary: Improve your vocabulary. Speaking: Academic speaking topics.	Writing: Introduction to summary writing.	Reflection: Introduction to Portfolio. Self-assessment questionnaires.
Project	Academic skills: Credible sources / evaluating sources.				

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Teacher's Notes EXAMPLE

Plan

Aim: *This syllabus is a guide to how our materials can be used on a course. We have a wide selection of lessons that should be done early on in a course to build the foundation for academic competence. There are variations for the weekly syllabus so please see below on the changes and adaptations that can be made.*

Interactive online syllabus

There is an online version of this syllabus with all the materials synched to download. Go here:

Class Times

hours a day + project.

Week 1 Introduction

Week 1 includes the basics of getting organised, language revision, and an introduction to academic English (academic style, listening & reading strategies, introduction to summary writing, etc...).

Weeks 1-11 E-Portfolio

The course includes a e-portfolio of academic learning skills which the students work on each week. The e-portfolio is great way to foster reflection and learner autonomy: [e-portfolios](#)

Marking: E-portfolio deadline is on

You can replace the e-portfolio with listening worksheets ([TED Talks](#)) or [Instant Lessons](#).

Weeks 1-12 Project

This depends on your institution's assessment procedure. We have created a range of projects that can be done for this section go here: [projects](#). In the project classes we have also included academic conventions such as paraphrasing, referencing, research skills etc...

If you do not have extra classes for project, then you can use Fridays for project classes and / or academic conventions lessons. Friday's writings and e-portfolio can be done for homework.

Weeks 2-3

These lessons continue to build on the key skills of academic English. E.g., AWL, critical thinking, reading strategies, summary writing, listening note-taking etc...

Weeks 4-12 Topic-based Lessons

From week 4, the reading, listening, speaking and writing become topic based. E.g., W4's topic is globalisation. Monday's reading & Tuesday's listening texts are used for the Wednesday's speaking seminar and the Friday's writing.

These lessons are designed to replicate university study and encourage students to think critically and synthesise. This is important for students to have time to analyse and evaluate content based around a specific topic to be able to formulate opinions and critique the authors' ideas. You can change the reading topic to suit your students' choice of study: [Reading Tests](#)

Fridays: Writing

It is a good idea to complete the writings in class time. This way the teacher can monitor the students while they are working and offer assistance and guidance. It also provides good evidence of the student's natural ability of writing and prevents the use of A.I.

Mark / grade writing tasks on Friday afternoons and return on the following Monday morning. All writings should use [the correction code](#) (use 7-10 correction code symbols and one 'positive' and one 'to improve' comments).

Week 6 & 12 Tutorials and Assessment

These weeks have been assigned to tutorials and assessment. Assessment is a reading test, reading to writing summary, listening test and a seminar speaking test. Use the marking criteria: [go here](#)

Additional notes

There are additional notes on the timetable that help guide the content of classes.

Syllabus (12 week) EXAMPLE

3 hours per day = 15 hours a week + project lessons

Week 1: Introduction to academic English EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Introduction: Week 1 introduction (Getting organised) Language: Language revision	Listening: What is academic English? Writing: Academic English dictogloss	Writing: Academic Style 1	Listening: Listening note-taking 1	Reading: Reading Strategies 1
1:30	Writing: Universities.	Plagiarism: Academic Integrity Writing: Error correction code	Vocabulary: Improve your vocabulary Speaking: Academic speaking topics	Writing: Introduction to summary writing*	Reflection: Introduction to E-Portfolio* Study skills: Self-assessment questionnaires*
Project	Academic skills: Credible sources & evaluating sources				

***Additional notes:**

- Thursday writing: There are three topics for the summary writing (general, business or STEM): [Go here.](#)
- Friday reflection: The introduction to e-portfolio lessons asks students to create three Academic Learning Goals (ALGs). **Deadline W2 Monday.**
- Homework: Self-assessment questionnaires.

Week 2 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: Academic tenses	Vocabulary: [REDACTED]	Writing: [REDACTED]	Critical Thinking: Critical thinking dictogloss Listening: [REDACTED]	Reading: [REDACTED]
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Speaking: Academic speaking tests 1-3	Writing skills: Definitions	Reflection: E-Portfolio* Study skills: [REDACTED] writing websites
Project	Academic skills: Introduction to the library & [REDACTED]*				

***Additional notes:**

- [REDACTED] writing: There are [REDACTED] for the summary writing (general, business or STEM): [Go here.](#)
- Friday reflection: Students work on one piece of e-portfolio evidence. **Deadline W3 [REDACTED].**
- There is [REDACTED] for the project [REDACTED] follow your [REDACTED]

Week 3 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: Noun phrases 1	Writing: [REDACTED]	Critical Thinking: An introduction to critical thinking	Reading: [REDACTED]
1:30	Reading: Mergers & acquisitions	Listening: [REDACTED]	Speaking: Academic speaking tests 4-5	Writing skills: [REDACTED]	Reflection: E-Portfolio* Study skills: [REDACTED] websites
Project	Academic skills: Harvard or APA referencing & [REDACTED]				

***Additional notes:**

- Friday reflection: Students [REDACTED] of e-portfolio evidence. **Deadline W4** [REDACTED].

Week 4 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: Sentence structure 2	Vocabulary: [REDACTED]	Writing: [REDACTED]	Critical Thinking: Critical thinking [REDACTED]	Writing: Summary of reading (Monday) text*
1:30	Reading: Globalisation: International trade*	Listening: Globalisation*	Speaking: [REDACTED] Seminar: Globalisation*	Writing skills: [REDACTED]	Reflection: E-Portfolio* Study skills: [REDACTED]
Project	Academic skills: Paraphrasing 1				PM Marking: Summary marking*

***Additional notes:**

- From W4 the reading, listening, speaking and writing become topic based. E.g., W4's topic is globalisation. Monday's reading + Tuesday's listening texts are used for the Wednesday's speaking seminar and Friday's writing. Feel [REDACTED] week 4-12: [reading tests](#).
- Wednesday's speaking uses the globalisation questions to run the seminar.
- Friday summary writing: Students write [REDACTED] reading text. Use [REDACTED] [REDACTED] guide: [Globalisation writing summary](#)
- W4-11 Friday afternoons** [REDACTED] **the written task. Return on** [REDACTED]. Use the [correction code](#) (7-10 correction code symbols and one 'positive' and one 'to improve' comments).
- [REDACTED] Friday e-portfolio: [REDACTED]. **Deadline Monday mornings.**

Week 5 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: Academic style 3 (AWL & nominalization)	Writing: [REDACTED]	Critical Thinking: [REDACTED]	Writing: Summary of reading (Monday) text*
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Speaking: Seminar listening 1+2 Seminar: [REDACTED]	Writing skills: [REDACTED]	Reflection: E-Portfolio* Study skills: [REDACTED]
Project	Academic skills: [REDACTED]				PM Marking: Summary marking

***Additional notes:**

- [REDACTED] writing: Students write [REDACTED] of the reading text. Use [REDACTED] summary lesson as a guide: [REDACTED]
- **W6 formative reading exam practice:** Give [REDACTED] reading text [REDACTED] on W5 Friday [REDACTED].

Week 6: FORMATIVE ASSESSMENT EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Reading: Marketing theories (Formative Exam*)	Listening: Digital marketing (Formative Exam*)	Seminar: Marketing theories (Formative Exam*) Marking: Seminar criteria	Self-study: E-Portfolio*	Tutorials: Formative test results and feedback*
1:30	Writing: Marketing theories (Formative Exam*) Marking: Writing criteria	Self-study: Seminar preparation*	Seminar: Marketing theories (Formative Exam*) Marking: Seminar criteria	Self-study: E-Portfolio* Marking: Deadline for all marking is 17:00	Tutorials: Formative test results and feedback*
Project	Academic skills: Tutorials*				

***Additional notes:**

- W6 formative assessment: Follow the instructions on the reading, summary and listening tests for exams.
- Tuesday self-study lesson: Students have the second lesson to prepare for the seminar. **Students are only given the video link / MP4 and their notes from the listening test NOT the listening test questions.**
- Wednesday's seminars: Follow the instructions in the seminar speaking lesson. Students work together in groups of 4-6. Teachers provide a set of questions. Students discuss for 25-30 minutes (approx. 5 mins per person). Students summarise the key points in the last 5 mins. Students CAN refer to their texts and notes. Use the seminar criteria: [go here](#)
- Thursday self-study lesson: Students work on their e-portfolios while teacher marks the formative summary writing tests.
- Friday tutorials: Students are given their formative exam results & feedback before the start of class. Each student is given a 10-minute individual tutorial that focuses on their results and teacher feedback.
- Project tutorials (Monday -Thursday): Each student is given a 15-minute individual tutorial that focuses on their progress so far.

Teacher marking:

- Monday. Mark reading tests.
- Tuesday. Mark listening tests.
- Wednesday. Grade the seminars live.
- Thursday. Mark the summary writing tests.
- **Marking deadline for all assessments W6 Thursday 17:00.**

Week 7 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: AWL formation	Writing: [REDACTED]	Critical Thinking: [REDACTED]	Writing: Summary of reading (Monday) and listening (Tuesday) texts*
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Speaking: Signposting language Seminar: [REDACTED]	Writing skills: Cohesion and [REDACTED]	Speaking: Introduction to [REDACTED] E-Portfolio cont...
Project	Academic skills: [REDACTED]				PM Marking: Summary Marking

***Additional notes:**

- Friday summary writing: Students write [REDACTED] reading and [REDACTED]
- W7 Friday is [REDACTED].

Week 8 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: [REDACTED]	Writing: [REDACTED]	Critical Thinking: [REDACTED]	Writing: Critical response of reading (Monday) text*
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Seminar [REDACTED] (preparation + seminar)	Writing skills: [REDACTED]	Speaking: [REDACTED] E-Portfolio cont...
Project	Academic skills: Describing graphs & [REDACTED]				Marking: [REDACTED]

***Additional notes:**

- Friday critical response [REDACTED]: Students write [REDACTED] reading text.
- [REDACTED] to full debates. Tutor should set debate questions that are focused on previous weeks topics (W1 university, W2 A.I, [REDACTED]). Give [REDACTED] (30 minutes) & run debates in small groups.

Week 9 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: Countable nouns	Writing: [REDACTED]	Critical Thinking: [REDACTED]	Writing: [REDACTED]
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Seminar: [REDACTED]	Writing skills: Common errors in writing* (Errors taken from students' work)	Speaking: Introductions to presentations E-Portfolio cont...
Project	Academic skills: Describing results (Questionnaire Data)				Marking: [REDACTED]

***Additional notes:**

- Thursday writing: Take a selection of [REDACTED] from the students' work [REDACTED] of [REDACTED] and ask them to work through the sentences to identify and correct the errors.
- Friday critical response (CR) writing: Students [REDACTED] reading & Listening text.
- W9 Friday is [REDACTED]
- **W10 presentations should be [REDACTED] their e-portfolio. The [REDACTED] presentation should include [REDACTED] an analysis and evaluation of their [REDACTED] and future focus.**

Week 10 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: Academic style 4 (AWL & nominalization)	Writing: [REDACTED]	Critical Thinking: Critical reading [REDACTED]	Writing: [REDACTED]
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Seminar: [REDACTED] (preparation + seminar)	Writing skills: SPSE essay writing: [REDACTED]	Speaking: E-Portfolio presentations* E-Portfolio cont...
Project	Academic skills: Reference [REDACTED]				Marking: [REDACTED]

***Additional notes:**

- Thursday SPSE essay: There are a [REDACTED] from [SPSE academic essays](#)
- [REDACTED] Students [REDACTED]-word SPSE essay of the reading and listening texts.
- W10 Friday e-portfolio: Students work [REDACTED] evidence. **Deadline [REDACTED]**
- [REDACTED] presentations. Students give presentations in small groups on 1 ALG & teacher monitors.
- **W11 Reading [REDACTED] Monday's reading text ([REDACTED]) for weekend [REDACTED]**
- **W11 e-portfolio presentations: Students work on their video e-portfolio presentation. 10-12 minutes on 3 [REDACTED] includes [REDACTED], an [REDACTED] of [REDACTED] future focus. How to create an E-portfolio video: [go here](#). **Deadline W11 Friday****

Week 11 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Reading: [redacted] (Exam practice)	Listening: [redacted] (Exam practice).	Grammar: [redacted]	E-Portfolio: Final E-Portfolio presentation practice* Present in groups: peer-reviewed	Workshop: Critical thinking [redacted] (create an artefact and share on ELE or Padlet)
1:30	Writing: Summary of [redacted] (Exam Practice)	Workshop: [redacted] seminar preparation* Peer feedback sheets	Plagiarism: Plagiarism lesson	Workshop: E-Portfolio presentation video creation* [E-Portfolio deadline [redacted]].	Workshop: Course Revision
Project	Academic skills: <ul style="list-style-type: none"> Assessment deadline ([redacted]). Marking projects ([redacted]). 				Marking: [redacted] * Marking: E-portfolio criteria
<ul style="list-style-type: none"> Summative [redacted] preparation: Hand out [redacted] reading text A on Friday W11 					

Additional notes:

- Tuesday workshop: [redacted] for their seminar. [redacted] of 4-5. Students use [redacted] to assess their ability in the seminar. Teacher offers advice only (no criteria sheets).
- Thursday e-portfolio presentation is the final practice of portfolio. [redacted] The presentation must include a [redacted] of their development and future focus. The final [redacted] will be a video uploaded to ELE.
- Thursday workshop: Students can help each other in the [redacted]
- Friday workshop: [redacted] to create an artefact on the key CT concepts.
- [redacted]: Course revision is a group quiz. Teacher creates [redacted] learnt.
- Teacher marking: Friday [redacted] the e-portfolio videos. Use the e-portfolio criteria sheet: [go here](#)
- [redacted] **W11 Monday 09:00.**
- E-Portfolio deadline W11 Thursday [redacted]**
- W12 [redacted]: Give out Monday's reading text ([redacted]) for weekend preparation.**

Teacher project marking:

- W11 Monday [redacted] assessment marking [redacted] **assessment is W11 Thursday 17.00**].
- [redacted] marking [**marking [redacted] the e-portfolio [redacted] 17.00**]. Use E-Portfolio marking criteria: [go here](#)

Week 12: SUMMATIVE ASSESSMENT EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Reading Test: [redacted] (Summative Exam*)	Listening Test: [redacted] (Summative Exam*)	Seminar Test: [redacted] (20-minute seminar) (Summative Exam*) Marking: Seminar criteria	Self-study: Investigate and [redacted] course modules*	Tutorials: [redacted] results and feedback*.
1:30	Writing Test: [redacted] (Summative Exam*) Marking: Writing criteria	Self-study: [redacted] seminar preparation*	Seminar Test: [redacted] (20-minute seminar). (Summative Exam*) Marking: Seminar criteria	Self-study: Investigate and [redacted] course modules* Marking: Deadline for all [redacted]	Tutorials: [redacted] results and feedback*
Project	Assessment feedback tutorials ([redacted])*				

***Additional notes:**

- W12 summative assessment (summative exam): Follow the instructions [redacted] and listening tests for exams.
- Tuesday [redacted]: Students [redacted] to prepare for the seminar. **Students are only given the video link / MP4 and their notes from the listening test NOT the [redacted]. They [redacted] the [redacted].**
- Wednesday's seminar: Follow the instructions in the seminar speaking [redacted] seminar criteria: [go here](#)
- Thursday [redacted]: Students can [redacted] and modules.
- Friday tutorials: Students are given their final exam results & feedback before [redacted] student is [redacted] on their results and feedback.
- W12 project tutorials: Each student is given a 10-minute [redacted] their project result [redacted].

Teacher marking:

- W11-12 e-portfolio marking.
- [redacted]
- Tuesday. Mark listening tests.
- [redacted]
- Thursday. Mark writing tests.
- **Marking deadline for all assessments** [redacted]