



# AE Academic English UK

## 6-week Syllabus

EXAMPLE



## Academic Syllabus

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

3 hours a day + project.

### Week 1 Introduction

Week 1 includes the basics of getting organised, language revision, and an introduction to academic English.

### Weeks 1-5 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 1-5 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 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 3-6 Topic-based Lessons

From week 3, the reading, listening, speaking and writing become topic based. E.g., W3 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 Tutorials and Assessment

This week has 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: [here](#)

### Additional notes

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

## Syllabus (6 Week) EXAMPLE

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

Week 1 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	<b>Introduction:</b> Week 1 introduction (Getting organised)  <b>Grammar:</b> Language Revision	<b>Vocabulary:</b> Academic style 1	<b>Writing:</b> Introduction to summary writing*	<b>Critical thinking:</b> Critical thinking dictogloss  <b>Listening:</b> Blooms taxonomy	<b>Reading:</b> Reading Strategies 2
1:30	<b>Reading:</b> Universities.	<b>Listening:</b> Listening note-taking 1	<b>Writing:</b> Error correction code and practice  <b>Speaking:</b> Academic speaking tests 1-2.	<b>Writing skills:</b> Definitions	<b>Reflection:</b> Introduction to E-Portfolio*  <b>Study skills:</b> Self-assessment questionnaires
Project	<b>Academic skills:</b> <ul style="list-style-type: none"> <li>Credible sources &amp; evaluating sources</li> <li>Introduction to the library &amp; research skills*</li> </ul>				

**\*Additional notes:**

- Wednesday 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.
- There is no specific lesson for the project class on library and research skills, so it is suggested to follow your institution's library guide.

Week 2 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	<b>Grammar:</b> [REDACTED]	<b>Vocabulary:</b> Intro to AWL	<b>Writing:</b> [REDACTED]	<b>Critical thinking:</b> An introduction to critical thinking	<b>Reading:</b> [REDACTED]
1:30	<b>Reading:</b> [REDACTED]	<b>Listening:</b> [REDACTED]	<b>Speaking:</b> Academic speaking tests 3-5	<b>Writing skills:</b> [REDACTED]	<b>Reflection:</b> E-Portfolio*  <b>Study skills:</b> Listening & writing websites
Project	<b>Academic skills:</b> <ul style="list-style-type: none"> <li>Harvard or APA referencing &amp; [REDACTED]</li> <li>[REDACTED]</li> </ul>				

**\*Additional notes:**

- Wednesday writing: There are [REDACTED] (general, business or STEM): [Go here.](#)
- Friday reflection: [REDACTED] work on one piece of e-portfolio [REDACTED]

Week 3 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	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: <ul style="list-style-type: none"> <li>[REDACTED]</li> <li>Synthesis &amp; reporting verbs</li> </ul>				PM marking: Summary marking

**\*Additional notes:**

- [REDACTED], listening, speaking and writing become topic based. E.g., W3 globalisation. Monday's reading + Tuesday's listening texts are used for the Wednesday's speaking seminar and [REDACTED]. Feel free to [REDACTED] from W3-5: [reading tests](#).
- [REDACTED] speaking uses the globalisation questions to run the seminar.
- Friday summary writing: Students [REDACTED] of the reading and [REDACTED] the [REDACTED] as a guide: [Globalisation writing summary](#)
- W3-5 Friday afternoons should be allocated for marking the written task. [REDACTED]. Use the [correction code](#) (7-10 correction code [REDACTED] & one 'to improve' comments).
- [REDACTED] on three pieces of evidence. **Deadline Monday mornings.**

Week 4 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Grammar: [REDACTED]	Vocabulary: AWL word formation	Writing: [REDACTED]	Critical thinking: Analysis & evaluation	Writing: [REDACTED]
1:30	Reading: [REDACTED]	Listening: [REDACTED]	Seminar: [REDACTED] (preparation + seminar)	Writing: [REDACTED]	Speaking: Introductions to presentations.  E-Portfolio cont.*
Project	Academic skills: <ul style="list-style-type: none"> <li>Introductions (+ thesis statements)</li> <li>[REDACTED]</li> </ul>				PM marking: [REDACTED]

**\*Additional notes:**

- Friday [REDACTED]: Students write a [REDACTED] and listening texts.
- [REDACTED] presentations: Students work on their video e-portfolio presentation. 10-12 minutes [REDACTED]. The presentation [REDACTED] of their [REDACTED].
- How to create an E-portfolio video: [go here](#). **Deadline W5 Friday.**
- [REDACTED]: Give out Monday's reading text ([REDACTED]) for weekend [REDACTED].

Week 5 EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Reading: [redacted] (Exam practice*)	Listening: [redacted] (Exam practice*)	Writing: [redacted]	Critical thinking: [redacted]	Writing: [redacted] reading (Monday) and listening (Tuesday) texts*
1:30	Writing: Summary of [redacted] (Exam Practice*)	Seminar: [redacted] (Exam practice*)  [30 minutes preparation and seminar: Peer- feedback]	Writing: Common errors in writing (Errors taken from students' work)	E-Portfolio: Final presentation practice* Present in groups: peer-feedback  <b>E-Portfolio deadline:</b> [redacted]	Study skills: Teamwork
Project	Academic skills: <ul style="list-style-type: none"> <li>Assessment deadline ([redacted])</li> <li>Marking projects ([redacted])*</li> </ul>				PM marking: [redacted] marking*

**\*Additional notes:**

- Tuesday's seminar: Students have 30 minutes to prepare for their [redacted] seminars in [redacted] feedback sheets to assess their ability in the seminar. Teacher offers advice only (no criteria sheets).
- The seminar: Follow [redacted]. Students work [redacted] provide a set of questions. Students discuss for 25-30 minutes (approx. 5 mins per person). Students summarise the key [redacted] their [redacted] Students [redacted] criteria: [go here.](#)
- Wednesday writing: Take a selection of sentence errors from the students' work over [redacted] week [redacted] work through the [redacted]
- Thursday e-portfolio presentation is the final practice. Suggest 10-12 minutes on 3 ALGs. The presentation must include a [redacted] focus. The final [redacted] be a video uploaded to ELE.
- Friday [redacted] writing: Students write a [redacted] of the reading text.
- Project deadline W5 Monday 9.00.**
- E-Portfolio deadline W5 [redacted]**
- W6 [redacted]: Give out Monday's reading text ([redacted]) for weekend preparation.**

**Teacher marking:**

- W5 Monday to Thursday [redacted] [marking deadline for the [redacted] is W5 [redacted]].
- W5-6 e-portfolio marking [marking [redacted] assessment is [redacted]]. Use the [E-Portfolio marking criteria](#)

Week 6: SUMMATIVE ASSESSMENT EXAMPLE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	<b>Reading Test:</b> [redacted] (Summative Exam*)	<b>Listening Test:</b> [redacted] (Summative Exam*)	<b>Seminar Test:</b> [redacted] (20-minute seminar) (Summative Exam*)  <b>Marking:</b> Seminar criteria	<b>Self-study:</b> Investigate and [redacted] course modules*	<b>Tutorials:</b> [redacted] results and feedback*
1:30	<b>Writing Test:</b> [redacted] (Summative Exam*)  <b>Marking:</b> Writing criteria	<b>Self-study:</b> [redacted] seminar preparation*	<b>Seminar Test:</b> [redacted] (20-minute seminar) (Summative Exam*)  <b>Marking:</b> Seminar criteria	<b>Self-study:</b> Investigate and [redacted] course modules*  <b>Marking:</b> Deadline for all marking [redacted]	<b>Tutorials:</b> [redacted] results and feedback*
Project	Assessment feedback tutorials ([redacted])*				

**\*Additional notes:**

- W6 summative assessment: Follow the instructions on the reading, summary and listening tests for exams.
- Tuesday self-[redacted] the second lesson to prepare [redacted] **only given the video link / MP4 and their notes** [redacted] **NOT the listening test questions.** [redacted] **prepare for Wednesday's seminar.**
- Wednesday's seminars: Follow [redacted] in the [redacted] (see [redacted] seminar criteria: [go here](#))
- Thursday self-study lesson: Students work can [redacted] and modules.
- Friday tutorials: [redacted] results & feedback before the start of class. Each student is [redacted] minute individual tutorial that focuses [redacted].
- W6 project tutorials: Each [redacted]-minute individual tutorial that [redacted] and feedback.

**Teacher marking:**

- W5-6 weekend e-portfolio marking.
- [redacted]
- Tuesday. Mark listening tests.
- [redacted]
- Thursday. Mark writing tests.
- **Marking deadline for all assessments** [redacted]