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| **Week** | **Objectives** | **Expected Outcomes** | **Pre-session activities/materials (on Moodle)** | **Session 1: Lecture content** | **Session 2: Seminar content** | **Session 3: Workshop content** | **Post-session activities (on Moodle)** | **Sources** |
| **1** | Course introduction, Introduction to EAP, understanding academic sources, basic research skills | Students will be familiar with the course and expectations, understand the basics of academic sources and ~~research~~ | Introduction to the course and EAP, input materials on academic sources ~~and research skills~~ | Course overview, introduction to EAP, types of academic sources, and basic research skills | Discussion on challenges in EAP, sharing experiences with academic sources  **How academic work looks different (inc. credibility through use of source material)** | Research skills practice, evaluating sources | **Two texts to read and answer questions on? 1 academic text (extract from a chapter) and one extract from a student text?** |  |
| **2** | Academic writing basics, essay structure, SPSE format, Harvard Referencing Style | Students will understand the basics of academic writing, essay structures, and the Harvard Referencing Style | Input on academic writing, essay structure, SPSE format, and Harvard Referencing Style | Lecture on academic writing, essay structure, SPSE format, and introduction to Harvard Referencing Style | Analyzing example essays, discussing common mistakes, and referencing practice | Workshop on creating essay outlines and practicing referencing |  |  |
| **3** | Introduction to academic vocabulary, grammar structures for academic writing (passive voice, nominalization) | Students will be able to use academic vocabulary and grammar structures in their writing | Academic vocabulary exercises, input on passive voice and nominalization | Lecture on academic vocabulary, passive voice, and nominalization | Group discussion on using academic vocabulary, practice exercises for passive voice and nominalization | Writing practice incorporating academic vocabulary and grammar structures |  |  |
| **4** | Critical reading skills, paraphrasing, and summarizing | Students will be able to critically read, paraphrase, and summarize academic texts | Input on critical reading, paraphrasing, and summarizing, practice exercises | Lecture on critical reading skills, paraphrasing, and summarizing techniques | Analyzing academic texts, practicing paraphrasing and summarizing | Workshop on applying critical reading, paraphrasing, and summarizing skills in academic writing | **Posting ideas on forum? Responses to a text?** |  |
| **5** | Academic listening and note-taking skills | Students will be able to effectively listen to academic lectures and take notes | Input on academic listening and note-taking strategies | Lecture on listening strategies and effective note-taking techniques | Group discussion and practice on listening to academic lectures, taking notes | Workshop on practicing listening and note-taking during a sample lecture | **Respond to a series of short lecture extracts?** |  |
| **6** | Developing arguments and counterarguments | Students will be able to construct well-reasoned arguments and counterarguments in their writing | Readings on argumentation, logical fallacies, and counterarguments | Lecture on developing arguments, counterarguments, and avoiding logical fallacies | Analyzing example arguments, discussing common mistakes, and developing counterarguments | Workshop on creating well-reasoned arguments and counterarguments |  |  |
| **7** | Group work and collaboration skills | Students will be able to effectively work in groups and collaborate on academic projects | Readings and videos on group work, collaboration, and conflict resolution | Lecture on group work dynamics, collaboration strategies, and conflict resolution | Group discussions on experiences with group work, sharing strategies for effective collaboration | Workshop on group project planning and organization, practicing collaboration | **Some online tasks where they have to collaborate?** |  |
| **8** | Presentation skills and academic speaking | Students will be able to deliver effective academic presentations and participate in academic discussions | Videos and readings on presentation skills, academic speaking, and Q&A techniques | Lecture on presentation skills, academic speaking, and handling Q&A sessions | Analyzing example presentations, discussing effective speaking techniques | Workshop on preparing and delivering short presentations, practicing Q&A handling | **Mini practice presentation online? (they won’t do it)** |  |
| **9** | Research skills and critical evaluation of sources | Students will be able to conduct research and critically evaluate sources for credibility and relevance | Readings and videos on research skills, critical evaluation, and source credibility | Lecture on research methods, evaluating sources, and ensuring credibility | Group discussions on assessing credibility, analyzing example sources | Workshop on researching and evaluating sources for essay topics |  |  |
| **10** | Integrating sources and synthesizing information | Students will be able to integrate sources and synthesize information in their writing | Readings on integrating sources, paraphrasing, summarizing, and synthesizing information | Lecture on integrating sources, paraphrasing, summarizing, and synthesizing information | Analyzing examples of successful source integration and synthesis | Workshop on integrating sources into essay drafts, practicing paraphrasing and summarizing | **Improve a paragraph?** |  |
| **11** | Finalizing essays and preparing for group presentations | Students will be able to finalize their essays and prepare for their group presentations | Resources on finalizing essays and presentation preparation tips | Lecture on finalizing essays, polishing presentations, and handling nerves | Group discussions on presentation preparation, sharing strategies for success | Workshop on rehearsing group presentations, receiving feedback |  |  |
| **12** | Group presentations | Students will deliver their group presentations | Presentation preparation tips and resources, reviewing feedback from rehearsals | - | - | Group presentations, feedback, and Q&A sessions |  |  |
| **13** | Submitting summative essays | Students will submit their final essays | Final essay checklist and submission guidelines | - | - | - |  |  |

**Other suggested topics:**

* **Language for trends.**
* **Language for speculations and future predictions.**
* **Hedging.**
* **Language for compromising and coming to agreement (could be in the groupwork week)**
* **Cause and effect; comparison**
* **Recognising examples and evidence and texts and analysing the language used.**
* **Describing visuals orally and in writing.**
* **Evaluation / analysis – this is a big one for students and something they rarely do, being able to evaluate e.g. suggestions from source material (e.g. “this may have drawbacks however due to…..”)**