English for Academic Purposes Course Design and Syllabus

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Course Description

This hypothetical EAP, Level 3 course is designed for an eight-week term, meeting two hours per week in 16, one-hour classroom sessions.

Target Student Population

The ten adult students enrolled in this post-secondary, academic English course share common goals. They are motivated to improve their English language skills for success in college coursework and professional careers. Many are preparing for high-stakes university entrance exams. The students speak several native languages and demonstrate a variety of L2 proficiencies and deficiencies in reading, writing, listening, and speaking skills. All have completed at least a secondary education in their native language but bring to the course widely varied EFL backgrounds. Based on a diagnostic language proficiency evaluation administered by the university, the students have been placed in a low-intermediate or Level 3 (of 6) course.

Course Goal

The goal of this course is to measurably build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

Course Learning Objectives

Listening

At the completion of the course, students will be able to:

- 1. Use academic listening strategies; including prediction, identification of main ideas and specific details, and note-taking.
- 2. Respond appropriately to spoken instructions.
- 3. Recognize formal and informal spoken English.
- 4. Identify phonetic differences in spoken American English.

Speaking

At the completion of the course, students will be able to:

- 1. Speak with appropriate accuracy and fluency using basic and moderately complex sentence structures.
- 2. Verbally connect ideas in paragraph-like discourse.
- 3. Use appropriate verbal intonation and rhythm.
- 4. Engage in verbal role playing in formal and informal situations.
- 5. Express advice and personal opinions with supporting information.
- 6. Paraphrase stories and information.
- 7. Make formal and informal oral presentations.

Reading

At the completion of the course, students will be able to:

- 1. Read and comprehend authentic English language publications relating to university life; including print and online newspapers, brochures, course catalogues, campus maps, and internet-based communication platforms.
- 2. Demonstrate a working knowledge of appropriate reading and pre-reading strategies; including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details.
- 3. Use strategies to ascertain meaning from unfamiliar vocabulary encountered in context.
- 4. Increase reading rate.
- 5. Understand a writer's purpose.

Writing and Grammar

At the completion of the course, students will be able to:

- 1. Demonstrate an at-level understanding and application of grammar rules; including the appropriate use of verb tenses, subject-verb agreement, modals, personal pronouns, and articles.
- 2. Use adverbs and adjective clauses.

- 3. Use comparative and superlative forms.
- 4. Use gerund and infinitive phrases.
- 5. Apply capitalization and comma use rules.
- 6. Compose simple, complex, compound, and compound-complex sentences.
- 7. Use structural conventions of written English to compose paragraphs and essays.
- 8. Practice peer editing, self-editing, and revising skills.

Across Multiple Language Domains

At the completion of the course, students will be able to:

- 1. Acquire and use new academic vocabulary.
- 2. Demonstrate at-level understanding of grammar in speaking and writing.
- 3. Understand inconsistencies between pronunciation and spelling.
- 4. Accurately compose moderately complex sentences with basic transitions to connect ideas in spoken and written discourse.
- 5. Identify written and spoken language patterns; including sequential events, cause and effect, compare and contrast, and problem/solution narratives.

Textbook

Wisniewska, I., Riggenbach, H., & Samuda, V. (2007). *Grammar dimensions 2: Form, meaning, and use.* (4th ed.). Boston, MA: Heinle Cengage Learning.

Note: Students use the textbook to complete eleven grammar assignments outside of class. To be completed prior to each classroom session, these homework assignments are selected to synchronize with and support subsequent in-class discussions and activities. The course will follow generally the textbook's chronological sequence but may deviate from the unit order or skip units altogether. For additional practice and to reinforce students' grammar competency, selected textbook-based exercises and activities are adapted for use in some classroom lessons.

All other classroom materials are selected from authentic and topical resources that are relevant and representative of students' actual encounters in their academic university and/or professional workplace experiences.

Texts include print and online versions of newspapers, brochures, course catalogues, campus maps, internet-based communication platforms, etc.

Grading

Students' grades are determined in the following manner:

Homework assignments 25%

In-class assignments 20%

In-class participation/attendance 15%

Midterm exam 20%

Final exam (non-comprehensive) 20%

English for Academic Purposes Course Schedule

Schedule of Classes		
DAY	TOPIC(S)	LANGUAGE FUNCTION(S)
Day 1	 Introductions. Course description and expectations. Journal set-up. Evaluations. Homework assignment – Units 1-5 selected reading and exercises. 	 ✓ Listening for information and asking for clarification. ✓ Students demonstrate listening, speaking, reading, writing and grammar proficiencies to establish individual base-line needs assessments.
Day 2	 Class discussion: Students' expectations of the course and their English language learning goals. Introduce classroom guidelines for pair and small group work. "Future Plans and Intentions" – Unit 3 Focus 4. Journal entries. Homework assignment – Units 6-9 selected reading and exercises. Schedule individual student conferences to review needs assessment evaluations. 	 ✓ Reading and writing focus. ✓ Grammar practice from Units 1-5: Verb tenses - Simple present; Present progressive; Talking about the future; Asking questions; Modals of probability and possibility. ✓ In pairs, students practice speaking, listening and writing notes of their discussions.
Day 3	 "Looking for Somewhere to Live" – Unit 9 Opening task. New vocabulary development – interactive game activity. Informal oral presentations. 	 ✓ Listening and speaking focus. ✓ Grammar practice from Units 6-9: Past progressive forms and simple past with time clauses; Similarities and differences; Comparatives and

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Day 4*	Homework assignment – Units 13-15 selected reading and exercises. "Discovering Campus Life in	superlatives; Measure words, quantifiers, and degree complements. ✓ Use new vocabulary in context through listening, speaking, reading and writing. ✓ In pairs, students practice speaking and listening skills to describe and predict similarities and differences. ✓ Students share comparisons verbally with class. ✓ Reading and writing focus.
Buy 1	the News" New vocabulary development - interactive cloze activity. Written annotation and summarization. Homework assignment– Unit 10 selected reading and exercises.	✓ Grammar practice from Units 13-15: Present perfect with <i>since</i> and for; Present perfect and simple past; Present perfect progressive. ✓ Use new vocabulary in context through listening, speaking, reading and writing. *For a detailed lesson plan for Day 4, please see Sample Lesson Plan 1 – "Discovering Campus Life" on pages 8-19 of this document.
Day 5*	"Giving Advice and Expressing Opinion" – Unit 10 Journal entries. Homework assignment – Units 11- 12 selected reading and exercises.	 ✓ Grammar focus. ✓ Grammar practice from Unit 10: Should, Ought to, Need to, Must, Had Better, Could, and Might. ✓ Listening, speaking and writing practice. *For a detailed lesson plan for Day 5, please see Sample Lesson Plan 2 – "Giving Advice and Expressing Opinions" on pages 20-25 of this document.
Day 6*	 "Express Yourself" Peer-to-peer opinion expression dialogues. Homework assignment – Midterm review worksheet. 	✓ Listen and speaking focus. ✓ Grammar practice from Units 10-12: Giving advice and expressing opinions; Modals of necessity and prohibition; Expressing likes and dislikes. *For a detailed lesson plan for Day 6, please see Sample Lesson Plan 3 – "Express Yourself" on pages 26-38 of this document.
Day 7	Midterm exam preparation activity – review classroom and homework content through Day 6.	✓ Practice listening, speaking, reading, and note taking skills during exam review.
Day 8	Midterm examHomework assignment – Units	 ✓ Multi-dimensional assessment of listening, speaking, reading, writing,

	16-17 selected reading and exercises.	and grammar skills.
Day 9	 "At the University Registrar's Office" adapted from Unit 16 Opening task. Peer-to-peer dialogues. New vocabulary development – interactive crossword activity. Homework assignment – Units 18-19 selected reading and exercises. 	 ✓ Listening and speaking focus. ✓ Grammar practice from Units 16-17 – Making offers with would you like; Requests and permission. ✓ Use new vocabulary in context through listening, speaking, reading and writing.
Day 10	 "Famous People Then and Now" Unit 18, Opening task. Descriptive essays. New vocabulary development – interactive game activity Homework assignment – Unit 20-21 selected reading and exercises. 	 ✓ Reading, writing, speaking focus. ✓ Grammar practice from Units 18-19 – Used to with Still and Anymore; Past perfect. ✓ Use new vocabulary in context through listening, speaking, reading and writing.
Day 11	 "Navigating through Campus by Map" Adapted from Unit 21 Opening task. Oral presentations. New vocabulary development – interactive cloze activity. Homework assignment Units 22-23 selected reading and exercises. 	 ✓ Listening and speaking focus. ✓ Grammar practice from Units 20-21 – The, A/An, Some and No article; Articles with names of places. ✓ Use new vocabulary in context through listening, speaking, reading and writing.
Day 12	 "School Routines" Unit 23 Opening task. New vocabulary development – interactive game activity. Oral presentations. Homework assignment – Unit 24 selected reading and exercises. 	 ✓ Listening and speaking focus. ✓ Grammar practice from Units 22-23 – The passive; Phrasal verbs. ✓ Use new vocabulary in context through listening, speaking, reading and writing.
Day 13	 "Personal Relationships – Who Do They Love?" Unit 24 Opening task. Grammar use exercise. New vocabulary development – interactive crossword activity. Homework assignment – Unit 25 selected reading and exercises. 	 ✓ Grammar focus. ✓ Grammar practice from Unit 24 - Adjective clauses and participles as adjectives. ✓ Use new vocabulary in context through listening, speaking, reading and writing.

Day 14	 "Imaginary Situations" Unit 25 Opening task. Narrative essays. New vocabulary development interactive game activity. Homework assignment – Final exam review worksheet. 	 ✓ Reading and writing focus. ✓ Grammar practice from Unit 25 – Adjective clauses and participles as adjectives. ✓ Use new vocabulary in context through listening, speaking, reading and writing.
Day 15	Final exam preparation activity - review classroom and homework content from Day 8 through Day 14.	✓ Practice listening, speaking, reading, and note taking skills during exam review.
Day 16	Final exam	 Multi-dimensional assessment of listening, speaking, reading, and writing and grammar skills.

Sample Lesson Plan 1, Day 4

"Discovering Campus Life in the News"

Lesson Overview

During this one-hour English language reading lesson students will be working on reading, writing, and discussion activities as a whole class, independently, and in pairs. Students will use a variety of articles self-selected from the current edition of the university's student newspaper. The lesson features three connected segments. Initially students discover new vocabulary. Next, students use the new vocabulary and their prior knowledge to collaborate on reading strategies. Finally, students demonstrate new knowledge and skills through writing and speaking activities.

Strategically, this lesson may be most helpful to students during the early weeks of the course. Academically, the reading and writing strategies practiced in this lesson will support progressively more challenging work later in the syllabus. Socially, the ability to access the university community through its student publications is most valuable when practiced early in students' university experience.

Preceding this lesson, students have learned basic composition and reading comprehension skills working with leveled, authentic texts. They understand basic English sentence structure. They have practiced scanning for textual evidence and annotating texts in earlier lessons. Throughout the course, they have been building a useful academic lexicon. Following this lesson, students will encounter progressively more challenging reading,

writing, listening, and speaking lessons using electronic university publications and other authentic texts.

Resources Used

The instructional methods and materials for this lesson are original and authentic. Their selection and composition were inspired by communicative language teaching concepts.

Lesson Objectives

Students will be able to:

- Participate productively in student pairs and whole-class communicative activities.
- Apply reading strategies and summarization skills, expressed both verbally and in writing.
- Extract meaning and information from a student-oriented newspaper by understanding the role of standard formatting features.
- Demonstrate their knowledge and understanding of new words and their meanings by using new vocabulary in the context of the lesson's reading and writing tasks.

These lesson objectives are aligned with the course's overall goal – to build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

Materials & Equipment

The teacher will provide copies of the current edition of the university student newspaper for each student to use in class. In addition to the newspapers, students use a teacher-prepared organizer.

• Hand-out 1 – A graphic organizer to support students' reading comprehension and composition.

Teacher-prepared slides or overhead display documents:

- Slide 1 Today's classroom agenda
- Slide 2 "Team Up Part 1" Instructions and cloze sentences
- Slide 3 vocabulary words with simple definitions/synonyms
- Slide 4 cloze sentences with highlighted solutions.
- Slide 5 graphic organizer with highlighted entries

Equipment includes a display that can be clearly seen by the whole class. This could be a blackboard, whiteboard, projector, etc.

Procedures - "Discovering Campus Life in the News"

Time	Tasks/Activiti	Materials	Procedures	Justification
	es			
5 min.	Facilitated class discussion: Greetings and introduction	Attendance list Lesson	1. Exchange friendly verbal greetings with each student as they enter the classroom.	Establishes rapport, students produce L2.
	to the content and context of the lesson.	Outline	2. Preview the day's lesson outline: display and read aloud.	2. Helps students focus on planned activities and expectations. L2 listening and reading practice.
			3. Teacher asks for questions.	Check for understanding.
			4. Teacher asks and students discuss, "What's happening on campus today? "Have you seen today's Shorthorn newspaper?"	4. Students produce L2 to informally express ideas and information. Stimulates prior knowledge. Creates interest in current events.
			5. Teacher asks and students discuss, "How have you been getting information about things going on around campus?"	5. Segues into reading lesson using student newspaper. Assesses students' familiarity with the genre.
Part 1	Discovering meaning in new vocabulary.			
5 min.	Whole class activity: Students scan for textual information, learning new vocabulary.	Current student newspaper for each student.	1. Hand out newspapers and retain a copy for demonstration. Write the first new vocabulary word on the board and pronounce the word-headline. Demonstrate scanning the newspaper to find and point to a	1. Demonstration helps students interpret instructions and improves their success.

			2.	headline example. Say, "This is a headline." Ask students' to open their newspapers and point to any headline and say, "This is a headline." Continue introducing 5	2.	Students respond to verbal instructions with a physical response. Students become comfortable with the medium and familiar with its graphic elements. Students practice speaking.
				new vocabulary words in this manner.	3.	This low-stress activity helps students learn meaning by finding real examples. Also seeing, hearing, and speaking the words in context supports retention.
min.	"Team Up Part 1" Student pairs activity: Students collaborate, using know- ledge of word meanings to place words in sentence	Slide 2 – Cloze sentences with activity instructions . Five sentence	2.	Organize the class into student pairings. Teacher displays Slide 2 and five cloze sentence strips. Calls on first student pair to come forward and select any sentence strip.		Pair work facilitates communication and peer-to-peer learning. Student pairs collaborate on their choice and may feel more comfortable coming forward with a partner.
	context.	strips with cloze sentences pre-written on them.	3.	Repeat procedure with each student pair.		3.Student pairs collaborate on their choice of cloze sentence strips.
		Slide 3 – Vocabulary word list with simple definitions	4.	Display Slide 3. Vocabulary words with definitions. (For more challenge, add 2-4 decoy words to the vocabulary list.)	4	l.Display helps students visualize words and meanings.

		and synonyms and instructions . Slide 4 – Cloze sentences with highlighted solutions.	5.6.7.8.	Students communicate with partners to agree on a solution to their chosen cloze sentence problem. Call on each student pair to approach the board again to display and read aloud their solution to the class. Class members vote "agree" or "disagree" on the student pairs' solutions. After student pairs complete the task, teacher displays cloze sentence solutions. (Slide 4) Teacher asks for questions. Allows time for review and class discussion.	6. 7.	i.Communicative, task-based activity helps student comprehend meaning and retain knowledge. Class engagement is enhanced by assessing peers' work and voting on the solutions. Students self-assess their work. Check for comprehension and review as needed.
Part 2	Reading for comprehension					
5 min.	Student pair's activity: Students practice pre-reading skills.	Current student newspaper for each student. Handout 1 – graphic organizer	1.	Teacher assigns one newspaper page per student pair, hands out organizer, and reads instructions aloud.	1.	Assigning one page per student pair allows self-selection but limits choices and uses less time. Students read and listen to instructions for better understanding.
			2.	Using a copy of the Summary Organizer and	2.	Demonstration helps students

	Slide 5 –		the university newspaper,		improve their
	sample		the teacher models the		success through
	graphic		activity by demonstrating		observation.
	organizer		the following steps:		
	with		Step 1 – Select a		
	highlighted		newspaper page.		
	entries.		Step 2 – Select a news		
			article on that page.		
			Step 3 - Write the article's		
			headline in the space		
			provided on the organizer.		
			Step 4 – Continue by identifying and writing the		
			most important words of		
			the headline in the spaces		
			provided.		
		3.	Student pairs collaborate		
			to scan their assigned page	3.	Communicative task
			and select one article of	٥.	requires
			mutual interest.		collaborative
					decision-making.
		4.	Students read, then write,		
			their article's headline in		
			the space provided on the	4.	Focuses students'
			organizer.		attention on the headline which
					provides clues to the
					article's content.
		5.	Student pairs collaborate		
			to identify and transcribe	5.	Analysis of
			key words in headline. Students write key words	_	headline's meaning
			in spaces provided.		and identification of
			in spaces provided.		key words helps
					students
					predict/infer main
					idea and improve comprehension
					while reading
					article.
10 Inde	pendent Current	1.	Students silently read their	1.	Timed reading

min.	timed reading: Students practice annotation skills.	student newspaper for each student. Handout 1 – graphic organizer. Slide 5 – sample graphic organizer with highlighted entries.	 Teacher models the next activity using the newspaper article modeled earlier and the sample Summary Organizer: Step 1 – Identify and copy or paraphrase three important details; writing in the spaces provided. Students identify and paraphrase (or copy) important details from the article into the spaces 	Demonstration helps students improve their success through observation. Annotation during-reading helps students comprehend main idea and details.
Part 3	Synthesizing & summarizing			
10 min.	Student pairs activity: Students first collaborate on an article's meaning and then independently compose a written summary.	Current student newspaper for each student. Handout 1 – graphic organizer.	their organizers and compare and discuss the important details they each identified from their shared article.	Through sharing their findings with partners, students may discover details that they missed. Comparing details reveals meaning. With their own Summary Organizers in hand, students
		Slide 5 –	their original owners.	independently compose a summary

		graphic organizer with highlighted entries.	3.	Students synthesize information from the headline and important details to compose a brief summary statement.	3.	on their own graphic organizer. Synthesis helps students extract meaning and condense the article. Uses higher-order thinking.
			<mark>4.</mark> 5.	Teacher models writing a brief summary statement of the sample article in the space provided on the Summary Organizer. Students write their summary statements in the space provided in the organizer.	4 .	Demonstration helps students see the completion of the summarization exercise. Students practice composition skills.
min. act Stu alo sur cor Cla me list gue art sul	hole class tivity: udents read oud their mmary mpositions. ass embers ten and tess which ticle is the bject of the mmary.	Current student newspaper for each student. Hand-out 1 - graphic organizer. Slide 3 - graphic organizer with highlighted entries.	 2. 3. 	Teacher models activity: Step 1 – Read aloud the teacher-composed summary statement. Step 2 – Show the class which article the teacher summarized by scanning the newspaper's headlines to find a matching meaning. Students, in turn, read their summary statements to the whole class. For each student- composed summary, class members are asked to guess which article is being summarized by scanning headlines for matching meaning. (Students scan all eight pages of the newspaper for meaningful matches.) Students are called on to	 2. 3. 	Demonstration shows students the interactive progression of the activity by providing an example of the meaningful relationship between an article's headline and its contents. Students practice speaking skills. Peers listen to and respond orally to peers' spoken summary statements.

	respond verbally.		
		4.	Students practice
		4.	Students practice speaking skills.

Assessment and Grading Criteria

Students' success during this class period is measured both formally and informally. Students' listening and reading comprehension abilities and speaking fluency are evaluated throughout the lesson as the teacher monitors class discussions, pair interactions, and students' responses to statements by the teacher and peers. Skills practiced and evaluated include scanning text for relevant information, reading and understanding context clues, and making inferences. Ultimately, students will be successful when they effectively share and compare their findings and written compositions verbally with their peers. By frequently giving students opportunities to ask clarifying questions, the teacher is able to continually check for understanding.

The students' success in the vocabulary discovery activity in Part 1 is determined by the students' ability to follow verbal instructions and correctly identify the newspapers' features. Also in Part 1, students' ability to work collaboratively is assessed according to their successful completion of the cloze activity.

In Part 2, students must communicate with each other to complete the pre-reading task. The students' ability to collaboratively analyze and select an article, make inferences, and draw conclusions from the text is revealed by the students' successful completion of the graphic organizer.

In Part 3, a formal evaluation of the students' summary compositions is accomplished by means of a simple rubric that measures student performance in criteria such as fluent paraphrasing of an article's main idea and important details. Productive speaking and active listening are also evaluated in the final whole-class activity. Additionally, when students listen to and evaluate their peers' summaries, they self-evaluate their own work.

Handout 1
Nama
Name Date
Summary Organizer
, , ,
Copy the headline here.
Write the most important words in the headline here.
•
•
TRADE papers with your partner.



Write a short summary* of the article here:	
*Remember to include the main idea and important detail	s!
scoring Kubric	

Summarization Writing Assignment – Newspaper Article

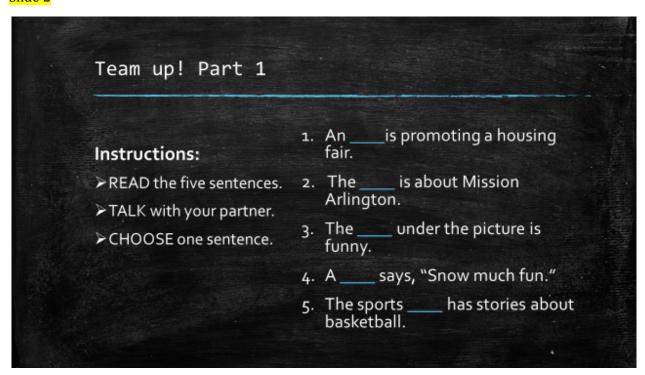
Rating scale: 4 – Excellent 3 – Very good 2 – Satisfactory 1 – Needs more work

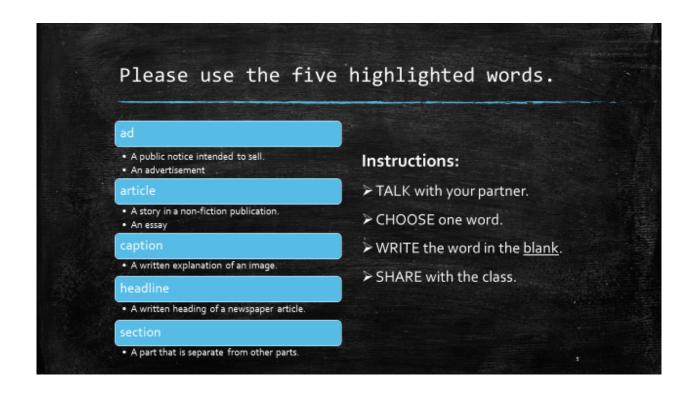
Rating criteria	4	3	2	1
Organizational structure is logical, focused, and concise.				
Student's ideas are fully developed and elaborated; paraphrasing the article's main idea and important details.				
Appropriate word choice conveys the student's intended meaning.				
Appropriate use of grammar.				

Slide 1

Today's lesson includes: 1. What's up at UTA? 2. The Shorthorn 3. Team up! Part 1 4. Team up! Part 2 5. Read about it! 6. Tell about it!

Slide 2





Slide 4



Copy the headline here.	etivity
	U
Write the most important words in the headline her	ere.
upgrade improves	wireless (1)
Write the important details in the article here.	
Students have problems connecting to the internet.	· · · · · · · · · · · · · · · · · · ·
 _Campus value capacity upgraded to allow uninfinited us _UTA officials are paying for new routers. 	415
Trade papers with your partner.	
Compare your important details with your partner.	
	U .
Write a short summary of the article here.	
Wi-Fr upgrades on campus, are helping students stay conne officials, will also buy and install new routers.	ected. The improvements will allow unlimited connections, UTA