



**Course Syllabus**  
**AEP ENGLISH 6B**  
**Regular Module**  
**(4 Weeks)**

**Faculty Contact and Course Information**

**Professor:** Dr. Katya Pizarro/TBA  
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**Administration:** 754-307-0985  
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**Course Schedule:** This Class meets twice a week, either in person or virtually. You will coordinate with administration additional meeting days and times based on your request and availability. You will both create your Blended Collaborative Agenda to meet the course requirements (Language Lab).  
As a student, you have **4 weeks** to complete this online course. ELA **suggests** to work online at least 14 hours a week or more.

**Course Description**

The design of this course is part of an extensive research to assist students achieve a higher level of proficiency to become effective English speakers. This course offers lessons for students who have reached the advanced level of English proficiency. This course structure teaches the language, skills, and strategies that students need to reach beyond upper-intermediate level and to speak and write in English naturally, effectively, and appropriately.

**General Course Outcomes**

**Students will learn:**

- To understand a wide range of longer and more demanding texts or conversations.
- To express ideas without too much searching.
- To use the language for social, academic or professional situations effectively.
- To create well structured and detailed texts on complex topics understanding almost everything read or heard with ease.
- To summarize information from a variety of sources into a coherent presentation expressing themselves with precise meaning in complex scenarios.

## Course Components:

- Functions/Topics
- Grammar
- Vocabulary
- Conversation Strategies
- Pronunciation
- Listening
- Reading
- Writing
- Vocabulary Notebook
- Free Talk
- Analytical Reading Strategies and Skills

CEFR – Common European Framework of Reference  
ENGLISH 6B

**Upon completion of this course, the student will be able to:**

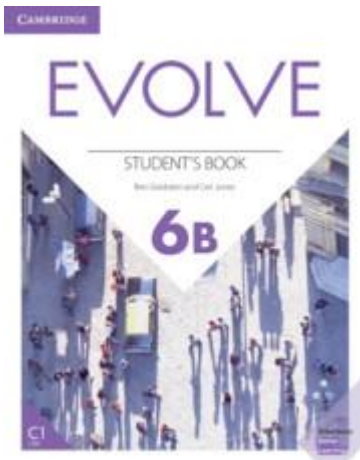
| Skill     | Learners will be able to:  |
|-----------|--|
| Listening | <ul style="list-style-type: none"><li>• understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly;</li><li>• understand television programmes and films without too much effort.</li></ul>  |
| Reading   | <ul style="list-style-type: none"><li>• understand long and complex factual and literary texts, appreciating distinctions of style;</li><li>• understand specialised articles and longer technical instructions, even when they do not relate to their field.</li></ul>  |
| Speaking  | <ul style="list-style-type: none"><li>• express themselves fluently and spontaneously without much obvious searching for expressions;</li><li>• use language flexibly and effectively for social and professional purposes;</li><li>• formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers;</li><li>• present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</li></ul> |
| Writing   | <ul style="list-style-type: none"><li>• express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal style;</li><li>• express themselves in clear, well-structured text, expressing points of view at some length;</li><li>• write detailed expositions of complex subjects in an essay or a report, underlining what they consider to be the salient issues;</li><li>• write different kinds of text in a style appropriate to the reader in mind.</li></ul>               |

|  |  |
|--|--|
| <b>Communicative language competence</b> | <ul style="list-style-type: none"> <li>• select a formulation which expresses what they want to say clearly and in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say;</li> <li>• consistently maintain a high degree of grammatical accuracy; errors are hard to spot and generally corrected when they do occur;</li> <li>• express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language;</li> <li>• recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts;</li> <li>• use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</li> </ul> |
| <b>Communication strategies</b>          | <ul style="list-style-type: none"> <li>• select a suitable phrase from a range of discourse functions in order to get the floor, or gain time and keep the floor whilst thinking;</li> <li>• use contextual, grammatical and lexical cues skilfully to infer attitude, mood and intentions, and anticipate what will come next;</li> <li>• relate their own contribution skilfully to those of other speakers.</li> </ul>  |

## E- Course Materials

- **E-Course Books and Resources (for Online Instruction):**

Author: Ben Goldstein, Ceri Jones Title: EVOLVE 6B Student's Book with Online Course, 2<sup>nd</sup> Edition  
 Publisher: Cambridge University Press



- **English Dictionary:** Oxford American Dictionary for Learners of English (or student's preferred dictionary as long as it is English only)
- E-Book access codes for Evolve Digital Courses are sent with the registration confirmation E-mail and E- Instructions for this E-Course. To start using Evolve Digital, you need to register on the Cambridge One platform. To register, go to:

<https://www.cambridgeone.org> and click on 'Log in' in the top right corner. You can log in with your Facebook or Google account or with your email address and password. Then, you will enter your Online Course Activation code, that way, you will be able to start working on the Evolve platform. You can access this updated platform from any mobile device! Which is great because you will be able to complete all your tasks and assignments at any moment of the day from wherever you are.

## Course Prerequisites

To maximize your chances for success in this course, make sure that you meet the following course prerequisites:

- **Course Prerequisites and Co-requisites:** Through placement by entrance English Assessment and/or Administration recommendation.
- **Computer Knowledge and Skills:**
  - You should be familiar with the following computer skills:
    - **File Management** - You should be familiar with finding and saving files on your computer and/or flash drive.
    - **The Internet** - You should be familiar with connecting to the Internet through an Internet Service Provider or Network Connection.
    - **Web Browser Software** - You should be familiar with using web browser software to navigate the Internet and locate information (Internet Explorer, Mozilla Firefox, Chrome, or Safari).
    - **Email** - You should be familiar with sending and receiving email messages.
    - **Attachments** - You should be familiar with sending email messages with attached files.
    - **Google Docs or Word Processing** - You should be familiar with creating, editing, saving, and printing documents using Microsoft Word.

## Course Policy

- **Syllabus:**
  - Your syllabus is a legal binding contract between you and your instructor. The syllabus and course calendar is flexible and subject to change according to the needs and dynamics of the e-class. The purpose of the course outline is to give you an idea how to handle your e-grammar/composition course. You will need to sign a syllabus agreement after reading and understanding the course syllabus terms, policies, and expectations.
  - The instructor reserves the right to make changes to this syllabus. In the event that changes become necessary, students will be notified through **ELA e-mail/ personal E-mail**.
- **Student Attendance:**
  - You are expected to be on time for each in person or synchronous meeting. Your instructor's time and yours are valuable. You need to notify at least 24 hours before class for your absence. There will be a class cancelation penalty if you don't.
- **Student Participation:**
  - Regular, active, and meaningful participation in all virtual class meetings is a critically important component of this course and is essential to your success. It's your chance to clarify lessons and expand your learning. You take control over your learning!!
  - It is very important for you to actively perform in this class. *You should remain an active learner in this class and always communicate extenuating circumstances. Ongoing communication with the instructor is critical to your course success. Completion of tests, assignments, and other class activities are used as indicators of your participation in order to satisfy this reporting requirement.* Program your agenda to complete this course in **4 weeks!**
  - It is recommended that you check your ELA email or the course's online page several times during the week to check for updates. Frequency and quality of participation will affect your academic performance.

## Computer Requirements – Useful Instructional Support Links

This course requires the use of computers/tablets out of class. As a result, you must have reliable access to a computer outside of class to complete your coursework, which includes access to Google Docs and using Google Chrome Extensions.

If you are experiencing difficulty logging in ELA’s site or Pearson/ MyEnglishLab, you must notify the instructor immediately.

- **ELA Online– Logging In:**
  - **Note:** You are responsible for your username and password for ELA Online at all times. Do not forget this important information.
  - Your username is your ELA email address, and your password is your date of birth in the following format: MMYYYY (e.g. April, 1984 = 041984).

- **ELA’s Tech Resources:**

<http://site-2466225-6911-7600.mystrikingly.com/>

[https://docs.google.com/document/d/1mi3XoPUEXVKJytVtMBzFM6gBApLSmZ\\_xrU4X5e5Aku0/edit?ts=5f19a795](https://docs.google.com/document/d/1mi3XoPUEXVKJytVtMBzFM6gBApLSmZ_xrU4X5e5Aku0/edit?ts=5f19a795)

## Online Lessons- Cambridge LMS – Learning Management System – VIEWPOINT 2

- **Mandatory Tutorials:**
  - Watch ELA’S introduction videos to your E-Language Course. It’s in your first Module.
  - Cambridge University Press – Cambridge One System– Student Help & Training

Getting to know the Cambridge One system:

<https://www.youtube.com/watch?v=4sx2ZCwBTf0>

- Successful completion of the AEP ENGLISH 6A is defined as the completion of the following by **WEEK 4:**

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**EVOLVE’S E-Course Components 2 for AEP ENGLISH 6B:**

1. **Functions/ Topics**
2. **Grammar**
3. **Vocabulary**
4. **Conversation Strategies**
5. **Pronunciation**
6. **Listening**
7. **Reading**
8. **Writing**
9. **Vocabulary Notebook**
10. **Free talk**

- E-Text
- Unit 7 Roots
- Unit 8 Short
- Unit 9: Health vs. modern life
- Unit 10: Reinvention
- Unit 11: True colors
- Unit 12: Things change
- E-Workbook
- Games
- Reviews
- Video Activities
- Tests

**NOTE: The completion of this English course also requires Attendance to your in person or synchronous meetings.**

|                                       | Learning objectives  | Grammar   | Vocabulary   | Pronunciation  |
|---------------------------------------|--|---|--|--|
| Unit 7<br>Roots                       | <ul style="list-style-type: none"> <li>■ Discuss the growing interest in DNA testing and genealogy</li> <li>■ Talk about celebrations in your family and community</li> <li>■ Share a story about visiting a place with special significance</li> <li>■ Summarize information about a topic</li> <li>■ Present a plan to promote a cultural celebration</li> </ul> | <ul style="list-style-type: none"> <li>■ Negative and limiting adverbials</li> <li>■ Fronting adverbials</li> </ul> | <ul style="list-style-type: none"> <li>■ Talking about ancestry</li> <li>■ Talking about customs and traditions</li> </ul>         | <ul style="list-style-type: none"> <li>■ Listening for missing /t/ and /d/ sounds</li> <li>■ Saying diphthongs</li> </ul>                    |
| Unit 8<br>Short                       | <ul style="list-style-type: none"> <li>■ Discuss distractions and attention spans</li> <li>■ Talk about instincts and gut reactions</li> <li>■ Describe the best features and selling points of apps</li> <li>■ Write presentation slides</li> <li>■ Pitch a company, an idea, or a product to investors</li> </ul>  | <ul style="list-style-type: none"> <li>■ Phrases with <i>get</i></li> <li>■ Phrases with <i>as</i></li> </ul>       | <ul style="list-style-type: none"> <li>■ Talking about attention and distraction</li> <li>■ Expressions with <i>get</i></li> </ul> | <ul style="list-style-type: none"> <li>■ Listening for long word groups</li> <li>■ Saying primary and secondary word stress</li> </ul>       |
| Unit 9<br>Health vs. modern life      | <ul style="list-style-type: none"> <li>■ Discuss the effects of a sedentary lifestyle</li> <li>■ Suggest ways to establish good sleep habits</li> <li>■ Ask and deflect probing questions</li> <li>■ Write about a clean-water initiative and how it works</li> <li>■ Present and explain choices that you have made for other people</li> </ul>                   | <ul style="list-style-type: none"> <li>■ Referencing</li> <li>■ Continuous infinitives</li> </ul>                   | <ul style="list-style-type: none"> <li>■ Discussing health issues</li> <li>■ Discussing (lack of) sleep</li> </ul>                 | <ul style="list-style-type: none"> <li>■ Listening for stressed and unstressed grammar words</li> <li>■ Saying consonant clusters</li> </ul> |
| <b>Review 3 (Review of Units 7–9)</b> |  |   |  |  |

|  |  |  |  |   |
|--|--|--|--|---|
| Unit 10<br>Reinvention   | <ul style="list-style-type: none"> <li>■ Talk about future food options and how likely they are</li> <li>■ Discuss new ways to use natural energy sources</li> <li>■ Discuss the advantages of rethinking daily habits</li> <li>■ Write a summary of a discussion about the new economy</li> <li>■ Present and evaluate an idea for reinventing pet ownership</li> </ul> | <ul style="list-style-type: none"> <li>■ Simple past for unreal situations</li> <li>■ /t/ constructions</li> </ul> | <ul style="list-style-type: none"> <li>■ Discussing global food issues</li> <li>■ Discussing global energy issues</li> </ul> | <ul style="list-style-type: none"> <li>■ Listening for sound changes in connected speech</li> <li>■ Saying the /ŋ/ sound</li> </ul> |
| Unit 11<br>True colors   | <ul style="list-style-type: none"> <li>■ Discuss the importance of color for businesses</li> <li>■ Talk about color expressions and their meaning</li> <li>■ Respond to questions in different ways</li> <li>■ Write a short opinion essay</li> <li>■ Create a flag for a specific group</li> </ul>  | <ul style="list-style-type: none"> <li>■ Subject-verb agreement</li> <li>■ Articles</li> </ul>                     | <ul style="list-style-type: none"> <li>■ Describing color associations</li> <li>■ Color expressions</li> </ul>               | <ul style="list-style-type: none"> <li>■ Listening for uncertainty</li> <li>■ Saying vowels before consonants</li> </ul>            |
| Unit 12<br>Things change   | <ul style="list-style-type: none"> <li>■ Answer job interview questions about change</li> <li>■ Talk about places that have changed drastically</li> <li>■ Tell a story that you heard from someone else</li> <li>■ Write a review of a movie or book</li> <li>■ Create a structured story from pictures</li> </ul>  | <ul style="list-style-type: none"> <li>■ The present subjunctive</li> <li>■ Perfect infinitive</li> </ul>          | <ul style="list-style-type: none"> <li>■ Talking about change</li> <li>■ Describing change</li> </ul>                        | <ul style="list-style-type: none"> <li>■ Listening for sound changes in colloquial speech</li> <li>■ Reading aloud</li> </ul>       |
| Review 4 (Review of Units 10–12)   |  |  |  |   |
| Grammar charts and practice pages 129–140 Vocabulary exercises pages 141–152 |  |  |  |   |

## Grading and Completion Policy

The following information details the grading and examination policies. This information is subject to change at the professor's discretion.

- **Late Submissions/Make-up Tests Policy**
  - You have exactly **4 weeks** to complete **ALL the course components** including Post Tests. The system will grant LATE Submission based on a tentative weekly schedule, but it only serves as a student support to finish the course **ON TIME!**
- **Viewing Your Grades:**
  - Grades will always be posted on the course's GradeBook based on your progress.
  - Grades for tests and assignments will be posted in a timely manner. Instant Feedback!
- **How Your Grade Will Be Determined:**

| Assignments, Lessons, Practices and Tests  | Total Points; % of Final Grade | Grading Scale |           |
|--|--------------------------------|---------------|-----------|
| Online Unit Assessments  | 25%                            | Grade = A     | (90-100%) |
|  |                                |               |           |
| English Online Class & Writing Practice & Activities & Review<br>Online Lessons & Practice | 70%                            | Grade = B     | (80-89%)  |



|  |             |           |                 |
|--|-------------|-----------|-----------------|
| Participation –<br><b>Synchronous Sessions</b> | 5%          |           |                 |
|  |             | Grade = C | (70-79%)        |
|  |             | Grade = D | (60-69%)        |
|  |             | Grade = F | (59% and below) |
| <b>Total : Final Grade</b>                     | <b>100%</b> |           |                 |

## Communication Policy

- **ELA Email:**
  - Use email to keep up communication with your Instructor and institution.
  - Check ELA’s website & Academic Platform for Updates.
- **Faculty Response Policy:**
  - Course emails will be answered within 48 hours. Emails sent on Saturday or Sunday may not be answered until Monday. If you need info related to a test or assignment, plan ahead and submit your questions well ahead of the due date (Week 4). Your instructor is *not* available 24 hours per day, so please allow time for response.

## Academic Honesty and Other Course Policies and Procedures

- **Academic Honesty:**
  - Elite Language Academy (ELA) expects its students to be honest in all of their course work and activities. Breaches of academic honesty include cheating, plagiarism, and misrepresentation, bribery, and the unauthorized possession of examinations, papers or other class materials that have not been formally released by instructors. A student’s academic work must be the result of his or her own thought, research or self-expression
  - Cheating includes, but is not limited to: copying the work of another person ([plagiarism](#)) or permitting your work to be copied by another person, discussing test answers or questions with people who have not completed the test, distributing assignment materials to other students, possessing course materials that have not been formally released to students in the course, and collaborating on the completion of assignments not specifically designated in the syllabus as being group projects.
  - Cheating will be considered a breach of ELA’s Code of Conduct Policy: Breaches of Elite Language Academy’s policy on academic honesty may result in academic penalties and/or disciplinary action. AT the discretion of the instructor, academic penalties may include, but are not limited to, a failing grade for a particular assignment (0 points; 0%) to a failing grade for the course, depending on the activity.
- **Critical Event Procedure:**
  - If there is major event that might impact class schedules, the instructor will post an announcement indicating what changes, if any, the event will have on the course schedule and due dates.
- **Copyright:**



- The materials used on this course Web site may be protected by copyright and are only for the use of students enrolled in this course for the purposes associated with this course and may not be retained or further disseminated.

## Student Success Tips

In order to be successful in this course, you need to be organized and manage your time well so that you can complete all assignments, lessons, practices, and assessments **on time**. You will need to devote at least 14 hours per week to complete the learning activities required in this course. Make sure that you do not allow yourself to procrastinate, and that you communicate with the instructor or your classmates, via ELA Online/ email, if you have any questions on any course materials or need assistance completing any assignments.

- Practice, practice, practice! – Watch all e-classes and virtual meetings to complete all required assignments. You have control over your learning. You can redo all the academic work, as many times you need!
- Self-monitor – Listen to yourself when you speak. Also, edit and revise your writing during and after you’ve finished. Check for errors and make corrections. Go over the instant feedback!
- Ask for correction – If you’re not sure about something, please ask the professor. Never be defensive or embarrassed about making mistakes. Complete your Writing I online lab for extra support.
- Write down new words – In your I-pad/I-Phone/notebook, you should have a section for new vocabulary terms (or a separate e-notebook/hard copy note pad just for vocabulary). When you encounter a new word, write it down. Practice spelling by writing/by typing each new word five times.
- Join the community – Language is not learned exclusively in a classroom. You must use the language outside of the classroom, either formally or informally. Have fun! Enjoy the learning process! Join a community organization, a study group, or find a job where you have to use English. This step is critical; you will not succeed without it!

| Week 1 |  |                     |               |
|--------|--|---------------------|---------------|
| Dates  | EVOLVE 6   | PRACTICE            | CAMBRIDGE ONE |
| MM/DD  | Introduction to the course<br><br>Unit 7 – Roots | Unit 7              | Unit 7        |
| MM/DD  | Orientation VIDEOS<br>Unit 7                     | E-Workbook – Unit 7 | Unit 7        |

| Week 2 |                |          |               |
|--------|----------------|----------|---------------|
| Dates  | EVOLVE 6       | PRACTICE | CAMBRIDGE ONE |
|        | Unit 8 – Short |          | Unit 8 –      |

|              |                 |                     |                 |
|--------------|-----------------|---------------------|-----------------|
| <b>MM/DD</b> |                 | E-Workbook – Unit 8 |                 |
| <b>MM/DD</b> | <b>Unit 8 -</b> | E-Workbook – Unit 8 | <b>Unit 8 -</b> |

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| <b>Week 3</b> |  |                     |                      |
|---------------|--|---------------------|----------------------|
| <b>Dates</b>  | <b>EVOLVE 6</b>                        | <b>PRACTICE</b>     | <b>CAMBRIDGE ONE</b> |
| <b>MM/DD</b>  | <b>Unit 9</b> – Health vs. modern life | E-Workbook - Unit 9 | <b>Unit 9:</b>       |
| <b>MM/DD</b>  | <b>Unit 9 -</b>                        | E-Workbook - Unit 9 | <b>Unit 9 -</b>      |

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| <b>Week 4</b> |   |                       |                      |
|---------------|---|-----------------------|----------------------|
| <b>Dates</b>  | <b>EVOLVE 6</b>   | <b>PRACTICE</b>       | <b>CAMBRIDGE ONE</b> |
| <b>MM/DD</b>  | Focus on MyEnglishLab Practice – Lessons<br>Unit 10 – Reinvention | Class practice        | <b>Unit 10 -</b>     |
| <b>MM/DD</b>  | Focus on Online lessons and practices.<br>Unit 10- Reinvention    | MyEnglishLab practice | <b>Unit 10 -</b>     |

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| <b>WEEK 5</b> |                      |                      |                      |
|---------------|----------------------|----------------------|----------------------|
| <b>Dates</b>  | <b>EVOLVE 6</b>      | <b>PRACTICE</b>      | <b>CAMBRIDGE ONE</b> |
| <b>MM/DD</b>  | Unit 10- Reinvention | Unit 9               | <b>Unit 10 -</b>     |
| <b>MM/DD</b>  | Unit 10              | Mastering Techniques | <b>Unit 10-</b>      |

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| <b>Week 6</b> |                      |                 |                      |
|---------------|----------------------|-----------------|----------------------|
| <b>Dates</b>  | <b>EVOLVE 6</b>      | <b>PRACTICE</b> | <b>CAMBRIDGE ONE</b> |
| <b>MM/DD</b>  | Unit 11- True colors | Class practice  | <b>Unit 11 -</b>     |

| <b>WEEK 7</b> |                             |                 |  |
|---------------|-----------------------------|-----------------|--|
| <b>Dates</b>  | <b>EVOLVE 6</b>             | <b>PRACTICE</b> | <b>CAMBRIDGE ONE</b>                             |
| <b>MM/DD</b>  | <b>Unit 11-</b> True colors | E-Workbook      | <b>Unit 12 -</b>                                 |
| <b>MM/DD</b>  | Unit 12- Things change      | E-Workbook -    | Speaking Practice -<br>(Instructor's discretion) |

| <b>Week 7</b> |                           |                     |                      |
|---------------|---------------------------|---------------------|----------------------|
| <b>Dates</b>  | <b>EVOLVE 6</b>           | <b>PRACTICE</b>     | <b>CAMBRIDGE ONE</b> |
| <b>MM/DD</b>  | Class practice            | E-Workbook - Unit 6 | <b>Unit 12 -</b>     |
| <b>MM/DD</b>  | Focus Speaking Strategies | Unit 11             | <b>Unit 12 -</b>     |

| <b>Week 8</b> |  |                      |   |
|---------------|--|----------------------|---|
| <b>Dates</b>  | <b>EVOLVE 6</b>  | <b>PRACTICE</b>      | <b>CAMBRIDGE ONE</b>  |
| <b>MM/DD</b>  | Catch-up/Review Lessons<br><b>Last Unit Achievement Test</b> | Final class practice | Language Skills Final Practice<br>- (Instructor's discretion) |

|              |  |  |  |
|--------------|--|--|--|
|              |  |  |  |
| <b>MM/DD</b> | <b>END OF COURSE</b><br><b>COMPLETE END OF COURSE</b><br><b>SURVEY!!</b> |  |  |

Please sign this form and e-mail it to the professor by the end of the first week of your course.

**Syllabus Receipt**  
**2023 - 2024 Academic Year**

I, \_\_\_\_\_ have received, read, and understood the Syllabus and lab assignment sheet for AEP ENGLISH 6B. I also agree to abide by the rules and assignments in the syllabus.

NAME \_\_\_\_\_  
Print name clearly

SIGNATURE  
\_\_\_\_\_

DATE \_\_\_\_ / \_\_\_\_ / \_\_\_\_