

Course Syllabus
AEP ENGLISH IV
Intensive Module
(8 Weeks)

Faculty Contact and Course Information

Professor: Dr. Katya Pizarro/TBA
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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 **8 weeks** to complete this online course. ELA **suggests** to work online at least 14 hours a week or more.

Course Description

This course is the fourth level of innovative teaching and learning series. It is designed for intermediate students and expands on the concepts established in ENGLISH III. This course presents the vocabulary, grammar, and functions students encounter most often in real life. At the same time, it develops dialogue strategies that students need for effective conversations, such as how to summarize topics people say and how to sound more assertive. The design of this course offers an attractive, contemporary e-design including colorful illustrations that highlight interactive tasks and activities. This course will allow students feel confident in their skills to express clearly and effectively.

General Course Outcomes

- **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 IV

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

| Skill | The learner will be able to: |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking | <p>connect phrases in a simple way in order to describe experiences, events, dreams, hopes, and ambitions.</p> <p>briefly give reasons and explanations for opinions and plans.</p> <p>narrate a story or relate the plot of a book or film and describe his/her reactions.</p> <p>deal with most situations likely to arise while traveling in an area where the language is spoken.</p> <p>enter into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).</p> |
| Writing | <p>write simple, connected text on topics that are familiar or of personal interest.</p> <p>write personal letters describing experiences and impressions.</p> |
| Listening | <p>understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest, when the delivery is relatively slow and clear.</p> |
| Reading | <p>understand texts that consist mainly of high-frequency, everyday, or job-related language.</p> <p>understand descriptions of events, feelings, and wishes in personal letters.</p> |

Speaking

- Describing experience
- Making a case
- Addressing audiences
- Conversation
- Informal discussion
- Goal-oriented cooperation
- Information exchange
- Interviewing and being interviewed
- Monitoring and repair
- Taking the floor (turn-taking)
- Cooperating

Writing

- Overall written production
- Creative writing
- Writing reports and essays
- Overall written interaction
- Correspondence
- Notes, messages, and forms

Listening

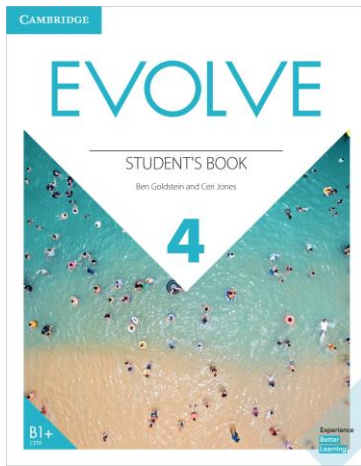
- Overall listening comprehension
- Understanding conversation between native speakers
- Listening to audio media and recordings

Reading

- Overall reading comprehension
- Reading for information and argument
- Identifying cues and inferring

E- Course Materials

- **E-Course Books and Resources (for Online Instruction):**
Author: Ben Goldstein, Ceri Jones Title: EVOLVE 4 Student's Book with Online Course, 2nd 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 **8 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 and your password will be given to you upon registration.
- **ELA's Tech Resources:**

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

https://docs.google.com/document/d/1mi3XoPUExVKJytVtMBzFM6gBApLSmZ_xrU4X5e5Aku0/edit?ts=5f19a795

- **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 IV is defined as the completion of the following by **WEEK 8:**

EVOLVE 'S E-Course Components level 4 for AEP ENGLISH IV:

- 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 1 And we're off
- Unit 2 The future of food
- Unit 3 What's it worth?
- Unit 4 Going global
- Unit 5 True stories
- Unit 6 Community action
- Unit 7 Can we talk?
- Unit 8 Lifestyles
- Unit 9: Yes, you can!
- Unit 10: What if...?
- Unit 11: Contrasts
- Unit 12: Looking back
- 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 1 And we're off! | <ul style="list-style-type: none"> ■ Talk about personal achievements ■ Discuss good employee qualities ■ Make and respond to introductions ■ Write a comment on a blog post ■ Practice a job interview | <ul style="list-style-type: none"> ■ Tense review (simple and continuous) ■ Dynamic and stative verbs | <ul style="list-style-type: none"> ■ Describing accomplishments ■ Describing key qualities | <ul style="list-style-type: none"> ■ Saying the letter y |
| Unit 2 The future of food | <ul style="list-style-type: none"> ■ Talk about trends ■ Talk about preparing food ■ Make offers in social situations ■ Write the results of a survey ■ Create a plan to improve a restaurant | <ul style="list-style-type: none"> ■ Real conditionals ■ Clauses with <i>after, until, when</i> | <ul style="list-style-type: none"> ■ Describing trends ■ Preparing food | <ul style="list-style-type: none"> ■ Saying the vowel sounds /aɪ/, /i/, and /eɪ/ ■ Listening for deleted /t/ sounds |
| Unit 3 What's it worth? | <ul style="list-style-type: none"> ■ Discuss time and money ■ Discuss the value of things ■ Apologize for damage or loss ■ Write a product review ■ Respond to a negative review | <ul style="list-style-type: none"> ■ <i>too</i> and <i>enough</i> ■ Modifying comparisons | <ul style="list-style-type: none"> ■ Talking about time and money ■ Talking about prices and value | <ul style="list-style-type: none"> ■ Saying /s/ at the beginning of a word |
| Review 1 (Review of Units 1–3) | | | | |
| Unit 4 Going global | <ul style="list-style-type: none"> ■ Speculate about a picture ■ Talk about viral stories ■ Exchange and discuss opinions ■ Write a response to a post ■ Design an ad for a product | <ul style="list-style-type: none"> ■ Modals of speculation ■ Subject and object relative clauses | <ul style="list-style-type: none"> ■ Talking about advertising ■ Talking about people in the media | <ul style="list-style-type: none"> ■ Saying the vowel sounds /ɔ/ and /ɑ/ ■ Listening for topic organization |
| Unit 5 True stories | <ul style="list-style-type: none"> ■ Discuss different types of stories ■ Talk about changes to plans ■ React to bad news ■ Write a formal apology ■ Piece together a full story | <ul style="list-style-type: none"> ■ Past perfect ■ <i>was/were going to; was/were supposed to</i> | <ul style="list-style-type: none"> ■ Describing stories ■ Making and breaking plans | <ul style="list-style-type: none"> ■ Saying consonants at the end of a word |
| Unit 6 Community action | <ul style="list-style-type: none"> ■ Discuss charity and volunteer work ■ Discuss acts of kindness ■ Offer help with something ■ Write a report about a community project ■ Design a community project | <ul style="list-style-type: none"> ■ Present and past passive ■ Passive with modals | <ul style="list-style-type: none"> ■ Discussing good works ■ Describing good deeds | <ul style="list-style-type: none"> ■ Saying /b/ or /v/ in the middle of a word ■ Listening for /j/ between words |
| Review 2 (Review of Units 4–6) | | | | |

| | Learning objectives | Grammar | Vocabulary | Pronunciation |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Unit 7 Can we talk? | <ul style="list-style-type: none"> Discuss messaging apps Discuss written vs. spoken communication Recount conversations and stories Write an email in formal and informal register Conduct a survey | <ul style="list-style-type: none"> Reported statements Reported questions | <ul style="list-style-type: none"> Describing communication Communicating online | <ul style="list-style-type: none"> Saying /s/ or /z/ at the end of a word |
| Unit 8 Lifestyles | <ul style="list-style-type: none"> Talk about different work lifestyles Talk about wishes and regrets Talk through options to reach a decision Write a comment about a podcast Plan a digital detox weekend | <ul style="list-style-type: none"> Present unreal conditionals <i>I wish</i> | <ul style="list-style-type: none"> Describing jobs Talking about work/life balance | <ul style="list-style-type: none"> Saying the vowel sounds /ɜ/ and /ʊ/ Listening for emphasis |
| Unit 9 Yes, you can! | <ul style="list-style-type: none"> Talk about rules and regulations Discuss rules and regulations in the past Make generalizations Write a letter of complaint Discuss improvements to your town | <ul style="list-style-type: none"> Prohibition, permission, obligation (present) Prohibition, permission, obligation (past) | <ul style="list-style-type: none"> Talking about places Talking about rules | <ul style="list-style-type: none"> Saying /d/ at the beginning of a word |
| Review 3 (Review of Units 7–9) | | | | |
| Unit 10 What if ... ? | <ul style="list-style-type: none"> Speculate about events in the past Talk about alternatives and possibilities Keep your listener engaged Write comments in an online discussion Debate the most influential discovery or invention in history | <ul style="list-style-type: none"> Past unreal conditionals Modals of past probability | <ul style="list-style-type: none"> Talking about discoveries Discussing right and wrong | <ul style="list-style-type: none"> Saying long and short vowel sounds Listening for weak words |
| Unit 11 Contrasts | <ul style="list-style-type: none"> Discuss college life Discuss scientific facts Discuss alternatives and give recommendations Write a comment presenting an argument Present a proposal to solve a problem | <ul style="list-style-type: none"> Gerund and infinitive after <i>forget, remember, stop</i> Causative verbs <i>help, let, make</i> | <ul style="list-style-type: none"> Talking about college education Talking about science | <ul style="list-style-type: none"> Stressing long words |
| Unit 12 Looking back | <ul style="list-style-type: none"> Describe a special photo and the story behind it Discuss childhood memories Recall and share past experiences Write a summary and response about pets Recall and discuss a national moment | <ul style="list-style-type: none"> Adding emphasis Substitution and referencing | <ul style="list-style-type: none"> Talking about the senses Describing memories | <ul style="list-style-type: none"> Saying consonant clusters Listening for transitions |
| 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 **8 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 Online Lessons & Practice | 70% | Grade = B | (80-89%) |
| | | | |
| Participation – Synchronous Sessions | 5% | | |
| | | Grade = C | (70-79%) |
| | | Grade = D | (60-69%) |
| | | Grade = F | (59% and below) |
| Total : Final Grade | 100% | | |

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 8). 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 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Introduction to the course Unit 1 – And we're off | Unit 1 | Unit 1 |
| MM/DD | Orientation VIDEOS Unit 1 | E-Workbook – Unit 1 | Unit 1 |

| Week 2 | | | |
|--------|------------------------------------|---------------------|-----------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 2 – The future of food | E-Workbook – Unit 2 | Unit 2 – |
| MM/DD | Unit 2 - | E-Workbook – Unit 2 | Unit 2 - |

| Week 3 | | | |
|--------|----------------------------------|------------------------|-----------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 3 – What's it worth? | E-Workbook - Unit 2 | Unit 3: |
| MM/DD | Unit 3 - | E-Workbook - Chapter 2 | Unit 3 - |

| Week 4 | | | |
|--------|----------|----------|---------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |

| | | | |
|--------------|-------------------------------------------------------------------|--------|-----------------|
| MM/DD | Focus on MyEnglishLab Practice – Lessons Unit 4 – Going global | Unit 4 | Unit 4 - |
| MM/DD | Focus on Online lessons and practices. Unit 4- Going global | Unit 4 | Unit 4 - |

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| WEEK 5 | | | |
|---------------|----------------------|----------------------|----------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 5- True stories | Unit 5 | Unit 5 - |
| MM/DD | Unit 5 | Mastering Techniques | Unit 5- |

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| Week 6 | | | |
|---------------|--------------------------|-----------------|----------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 6- Community action | Class practice | Unit 6 - |

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| WEEK 7 | | | |
|---------------|---------------------------------|---------------------|--------------------------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 6- Community action | E-Workbook – Unit 6 | Unit 6 - |
| MM/DD | Unit 7- Can we talk? | E-Workbook – Unit 7 | Speaking Practice - (Instructor’s discretion) |

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| Week 8 | | | |
|---------------|---------------------------|---------------------|----------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 8- Lifestyles | E-Workbook – Unit 8 | Unit 8 – |
| MM/DD | Focus Speaking Strategies | Unit 8 | Unit 9 – |

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| WEEK 9 | | | |
|---------------|-------------------------------|----------------------|--------------------------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 9 – Yes, you can! | E- Workbook - Unit 9 | Speaking Practice - (Instructor’s discretion) |

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| WEEK 10 | | | |
|----------------|------------------------------|----------------------|---------------------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 10 – What if...? | E-Workbook - Unit 10 | Unit 10 |
| MM/DD | Unit 11 – Contrasts | E-Workbook - Unit 11 | Focus on Listening & Speaking Unit 11 |

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| Week 11 | | | |
|----------------|---------------------------------------------|---------------------------------------|----------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 11- Contrasts Unit 12- Looking back | E-Workbook- Count & Noncount Nouns | Focus on Listening & Speaking |

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| Choose an item. | | | |
|-----------------|------------------------|----------------------|---------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Unit 12 – Looking back | E-Workbook – Unit 11 | Unit 12 |

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| Choose an item. | | | |
|-----------------|--------------------------------------------|------------------------|----------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Final TouchStone's Assignments & Practices | Cambridge LMS Catch-Up | Catch Up Units |

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| Week 12 | | | |
|---------|--------------------------------------------|-----------------------|---------------------------------------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Final TouchStone's Assignments & Practices | MyEnglishLab practice | Listening/Speaking Final Practice - (Instructor's discretion) |

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| Choose an item. | | | |
|-----------------|----------------------------------------------------------------|----------------------|------------------------------------------------------------|
| Dates | EVOLVE 4 | PRACTICE | CAMBRIDGE ONE |
| MM/DD | Catch-up/Review Lessons Last Unit Achievement Test | Final class practice | Language Skills Final Practice - (Instructor's discretion) |
| MM/DD | END OF COURSE COMPLETE END OF COURSE SURVEY!! | | |

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

