



EXAM PREPARATION OUTREACH PROGRAM

Academic English 2 Course Syllabus

(Course Period: Mar 10, 2014 – Aug 10, 2014)

Course Overview

Academic English 2 (AE2) is the second of two courses in the Academic English Series, and is designed to provide students' with an introduction to academic English skills that will be necessary for university study and a career in development. Students who are successful in AE2 will become familiar with academic writing, improve their listening skills related to academic lectures, and increase their ability to comprehend technical writing and reading. AE2 mainly focuses on improving students': grammatical accuracy, written fluency, and reading and listening comprehension. It is additionally designed to introduce the basis of TOEFL ITP test strategies and format.

Course Goals

The goal of AE2 is to provide students who have solid communicative competency in English, but lack the exposure to academic content, structure and lexis, the ability to increase their skills in these areas. Students who complete all the assignments for this course should be able to increase their TOEFL ITP score by at least 30 pts.

Course Books

1. EPOP Student Handbook
2. Inside Reading 3
3. EPOP Grammar Bank AE2
4. Academic Listening Encounters: Life in Society
5. Introduction to Academic Writing
6. Longman Introductory Course for the TOEFL Test
7. Audio CD package for listening

Learning Environment

Academic English 2 is designed as a self-study online course. Students in select locations may have access to a face-to-face teacher or online tutor to help facilitate the learning process.

Students will have access to the course site at <http://portal.epopasia.org> with an assigned username and password. Participants will receive their username and password one week before the course starts in order to have time to become familiar with the online portal.

Students will want to check the online portal and their email every few days. As this course emphasizes individual learning and online participation, using the internet will be very important.

EPOP will prepare all necessary textbooks, which students can purchase before the course begins. Weekly assignments, links to answer sheets, quizzes, assignments, forums, and additional resources will be provided on the online portal.

Course Requirements and Grading

EPOP has multiple online assessment tools to help monitor student progress. All of the quizzes and writing assignments directly relate to your weekly homework. If you get a good score, it means you've been studying hard.

Assessments

Assessment	How many	Total Pts	% of Final Grade	Format
1. Vocabulary Quizzes	10	100	10%	Online
2. Review Quizzes	5	500	50%	Online
3. Forums	4	100	10%	Online
4. Essays	2	200	20%	Online
5. Final Exam	1	100	10%	Online
Total		1000	100%	

**** You will have the opportunity to take two diagnostic tests during your course. You gain 50 extra credit point for each diagnostic test you take.**

Grading Scale

A: 1000-850 points

B: 849-700 points

C: 699-600 points

F: 599 points or less.

600+ = Pass

Technical Requirements

Students should be comfortable with computer and internet use. At a minimum, students should be able to access documents on the internet and download answer sheets for printing or storage.

Students should also be able to use their email effectively (receive and send messages, open messages with attachments). It is recommended to download the Acrobat Reader software as some course documents will be in the Portable Document Format (PDF). Acrobat Reader can be downloaded free of charge at: <http://get.adobe.com/reader/>.

Students will need to be able to access the internet for approximately 2-3 hours per week.

AE2 Course Outline

Task	Time	Learning Objectives (Students should be able to...)
Week 1: Mar 10th – 16th		
Introduction to Academic Writing (p. 94-98)	1.5h	Recall the purpose of a process paragraph; use time order signals; and produce topic sentences for process paragraphs.
EPOP Grammar Bank AE2 (p. 02-05 & p. 85-86)	1h	Formulate and distinguish the formulas/patterns for present perfect continuous vs. simple, and preposition.
Inside Reading 3 (p. 1-16)	2.5h	Explore the vocabulary of architecture; observe and recall the innovations in architecture especially mall construction; and recall the reading strategy “focus” and what to look for when using this strategy.
Academic Listening Encounters: Life in Society (p. 1-16)	2.5h	Recall the differences between nuclear and extended family; Utilize vocabulary related to marriage, family and home life; and, develop a structure for a basic oral presentation.
Vocabulary Quiz 1: Due on Mar 16, 23:30		
Week 2: Mar 17th – 23rd		
Introduction to Academic Writing (p. 99-106)	1.5h	Define the following: clause, complex sentence, and subordinators; Recall the comma rules for complex sentences; and, Identify sentences that break paragraph unity.
EPOP Grammar Bank AE2 (p. 06-09 & p. 87-88)	1h	Define and differentiate between Shall/Will and articles.
Inside Reading 3 (p. 17-32)	2.5h	Recall and use vocabulary regarding urbanization and megacities; to identify and outline main ideas in a passage; and discuss the future of cities.
Academic Listening Encounters: Life in Society (p. 17-30)	2h	Understand and discuss peer-pressure in regards to drug use and clothing choice; identify groups within your own life; define culture shock; and read basic bar charts and diagrams.
Week 3: Mar 24th – 30th		
Introduction to Academic Writing (p. 108-120)	2h	Recall the uses of the comparison and contrast technique; differentiate between block organization and point-by-point organization; and, utilize listed contrast signals.
EPOP Grammar Bank AE2 (p. 10-13 & p. 89-90)	1h	Form sentences using the comparison, conjunctions of contrast.
Inside Reading 3 (p. 33-48)	2.5h	Explain what public art is and how it differs from art in a museum or gallery; skim a reading for main ideas and make predictions; and, discuss the issues associated with public art from community and artist perspectives.
Academic Listening Encounters: Life in Society (p. 31-48)	2h	Explain the difference between gender roles and sex, prepare a brief presentation based on in-book experiment; and, define coeducational and discuss the positive aspects of coeducational vs. single sex educational environments.
Vocabulary Quiz 2 & Forum 1: Due on Mar 30th , 23:30		
Week 4: Mar 31st – Apr 06th		
Introduction to Academic Writing (p. 125-131)	2h	Produce definition paragraphs; distinguish between appositives and adjective clauses; and, identify appositives and correctly use commas with appositives.
EPOP Grammar Bank AE2 (p. 14-17 & p. 91 - 92)	1h	Define and correctly use May and Might.
Inside Reading 3 (p. 49-64)	2h	Define “life expectancy” and “public health”, discuss benefits of immunization and how they affect childhood diseases, and interpret charts, graphs and tables.
Academic Listening Encounters: Life in Society (p. 49-64)	2h	Define “gender gap” and discuss central issues related to gender inequality; contextualize gender issues into their own lives; and, understand how to avoid sexism in language.
Quiz 1: Due on Apr 06th , 23:30		
Holiday Break: Apr 7th - 20th		

Week 5: Apr 21st – 27th		
Introduction to Academic Writing (p. 131-143)-- <i>Omit writing assignment p.143</i>	2h	Restate complex sentences with adjective clauses; produce adjective clauses with subject and object pronouns; and, recall the five object pronouns listed and when they are used.
EPOP Grammar Bank AE2 (p. 18-21 & p.93 - 94)	1h	Recall the definition and usage of relative clauses who/whom/where and other extra information.
Inside Reading 3 (p. 65-80)	2.5h	Comprehend and discuss latest developments in photographic motion studies for a variety of industries; summarize texts and images; and explain "freeze frame".
Academic Listening Encounters: Life in Society (p. 65-80)	2h	Explain what mass media is and list different types of media included in mass media; recall what paraphrasing is and paraphrase brief conversations; and listen for specific information.
Vocabulary Quiz 3: Due on Apr 27th, 23:30		
Week 6: Apr 28th – May 04th		
Introduction to Academic Writing (p. 146-159)	2h	Recall the three parts of an essay; explain the role of the introduction, thesis statement and conclusion, topic sentence and body paragraphs; and produce effective transitions between paragraphs.
EPOP Grammar Bank AE2 (p. 22 – 25 & p. 95 - 96)	1h	Recall how to use all/all of, Most/most of, No/none of of, and boht/neither/ either.
Inside Reading 3 (p. 81-96)	2.5h	Identify and use target vocabulary words; understand and discuss the science behind designing and building amusement park rides; and, draw conclusions from inference.
Academic Listening Encounters: Life in Society (p. 81-96)	2h	Discuss the positive and negative effects of the media's influence on daily lives; record numerical information accurately from a lecture; and, recall issues associated with advertising and privacy.
Essay 1: Due on May 04th, 23:30		
Week 7: May 05th – 11th		
Introduction to Academic Writing (p. 159-167)-- <i>Omit Writing Assignment on p. 166</i>	2h	Produce a clear essay outline; group ideas logically; and, produce a short, well-structured essay summarizing a topic.
EPOP Grammar Bank (p. 26-29 & p. 97 - 98)	1h	Recall how to answer How long have you been..., correctly define and properly use for/since, during and while - When? How long?.
Inside Reading 3 (p. 97-112)	2.5h	Recall target vocabulary words; discuss the research being done to understand how the brain works; and, highlight important parts of texts.
Academic Listening Encounters: Life in Society (p. 97-112)	2h	Define: deviance and crime; recall different types of crime; and, share your opinion on why crimes exist and how to prevent them in the future.
Vocabulary Quiz 4 & Forum 2: Due on May 11th, 23.30		
Week 8: May 12th - 18th		
Introduction to Academic Writing (p. 168-174)	1.5h	Compose a solid introduction paragraph with a clear thesis statement; produce a well-argued five-paragraph essay that expresses and defends an opinion.
EPOP Grammar Bank (p. 30-33 & p.99 - 100)	1h	Classify and clearly differentiate there/it, some/any, every/each.
Inside Reading 3 (p. 113-128)	2.5h	Recall target vocabulary words and increase summarization skills,
Academic Listening Encounters: Life in Society (p. 113-126)	2h	Comprehend topics about different types of crime control and judge how effective they are.
Quiz 2: Due on May 18th, 23:30		

Week 9: May 19th – 25th		
Introduction to Academic Writing (p. 174-178)	1h	Use quotations, statistics, and summaries to support ideas in a paragraph expressing opinion; recall what a “reporting phrase is”; and, correctly punctuate quotations.
EPOP Grammar Bank (p. 34-37 & p. 101 - 102)	1h	Use and define adjectives and adverbs (e.g. quick/quickly...) properly and phrasal verbs.
Inside Reading 3 (p. 129-144)	2.5h	Recall target vocabulary words and increase reading comprehension skills,
Academic Listening Encounters: Life in Society (p. 127-139)	2h	Improve listening comprehension on topics related to the computer and internet,
Vocabulary Quiz 5: Due on May 25th, 23:30		
Week 10: May 26th – Jun 01st		
Introduction to Academic Writing (p. 181-183)	1.5h	Recall the benefits of journal writing; brainstorm topics suitable for journal entries; and, create and write briefly on two of the topics listed in the appendix.
EPOP Grammar Bank (p. 38-41 & p. 103 - 104)	1h	Compare different words for the sentence construction: so and such, enough and too.
Inside Reading 3 (p. 145-160)	2.5h	Recall target vocabulary words and improve reading comprehension Skills.
Academic Listening Encounters: Life in Society (p. 140-155)	2h	Improve listening comprehension on topics related to life in city, country, and suburbs, and adapting to different ways of life.
Midterm Diagnostic Test for Students with Grade of 60% or Higher		
Week 11: Jun 02nd – 08th		
Longman Introductory Course for the TOEFL Test (p. 141-147)	1h	Become familiar with the structure and written expression section of the TOEFL exam by practicing pre-test.
EPOP Grammar Bank (p. 42-45 & p. 105 - 106)	1h	Compare and differentiate between present perfect and past tense, and verb + ing/to.
Longman Introductory Course for the TOEFL Test (p. 151-165)	3h	Restate skills (skill 1-4) to score better on the structure and written expression section of the TOEFL exam.
Vocabulary Quiz 6: Due on Jun 08th, 23:30		
Week 12: Jun 09th – 15th		
EPOP Grammar Bank (p. 46-49 & p. 107 - 108)	1h	Recall and structure the past perfect tense, past perfect continuous tense and have/have got.
Longman Introductory Course for the TOEFL Test (p. 165-183)	4h	Acquire skills (skill 5-10) to score better on the structure and written expression section of the TOEFL exam.
Quiz 3 due on Jun 15th, 23:30		
Week 13: Jun 16th – 22nd		
EPOP Grammar Bank (p. 50-53 & p. 109 - 110)	1.5h	Recognize no/none/any, nothing/nobody, much, many, little, plenty, by & until/by the time.
Longman Introductory Course for the TOEFL Test (p. 184-202)	4h	Acquire more skills (skill 11-18) to score better on the structure and written expression section of the TOEFL exam.
Vocabulary Quiz 7 & Forum 3: Due on Jun 22nd, 23:30		
Week 14: Jun 23rd – 29th		
EPOP Grammar Bank (p. 54-57 & p. 111 - 112)	1.5h	Recap introduction to if I do & if I did, If I knew & I wish I knew, if I had known/I wish I had known.
Longman Introductory Course for the TOEFL Test (p. 202-219)	3.5h	Examine additional skills (skill 20-25) and practice to score better on the structure and written expression section of the TOEFL exam.

Week 15: Jun 30th – Jul 06th		
EPOP Grammar Bank (p. 58-61 & p. 113 - 114)	1.5h	Construct and describe modals: have to/must, should , mustn't/needn't.
Longman Introductory Course for the TOEFL Test (p. 220-226)	1.5h	Practice using learned skills (skill 1-25) on the structure and written expression TOEFL exam post-test.
Longman Introductory Course for the TOEFL Test (p. 233-241)	2h	Familiarize with the format of the reading section of the TOEFL exam.
Vocabulary Quiz 8 & Essay 2: Due on Jul 06th, 23:30		
Week 16: Jul 07th – 13th		
EPOP Grammar Bank (p. 62-65 & p. 115 - 116)	1h	Review on still, yet, already, even and should.
Longman Introductory Course for the TOEFL Test (p. 249-252; 258-277)	4.5h	Acquire new skills (skill 1-3) to answer main ideas, stated details, and unstated detail questions more effectively.
Quiz 4: Due on Jul 13th, 23:30		
Week 17: Jul 14th – 20th		
EPOP Grammar Bank (p. 66-69 & p. 117 - 118)	1.5h	Analyze the phrase in case, would, and can/could/would you.
Longman Introductory Course for the TOEFL Test (p. 278-305)	4.5h	Use newly learned skills (skill 4-7) to answer reading question effectively.
Vocabulary Quiz 9 & Forum 4: Due on Jul 20th, 23:30		
Week 18: Jul 21st – 27th		
EPOP Grammar Bank (p. 70-73 & p. 119 - 120)	1h	Identify different comparisons (as as / than), unless, and as long as.
Longman Introductory Course for the TOEFL Test (p. 306-313)	1.5h	Practice using learned reading skills in a post test.
Longman Introductory Course for the TOEFL Test (p. 365-380)	3.5h	Practice complete test 1 to increase overall TOEFL Score.
Week 19: Jul 28th – Aug 03rd		
EPOP Grammar Bank (p. 34-37 & p. 121)	1h	Overview on Grammar in Use Study Guide, and American English.
Longman Introductory Course for the TOEFL Test (p. 395-404)	2h	Assess and measure English proficiency and utilize skills learned correctly in complete test 2 &3.
Longman Introductory Course for the TOEFL Test (p. 413-429)	3h	
Vocabulary Quiz 10: Due on Aug 03rd, 23:30		
Week 20: Aug 4th – 10th		
Quiz 5 & Final Exam: Due on Aug 10th, 23:30		
Final Diagnostic Exam for Students with Overall Grade of 60% or Higher		

* This is the estimation of hours that you need to spend on each individual book-based assignment.