City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 /2018

Part I   Course Overview

Course Title:	Curriculum Design in Language Studies
Course Code:	EN6505
Course Duration:	1 semester
Credit Units:	3
Level:	P6
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course is designed to examine the central issues relevant to the teaching of English as a second language and how this relates to training programmes. The course provides both the theoretical framework and pedagogical implications in the application of the framework for training in the English language. It also provides students with the basis for evaluating the effectiveness of training programmes and helps them understand the planning issues involved. By the end of the course students will have a deeper understanding of the theoretical issues involved in teaching English and how these relate to course design.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Deconstructing the theoretical background for methods in English language teaching.		√	√	√
2.	Critiquing various approaches to the delivery of English course development and delivery.		√	√	√
3.	Analysing a case study and explaining the details of a syllabus related to course design.		√	√	√
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

[#] *Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.*

A1:   Attitude
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   Accomplishments
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3.   Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1.	Interactive Lectures. Short input sessions integrated with student based discussion tasks.	√	√	√				

		√	√	√				
2.	Tutorial activities and discussions. Students are provided with more opportunities to discuss central issues about course design in small tutorial groups.	√	√	√				
3.	Group Project. Students work in groups of 3 or 4 to analyze a case and apply the theories they have learned in the course to their project.	√	√	√				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: __100__%								
In-class test. There will be a one-hour in-class test in week 8 of the course. This test will cover the first part of the course, from weeks 1 to 6 and will be in the form of short written answers.	√						30%	
Group Project. Students are required to work in groups of 3 or 4. They will be given a situation that requires them to design a course for a particular group of learners.	√	√	√				30%	
Presentation of project. Individually, students present the main points of their group project to other members of the class.	√	√	√				30%	
Class mark. As part of the ongoing work done in class, students are awarded a mark for their participation in class activities and attendance.	√	√	√				10%	
Examination: __0__% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In class test		Demonstrates excellent understanding of the subject matter.	Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates adequate understanding of the main issues.	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	Has not answered enough questions to demonstrate an understanding of the main issues.
2. Group Project		A clearly written and presented group project. All areas of syllabus design are covered and the paper contains a clear rationale and explanation of the design of the course. Excellent use of English.	A well-presented and competently written document. Most of the areas of syllabus design are explained and justified. There are some questions that could still be asked about the course design. The standard of written English is very good.	An adequately presented project and fairly easy to read. There are a number of issues related to course design that have not been explained, or not explained well enough. There are recurrent language problems in the text.	A poorly written and presented report. There are several areas of course design which are not explained. There are a lot of questions that still need to be answered related to the course design. The standard of English is below what is expected in a formal piece of academic writing.	An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.
3. Presentation of Project	Comprehensibility (use of vocabulary, accuracy, and fluency)	8%- 10% Entire message understood. All speakers notably good.	5%-7% Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.		3%-4% Message sometimes hard to understand. Speakers not notably good in most areas.	0-2% Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.

	Interaction (listens and handles questions from audience. Able to give additional information)	8%- 10% Students are active listeners and provide thoughtful and accurate follow up responses to questions.	5%-7% Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.	3%-4% Students do not demonstrate an ability to handle questions well. After some time can give responses	0-2% Students confused when asked questions. Are not able to give adequate replies to the questions.
4. Class Mark	Attendance	10% Has attended all classes.	5% Has missed up to 3 classes.		0% Has missed more than 3 classes.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Course design, English Language, Approaches and Methods of Curriculum Design, Case Studies in Course Design.

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lecture handouts

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Harmer, J. (2001). The practice of English language teaching. Third Edition. New York: Longman.
2.	Hubbard, P., Jones, H., Thornton, B. & Wheeler, R. (1983). A training course for TEFL. United Kingdom: Oxford University Press.
3.	Larsen - Freeman, D. (1986). Techniques and principles in language teaching. New York: Oxford University Press.
4.	Nation,I.S.P. & Macalister,J.(2010) Language Curriculum Design. Routledge.
5.	Richards, Jack C. & Theodore, S. Rodgers (2001). Approaches and methods in language teaching. NY: Cambridge University Press.
Journals	
1.	Applied Linguistics
2.	ELT Journal
3.	IATEFL Issues
4.	Language Learning
5.	TESOL Quarterly