

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester B 2021 /2022**

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**Part I Course Overview**

<b>Course Title:</b>	Curriculum Design in Language Studies
<b>Course Code:</b>	EN6505
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Articulating and critiquing the theoretical assumptions of methods in English language teaching.		√	√	√
2.	Describing and critiquing various theoretical and methodological approaches to needs analysis		√	√	√
3.	Describing and critiquing various approaches to design of teaching/learning resources				
4.	Applying CILOs 1-3 in the design of English language programs		√	√	√

\* If weighting is assigned to CILOs, they should add up to 100%.

100%

<sup>#</sup> 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	4			
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.	Project group activities. Students working in project teams engage in discussions of an assessed group course design 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	4			
Continuous Assessment: <u>100</u> %							
In-class test of understanding and application of concepts, theories and selected readings.	√	√	√	√		30%	Individual assessment
Group Project.  Students are required to work in teams of 3 or 4. They will be given a situation that requires them to design a course for a particular group of learners.	√	√	√	√		30%	Group assessment
Video of the group project.  Students in each team produce a video to present some selected parts of their project; with substantial contributions and active participation from all members.	√	√	√			30%	Group and individual assessment
Class participation.  As part of the ongoing work done in class, students are awarded a mark for their participation in class activities and attendance.	√	√	√	√		10%	Individual assessment
Examination: <u>0</u> % (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		<ul style="list-style-type: none"> <li>• Demonstrates an excellent grasp of the subject matter and an ability to apply the knowledge in course design.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good grasp of the subject matter and a good ability to apply the knowledge in course design.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates adequate grasp of the main issues</li> <li>• Shows an adequate ability to apply it to course design.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the subject matter</li> <li>• Shows a general lack of ability to apply the subject matter to course design.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a poor understanding of the subject matter</li> </ul>
2. Group Project		<ul style="list-style-type: none"> <li>• A clearly written and presented group project.</li> <li>• All areas of syllabus design are covered and the paper contains a clear rationale and explanation of the design of the course.</li> <li>• Excellent use of English.</li> </ul>	<ul style="list-style-type: none"> <li>• A well-presented and competently written document.</li> <li>• Most of the areas of syllabus design are explained and justified.</li> <li>• There are some questions that could still be asked about the course design.</li> <li>• The standard of written English is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• An adequately presented project and fairly easy to read.</li> <li>• There are a number of issues related to course design that have not been explained, or not explained well enough.</li> <li>• There are recurrent language problems in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• A poorly written and presented report. There are several areas of course design which are not explained.</li> <li>• There are a lot of questions that still need to be answered related to the course design. T</li> <li>• The standard of English is below what is expected in a formal piece of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>• An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.</li> </ul>
3. Group project video	Content (group)	<ul style="list-style-type: none"> <li>• Presents all the required details of the specified part(s) of the project</li> <li>• Demonstrates an excellent grasp of the concepts, theories and procedures required of the project</li> <li>• Shows excellent coherence across all</li> </ul>	<ul style="list-style-type: none"> <li>• Presents all the required details of the specified part(s) of the project</li> <li>• Demonstrates a good grasp of the concepts, theories and procedures required of the project</li> <li>• Shows good coherence across parts by</li> </ul>	<ul style="list-style-type: none"> <li>• Presents all the required details of the specified part(s) of the project</li> <li>• Displays a fair grasp of the concepts, theories and procedures required of the project</li> <li>• Some parts of the</li> </ul>	<ul style="list-style-type: none"> <li>• Some required details of the specified part(s) of the project are not presented</li> <li>• Displays a weak grasp of the concepts, theories and procedures required of the project</li> </ul>	<ul style="list-style-type: none"> <li>• Many required details of the specified part(s) of the project are not presented</li> <li>• Fails to understand the concepts, theories and procedures required of the project</li> </ul>

		parts by individual members	individual members	project are under-elaborated	<ul style="list-style-type: none"> <li>• Fair coherence across parts by individual members</li> </ul>	<ul style="list-style-type: none"> <li>• Weak coherence across parts by individual members</li> </ul>	<ul style="list-style-type: none"> <li>• No signs coherence across parts by individual members</li> </ul>
	Creativity, interactivity, and team spirit (group)	<ul style="list-style-type: none"> <li>• Shows impressive creativity in presenting the content that contributes also to the effectiveness of the explanation</li> <li>• Displays meaningful interactions among the team members</li> <li>• Shows unity and team spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some creativity in presenting the content that contributes also to the effectiveness of the explanation</li> <li>• Displays fair amounts of interactions among the team members</li> <li>• Show a fair degree of unity and team spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Shows limited creativity</li> <li>• Displays limited interactions among team members</li> <li>• Displays limited unity and team spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Shows very little creativity</li> <li>• Displays no interactions among team members</li> <li>• Lacks unity and team spirit</li> </ul>	--	
	Individual (language use and body language)	<ul style="list-style-type: none"> <li>• Very fluent and effective</li> <li>• With very few minor non-intrusive errors in pronunciation, syntax and/or vocabulary</li> <li>• Very spontaneous throughout</li> <li>• Very effective use of body language</li> </ul>	<ul style="list-style-type: none"> <li>• Quite fluent and effective in most parts</li> <li>• With some non-intrusive errors made in pronunciation, syntax and/or vocabulary</li> <li>• Quite spontaneous in most parts</li> <li>• Effective use of body language in most parts</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat fluent and somewhat effective in some parts</li> <li>• With many non-intrusive errors made in pronunciation, syntax and /or vocabulary</li> <li>• Reciting or reading from a script in most parts</li> <li>• Ineffective use of body language</li> </ul>	<ul style="list-style-type: none"> <li>• Not fluent and not effective, with frequent intrusive errors made in pronunciation, syntax and/or vocabulary</li> <li>• Scripted throughout</li> <li>• Very little use of body language</li> </ul>	<ul style="list-style-type: none"> <li>• Many breakdowns and/or hesitations</li> <li>• Many intrusive errors made in pronunciation, accuracy and/or vocabulary</li> </ul>	
Class participation		<ul style="list-style-type: none"> <li>• Attends all classes</li> <li>• Participate proactively in class activities</li> <li>• Makes meaningful contributions in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Attends all classes</li> <li>• Participate proactively in some of the class activities</li> <li>• Makes somewhat meaningful contributions in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Attends all classes</li> <li>• Participate quite passively in some of the class activities</li> <li>• Limited contributions made in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Attends some of the classes</li> <li>• Participates in very few class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Misses most of the classes</li> <li>• Or no participation in class activities</li> </ul>	

**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.	Nation, I.S.P. & Macalister, J. (2019). <i>Language curriculum design (2<sup>nd</sup> ed.)</i> . Hoboken: Taylor and Francis.
2.	Richards, J. (2017). <i>Curriculum development in language teaching (2<sup>nd</sup> ed.)</i> . Cambridge: Cambridge University Press.

**2.2 Additional Readings**

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

1.	Beach, R., Appleman, D., Fecho, B., & Simon, R. (2016). <i>Teaching literature to adolescents (3<sup>rd</sup> ed.)</i> . New York, NY: Routledge.
2.	Brown, J.D. (2014). <i>Introducing needs analysis and English for specific purposes</i> . Milton Park, Abingdon, Oxon: Routledge
3.	Domínguez-Romero, E, Bobkina, J., & Stefanova, S. (2019). <i>Teaching literature and language through multimodal texts</i> . Hershey, PA: IGI Global, Disseminator of Knowledge.
4.	Mishan, F., & Timmis, I. (2015). <i>Materials development for TESOL</i> . Edinburgh: Edinburgh University Press.

**Journals**

1.	Applied Linguistics
2.	English for Specific Purposes
3.	Journal of English for Academic Purposes
4.	Language, Culture and Curriculum
5.	Language Learning
6.	Language Teaching: Surveys and Studies
7.	System
8.	TESOL Quarterly