

EN6505: CURRICULUM DESIGN IN LANGUAGE STUDIES

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Curriculum Design in Language Studies

Subject Code

EN - English

Course Number

6505

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Articulating and critiquing the theoretical assumptions of methods in English language teaching.		x	x	x
2	Describing and critiquing various theoretical and methodological approaches to needs analysis		x	x	x
3	Describing and critiquing various approaches to design of teaching/learning resources				
4	Applying CILOs 1-3 in the design of English language programs		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Students will participate in a series of interactive lectures. They will be provided with short input sessions integrated with student based discussion tasks.	1, 2, 3, 4	
2	2	Students will learn about key concepts related to curriculum design through different tutorial activities and discussions. They will discuss central issues about course design in small tutorial groups.	1, 2, 3, 4	

3	3	Students will gain knowledge on curriculum design through conducting project group activities. They will engage in discussions of an assessed group course design project.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	In-class test of understanding and application of concepts, theories and selected readings.	1, 2, 3, 4	30	Individual assessment
2	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.	1, 2, 3, 4	30	Group assessment
3	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.	1, 2, 3	30	Group and individual assessment
4	Class participation. As part of the ongoing work done in class, students are awarded a mark for their participation in class activities and attendance.	1, 2, 3, 4	10	Individual assessment

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

- Demonstrates an excellent grasp of the subject matter and an ability to apply the knowledge in course design.

Good

(B+, B, B-)

- Demonstrates a good grasp of the subject matter and a good ability to apply the knowledge in course design.

Fair

(C+, C, C-)

- Demonstrates adequate grasp of the main issues
- Shows an adequate ability to apply it to course design.

Marginal

(D)

- Demonstrates limited understanding of the subject matter
- Shows a general lack of ability to apply the subject matter to course design.

Failure

(F) - Shows a poor understanding of the subject matter

Assessment Task

Group Project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

- 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.

Good

(B+, B, B-)

- 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.

Fair

(C+, C, C-)

- 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.

Marginal

(D)

- 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.

Failure

(F)

- An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.
-

Assessment Task

Group project video (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Content (group)

Excellent

(A+, A, A-)

- Presents all the required details of the specified part(s) of the project
- Demonstrates an excellent grasp of the concepts, theories and procedures required of the project
- Shows excellent coherence across all parts by individual members

Good

(B+, B, B-)

- Presents all the required details of the specified part(s) of the project
- Demonstrates a good grasp of the concepts, theories and procedures required of the project
- Shows good coherence across parts by individual members

Fair

(C+, C, C-)

- Presents all the required details of the specified part(s) of the project
- Displays a fair grasp of the concepts, theories and procedures required of the project
- Some parts of the project are under-elaborated
- Fair coherence across parts by individual members

Marginal

(D)

- Some required details of the specified part(s) of the project are not presented
- Displays a weak grasp of the concepts, theories and procedures required of the project
- Weak coherence across parts by individual members

Failure

(F)

- Many required details of the specified part(s) of the project are not presented
- Fails to understand the concepts, theories and procedures required of the project No signs coherence across parts by individual members

Assessment Task

Group project video - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Creativity, interactivity, and team spirit (group)

Excellent

(A+, A, A-)

- Shows impressive creativity in presenting the content that contributes also to the effectiveness of the explanation
- Displays meaningful interactions among the team members
- Shows unity and team spirit

Good

(B+, B, B-)

- Shows some creativity in presenting the content that contributes also contributes to the effectiveness of the explanation
- Displays fair amounts of interactions among the team members
- Show a fair degree of unity and team spirit

Fair

(C+, C, C-)

- Shows limited creativity
- Displays limited interactions among team members
- Displays limited unity and team spirit

Marginal

(D)

- Shows very little creativity
- Displays no interactions among team members
- Lacks unity and team spirit

Failure

(F) --

Assessment Task

Group project video - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Individual (language use and body language)

Excellent

(A+, A, A-)

- Very fluent and effective
- With very few minor non-intrusive errors in pronunciation, syntax and/or vocabulary
- Very spontaneous throughout
- Very effective use of body language

Good

(B+, B, B-)

- Quite fluent and effective in most parts
- With some non-intrusive errors made in pronunciation, syntax and/or vocabulary
- Quite spontaneous in most parts
- Effective use of body language in most parts

Fair

(C+, C, C-)

- Somewhat fluent and somewhat effective in some parts
- With many non-intrusive errors made in pronunciation, syntax and /or vocabulary
- Reciting or reading from a script in most parts
- Ineffective use of body language

Marginal

(D)

- Not fluent and not effective, with frequent intrusive errors made in pronunciation, syntax and/or vocabulary
- Scripted throughout
- Very little use of body language

Failure

(F)

- Many breakdowns and/or hesitations
 - Many intrusive errors made in pronunciation, accuracy and/or vocabulary
-

Assessment Task

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

- Attends all classes
- Participate proactively in class activities
- Makes meaningful contributions in discussions

Good

(B+, B, B-)

- Attends all classes
- Participate proactively in some of the class activities
- Makes somewhat meaningful contributions in discussions

Fair

(C+, C, C-)

- Attends all classes
- Participate quite passively in some of the class activities
- Limited contributions made in discussions

Marginal

(D)

- Attends some of the classes
- Participates in very few class activities

Failure

(F)

- Misses most of the classes
 - Or no participation in class activities
-

Assessment Task

In-class test (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Demonstrates an excellent grasp of the subject matter and an ability to apply the knowledge in course design.

Good

(B+, B)

- Demonstrates a good grasp of the subject matter and a good ability to apply the knowledge in course design.

Marginal

(B-, C+, C)

- Demonstrates adequate/limited grasp of the main issues
- Shows an adequate/limited ability to apply it to course design.

Failure

(F)

- Shows a poor understanding of the subject matter
-

Assessment Task

Group Project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-)

- 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.

Good

(B+, B)

- 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.

Marginal

(B-, C+, C)

- An adequately presented project and rather difficult 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/rather serious language problems in the text.

Failure

(F) An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.

Assessment Task

Group project video (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Content (group)

Excellent

(A+, A, A-)

- Presents all the required details of the specified part(s) of the project
- Demonstrates an excellent grasp of the concepts, theories and procedures required of the project
- Shows excellent coherence across all parts by individual members

Good

(B+, B)

- Presents all the required details of the specified part(s) of the project
- Demonstrates a good grasp of the concepts, theories and procedures required of the project
- Shows good coherence across parts by individual members

Marginal

(B-, C+, C)

- Presents partial details of the specified part(s) of the project
- Displays a fair/sketchy grasp of the concepts, theories and procedures required of the project
- Some parts of the project are under-elaborated
- Some major coherence issues across parts by individual members

Failure

(F)

- Many required details of the specified part(s) of the project are not presented
- Fails to understand the concepts, theories and procedures required of the project
- No signs coherence across parts by individual members

Assessment Task

Group project video - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Creativity, interactivity, and team spirit (group)

Excellent

(A+, A, A-)

- Shows impressive creativity in presenting the content that contributes also to the effectiveness of the explanation
- Displays meaningful interactions among the team members
- Shows unity and team spirit

Good

(B+, B)

- Shows some creativity in presenting the content that contributes also contributes to the effectiveness of the explanation
- Displays fair amounts of interactions among the team members
- Show a fair degree of unity and team spirit

Marginal

(B-, C+, C)

- Shows limited creativity
- Displays limited interactions among team members
- Displays limited unity and team spirit

Failure

(F) --

Assessment Task

Group project video - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Individual (language use and body language)

Excellent

(A+, A, A-)

- Very fluent and effective
- With very few minor non-intrusive errors in pronunciation, syntax and/or vocabulary
- Very spontaneous throughout
- Very effective use of body language

Good

(B+, B)

- Quite fluent and effective in most parts
- With some non-intrusive errors made in pronunciation, syntax and/or vocabulary
- Quite spontaneous in most parts
- Effective use of body language in most parts

Marginal

(B-, C+, C)

- Adequate fluency
- Quite ineffective
- With many non-intrusive errors made in pronunciation, syntax and /or vocabulary

- Reciting or reading from a script in most parts
- Ineffective use of body language

Failure

- (F)
- Many breakdowns and/or hesitations Many intrusive errors made in pronunciation, accuracy and/or vocabulary
-

Assessment Task

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

- (A+, A, A-)
- Attends all classes
 - Participate proactively in class activities
 - Makes meaningful contributions in discussions

Good

- (B+, B)
- Attends all classes
 - Participate proactively in some of the class activities
 - Makes somewhat meaningful contributions in discussions

Marginal

- (B-, C+, C)
- Attends all classes
 - Participate quite passively in some of the class activities
 - Limited contributions made in discussions

Failure

- (F)
- Misses most of the classes Or no participation in class activities
-

Part III Other Information**Keyword Syllabus**

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

Reading List**Compulsory Readings**

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

Additional Readings

Title	
1	Beach, R., Appleman, D., Fecho, B., & Simon, R. (2016). Teaching literature to adolescents (3rd ed.). New York, NY: Routledge.
2	Brown, J.D. (2014). Introducing needs analysis and English for specific purposes. Milton Park, Abingdon, Oxon: Routledge

3	Domi#nguez-Romero, E, Bobkina, J., & Stefanova, S. (2019). Teaching literature and language through multimodal texts. Hershey, PA: IGI Global, Disseminator of Knowledge.
4	Mishan, F., & Timmis, I. (2015). Materials development for TESOL. Edinburgh: Edinburgh University Press.
5	Journals- Applied Linguistics
6	Journals- English for Specific Purposes
7	Journals- Journal of English for Academic Purposes
8	Journals- Language, Culture and Curriculum
9	Journals- Language Learning
10	Journals- Language Teaching: Surveys and Studies
11	Journals- System
12	Journals- TESOL Quarterly