Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL   COURSE NUMBER: 615   CREDIT HOURS: 3

I. TITLE: Course and Syllabus Design in ESL/EFL

II. CATALOG DESCRIPTION: Building on the concepts of TSL 600, the course examines differing viewpoints of the global objectives of language programs and courses. Prerequisite: TSL 600.

III.   COURSE OBJECTIVES By the end of this course, students will have the requisite knowledge and skills to *(Coded for Kentucky Teacher Standards, KTS; TESOL Standards, TESOL)*
1. Describe and account for the differences and relationships among various syllabus designs. *(KTS 2; TESOL 3)*
2. Demonstrate their ability to evaluate prospective L2 course materials. *(KTS 2, 3, 5, 10; TESOL 3)*
3. Demonstrate ability to develop a curriculum and syllabus for a course that suits the individual needs of the student. *(KTS 2, 3, 5; TESOL 3)*
4. Demonstrate ability to synthesize the learned knowledge of varying syllabus types. *(KTS 2, 3, 5; TESOL 1, 3)*
5. Rationalize the use of syllabus design and relationship to student needs and expected goals and outcomes of course being designed. *(KTS 1, 2, 3, 5, 10; TESOL 3)*

The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.

IV. CONTENT OUTLINE: This course will begin by examining the variety of syllabus types used in L2 instruction. Next, the course will explore the many components of effective syllabus design, including needs assessment, goals and objectives, content conceptualization, materials evaluation, student assessment, and curriculum evaluation.

V. INSTRUCTIONAL ACTIVITIES: Each class session will be a mixture of lectures, in-class discussions (both teacher and student-led), in-class individual and group participation (students engaged in the analysis of language examples). **Students will be informally presenting your work in class or in assigned groups and engaging in discussions in most of the weeks.**

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXTS & RESOURCES: While there are sufficient resources in the library (even online) to undertake some curriculum and syllabus development, please note that this

process may be time consuming, so plan accordingly. On the Canvas course site, detailed information regarding projects and assignments is available.

Required:

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development.* Boston, MA: Heinle & Heinle. ISBN: 0-8384-5810-6

Graves, K. (Ed.). (1996). *Teachers as course developers.* New York: Cambridge University Press. ISBN: 0-521-49768-X.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching.* Englewood: Cliffs, NJ: Regents Prentice Hall. (This book is available on Blackboard and the copyright has been cleared by the TESOL program with the publisher.)

Supplementary:

Richards, J. (Ed.). (2001). Curriculum development in language teaching. New York: Cambridge University Press. ISBN: 0-521-80060-9

Other Readings (available on Blackboard):

Carrier, A. K. (2003). NNS *teacher trainees in Western-based TESOL programs. ELT Journal, 57* (3), 242-250.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research, 4*(3), 193-220.

Haines, S. (1989). Introductory notes for teachers. *Projects for the EFL classroom: Resource material for teachers* (pp. 1-10). Walton-on-Thames Surrey: UK: Nelson.

Jones, B.F., Pierce, J., & Hunter, B. (1988/1989). Teaching students to construct graphic representations. *Educational Leadership, 46* (4), 20-25.

Nunan, D. (1989). Hidden agendas: The role of the learner in programme implementation. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 176-186). New York: Cambridge University Press.

Nunan, D. & Lamb, C. (2001). Managing the learning process. In S. R. Hall & A. Hewings (eds.), *Innovation in English language teaching: A reader* (pp. 27-45). New York: Routledge.

Richard-Amato, P.A., & Snow, M.A. (1992). Strategies for content-area teachers. In P.A. Richard-Amato & M.A. Snow (Eds.), *The multicultural classroom: Readings for content-area teachers* (pp. 145-163). White Plains, NY: Longman.

Stoller, F.L. (1994). Making the most of a newsmagazine passage for reading-skills development. *English Teaching Forum, 32* (1), 2-7.

Stoller, F.L., & Grabe, W. (1997). A six-T's approach to content-based instruction. In M.A. Snow & D.M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 78-94). New York: Addison-Wesley Longman.

Donley, K. M. (2006). Curriculum at the next level. In M. A. Snow & L. D. Kamhi-Steni (Eds.), Developing a new course for adult learners (pp. 219-242). Alexandria, VA: TESOL Inc.

Tang, G.M. (1992/1993). Teaching content knowledge and ESOL in multicultural classrooms. *TESOL Journal, 2* (2), 8-12.

VIII. GRADING PROCEDURES: Course grades will be calculated in the following manner:

Syllabus Assignments (7 @ 5% each) 35%
Take home exam 15%
Multiple-step curriculum/syllabus/materials project 40%
> (**Half of grade will be awarded when submitted initially; remainder of grade will be awarded when final project is submitted**)
> Parameters (5%)
> Needs Assessment (5%)
> Goals & Objectives and Syllabus Considerations (10%)
> Materials Development & Evaluation (15%)
> Curriculum Assessment Component (5%)

Poster presentation 5%
Class participation.. 5 %

Total   100%

*Detailed description of assignment and projects are available on Blackboard. Make sure you read them carefully and understand them completely!

Letter grades will be assigned according to the following scale:

A =   90 – 100%
B =   89 – 80%
C =   79 – 70%
D =   69 – 60%
E =   59 – 0%

IX. Attendance Policy: Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students cannot learn without consistent effort throughout the semester. Attendance will be expected in all sessions. Attendance will be taken and recorded in all class sessions. Your grade will be lowered if you have excessive absences. More than one absence is considered excessive. You cannot pass this course if you miss class three times. Exceptions may be made based on the current University policy. This policy is provided in the Murray State Bulletin at the following address: http://www.murraystate.edu/provost/catalogs/010507.html#Policies

X. Academic Honesty Policy:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
> **Cheating** - Intentionally using or attempting to use unauthorized
> information such as books, notes, study aids, or other electronic, online,

or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.
Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. Non-discrimination Policy & Students with Disabilities:
Policy Statement
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon

request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

<u>Students with Disabilities</u>
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).