TSL 615 - 01: Course and Syllabus Design

Credit Hours: 3.0

I. Course Title: Course and Syllabus Design

II. Catalog Description: Building on the concepts of TSL 530, the course examines different viewpoints of the global objectives of language programs and courses.

III. Purpose: TSL 615 provides a survey and analysis of second language (L2) curriculum and syllabus design. More specifically, it will familiarize students with theoretical and practical issues related to the selection of content and the development of corresponding instructional materials for ESL/EFL courses. It will provide students with an opportunity to design an L2 curriculum with corresponding syllabi and materials based on students' own interests and needs.

IV. Course Objectives: By the end of this course, students will have the requisite knowledge and skills to (Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA)

A. Describe and account for the differences and relationships among various syllabus designs. (NTPS 2; TESOL 3; KERA 1-3)
B. Demonstrate their ability to evaluate prospective L2 course materials. (NTPS 2, 3, 5, 10; TESOL 3; KERA 1-3)
C. Demonstrate ability to develop a curriculum and syllabus for a course that suits the individual needs of the student. (NTPS 2, 3, 5; TESOL 3; KERA 1-3)
D. Demonstrate ability to synthesize the learned knowledge of varying syllabus types. (NTPS 2, 3, 5; TESOL 1, 3; KERA 1-3)
E. Rationalize the use of syllabus design and relationship to student needs and expected goals and outcomes of course being designed. (NTPS 1, 2, 3, 5, 10; TESOL 3; KERA 1-3)

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.

V. 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.
VI. Instructional Activities: Each class session will be a mixture of large-class lectures, in class discussions (both teacher and student led), in class individual and group participation (students engaged in the analysis of language examples/data sheets), and in class quizzes and exams. Students will be encouraged to ask questions and make comments during the lectures.

VII. Field, Clinical, and/or Laboratory Experiences: None

VIII. Resources: While there are sufficient resources in the library to undertake some curriculum and syllabus development, students are encouraged to make use of interlibrary loans in order to utilize a larger selection of materials. Please note that this process may be time consuming, so plan accordingly.

IX. Grading Procedures: Course grades will be calculated in the following manner:
Letter grades will be assigned according to the following scale:

- **A** = 90 – 100 pts.
- **B** = 89 – 80 pts.
- **C** = 79 – 70 pts.
- **D** = 69 – 60 pts.
- **E** = 59 – 0 pts.

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<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Syllabus Assignments (7 @ 5 pts. each)</td>
<td>35%</td>
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<tr>
<td>B. Take home exam</td>
<td>15%</td>
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<tr>
<td>C. Multiple-step curriculum/syllabus/materials project</td>
<td>35%</td>
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<tr>
<td>(Half of grade will be awarded when submitted initially; remainder of grade will be awarded when final project is submitted)</td>
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<tr>
<td>a. Parameters</td>
<td>5%</td>
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<tr>
<td>b. Needs Assessment</td>
<td>5%</td>
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<tr>
<td>c. Goals &amp; Objectives and Syllabus Considerations</td>
<td>10%</td>
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<tr>
<td>d. Materials Development</td>
<td>10%</td>
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<tr>
<td>e. Curriculum Assessment Component</td>
<td>5%</td>
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<tr>
<td>D. Poster presentation</td>
<td>10%</td>
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<tr>
<td>E. Class Participation and Small Assignments</td>
<td>5%</td>
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**Total Percentage of Grade** ................................................................. 100%

X. Attendance Policy: Students cannot learn without consistent effort throughout the semester.

XI. Academic Honesty Policy: This policy is provided in the Murray State Student Handbook on page 30, and can be accessed online at the following address:

XII. Text and References:

**Readings on Reserve on Blackboard:**

XIII. Prerequisite: TSL 530

XIV. Statement of Affirmative Action and Equal Opportunity: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.