<div align="center">**Tentative Syllabus**</div>

Course: Course Design and Material Evaluation (Fall 2018)	Classroom: Research Building 250303
Instructor: Yi-Ping Huang Email: yiphuang@nccu.edu.tw	Office: Research Building 715
Instructor: Siaw-Fong Chung Email: sfchung@nccu.edu.tw	Office: Research Building 731
Office Hour: By Appointment (in advance)	

Course Description

This course aims to provide students with a general understanding of the major approaches of language curriculum development. Two thirds of the course will cover general curriculum and materials design, while one third of the course will focus on learning how to utilize corpora and lexical resources for material development. The following topics will be discussed:

Curriculum & Materials Design
1. Definition of curriculum
2. Needs analysis
3. Different types of syllabus designs (Goals, content, & sequencing)
    (a) TBLT
    (b) CLIL
    (c) Multimodality
    (d) Differentiated instruction
4. Materials selection and evaluation
5. Content and linguistic analysis of materials

Application of corpus linguistics in material development
1. Use of corpora and lexical resources
2. Linguistic analysis of corpus result

Goals
1. Students are able to design language curriculum and teaching materials.
2. Students are able to critically analyze and evaluate language curriculum and teaching materials.

Tentative Schedule

Date	Topics & Assigned Readings
7/5 季陶 303	● **An Overview** **Language Curriculum Development** Macalister & Nation (2010): Chapter 1 **Materials Development** Richards: Chapter 10 **12-year Curriculum Guideline** http://www.naer.edu.tw/files/15-1000-10635,c1174-1.php?Lang=zh-tw ● **Corpora**
7/10 季陶 303	● **Needs Analysis , Planning Goals, & Creating Syllabus** Richards: Chapter 4; Cowling (2007)
7/12 季陶 303	● **Task-based Language Teaching (TBLT)** ● **Content and Language Integrated Learning (CLIL)** Coyle et al. (2010): Chapter 3 CLIL as a theoretical perspective Anagnostou, Griva, & Kasvikis (2016): CLIL in Arts
7/17	● **Multimodal Approach/Multiliteracies**

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季陶 303	Pahl & Rowsell (2012): Chapter 2 multimodality Hafner (2014): Digital literacy Van Leeuwen (2015): Multimodality in education
7/19 季陶 303	● **Guest Speaker**: Analysis of textbooks in Japan and Taiwan ● **Differentiated Instruction** Tomlinson (1999): The differentiated classroom Chapter 2 (E-book from library)
7/24	● **Translanguging:** Lin & Lo (2017) ● **Materials Selection and Evaluation** Byrd (2001); Skierso (1991); Cunningsworth (1995)
7/26	● **Content Analysis** Chao (2011): Hidden curriculum of cultural content Xiong & Qian (2012): Ideologies of English: CDA
7/31	● **Linguistic Analysis** Limberg (2016): Teaching how to apologize Tsai (2015): Collocation use in ELF textbooks & learner writing
8/2	● **Hunston (2002) Ch. 1** ● **Hunston (2002) Ch. 2** ● BNCWeb (Bring Laptop)
8/7	● **Hunston (2002) Ch. 3** ● English Sketch Engine (Bring Laptop) ● Dictionaries and lexical resources ● Research topic proposal
8/9	● **Hunston (2002) Ch. 7** ● Learner Corpus (Bring Laptop) ● AntConc (Bring Laptop) ● Research methodology
8/14	● Presentations of research topic I
8/16	● Presentations of research topic II
8/21	● Analysis of M.A. Thesis ● Presentations of the curriculum project I
8/23	● Presentations of the curriculum project II ● Wrap-up

Course Requirements

1	Curriculum and Materials Design	70%
	Task One: Leading Discussions (once) You are required to lead discussion once. In the discussion, you will summarize the important points for the class, put them into practice, and pose questions for class discussions. Power Point slides are required. As to discussion methods, you are encouraged to be creative. **Task Two: Final Curriculum Project** For your final project, you are required to develop a practical and research-informed **curriculum** for your current teaching context. Length: 18-week elective course, summer camp (two weeks), or intensive English course Type: TBLT, CLIL, or multimodal approach, differentiation instruction Significant elements: needs analysis, goals/learning outcomes, syllabus design, teaching	

	materials, evaluation Final Oral Presentation: Each student will have 20 minutes for teaching and 5 minutes for Q&A. Final Written Project: Your final written report includes all the elements mentioned above and reflection. Please note that each element should include research-informed rationales/explanations (to be explained in class). Deadline: **August 23, 2018 (midnight).**	
2	**Corpus** For the five classes of corpus learning, you are required to bring your laptop to class. For the first half of the class, group/individual presentations of the reading materials will be expected. For the second half, hands-on session of corpus training will be conducted. Each student will be required to write a report on a research topic of your choice but this topic must first be evaluated by the instructor for suitability. Instructor will guide students to write the report step-by-step. A hard copy of the written report (of about 10 pages; tables inclusive) must be submitted on the last day of class (**August 23, 2018**) to Research Building 731.	30%

Assigned Reading
Curriculum and Materials Design (Downloadable from Dropbox) (Selective)
- Macalister, J. & Nation, I. S. P. (2010). *Language curriculum design*. NY: Routledge.
- Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of interview workplace courses at a leading Japanese company. *English for Specific Purpose, 26*, 426-442.
- Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murica (Ed.), *Teaching English as a second or foreign language* (3rd edition) (pp. 415-428). Boston, MA: Heinle & Heinle.
- Cunningsworth, A. (1995). *Choosing your coursebook*. London: Heinemann.

Application of corpus linguistics in material development
- Hunston, S. 2002. Corpora in Applied Linguistics. Cambridge University Press. Ch. 1, 2, 3, 7

Important Notes:
1. Plagiarism will not be tolerated.
2. All papers should be single spaced and written in APA style.
3. No late work will be accepted unless an emergency indicates otherwise. Notification in advance is expected.
4. For any technical problems, please email my teaching assistant and cc me.
5. No data/work obtained from your previous classes, work, or projects can be used until you get the instructor's permission.
6. If you would like to write a research proposal on curriculum or materials development (as your final project), please discuss with the instructor.

Organizations
- Association for Curriculum and Instruction, Taiwan, R.O.C. (中華民國課程與教學學會)
- 中華民國教材研究發展會 http://www.trd.org.tw/about/index.asp
- 國家教育研究院 http://www.naer.edu.tw/

- 中等學校教師研習會 http://203.68.218.24/control/control1.htm
- 高中課務發展
  http://web.ylsh.ilc.edu.tw/course/index.php?option=com_content&task=view&id=74&Itemid=49
- 12 年國教草案
  http://english.tyhs.edu.tw/~english/download/1030210B.pdf

Corpora URLs
BNCWeb http://bncweb.lancs.ac.uk/bncwebSignup/user/login.php
English Word Sketch https://beta.sketchengine.co.uk/
AntConc http://www.laurenceanthony.net/software.html
LTTCELC http://www.lttcelc.org.tw/
ICNALE http://language.sakura.ne.jp/icnale/