



Department of English Language

College of Education

Salahaddin University –Erbil

Subject: Syllabus Design

Course Book for seniors

Lecturer's name: Heyder Sabir Hasan PhD.

Academic Year: 2022-2023

Course Book

1. Course name	Syllabus Design
2. Lecturer in charge	Dr. Heyder Sabir Hasan
3. Department/ College	
4. Contact	e-mail: Heyder.hasan@su.edu.krd

	<u>Tel: 07504650583</u>
5. Time (in hours) per week	For example Theory: 2 Practical:
6. Office hours	4
7. Course code	
8. Teacher's academic profile	<ul style="list-style-type: none"> • Got master degree (MA) in Applied Linguistics/ College of Labguages/ Salahaddin University (2013) • Teaching at College of Basic Education/ Salahaddin University since 2014 • Interested in teaching. • My philosophy & aim in teaching is to make students have enough information & there must be reward and punishment in teaching to advise students. (
9. Keywords	Textbook, Syllabus, Course, Curriculum, Methods and Approaches.
10. Course overview: <ul style="list-style-type: none"> ▪ The graduates are going to be school teachers, they vividly need to have the ability to design syllabi and course for their own pupils or students. ▪ Syllabus Design demonstrates, in a practical way, the principles involved in planning and designing an effective syllabus. It examines important concepts such as needs analysis, goal-setting, and content specification, and serves as an excellent introduction for teachers who want to gain a better understanding of syllabus design in order to evaluate, modify, and adapt the syllabuses with which they work. ▪ A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabi can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language. To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning espoused by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge 	

about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

11. Course objective:

Syllabi seem to vary in two fundamental areas—the apparent reason for writing the syllabus and the material that it contains. The purpose of the syllabus should drive the decision as to what content to include (Parkes & Harris, 2002). Three major purposes that a syllabus should serve are described by Parkes and Harris:

- Syllabus as a contract
- Syllabus as a permanent record
- Syllabus as a learning tool

Syllabus as a contract—Makes clear what the rules are • Sets forth what is expected to happen during the semester • Delineates the responsibilities of students and of the instructor • Describes appropriate procedures and course policies

Content required for a syllabus to serve as a contract

- o Clear and accurate course calendar
- o Grading policies: components and weights
- o Attendance policy
- o Late assignment policy, policies on incompletes and revisions
- o Academic dishonesty and academic freedom policies
- o Accommodation of disabilities policy
- o Policy in the event of an extended campus closure
- o Cancelled classes policy

Syllabus as a permanent record—Serves accountability and documentation functions • Contains information useful for evaluation of instructors, courses, and programs • Documents what was covered in a course, at what level, and for what kind of credit (useful in course equivalency transfer situations, accreditation procedures, and articulation)

Content required for a syllabus to be useful as a permanent record

- o Title and semester of course, department offering the course, credit hours earned, meeting time and place
- o Name, title, and rank of instructor(s)
- o Pre- or co-requisites
- o Required texts and other materials
- o Course objectives (linked to professional standards if appropriate)
- o Description of course content
- o Description of assessment procedures

Syllabus as a learning tool—Helps students become more effective learners in the course • Inform students of the instructor's beliefs about teaching, learning, and the content area • Focuses on students and what they need to be effective learners • Places the course in context (how it fits in the curriculum, how it relates to students' lives)

Content required for a syllabus that serves as a learning tool for students

- o Instructor's philosophy about the course content, teaching and learning
- o Relevance and importance of the course to students
- o Information on how to plan for the semester including self-management skills, guidance on time to spend outside of class, tips on how to do well on assessments, common misconceptions or mistakes, and specific study strategies
- o Prerequisite courses or skills
- o Availability of instructor(s) and

teaching assistants o Campus resources for assistance and offices that aid students with disabilities A syllabus is often thought of as “that apparently benign document instructors assemble and distribute to students at the start of the semester.” Whether it is intended or not, the quality of the syllabus is a fairly reliable indicator of the quality of teaching and learning that will take place in a course (Woolcock, 2003). Therefore, it behoves instructors to make the effort to construct a high-quality syllabus. The results of that effort can benefit the instructor as well as his or her students. The process of developing a syllabus can be a reflective exercise, leading the instructor to carefully consider his or her philosophy of teaching, why the course is important, how the course fits in the discipline, as well as what topics will be covered, when assignments will be due, and so on (Eberly, Newton, & Wiggins, 2001; Grunert, 1997). This can be an enlightening experience that results in an improved course. In addition, by making sure expectations are clearly communicated, instructors can circumvent a whole host of student grievances and misunderstandings during the semester. The syllabus is, thus, both a professional document and a personal document, one that reflects the instructor’s feelings, attitudes, and beliefs about the subject matter, teaching, learning, and students, as well as setting out the “nuts and bolts” of the course. When so constructed, the syllabus can serve as a guide to the instructor as much as a guide to the class (Parkes & Harris, 2002). A syllabus lets students know what the course is about, why the course is taught, where it is going, and what will be required for them to be successful in the course (Altman & Cashin, 2003). The well-designed syllabus provides a solid beginning to the semester, sets the tone for the course, provides a conceptual framework for the course, serves as a “virtual handshake” between the instructor and students, and becomes a resource that is referred to over the course of the semester. It also shows students that you take teaching seriously (Davis, 1993).

12. Student's obligation

The students are required to attend the course regularly during the semester weeks according to their timetable, 4 hours per week. They are obliged to prepare a project i.e. designing a syllabus accordingly.

13. Forms of teaching

Task-based approach and student-centered will mainly be implemented. In and out of class activities will be conducted, such as presentations

14. Assessment scheme

40= 10 a Project of SD + 30 Monthly Test

+

60= Final Examination

15. Student learning outcome:

1. Students will be able to be familiar with Designing various types of

Syllabus for Kurdish English Language learners.

2. Students will be able to differentiate between Textbooks, Syllabus design, Course design and curriculum Development .

16. Course Reading List and References:

Nunan, David . 1999. **Syllabus Design**. Language Teaching: A Scheme. for Teacher Education. Eds: C N Callan and H G Widdowson.

Richards, Jack C. and Schmidt, Richard with Heidi Kendrick and Youngkyu Kim. 2002. Longman Dictionary of Language Teaching and Applied Linguistics. London, Pearson Education Limited.

17. The Topics:

Lecturer's name

In this section the lecturer shall write titles of all topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture
Each term should include not less than 16 weeks

Lecturer's name
ex: (2 hrs)

ex: 14/10/2015

18. Practical Topics (If there is any)

In this section The lecturer shall write titles of all practical topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture

Lecturer's name
ex: (3-4 hrs)

ex: 14/10/2015

19. Examinations:

Questions Bank

Q/ Briefly Distinguish between behaviorism, Cognitivism and Humanism.

Q/Briefly distinguish between Curriculum, course, syllabus design and course book.

Q/ what are some similarities between curriculum and syllabus?

What is availability and selection? Explain with example.

Q/ English for Business is an example of Common Core, explain.

Q/ What does a syllabus design include? Mention and explain the components.

Q/ What are priori and posteriori Syllabi? Explain and distinguish.

Q/ What is a bridge course? What is a sheltered course? Explain and distinguish.

Q/ How to use the Bloom's three taxonomies in Syllabus design? Explain with examples.

Q/ Why needs analysis is important? Explain with example.

Q/Explain these terms:

Scope, Sequencing or Grading

Q/ Define and distinguish between the following types of syllabus design:

A-Product-oriented B- Process-Oriented:

Q/Define the following Product oriented Syllabi:

1-structural, 2-situational, 3-topical, 4-functional, 5-notional, 6-skills-based and

Q/ What type of syllabi is the ‘task-based approach? Identify

Q/ Propose and Design a syllabus according to a type and an approach of syllabus design.

Q1/Choose and rewrite the correct option of five of the following items: [15M]

1-.....is the higher level of cognitive development.

(Evaluation, Characterization by Value set, Non-discursive Communication)

2-.....better evaluates practical knowledge.

(Test for Measurement, Portfolio for Assessment, Explanation)

3-.....is a syllabus prepared in advance of a course, and used as a basis for developing classroom activities.

(A posteriori syllabus, A Priori Syllabus, A Retrospective syllabus.)

4-In Teaching English for Academic Purposes, an academic content course (e.g. in history or economics) taught specially for students of limited English proficiency is called.....

(Bridge Course, Sheltered Courses, Content Course)

5-.....is an approach to the design of a language syllabus which is based on the study of the oral and written texts students’ encounter in particular learning contexts.

(Text-based Syllabus Design, Negotiated Syllabus, Lock-step Teaching/Syllabus)

6-.....is the theory that the emphasis is on the attitudes rather than aptitudes and psychomotor.

(Behaviorism, Cognitivist, Humanistic)

Q2/Distinguish between three of the following with Examples: [15M]

1-A-Curriculum and B-Syllabus Design.

2-A-Integrated Syllabus and B-Process Syllabus.

3-A-Notional Syllabus and B-Task-based Syllabus.

4-A-Grammatical Syllabus and B-Functional Syllabus.

Q3/ Explain SWAT analysis of Curriculum Design. [15M]

Q4/ Depending on the approaches and types of syllabus design, and as a

future ELT instructor, propose a syllabus for English language learners (ELL). The designed syllabus is supposed to last twenty four hours in a month and three days in a week. The learners need the four skills of ESP administration. [15M]

20. Extra notes:

Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks.

21. Peer review

پیداچوونہوہی ھاوہل

It has been reviewed by a peer of mine, who is knowledgeable and approximately specialised in Syllabus design and teaching.