



**English Language Department**

**College of Education CBE**

**Salahaddin University –Erbil SU-E**

**Subject: Syllabus Design**

**Course Book for: Applied Linguistics MA Students**

**Lecturer's name: Inst. Dr. *Heyder Sabir Hasan***

**Academic Year: 2023-2024**

### **Course Book**

<b>1. Course name</b>	<b>Syllabus Design</b>
<b>2. Lecturer in charge</b>	<b>Dr. Heyder Sabir Hasan</b>
<b>3. Department/ College</b>	
<b>4. Contact</b>	<b>e-mail: <a href="mailto:heyder.hasan@su.edu.krd">heyder.hasan@su.edu.krd</a></b>

	<b><u>Tel: 07504650583</u></b>
<b>5. Time (in hours) per week</b>	<b>For example Theory: 3 Practical:</b>
<b>6. Office hours</b>	
<b>7. Course code</b>	
<b>8. Teacher's Academic Profile</b>	<ul style="list-style-type: none"> <li>• Diploma in English Language Teaching</li> <li>• Bachelor of Education in English Language Teaching and \Education</li> <li>• Master Degree (MA) in Applied Linguistics/ College of Basic Education/ Salahaddin University (2013)</li> <li>• PhD in English Language and Applied Linguistics in College of Languages/ Salahaddin University-Erbil</li> <li>• Teaching at College of Basic Education/ Salahaddin University since 2014</li> <li>• I am sure the students learn, my role is make the learning process smoother...</li> </ul>
<b>9. Keywords</b>	<b>Textbook, Syllabus Design, Course, Curriculum, Methods, Approaches and Philosophes....</b>
<b>10. Course overview:</b>	
<ul style="list-style-type: none"> <li>▪ The MA post graduates are going to be lectures at various educational institutional setting, they vividly need to have the ability to design syllabi and courses for their own pupils/ students.</li> <li>▪ 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 on for as teaching materials.</li> <li>▪ A language teaching syllabus involves the integration of subject matter (what to teach) and linguistic matter (what to include); 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</li> </ul>	

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 unanalysed, 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
- Clear and accurate course calendar

Grading policies: components and weights

Attendance policy

Late assignment policy, policies on incompletes and revisions

Academic dishonesty and academic freedom policies

Accommodation of disabilities policy

Policy in the event of an extended campus closure

Cancelled classes policy Syllabus....

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).

## **12. Student's obligation**

The students are required to attend the course regularly during the second semester 15 weeks according to their timetable, 3 hours per week. They are obliged to:

- Participate in lecture discussions

- Give a presentation about one in this course book outline
- Prepare a project i.e. design a syllabus modes accordingly.

### 13. Forms of teaching

Student-Teacher-centered, approach and will mainly be implemented. In and out of class activities will be conducted, such as presentations...

### 14. Assessment scheme

Master of Arts (MA) for two General Modules						
Daily Discussion	Seminar Presentations	Quiz	Task Assignment	Midterm Exam	Final Exam	Total
5	10	5	10	20	%50	=%100

### 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.
- 3-The will be able to Design relevant related Syllabi for their future Teaching career or profession.

### 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 Kendricks and Youngkyu Kim. 2002. **Longman Dictionary of Language Teaching and Applied Linguistics**. London, Pearson Education Limited.

Akram Faravani, Mitra Zeraatpishe, Maryam Azarnoosh and Hamid Reza Kargozari (Eds.) 2018. **Issues in Syllabus Design**. Volume 6 Sense Publishers

### 17. The Topics:

**Students  
Presentation**

<p><b><u>Week 1:</u></b> Some Related Basics: Philosophies, Linguistics and Applied Linguistics, Spoken and Written Language, Linguistic Diversity, Learning and Learning theories, Teaching and Teaching Approaches of Teaching. Psycholinguistics and Neurolinguistics, Sociolinguistics, Evaluation Approach.</p>	<p>1-Learning Theories and Syllabus Design</p>
<p><b><u>Week2:</u></b> Some Basic Terms to the Course</p>	<p>2- Traditional Teaching Methods and Syllabus Design</p>
<p><b><u>Week3:</u></b> Language Syllabus design and Curriculum Development, Schools in Syllabus Design, Historical background Current Views on Syllabus</p>	<p>3-Modern Teaching Methods and Syllabus Design</p>
<p><b><u>Week4:</u></b> <b>Similarities and differences between Syllabus and Curriculum, course, and Text Book.</b></p>	<p>4-Assessment and Syllabus Design</p>
<p><b><u>Week5:</u></b> Availability, Common Core, Course Book, Course Density, Course Ware,</p>	<p>5-Learner Styles/ Strategies and Syllabus Design</p>
<p><b><u>Week6:</u></b> Definition and Purpose of a Needs Analysis Needs Analysis <i>n</i> also Needs Assessment Types of Needs Needs Analysis Tools An Example of a Learner Story</p>	<p>6-Learning Strategies and Syllabus Design</p>
<p><b><u>Week7:</u></b> SMART Objectives, Bloom’s Taxonomy and SMART Objectives, Digital Bloom’s Taxonomy.</p>	<p>7-Multiple Intelligences Theory and Syllabus Design</p>
<p><b><u>Week8:</u></b> Scope and Sequence (Grading, Gradation), Selection.</p>	<p>8-Multiple Intelligences Theory Implementation and Syllabus Design</p>
<p><b><u>Week9:</u></b> Approaches to Syllabus Design,</p>	<p>9-Games or Gamification and Syllabus Design</p>
<p><b>Week10:</b> Types of Syllabus Design.</p>	<p>Functional Notional</p>
<p><b>Week11: Mid Term Examination 20%</b></p>	<p>(Communicative</p>

<p><b>Week12:</b> SWOT Analysis of the LD Curriculum  <b>Week13:</b> Revisions  <b>Week14:Final Examination</b></p>	<p>Approach Syllabus)   10-Task-Based Syllabus   11-Content-based Syllabus   12-Technology-based Teaching Syllabus Design</p>
<p><b>18. Practical Topics (If there is any)</b></p>	
<p><b>19-Peer Review</b>  It has been Reviewed by:</p>	
<p><b>19. Examinations:</b>  <i>Questions Bank</i>  <i>Q/ Briefly Distinguish between behaviorism, Cognitivism and Humanism.</i>  <i>Q/Briefly distinguish between Curriculum, course, syllabus design and course book.</i>  <i>Q/ what are some similarities between curriculum and syllabus?</i>  <i>What is availability and selection? Explain with example.</i>  <i>Q/ English for Business is an example of Common Core, explain.</i>  <i>Q/ What does a syllabus design include? Mention and explain the components.</i>  <i>Q/ What are priori and posteriori Syllabi? Explain and distinguish.</i>  <i>Q/ What is a bridge course? What is a sheltered course? Explain and distinguish.</i>  <i>Q/ How to use the Bloom’s three taxonomies in Syllabus design? Explain with examples.</i>  <i>Q/ Why needs analysis is important? Explain with example.</i>  <i>Q/Explain these terms:</i>  <i>Scope, Sequencing or Grading</i>  <i>Q/ Define and distinguish between the following types of syllabus design:</i>  <i>A-Product-oriented B- Process-Oriented:</i>  <i>Q/Define the following Product oriented Syllabi:</i>  <i>1-structural, 2-situational, 3-topical, 4-functional, 5-notional, 6-skills-based and</i>  <i>Q/ What type of syllabi is the ‘task-based approach? Identify</i>  <i>Q/ Propose and Design a syllabus according to a type and an approach of syllabus design.</i></p>	

**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**

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