

## Tentative Course Schedule for M.A. Students

### Syllabus Design and Curriculum Development (95-96, Bahman-2)

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#### Objectives of the Course

This course will provide the participants with the opportunity to:

- Ø Learn the old and the latest theories of syllabus design
- Ø Know the importance of curriculum development in educational policy
- Ø Learn how to prepare different educational materials
- Ø Learn how to evaluate English textbooks

#### Course Expectations and Requirements

- Attendance is obligatory
- Active in-class participation is a crucial component of this course
- Every week students will be given a mini presentation to do in the class
- Students should start working on **term project** by the **3<sup>rd</sup> session**. They should choose a project introduced to them by their instructor. The term project be based on APA 6<sup>th</sup> edition and be plagiarism free. For help with APA 6<sup>th</sup> edition, check the following links:

<http://www.iranelt.com/index.php/apa-6th-guide/in-text-citation>

<http://www.iranelt.com/index.php/apa-6th-guide/reference-writing>

#### Code of Ethics

M.A. students of the TEFL program *MUST* observe the highest standards of academic honesty and integrity. Plagiarism is a form of academic dishonesty; all sources of reference from which class members take quotations, theories, or concepts must be properly cited. **Plagiarism will not be tolerated.**

## Term Syllabus

<b>Week</b>	<b>Topic</b>	<b>Source</b>	<b>Assignments</b>
1	Introduction to the course; Some key concepts	-----	-----
2	Text diagnosis: Superstition Needs Assessment in Syllabus Design	Free	Weekly Profile 1
3	Structural syllabus Task-based materials in language teaching	3-4-6	Weekly Profile 2
4	Type A/ Type B syllabi + Product/ Process based syllabi	2-4-6	Weekly Profile 3
5	Project Evaluation 1	Free	Weekly Profile 4
6	Proportional syllabus: Grammar to communication Negotiated syllabus and learner autonomy	Teacher	Weekly Profile 5
7	Multiple Intelligence-based Materials	2-6-8	Weekly Profile 6
8	Textbook Evaluation	Free	Weekly Profile 7
9	Classroom evaluation checklist	2- Free	Weekly Profile 8
10	Materials for discourse analysis	6	Weekly Profile 9
11	Content-based syllabi Skill-based syllabi	6	Weekly Profile 10
12	Project Evaluation 2	2-6	Weekly Profile 11
13	Materials to teach vocabulary Materials to teach writing: Reverse engineering	Teacher	Weekly Profile 12
14	Materials to teach speaking	6	Weekly Profile 13
15	Materials to teach pronunciation	6	Weekly Profile 14
16	General evaluation and review of the term	Teacher	Weekly Profile 15
17	Final Examination All papers and assignments are due	-----	

## Term Evaluation

Your course grade will be determined based on the criteria mentioned in the following table. Please note that no late assignment is accepted. *Make sure that you hand in all your assignments on the day of final examination.* Besides, all your written assignments must comply with the requirements of the APA Style, the 6<sup>th</sup> edition, published in 2009. Classroom attendance is obligatory for all the students. Once absence can be neglected, repeated absence for the 2<sup>nd</sup> and 3<sup>rd</sup> sessions will result in the deduction of .5 and .75 of the total mark respectively.

	TOPIC	Mark
1	Informed participation in class discussions	1.5
2	Presentation	1.5
3	Term Project	4
4	Final examination	13

## References

1. Ellis, R. (2003). *Task-based language teaching and language learning*. Oxford: Oxford University Press.
2. Hamidi, H., & Montazeri, M. (2015). *Language syllabus design and curriculum development*. Retrieved from <http://iranelt.com/index.php/introduction-to-syllabus-design>.
3. Montazeri, M., & Hamidi, H. (2013). A closer look at different dimensions of needs analysis in the field of ELT. *ELT Voices*, 3 (1), 104-111.
4. Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
5. Nunan, D. (2001). *Syllabus design*. Oxford: Oxford University Press.
6. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
7. Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. New York: Pearson Education.
8. Sarem, S. N., & Hamidi, H. (2012). The proportional syllabus: A better alternative to the existing syllabus types in language curriculum design in EFL contexts. *Advances in English Linguistics*, 1 (3), 71-75.