

Arizona State University
English Department
LIN524 – Curriculum design and materials development (Class# 29696)
Spring 2021

1. General information

Instructor: Dr. Mark A. James
 Phone: 965-2731
 Website: www.drmarkjames.info

Office: <https://asu.zoom.us/j/5902483726>
 Email: Mark.A.James@asu.edu
 Office hours: Tues./Thurs. 2-4pm (and by appointment)

2. Course description

LIN524 provides an introduction to curriculum design and materials development in the area of teaching English to speakers of other languages (TESOL). We will approach curriculum design as a systematic, iterative process that consists of several fundamental, interdependent steps: *examine the environment, assess needs, decide on principles, set goals and choose and sequence the content, design the lesson format, include assessment procedures, and evaluate*. We will examine one element, *materials*, in particular detail, focusing on principles and procedures for evaluating and developing materials.

3. Course goals

After completing this course, students should be able to:

- **describe** and **explain** a systematic, principled approach to TESOL curriculum design and materials development;
- **analyze** and **evaluate** TESOL curricula and materials;
- **apply** principles of TESOL curriculum design and materials development in the production of materials and curricula.

4. Instructional strategy

To meet the course goals stated above, this course will be taught using a variety of strategies. Information will be presented primarily through assigned readings. Students and the instructor will discuss these readings in class to highlight and clarify important concepts. Students will analyze cases (e.g., samples of materials) and problems so they can apply knowledge of course concepts. These activities will be carried out in class in different formats: individual, small group, and whole class work; informal discussions and formal presentations. Students can also get individual feedback on their course work during instructor office hours any time during the semester. This eclectic approach will help ensure that each student can engage with the course content in a way that is suitable to his or her learning style(s).

5. Course materials

The required texts for the course are: (These books can be purchased at the ASU book store.)

- Macalister, J., & Nation, I.S.P. (2020). *Language curriculum design* (2nd ed). New York, NY: Routledge.
- Tomlinson, B. (Ed.) (2011). *Materials development in language teaching* (second edition). Cambridge, UK: Cambridge University Press.

The following sources are not required for this course; however, they are high-quality examples of the further general and practical information that is available on the course topics:

- Brown, J.D. (1995). *Elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle.
- Brown, J.D. (2016). *Introducing needs analysis and English for specific purposes*. New York, NY: Routledge.
- Nation, I.S.P., & Macalister, J. (2010). *Language curriculum design*. New York, NY: Routledge.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge, UK: Cambridge University Press.

- Richards, J.C. (2017). *Curriculum development in language teaching* (second edition). Cambridge, UK: Cambridge University Press.
- Tomlinson, B. (Ed.) (2003). *Developing materials for language teaching*. London, UK: Continuum International Publishing Group.
- Waters, A. (1996). *A review of the research into needs in English for academic purposes of relevance to the North American higher education context* (TOEFL Monograph Series, #6). Princeton, NJ: Educational Testing Service.
- White, R.V. (1989). *The ELT Curriculum: Design, innovation, and management*. Oxford, UK: Blackwell.
- Wilkins, D.A. (1976). *Notional syllabuses*. London, UK: Oxford University Press.
- Willis, D. (1990). *The lexical syllabus*. Birmingham, UK: Collins COBUILD.
- Journals: *TESOL Quarterly*, *TESOL Journal*, the *ELT Journal*, *English for Specific Purposes*, *English for Academic Purposes*, *System*.
- Taxonomies from international associations:
 - TESOL Standards: <http://www.tesol.org/advance-the-field/standards>
 - Common European Framework of Reference for Languages: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
 - ACTFL World-readiness Standards: <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>
- Materials Development Association. www.matsda.org.uk
- Some online collections of materials:
 - <https://www.tesol.org/connect/tesol-resource-center>
 - <https://americanenglish.state.gov/>
 - <https://learningenglish.voanews.com/>
 - <https://www.bbc.co.uk/learningenglish/>
 - <https://esol.britishcouncil.org/>
 - <https://www.eslcafe.com/>
 - <https://www.onestopenglish.com/>
- Major international publishers of commercial ESOL materials:
 - Cambridge University Press - <https://www.cambridge.org/us/cambridgeenglish>
 - Oxford University Press - <https://elt.oup.com/?cc=us&selLanguage=en>
 - Longman/Pearson - <https://www.pearsonelt.com/>
 - National Geographic/Cengage - <https://ngl.cengage.com/>
 - Macmillan - <https://www.macmillanenglish.com/>

6. General requirements and course policies

Students should:

- complete assigned readings and related homework before class;
- complete all tasks that will be evaluated;
- come to class prepared to participate in discussions;
- take primary responsibility for learning (e.g., ask questions or get help when necessary).

This course has 15 scheduled class sessions. Each session is 2 hours and 45 minutes. Students' punctual attendance for all classes is required. Unexcused missed classes will result in a deduction in the course participation grade.

This course also has 2 major graded assignments (i.e., a mid-term assignment and a final assignment). Students' punctual submission of assignments is required. Unexcused missed deadlines will result in a deduction in the final grade for the assignment.

7. Evaluation / grade reporting

The final grade for this course will be weighted in the following way:

- Participation 30%
- Mid-term assignment (Materials evaluation) 30%
- Final assignment (Curriculum problem/solution paper) 40%

Participation. Students must participate actively in this course. The participation grade will be based on (a) attendance and participation in classes, and (b) participation in a group presentation.

To prepare for classes, students are asked to:

- do required pre-reading (see the course schedule),
- consider how the reading applies to relevant teaching contexts, and
- make note of questions and comments s/he has about the reading.

For the group presentations, each presentation will focus on one example of a curriculum design step (e.g., a needs assessment tool, a statement of goals, a learning assessment procedure). The example should be from a reputable source (e.g., a high-profile program, a peer-reviewed journal, a major publisher or organization), so that by the end of the semester, we will have become familiar with a collection of well-known or influential examples of curriculum design steps. The presenters should describe the example (20 minutes), and field questions from the class about the example (20 minutes). Besides giving the oral presentation, students should upload an electronic version of their presentation to the course Canvas site.

Deadline: Throughout the semester; groups should sign up for a date/topic.

Mid-term assignment (Materials evaluation paper). Students should choose two examples of ESOL learning materials: 1 course book (hard copy or electronic sample) and 1 website or app. Applying principles of materials evaluation presented in Tomlinson's textbook (Chapter 1), students should evaluate these two examples and explain which example is stronger.

This paper should be no more than 2500 words in length (excluding references/appendices). The paper will be judged mainly for content (e.g., thorough, careful analysis, including explicit connections to principles; logical conclusion) and organization (e.g., sequence of and clear connections between ideas), but language use (e.g., grammar, vocabulary) and mechanics (e.g., spelling, formatting) will also be factors. Students should submit this as a Word document, through the course Canvas site.

Deadline: Thurs. Mar. 4, 11:59pm.

Final assignment (Curriculum problem/solution paper). Students should identify a topic of interest related to curriculum design (i.e., a "problem", like "what is the best way to do a needs analysis in context X?", or "what are the most useful goals/objectives in context Y?", or "what kind of test would work best in context Z?"), and survey published scholarly work on that topic (i.e., to understand that problem and to generate a "solution"). The paper should:

- **describe** the problem (e.g., what is it, and why is it important or interesting?);
- **describe** and **synthesize** research findings and practical recommendations found in published scholarly work (at least 8 empirical studies not included in the required readings for LIN524) (e.g., what important and useful information has research revealed about the problem and possible solutions?);
- **evaluate** the practical recommendations by making explicit connections to principles in Macalister and Nation's textbook.

The body of this paper (not including the reference list or any appendices) should be no more than 3750 words in length. The paper will be judged mainly for content (e.g., claims and supporting evidence; sufficient and

appropriate use of resources) and organization (e.g., sequence of and clear connections between ideas), but language use (e.g., grammar, vocabulary) and mechanics (e.g., spelling, formatting) will also be factors. Students should submit this as a PDF document, through the course Canvas site.

Deadline: Thurs. Apr. 29, 11:59pm.

8. Grading system

The following scale will be used to calculate students' grades in this course:

<i>Letter</i>	<i>4.0 scale equivalent</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
E	0.3

9. Tentative course schedule

Week	Theme	Thursday
1	Introduction	Jan. 14 Course syllabus
2	Overview of curriculum design and materials development	Jan. 21 Macalister & Nation Chapter 1, and Tomlinson Chapter 1 Students should find and bring an example of ESOL teaching materials*
3	Curriculum: Environment analysis; The process of materials evaluation	Jan. 28 Macalister & Nation Chapter 2, and Tomlinson Chapter 8
4	Curriculum: Needs analysis; The process of materials evaluation	Feb. 4 Macalister & Nation Chapter 3, and Tomlinson Chapter 9 Group presentation 1
5	Curriculum: Principles; The process of materials evaluation	Feb. 11 Macalister & Nation Chapter 4, and Tomlinson Chapter 10 Students should find and bring an example of ESOL teaching materials*
6	Data collection and materials development	Feb. 18 Tomlinson Chapters 2 and 3
7	Curriculum: Goals, content, and sequencing; The process of materials writing	Feb. 25 Macalister & Nation Chapter 5, and Tomlinson Chapter 5 Group presentation 2
8		Mar. 4 Hand in mid-term assignment
9	Curriculum: Format and presentation; The process of materials writing	Mar. 11 Macalister & Nation Chapter 6, and Tomlinson Chapter 6
10	Curriculum: Monitoring and assessment; Ideas for materials development	Mar. 18 Macalister & Nation Chapter 7, and Tomlinson Chapters 14 Group presentation 3
11	Curriculum: Evaluation; Ideas for materials development	Mar. 25 Macalister & Nation Chapter 8, and Tomlinson Chapter 15
12	The electronic delivery of materials	Apr. 1 Tomlinson Chapters 12 and 13 Group presentation 4
13	Curriculum: Approaches to curriculum design; Ideas for materials development	Apr. 8 Macalister & Nation Chapters 9, and Tomlinson Chapters 17
14	Curriculum: Introducing change; Future directions in materials development	Apr. 15 Macalister & Nation Chapter 12, and Tomlinson Conclusions Group presentation 5
15	Conclusion	Apr. 22 Final class -- course summary

Note. Final assignment is due on Thurs. Apr. 29, 11:59pm.

*Please upload the example (or a link to it) and a brief description (i.e., where it is from, and what context[s] it is intended for) to the course Canvas site.

10. Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

11. Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus
480-727-1165 (Voice)

Tempe Campus
480-965-1234 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (Voice)

12. Discrimination

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX

and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

13. Questions

If any questions come up at any time about any of the information in this syllabus, please contact me at:

Mark.A.James@asu.edu