

LANGTCHG 760

Curriculum Design

Course Outline Semester 2, 2019

Course description and objectives

LANGTCHG 760 is an advanced level study of theoretical principles and current issues in the second language curriculum. It includes historical examination of influential approaches and methods, with particular attention to the development and current position of communicative approaches in the second language curriculum. It examines issues associated with course design processes including assessment of needs, objectives setting, syllabus and materials selections, and course evaluation.

The subject of LANGTCHG 760 is the second language curriculum. It is divided into three main components: curriculum contexts, options for curriculum organization, and curriculum development processes. **Weekly class sessions include** explicit instruction, analysis of a range of curriculum documents, practice and theory-based tasks, and opportunities for small-group and whole-class discussions. There are **two major assignments** for this course. All materials used in class can be found in the LANGTCHG 760 course text that will be available for you to purchase from ubiq (the campus bookshop), and as readings listed on TALIS.

By the end of the course students will...

- have acquired specialised knowledge of theoretical approaches to curriculum design
- be familiar with the different levels at which the curriculum operates: the national/societal curriculum, the curriculum that teachers plan, the one they actually implement, the curriculum that learners receive, and the one that they take up and learn
- have critically examined and developed personal positions on a range of socio-political and cultural issues arising from the contexts in which second language curricula are developed, including those associated with use of commercial “global course-books”
- have explored the range of options available to teachers for organising the curriculum, including language-, content-, learning and learner-based curricula
- have completed a curriculum design project that includes consideration of a specific context and specific learner factors through goal specifications, unit and lesson planning, teaching methodologies, and evaluation of the curriculum against principles of best practice.

Class session details for LT 760

Classes for LT 760 begin on Wednesday July 24, 1-3 pm

Mid-semester break is from Monday September 2 to Saturday September 14.

The final class for LT760 is on **Wednesday October 23.**

Classes will take place in **Building 803 (17 Eden Terrace) Room 210.**

COURSE OUTLINE		
Date	Course content	Assessment
1. July 24	PART I: CONTEXTS FOR THE SECOND LANGUAGE CURRICULUM Unit 1: Socio-political contexts of the L2 curriculum Unit 2: Culture and the L2 curriculum Unit 3: Ideology and power issues in the L2 curriculum Unit 4: Current ELT curriculum debates Unit 5: ELT global coursebooks and local materials	
2. July 31		
3. August 7		
4. August 14		
5. August 21		
6. August 28		Assignment 1 is due on Tuesday August 27 (Week 6) before 4pm to Arts Student Centre, plus Turnitin submission
Mid semester break September 2 - 14		
7. September 18	PART II: SECOND LANGUAGE CURRICULUM OPTIONS Unit 6: A language-based L2 curriculum Unit 7: A content-based L2 curriculum Unit 8: A learner-based L2 curriculum Unit 9: A learning-based L2 curriculum	
8. September 25		
9. October 2		
10. October 9		
11. October 16	PART III: L2 CURRICULUM DEVELOPMENT PROCESSES Unit 10: Considering context factors Unit 11: Considering your principles and beliefs Unit 12: Considering the learners’ needs, goals and objectives Unit 13: Planning courses and lessons	
12. October 23		
	Unit 14: Monitoring and evaluating the course	Assignment 2 is due on Tuesday October 22 (Week 12) before 4pm to Arts Student Centre, plus Turnitin submission

Notes

- ✓ **Powerpoint slides** for each unit will be posted on CANVAS each week before class.
- ✓ There is **no examination** for LANGTCHG 760.
- ✓ **Students are expected to attend all classes.** Please let me know (by email) if you are unable to attend.
- ✓ Students are expected to spend **at least ten hours per week** on class and assignment work.

Summary of assessment for LT 760		
Assignment 1	Essay	35%
	Summaries of readings	5%
Assignment 2	Curriculum design task	45%
	Summaries of readings	5%
Course participation	Contributions to class discussions and debates	10%
Total		100%

Course convenor/lecturer

Dr Rosemary Wette

r.wette@auckland.ac.nz

373-7599 Ext 88538

Room 505 (Level 5) Arts 2

Office hour: Wednesday 12.00 – 12.45 or by email appointment.

CLL School assignments policy for extensions, deadlines and penalties

1. TIME MANAGEMENT

Time management is essential to academic success, and it is the responsibility of students to manage their time so all assignments can be submitted on or before the due dates.

2. HOW TO SEEK/ REQUEST/APPLY FOR AN EXTENSION

In *serious circumstances** beyond the student's control (see below), s/he may request an extension from the Course Convenor. The request should...

- be made by email at least 2-3 days BEFORE the due date for the assignment
- provide an explanation of the circumstances
- be supported by a satisfactory medical certificate or other documentation

If an extension is granted, you will be given a new due date.

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

**Serious circumstances* refers to major, unexpected events such as sudden illness (in the case of in-class tests etc.), long-term illness (for essays etc. done over a week or more), or bereavement in the immediate family. Documentary evidence will be requested. It does NOT include time management difficulties, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.

3. SUBMISSION OF ALL ASSIGNMENTS

Unless indicated otherwise by the Course Convenor, hard-copies of assignments should be posted **in the appropriate assignment box in the Arts Student Centre before 4 pm on the due date**. The Centre is not open on Saturday or Sunday or during public holidays.

4. DEADLINES & PENALTIES FOR LATENESS

Any work submitted after the due date and without an extension form or permission in writing from the Course Convenor will be treated as overdue and **penalties will apply** (*see below*).

The mark given to an overdue assignment will be reduced by **up to 10 per cent (at the discretion of the Course Convenor) of the total possible marks for that assignment for each day that it is late up to 5 days** (e.g. for an assignment marked out of 20, deduct up to 2 marks per day up to a total of 10 marks). Assignments which are due on Friday, or the day before a university holiday, but are not received until the next working day will be counted as TWO days late.

Overdue assignments that are submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held by the marker until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark. **For this reason, it is better to hand in an assignment late than not at all.**

5. EXTENSIONS

When a staff member grants an extension they will set a *new due date*. The completed assignment must be submitted on or before the *new due date* **together with** the medical certificate and other documentation. **If an assignment is submitted after the new due date, penalties for lateness apply as above.**

6. IN CLASS TESTS, ELECTRONIC TESTS AND ORAL PRESENTATIONS ETC.

When serious circumstances (e.g. sudden serious illness or a car accident) cause a student to miss an in-class test/assessed presentations or electronic test it is expected that the student will notify the course convenor at the earliest possible opportunity, if possible *before* the scheduled test or presentation takes place. If the student or their representative makes no contact within five days of the scheduled test/presentation, they will be awarded a zero grade for that piece of assessment.

Plagiarism and the use of Information and Communications Technology (ICT)

Students need to be aware of University regulations with regard to...

1. PLAGIARISM

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised

detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Students may not translate work from another source without proper acknowledgment and referencing. The use of translation machines to translate and copy texts into the target language of an assignment constitutes academic dishonesty.

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately, see: <https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>.

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen@ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin. All students entering the University are required to complete the **Academic Integrity Module**.

2. USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (E.G. CLASS FACEBOOK PAGES)

If students in any course wish to set up a Facebook page for the course or to use any other form of ICT, they need to be aware that the University of Auckland Information and Communications Technology (ICT) Statute sets out rules governing use of any ICT hardware or software at or for University activities. It forbids using ICT “to store, display or communicate... files containing any text, image that is deceptive or misleading, is abusive or defamatory, contravenes anyone’s privacy... or that reproduces all or part of any work in breach of the Copyright Act 1994”. The Statute refers students to the relevant University Disciplinary Statute and the penalties that may apply. It can be found at: <https://policies.auckland.ac.nz/student-undergraduate.aspx>

The Discussion option on CANVAS is a more appropriate forum for student discussions about coursework.

Students with impairments

STUDENTS WITH IMPAIRMENTS are asked to discuss privately with the course convenor (face-to-face and/or by email) any impairment-related requirements regarding delivery of course content or course assessments. Please contact Rosemary (r.wette@auckland.ac.nz) as soon as possible if you have any impairment-related needs.

I hope you find LANGTCHG 760 helpful and interesting. Please feel free to talk to me at any time about...

- *your progress on this course and any difficulties you may be having with course content*
- *anything that may be affecting your ability to do assignments and well / on time*

Rosemary