

COURSE SPECIFICATION DOCUMENT

Academic School/Department:	School of General Education
Programme:	MA in Applied Linguistics: Language Teaching MA in Language Education Leadership and Management
FHEQ Level:	7
Course Title:	Course Design, Development and Assessment
Course Code:	LED 7105
Course Leader:	George Xingseng Zhang
Student Engagement Hours:	200
Lectures and seminars:	39
Tutorials and workshops:	6
Independent / Guided Learning:	155
Semester:	Fall/Spring
Credits:	20 UK CATS credits 10 ECTS credits 4 US credits

Course Description:

This course prepares students to become professionals with leadership qualities in language education by developing knowledge and skills in designing and developing effective language courses and curricula that meet the needs of learners in an age of multilingualism and plurilingualism. The course covers curriculum design and development in the context of linguistic theory, changing learning environments and the need for intercultural communication competence. It examines the development of learning and teaching materials. It explores techniques and strategies of language assessment, taking into consideration the main frameworks of standards in Chinese and English and the development of intercultural communication competence.

Prerequisites: N/A

Aims and Objectives:

The course aims to develop in-depth understanding of the design of language courses and curricula integrating methods of assessment. It fosters evaluation and development of learning and teaching materials. It aims to promote a deep and systematic understanding of the various forms and techniques of assessment: formative, summative, feedback and methods of testing. The course aims to develop

professional expertise, competence and skills in these areas. The course aims to foster the ability to critically apply theoretical concepts to actual practice.

Programme Outcomes :

A1; A2; A3; A6

B1; B2; B3; B4; B8

C1; C2; C3; C5

D1; D2; D4; D5; D8

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at:
<http://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- demonstrate a sound in-depth understanding of fundamental concepts, ideas and principles in language course and curriculum design in the light of language learning theories and teaching methodologies
- demonstrate a critical understanding of what constitutes effective language learning and teaching materials
- demonstrate the ability to select and develop appropriate materials for language courses and curricula
- demonstrate in-depth understanding of methods of testing and forms of assessment, including the appropriate use of feedback in language classes
- demonstrate ability to design language courses in line with the needs of various learners and educational contexts
- demonstrate familiarity with the major language proficiency tests in Chinese and English, and their relevance to course design and development

Indicative Content:

- Key concepts and issues in language course design: aims, objectives, learners and language education providers etc.
- Types of language courses, with short-term and long term aims and objectives in formal and informal education settings
- Language testing and language assessment, techniques and strategies
- Analysis and evaluation of learning and teaching materials in the context of their theoretical principles
- Selection and development of learning and teaching materials
- Impact of multilingualism and plurilingualism on language course design and development
- Course design and material selection and development in team situations

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board (formerly Learning & Teaching Policy Committee) and located at: <http://www.richmond.ac.uk/admitted-students/>

Teaching Methodology:

This course combines lectures, seminars, discussions and pair and group work. Students are encouraged to engage in critical, reflective discussion with their peers and professors on the selected reading and their own project. Learning is supported by a range of additional materials both in and outside classroom. Student work is assessed through a variety of ways using both formative and summative approaches.

Bibliography:

See syllabus for complete reading list

Indicative Text(s):

Brown, H. D. and Abeywickrama, P. 2010. *Language assessment: Principles and classroom practices, Second edition*. NY: Pearson Education.

Nation, I.S.P. and Macalister, J. 2010. *Language Curriculum Design*. London: Routledge

Tomlinson, B. (ed.) 2011. *Materials Development in Language Teaching*, 2nd ed. Cambridge: Cambridge University Press

Journals:

Language Testing Journals

Web Sites:

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry