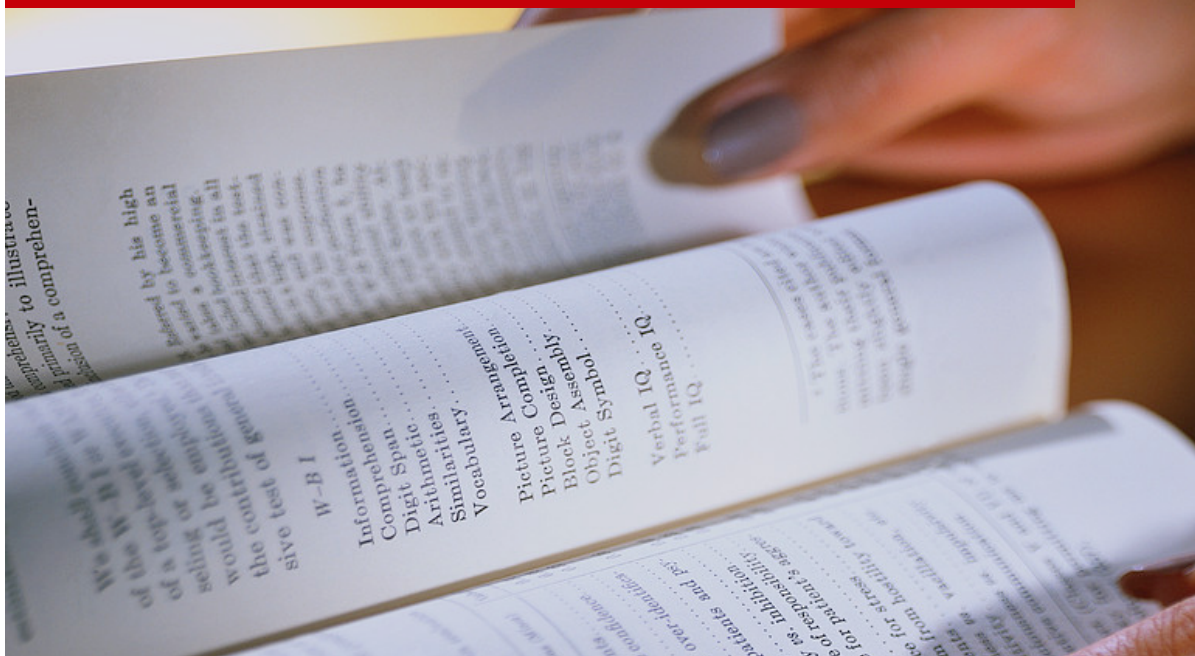


## Curriculum Design and Development (CDD)



# Class Handbook

## Introduction, Syllabus, & Assessment

Christopher Douloff  
International Graduate School of English  
[christopher@igse.ac.kr](mailto:christopher@igse.ac.kr)

## INTRODUCTION

This course is an orientation to the process of second language (SL) curriculum design—planning, development, assessment, and evaluation. You will learn how to apply theory to practice and create effective EFL courses. By the end of the course, you should be able to construct a customized SL learning course that effectively targets one (or several) of the major skills areas (e.g., speaking, reading).

Curriculum Design and Development (CDD) roughly mirrors the process of SL curriculum design itself, and it will guide you through 1) surveying the needs of SL learners, 2) choosing and sequencing course content, 3) adapting/creating instructional material, 4) assessing learning outcomes, and 5) preparing to evaluate the effectiveness of a SL course. Out-of-class work should be anticipated. Pair and group work will be the norm during class.

### Course Aim(s)

CDD has been designed to help students

- create EFL courses from scratch/with the aid of **AI applications** (e.g., for a private institute, to meet IGSE's "curriculum" project graduation requirements).
- modify existing EFL courses (e.g., in a public school teaching context).
- evaluate EFL courses and provide feedback to others (e.g., in the role of "coordinator," "head teacher," or "project manager" in a publishing company).

### Textbook(s)

Nation, P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge. [PDF available]

Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge. [PDF available]

### EdTech Resources

1. PC/laptop (for Zoom meetings, word processing, viewing e-documents)
2. Class website: <http://class.igse.ac.kr> (enrolment key: **CDD**)
3. ChatGPT, Microsoft Word

## SYLLABUS

FOCUS	UNIT	CONTENT
	—	<b>Curriculum Design and Development (Preview)</b> Reading: N/A
<b>Planning</b>	01	<b>Teaching English for Specific Purposes</b> Reading: See class website
	02	<b>Environment and Needs Analysis</b> Reading: See class website
	03	<b>Questionnaire and Interview Design</b> Reading: See class website
	04	<b>Diagnostic Testing</b> Reading: See class website
	05	<b>Course Aims and Learning Objectives</b> Reading: See class website
	—	<b>Knowledge Test 1</b> (Units 1–5) / <b>Project:</b> Preparation Reading: N/A
<b>Apply</b>	—	<b>Project:</b> “Parts 1–2 + Course Aims” <b>submission</b> Reading: N/A
<b>Development</b>	06	<b>Syllabus Design</b> Reading: See class website
	07	<b>Teaching Receptive Skills</b> Reading: See class website
	08	<b>Teaching Language Systems</b> Reading: See class website
	09	<b>Teaching Productive Skills</b> Reading: See class website
	10	<b>Course Assessment and Evaluation</b> Reading: See class website
	—	<b>Knowledge Test 2</b> (Units 6–10) / <b>Project:</b> Preparation Reading: N/A
<b>Apply</b>	—	<b>Project:</b> Course Proposal <b>submission</b> Reading: N/A

**Note:** Syllabus subject to change (depending on national holidays). See class website for updates.

## ASSESSMENT

Due	Weight	Assignment
Continuous	20%	1. Participation
Week 7/14	30%	2. Knowledge Tests
Week 15	50%	3. Project: Course Proposal

## 1. Participation

Grades will be awarded based on the following criteria:

1. Punctuality (e.g., arriving to class on time) —
2. Preparedness (e.g., having homework done before class) —
3. Engagement (e.g., working on activities/group work meaningfully) —

 See the file “**Participation—Grading Criteria**” on the class website.

**TOTAL** **10**

### Submission

Due Date: Continuous

Format: N/A

## 2. Knowledge Tests

There will be **two** knowledge tests: **Week 7 (Units 1–5)** and **Week 14 (Units 6–10)**.

<b>Part A</b>	<b>Key terms</b>	Provide the correct <b>term</b> for <b>3–5</b> definitions (2 points each)
<b>Part B</b>	<b>Knowledge</b>	<b>10</b> multiple choice items (1 point each)
<b>Part C</b>	<b>Text analysis</b> (optional)	E.g., a questionnaire, an assessment instrument, some coursebook teaching material (1 point for each correct answer)

**TOTAL** **20**

### Submission

Due Date: Weeks 7/14

Format: Electronic via the class website

### 3. Project: Course Proposal

Work individually (or in groups of 2–3). Plan and design a novel second language course proposal for a target learner group you are familiar with. The project assignment consists of five parts:

**Part 1.** Research area

**Part 2.** Environment and needs analysis

**Part 3.** Course design

**Part 4.** Assessment and evaluation plan

**Part 5.** Conclusion

 See the file “**CDD Project—Course Proposal**” on the class website.

#### **Assessment Criteria** (represents weighting\*)

1. Research area **	—
2. Environment and needs analysis ****	—
3. Course design ****	—
4. Assessment and evaluation plan **	—
5. Use of academic English and accuracy of APA style referencing *	—
<b>TOTAL</b>	<b>50</b>

#### **Submission**

Due Date: Weeks 8/15

Format: Electronic (**Microsoft Word**) via the class website