

## 460-690 Curriculum and Syllabus Design in CLIL

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	This subject is not offered in 2008. Parkville Campus
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: 120 hours including 6 hours of student seminar presentations and discussions
<b>Prerequisites:</b>	460-640 Discipline-Specific Pedagogy A 460-686 Discipline-Specific Pedagogy B
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Michele de Courcy
<b>Subject Overview:</b>	<p>This compulsory 12.5 point subject on the design of curricula and syllabuses in content language integrated learning will focus on the principles and practice of syllabus design for courses taught in a second or foreign language and will include such topics as features of content-based (CLIL) programs and immersion programs, conditions for success, setting objectives, selecting content, theoretical principles, models of content-based syllabuses and curricula, lesson planning and lesson models, coping with special needs students, assessment, and case studies.</p> <p>It will also consider how CLIL best fits into the total class and school curriculum. Students will be required to apply the issues raised to their own teaching context, to present this in a seminar presentation and lead a seminar discussion on it.</p>
<b>Assessment:</b>	<p>Development of a syllabus in their discipline with an indication of how it would fit within the class's total curriculum specifying goals, content, methods, assessment and materials, equivalent in workload to a 2000 word essay, relevant to Objectives 1 to 10, due by the end of the subject (50%) A 20 minute oral presentation by each classmember, followed by discussion on the syllabus each is developing or has developed, relevant to Objectives 1 to 10, to be distributed through the subject (25%)End-of-subject written examination equivalent to a 2000 word essay, the examination to be of 2 hours duration, relevant to Objectives 1 to 10, due at the end of the subject (25%),</p>
<b>Prescribed Texts:</b>	A list of useful references and other sources will be provided.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Commitment to professional and academic ethics and excellence</li> <li># Ability to set personal targets and plan to achieve them</li> </ul>

	<ul style="list-style-type: none"><li># Development of the students' ability to direct their own independent learning</li><li># Ability to discuss their discipline area in appropriate English and to communicate it to students</li><li># Ability to read critically and present material concisely and coherently in written and oral presentations relevant</li><li># Skills in observing teaching, evaluating it and applying their findings to their own teaching situations</li><li># Skills in reflecting upon, evaluating and developing their own teaching</li><li># Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL)</li><li># Reflect critically on their teaching, program planning and/or the management of relevant educational programs</li><li># Understand and apply principles of teaching, assessment and evaluation</li></ul>
<b>Related Course(s):</b>	Master Of Education (Teaching Content Through English)