

LING90007 Language Curriculum Design

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: A 2 hour seminar per week Total Time Commitment: Total of 170 hours.
Prerequisites:	none
Corequisites:	none
Recommended Background Knowledge:	none
Non Allowed Subjects:	none
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Coordinator:	Dr Janne Morton
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Subject Overview:	This subject adopts a language for specific purposes (LSP) framework. It begins from the premise that all language teaching involves the teaching of language for some specific purpose, and in some specific context. Working within an LSP framework, we look at a range of theoretical and practical approaches to needs analyses and language curriculum design. Theoretical approaches include corpus linguistics, genre theory, and more socially critical approaches such as Academic Literacies. The subject will involve students collecting and analysing data (e.g. sample texts and interviews) to research the needs of learners and identify the discourses and practices of target communities in academic and professional contexts. Students will also participate in evaluating and developing LSP pedagogical materials and course syllabi.
Learning Outcomes:	Students who complete this subject will: <ul style="list-style-type: none"> # Have a critical understanding of the main issues and debates in LSP # Have developed skills in conducting LSP needs analyses # Have developed skills in designing and critically evaluating pedagogical materials and curriculum for language instruction
Assessment:	One group assignment due middle of semester (equivalent to 2000 words per student) [40%] One individual assignment due end of semester (equivalent to 3,000 words) [60%]
Prescribed Texts:	Reading materials provided
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Generic Skills:	# develop research skills. # develop critical thinking and analytic skills. # be able to communicate ideas through writing.
Related Majors/Minors/ Specialisations:	Applied Linguistics English Language - 100 Point Program English Language - 200 Point Program Language Testing - 100 Point Program Language Testing - 200 Point Program Modern Languages - 100 Point Program TESOL - 100 Point Program TESOL - 200 Point Program Technology in Language Learning - 100 Point Program Technology in Language Learning - 200 Point Program