

LING90007 Language Curriculum Design

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 24 hours- 1 x 2 hour seminar per week Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>
Contact:	Email: jannem@unimelb.edu.au (mailto:jannem@unimelb.edu.au)
Subject Overview:	<p>This subject adopts a language for specific purposes (LSP) framework to processes of language education. 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 to the design of programs and curricula. Approaches include corpus linguistics, genre theory, Systemic Functional Linguistics, 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 curricula.</p>
Learning Outcomes:	<p>On successful completion of this subject, students should have:</p> <ul style="list-style-type: none"> # a critical understanding of the main issues and debates in LSP; # developed skills in conducting LSP needs analyses; # developed skills in designing and critically evaluating pedagogical materials and curriculum for language instruction.
Assessment:	<p>A case study (equivalent to 2000 words) due middle of semester [40%] One individual assignment (equivalent to 3,000 words) due at the end of semester [60%] Hurdle Requirement - Students are required to attend a minimum of 80% of classes in order to pass this subject.</p>
Prescribed Texts:	Reading materials will be 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:	<p>Students who successfully complete this subject should:</p> <ul style="list-style-type: none"> # have developed research skills;

	<p># have developed critical thinking and analytic skills;</p> <p># be able to communicate ideas through writing.</p>
<p>Related Majors/Minors/ Specialisations:</p>	<p>English Language - 100 Point Program English Language - 150 Point Program English Language - 200 Point Program Language Testing - 100 Point Program Language Testing - 150 Point Program Language Testing - 200 Point Program MA (AS&ST) Applied Linguistics Modern Languages - 100 Point Program TESOL - 100 Point Program TESOL - 150 Point Program TESOL - 200 Point Program Technology in Language Learning - 100 Point Program Technology in Language Learning - 150 Point Program Technology in Language Learning - 200 Point Program</p>