

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: TESL 420		Number of Credits: 4 Course credit policy (105)																	
Course Full Title: Curriculum and Assessment in Second Language Education																			
Course Short Title (if title exceeds 30 characters): Curr & Assessment in SLE																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: Students will design, align, and use curriculum, materials, assessments, and language standards to foster learning in second language education. Students develop expertise in the use of the Canadian Language Benchmarks (CBL) in curriculum and assessment.																			
Prerequisites (or NONE):		None.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):		TESL 400 (formerly TESL 300), TESL 408, and TESL 410 (formerly TESL 310).																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 60 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>45</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>60</td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	45	Other contact hours:		Total	60	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Total	60																		
		Maximum enrolment (for information only): 25 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Chris Campbell		Date approved: October 2019																	
Faculty Council approval		Date approved: December 6, 2019																	
Campus-Wide Consultation (CWC)		Date of posting: January 24, 2020																	
Dean/Associate VP: Dr. Tracy Ryder Glass		Date approved: December 6, 2019																	
Undergraduate Education Committee (UEC) approval		Date of meeting: January 31, 2020																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe a range of approaches to curriculum design in language education.
- Demonstrate constructive alignment of learning outcomes, instructional tasks and assessment across a unit plan in a language learning and teaching context.
- Design a range of classroom assessments to support learning in language learning contexts including needs, formative and summative assessments.
- Apply language standard frameworks, and the Canadian Language Benchmarks (CLB) in particular, to design Portfolio-Based Language Assessments (PBLAs).

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Students will facilitate online learning discussions of weekly readings with tasks associated with that week's topic. In F2F classes, students will present their major assignments and work in groups to explore critical issues raised in the course to-date.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1	Coombs, C., Folse, K., & Hubley, N.	<i>A Practical Guide to Assessing English Language Learners.</i>	<input checked="" type="checkbox"/>	University of Michigan Press	2007
1.	Christison, M. & Murray, D.	<i>What English Language Teachers Need to Know Volume III: Designing Curriculum.</i>	<input checked="" type="checkbox"/>	Routledge	2014
2.	Nation, I.S.P., and Macalister, J.	<i>Language Curriculum Design</i>	<input checked="" type="checkbox"/>	Routledge	2010
3.	Macalister, J., and Nation, I.S.P.	<i>Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World</i>	<input checked="" type="checkbox"/>	Routledge	2011
4.	McKay, S.L., & Brown, J.D.	<i>Teaching and Assessing EIL in Local Contexts Around the World</i>	<input checked="" type="checkbox"/>	Routledge	2014
5.	Centre for Canadian Language Benchmarks	Canadian Language Benchmarks	<input checked="" type="checkbox"/>	CCLB	2011
6.	Centre for Canadian Language Benchmarks	PBLA Practical Guidelines			

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Students will demonstrate a constructive alignment table for a unit that clearly demonstrates the ability to identify and align learning outcomes (aligned to standards), classroom teaching, and assessment. They will prepare an assessment package that demonstrates the ability to use standards like the CLB in designing language assessments. Because of the amount of information in the readings, it may be advisable to have a late mid-term after week 10, perhaps, so students can move from reviewing to applying.

Typical Course Content and Topics

Week 1: Introduction to Curriculum and Assessment

Week 2: Using Curriculum to Connect Lessons, Units, Programs, and Target Communities of Practice

Week 3: Learning-Centred Curriculum Design: OBE, competency-based, and standards-based curriculum design

Week 4: Language standards and the CLB - Integrating language standards in curriculum and assessment

Week 5: Assessment – Moving from needs assessment to learning outcomes to placement testing in language education

Week 6: Constructive Alignment: Designing curriculum that align standards, learning outcomes, assessments, and learning tasks

Week 7: Curriculum I: Communicative and Task-based Design

Week 8: Curriculum II: Academic, Genre-Based, and Content-Based Approaches

Week 9: Curriculum III: Language Skills-Based Approach – Dividing or integrating skills

Week 10: Curriculum IV: Vocabulary, Structural, and Notional-Functional Approaches

Week 11: Language assessment – classroom or formative assessment, self-/peer-assessment, and e-portfolios

Week 12: Language assessment – summative assessment and high-stakes language testing

Week 13: Implementing curriculum and assessment innovations

Week 14: Presenting curriculum and assessment models – Peer learning