



**MOHAMMED SEDDIK BEN YAHIA  
UNIVERSITY – JIJEL**

**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTMENT OF ENGLISH**

*Teacher :* **Mrs. BOUHALI** Salma

# Department of English

## Master 1

### Syllabus Design and Curriculum Development



*Teacher :* **Mrs. BOUHALI** Salma

2024

IN THE NAME OF GOD, THE MOST GRACIOUS, THE MOST MERCIFUL

GOOD  
MORNING

Welcome

*To my lectures*



# SYLLABUS DESIGN

TEACHER: MRS. BOUHALI SALMA

## Lecture One

### A Clarification of Terms

*Put it in your mind*

*You can, you should, and if you're brave enough to start, you will.*

*Be optimistic*

*"We are all in the gutter, but some of us are looking at the stars."*

*Pay attention*

*Success is not just a measure of how big you can DREAM.. It is also a measure of how much you can DO.*

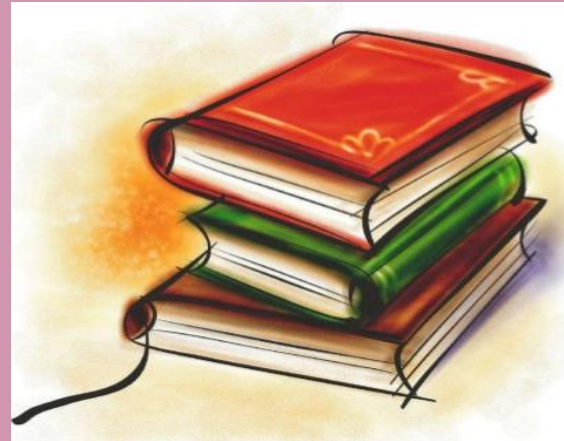
*Be optimistic*

*The things you are waiting and hoping for tend to arrive at the most unexpected moments.*



# CONTENT

- ◉ Introduction
- ◉ A distinction between terms
  - Syllabus
  - Curriculum
  - Course
  - Programme
  - Subject/Subject Matter/ Module
- ◉ Definition of a Learning-Centered Course Syllabus
- ◉ Components of a Learning-Centered Course Syllabus
- ◉ Requirements of a syllabus
- ◉ Tips for Creating a Learning-Centered Syllabus
- ◉ Benefits of a Well-Written Course Syllabus



# INTRODUCTION

- ◎ Terms like: syllabus, curriculum, course, programme and methodology are commonly used interchangeably, sometimes differentiated, and other times misused and misunderstood, while in the current course, i.e. syllabus design, it is essential and crucial to distinguish between them.



# 1. A DISTINCTION BETWEEN TERMS

## 1.1. SYLLABUS

- A syllabus plays an important role in the life of every teacher.
- At its simplest level, it can be described as a statement of what is to be learnt. A syllabus refers to the **content** or subject matter of an individual subject.
- A syllabus is an **outline** or a **summary** of the main points of the course.

# 1. A DISTINCTION BETWEEN TERMS

## 1.2. CURRICULUM

- ⊙ It is an educational plan that spells out which goals and objectives should be achieved, which content should be covered and which methods are to be used for teaching, learning and evaluation.
- ⊙ Curriculum deals with the abstract general goals of education which reflect the overall educational and cultural philosophy of a country, national and political trends as well as theoretical orientations to language and language learning.

## 1.2. CURRICULUM (FOLLOWING)

- ⊙ Curriculum is a **theoretical document** and refers to the programme of studies in an educational system or institution.
- ⊙ A curriculum is the set of **courses, coursework, and their content**, offered at a **school or university**.
- ⊙ A curriculum provides the overall **rationale** for educating students. The curriculum includes the **goals, objectives, content, processes, resources, and means of evaluation** of all the learning experiences planned for pupils both in and out of the school and community, through classroom instruction and related programs (Shaw 1975) .

## 1.2. CURRICULUM (FOLLOWING)

### WHAT QUESTIONS DOES THE CURRICULUM ADDRESS?

- What is the **purpose** of educating students in this particular institution/ educational level?
- What kinds of **knowledge** should students be taught?
- What kinds of **learning experiences** do the students need to go through in order to acquire the knowledge and achieve our purposes?
- What kinds of **teaching methods** should be used to help students acquire the knowledge and achieve our purposes?
- How should these learning experiences be **organised**?
- How should we **assess** learners in order to see whether the purposes have been achieved?

## 1.2. CURRICULUM (FOLLOWING)

By answering these questions, a curriculum provides information on:

- ⦿ The **goals** of education
- ⦿ **Subjects** to be taught
- ⦿ **Activities** learners should be engaged in (how)
- ⦿ **Methods** and **materials**
- ⦿ Allocation of **time**
- ⦿ **Assessment** of students and of the curriculum itself

# CURRICULUM VS SYLLABUS

While a curriculum is a theoretical, policy document, a syllabus is a guide which indicates for teachers and learners what is to be achieved through the process of teaching and learning.



# CURRICULUM VS SYLLABUS

**Dubin and Olshtain, 1986 claim:**

The terms “**curriculum**” and “**programme**” are used interchangeably in this book to describe the broadest possible contexts in which planning for language instruction takes place. A “**syllabus**”, on the other hand, is a more circumscribed document, usually one which has been prepared for a particular group of learners. In some places, the terms syllabus and course outline mean the same thing, although recently the term syllabus has taken on a special meaning concerning the specification of language content alone. (Dubin & Olshtain 1986, p.3)

# CURRICULUM VS SYLLABUS (FOLLOWING)

- ◉ For Nunan (1988), the two are different, one being subordinate to the other. He considers **curriculum** to be the planning, implementation, evaluation and administration of an education programme, which occurs in three essential phases: planning, implementation and evaluation.
- ◉ **Syllabus** narrowly focuses on the selection and grading of content and material. He considers it to be a “subcomponent” of curriculum.

# CURRICULUM VS SYLLABUS (FOLLOWING)

- ◉ **Allen (1984)** considers a **curriculum** to be within a very general context, including the consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme.
- ◉ **Syllabus** therefore relates to that subpart of a curriculum which is concerned with the specification of what units will be taught.

# CURRICULUM VS SYLLABUS (FOLLOWING)

- White (1988, p.4) makes an even clearer distinction between the two, referring to ‘**syllabus**’ as:

the content or subject matter of an individual subject, whereas ‘**curriculum**’ refers to the totality of content to be taught and aims to be realized within one school or educational system.

# CURRICULUM VS SYLLABUS (FOLLOWING)

- ◉ Curriculum is considered to be the overall set of goals and objectives, including all content, processes, resources and means of evaluation used. While, the syllabus is a part of the overall plan and it is considered in the context of an ongoing curriculum (Berardo, 1997).

## 1.3. COURSE

- ⊙ A course is a unit of instruction in one subject.
- ⊙ A course is taken to mean a real series of lessons, what is actually delivered to students while a syllabus is a document which is more abstract. You and I may deliver different courses using different materials and having different groups of learners yet use the same syllabi.
- ⊙ A course is the whole package including materials, lessons, resources, extra-curricular activities, assessment etc. In other words a syllabus is part of a course.



## 1.3. COURSE (FOLLOWING)

- ◎ It is a series of lectures or classes taken to fulfill requirements of a subject. It is done in a short term, one semester to get a grade.
- ◎ A course can be considered the product of the syllabus applied, including both the linguistic blueprint as well as the materials to be learnt/taught, together with guidance to the practitioner in terms of approach and implementation, where possible and appropriate.

## 1.4. PROGRAMME

- ⊙ A **programme** is a useful term covering anything from a day trip to an entire degree. It is useful in the sense that it is relatively neutral and applicable in almost all situations.
- ⊙ It includes a series of lectures or courses to complete a programme or attain a degree. It takes a long term, multiple semesters around 3 to 4 years for the sake of getting a degree or certificate.

## 1.5.SUBJECT/SUBJECT MATTER/ MODULE

- ◎The term subject, subject matter and module refer to the same concept. They mean the name of an individual course, the field or the domain, for instance: phonetics, linguistics, civilization, literature...etc.

Never stop believing  
in hope because  
miracles happen  
everyday.

good ~ Inspiration ~  
morning

A red umbrella is open on a beach at sunset. The sun is low on the horizon, creating a warm, golden glow. The umbrella's reflection is visible in the wet sand. The words "good ~ Inspiration ~" and "morning" are written in a white, cursive font over the image.

# SYLLABUS DESIGN

TEACHER: MRS. BOUHALI SALMA

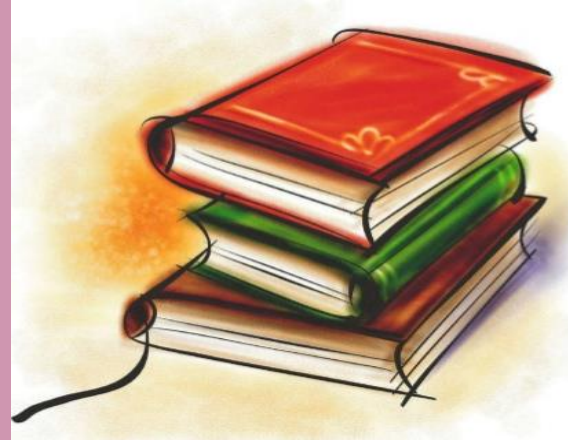
## Lecture One (Following)

### A Clarification of Terms



# CONTENT

- ◉ Introduction
- ◉ A distinction between terms
  - Syllabus ✓
  - Curriculum ✓
  - Course ✓
  - Programme ✓
  - Subject/Subject Matter/ Module ✓
- ◉ Definition of a Learning-Centered Course Syllabus
- ◉ Components of a Learning-Centered Course Syllabus
- ◉ Requirements of a syllabus
- ◉ Syllabus Design Criteria
- ◉ Tips for Creating a Learning-Centered Syllabus
- ◉ Benefits of a Well-Written Course Syllabus





## 2. DEFINITION OF A LEARNING-CENTERED COURSE SYLLABUS

- ⊙ A learning-centered course syllabus is a detailed and operational document which specifies the content of a particular subject. It is a kind of plan which translates the abstract goals of the curriculum into concrete learning objectives.
- ⊙ According to Shaw (1975), a syllabus is ‘a statement of the plan for any part of the curriculum’.

## 2. DEFINITION OF A LEARNING-CENTERED COURSE SYLLABUS (F)

- ◉ Noss and Rodgers (1976, p.51) define a **language syllabus** as ‘a set of justifiable, educational objectives specified in terms of linguistic content’.
- ◉ **Stevens (1977, p.25)** adds that **the syllabus** is: partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach ... **The syllabus** embodies that part of the language which is to be taught, broken down into items, or otherwise processed for teaching purposes.

## 2. DEFINITION OF A LEARNING-CENTERED COURSE SYLLABUS (F)

- ◉ Yalden (1983, p.19) compares the syllabus to a “**blueprint**” and the teacher as someone who converts the plan “into a reality of classroom interactions”.
- ◉ Widdowson (1984, p.26) claims that a syllabus is “a **teaching device** to facilitate learning”.
- ◉ Hutchinson and Waters (1987) define the syllabus as a **working document** that should be used flexibly and appropriately to attain the goals and objectives and maximize processes of learning.
- ◉ The syllabus can also be termed as a **permanent record**, a **learning tool** and a **contract** between several partners such as learners, teachers and institutions (Parkes and Harris, 2002).

## 2. DEFINITION OF A LEARNING-CENTERED COURSE SYLLABUS (F)

- ◉ **Wilkins (1981, p.85)** considers syllabuses as being “**specifications of the content** of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process”.
- ◉ **Johnson (1982)** defines syllabus as an organized syllabus inventory, with syllabus inventory referring to the items to be taught.
- ◉ **Crombie (1985)** also considers a syllabus to be **a list or inventory** of items or units with which learners are to be familiarised. However, **Corder (1973)** considers it to be more than just an inventory of items, with it not only specifying the content of learning but also providing **a rationale** of how that content should be selected and ordered. A syllabus can be seen as “**a plan** of what is to be achieved through our teaching and our students’ learning’ (**Breen, 1984, p.49**) while its function is ‘to specify what is to be taught and in what order’ (**Prabhu, 1984, p.274**).

### 3. APPROACHES TO SYLLABUS DESIGN

There are two major approaches to syllabus design:

- ◎ **The Narrow View**

It argues that a syllabus is only concerned with the specification of learning **objectives** and the selection and grading of **content**.

- ◎ **The broad View**

It claims that a syllabus is not only concerned with the **selection** and grading of **content** but also with the selection of learning **tasks and activities**. In other words, syllabus design is also concerned with **methodology**.

### 3. COMPONENTS OF A LEARNING-CENTERED COURSE SYLLABUS

- ◉ A learning-centered course syllabus normally includes:
  - Description of the course **purpose** so that students know what to expect from the course and why it is important that they learn the content presented.
  - Intended learning **outcomes** describe specific student behaviour and learning **goals** that are expected through the course.
  - Extensive description of **how** students are expected to participate in the course.
  - Recommended **study habits** and details of how students succeed in this course.
  - Additional **assignment** descriptions or grading rubrics.
  - Recommended or **suggested reading materials** that are difficult to obtain.



## 4. REQUIREMENTS OF A SYLLABUS

- ⦿ The course plan should provide an accessible framework of the knowledge and skills on which teachers and learners will work.
- ⦿ It should offer a sense of continuity and direction in the teacher's and learners' work.
- ⦿ It should represent a retrospective account of what is supposed to be achieved.
- ⦿ It should provide a basis on which learner progress may be assessed.

## 4. REQUIREMENTS OF A SYLLABUS (F)

- It should be sufficiently **precise** so that it may be assessed through implementation as being more or less appropriate for its purposes and users.
- It is a document of administrative convenience and will only be partly justified on theoretical grounds, and so is **negotiable** and **adjustable**.
- It must **harmonise** the three contexts within which it is located:
  - The wider language **curriculum**
  - The language **classroom** and the **participants****within it**
  - The **educational** and **social reality** that the course-plan is supposed to serve

## 5. SYLLABUS DESIGN CRITERIA

- ◉ Learnability
- ◉ Frequency
- ◉ Coverage
- ◉ Usefulness

## 6. TIPS TO FOLLOW WHEN CREATING A LEARNING-CENTERED SYLLABUS

- ⦿ Set the tone for your course in the syllabus.
- ⦿ Anticipate students' questions.
- ⦿ Include more rather than less material.
- ⦿ Define and limit course content.
- ⦿ Keep the syllabus flexible.
- ⦿ Organize the semester with the syllabus.

## 7. BENEFITS OF A WELL-WRITTEN COURSE SYLLABUS

- ⦿ It establishes a **contact** and **connection** between students and instructors.
- ⦿ It sets the **tone** for the course.
- ⦿ It describes your **beliefs** about learning, teaching and assessment.
- ⦿ It acquaints students with the **structure** of the course.
- ⦿ It contains **handouts** or detailed **assignment descriptions**.
- ⦿ It defines student **responsibilities** for success.
- ⦿ It helps students determine their **readiness** for the course.

## 7. BENEFITS OF A WELL-WRITTEN COURSE SYLLABUS

- ⊙ It states how the course fits into the curriculum and the overall programme.
- ⊙ It describes available learning resources .
- ⊙ It communicates technology requirements for the course.
- ⊙ It contains difficult-to-obtain reading materials .
- ⊙ It describes effective students study habits.
- ⊙ It includes materials that support learning outside the classroom.
- ⊙ It serves as a learning contract (Grunert, 1997, p. 14-19)

# THE END

*Thank you for your attendance*