

朝陽科技大學 095學年度第1學期教學大綱
Language Curricula Design 語言課程設計

當期課號	3626	Course Number	3626
授課教師	李麗秋	Instructor	LEE,LI CHIU
中文課名	語言課程設計	Course Name	Language Curricula Design
開課單位	應用外語系(二進)四A	Department	
修習別	選修	Required/Elective	Elective
學分數	2	Credits	2
課程目標	<p>此課程之目標是為要賦予已有教書經驗的同學們發展語言課程設計的概念，為達到最有效的規劃，語言課程發展中的決策，以實地操作及重新思考與回顧為準則。成功的語言課程設計包括了課程設計發展過程及創新語言課程中許多各種不同的策劃與執行步驟。這些過程包括決定學習者的需求，課程的內容分析和內容背景因素衝擊的考量，學習成果策劃和一個課程或一套教學教材的組織，語言教學教材的選擇和準備，有效教學的準備、維持和語言課程的評量等。</p>	Objectives	<p>The goal of this course is to endow the student teachers with ideas of designing language courses and provide the basis for more effective planning and decision making in language program development, implementation, and review. Successful language designing is the ideas to use a variety of planning and implementation processes involved in developing or renewing a language program. These processes include determining learners' needs, analysis of the context for the program and consideration of the impact of contextual factors, the planning of learning outcomes, and organization of a course or set of teaching materials, the selection and preparation of teaching materials, provision for and maintenance of effective teaching, and evaluation of the language program.</p>
教材	<p>Designing Language Courses: A Guide for Teachers, Kathleen Graves, Boston: Heinle & Heinle, Thomson Learning, 2000. Web: www.thomsonrights.com Handouts.</p>	Teaching Materials	<p>Designing Language Courses: A Guide for Teachers, Kathleen Graves, Boston: Heinle & Heinle, Thomson Learning, 2000. Web: www.thomsonrights.com Handouts.</p>
成績評量方式	<p>Attendance & Participation 20% On line communication 10% Group Discussion 20% Mid-term Report 20% Final Report & Presentation 30%</p>	Grading	<p>Attendance & Participation 20% On line communication 10% Group Discussion 20% Mid-term Report 20% Final Report & Presentation 30%</p>
教師網頁	-		
教學內容	<p>Course development is a grounded process because it is about a specific course in a given time and place with a given set of people. It is not an orderly sequence of events but rather a complex, unpredictable, and individual process. The teacher herself/himself is the most important variable in the process. A teacher develops a course in ways that reflect her/his experience and the values and priorities that are products of her/his experience as well as the prevailing wisdom around her/him.</p> <p>Topics covered in this course including:</p> <ol style="list-style-type: none"> 1. Origins of language curriculum development 2. Quest for new methods 3. Needs analysis for ESP 4. Ideology of the curriculum 	Syllabus	<p>Course development is a grounded process because it is about a specific course in a given time and place with a given set of people. It is not an orderly sequence of events but rather a complex, unpredictable, and individual process. The teacher herself/himself is the most important variable in the process. A teacher develops a course in ways that reflect her/his experience and the values and priorities that are products of her/his experience as well as the prevailing wisdom around her/him.</p> <p>Topics covered in this course including:</p> <ol style="list-style-type: none"> 1. Origins of language curriculum development 2. Quest for new methods 3. Needs analysis for ESP 4. Ideology of the curriculum

5. System approach to course design 6. Defining the context 7. Conceptualizing content 8. Formulating goals and objectives 9. Assessing needs 10. Organizing the course 11. Developing materials 12. Adapting a textbook 13. Designing an assessment plan 14. Providing for effective teaching	5. System approach to course design 6. Defining the context 7. Conceptualizing content 8. Formulating goals and objectives 9. Assessing needs 10. Organizing the course 11. Developing materials 12. Adapting a textbook 13. Designing an assessment plan 14. Providing for effective teaching
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