

**In the Name of Allah**  
University of Bojnord, Department of English  
ESP for MA students of TEFL (2 Credits)

**Course Syllabus**

**Instructor:** Mohammad Reza Ghorbani, Ph.D.

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**Office Hours:** After class or by Appointment

**Course Date:** February, 2018

**Class Time:** Saturday 15:30 to 15:30

**1. COURSE DESCRIPTION/OVERVIEW**

This course will give you a better idea of the role of ESP within the ELT curriculum. The course covers the history of ESP and its relationship with the key areas of speaking, listening, reading, writing and vocabulary. It also discusses developments in ESP research and issues that relate specifically to teaching and learning in ESP settings. The main topics discussed are needs analysis and curriculum development, ESP and genre, ESP and assessment, and technology and ESP teaching and learning. Furthermore, the course comprehensively surveys approaches to research in ESP, the perspectives that inform these approaches, and the methodologies they employ. This course will be taught by a discussion and task-based teaching method in which the abstract topics are connected to our own experiences. It also provides an opportunity for you to explore the relevance of ESP development to EFL teaching and learning.

**2. COURSE OBJECTIVES**

This course will enable students to meet the following learning objectives:

- A) To learn about the history ESP.
- B) To raise their awareness of ESP materials development
- C) To critically select, analyze, and evaluate ESP materials.
- D) To develop a critical attitude towards the implementation of pre-set curricula.
- E) To innovatively create ESP teaching materials appropriate to their own context and learners' needs.

**3. REQUIRED TEXT AND INSTRUCTIONAL RESOURCES**

Paltridge, B. & Starfield, S. (ed.) (2013). *The handbook of English for specific purposes*. West Sussex: John Wiley & Sons Ltd.

**4. COURSE ASSIGNMENTS/REQUIREMENTS**

Students are expected to be regular and punctual in attendance at all classes. They are to read the required texts in advance and supposed to raise their problems on the issues. The dominant class method would follow cooperative approach through class discussions. Throughout the course, students are to handle at least two presentations on a language-related issue geared to course objectives. The essential requirements could be summarized as follows:

- A) **Class participation:** Prompt attendance and participation at scheduled class meetings and examination dates are expected.
- B) **Individual Oral Presentation:** Each student will make a presentation on a given topic to the class (30 to 50 minutes).
- C) **Formal examinations:** A mid-term and a final exam are required in this course.

**5. COURSE PROCEDURES/CLASS POLICIES**

Primary instructional modalities in this course are lecture and self-directed study, but a part of most class sessions will be devoted to participative learning. Active participation is the central requirement for the class. To ensure a smooth flow of discussions, students are encouraged to listen with an open mind, respect the contributions of others, and avoid personal attacks. Students will often be faced with alternative viewpoints from the professor or their peers. Thus, students should be prepared to defend their own positions with empirical data, obtained from the assigned readings, and reasoned argument.

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

Any student missing class quizzes, examinations, or any other class work because of unexpected problems shall be given an opportunity during that semester to make up missed work. The makeup will apply to the unavoidable absence only. Making up false excuses for absences will be considered cheating and may result in a grade of 'F' for missed work. Opportunity to make-up the missed work requires prior notification of the absence and an excused absence (that is one that your instructor accepts as reasonable and legitimate). How and when the work will be made up will be determined by the instructor. Students who represent UB at any official extracurricular activity shall have the opportunity to make up assignments, but they must provide official written notification to the professor no less than one week prior to the missed class.

**6. GRADES**

Participants are assessed through formative and summative evaluation. Performance-based evaluation would also play a part of measurement process. The grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned for each exam and for class participation are as follows:

Class Participation	20 points
Individual Oral Presentation	30 points
Midterm Exam	25 points
<u>Final Exam</u>	<u>25 points</u>
<b>TOTAL</b>	<b>100 points</b>

## 7. TENTATIVE SCHEDULE

WEEK	TOPIC	READING(S)	SOURCE
1	Introduction The History of ESP Research ESP and Language Skills	Chapter 1 P. 1-35	Paltridge & Starfield (2013)
2	ESP and Speaking ESP and Listening	Chapter 2&3 P. 35-77	Paltridge & Starfield (2013)
3	ESP and Reading ESP and Writing	Chapter 4&5 P.77-115	Paltridge & Starfield (2013)
4	Vocabulary and ESP Areas of ESP Research	Chapter 6 P. 115-137	Paltridge & Starfield (2013)
5	English for Academic Purposes English for Science and Technology	Chapter 7&8 P. 137-175	Paltridge & Starfield (2013)
6	English in the Workplace Business English	Chapter 9&10 P. 175-213	Paltridge & Starfield (2013)
7	Legal English Aviation English	Chapter 11&12 P. 213-243	Paltridge & Starfield (2013)
8	English for Medical Purposes English for Nursing	Chapter 13&14 P. 243-283	Paltridge & Starfield (2013)
9	Thesis and Dissertation Writing English for Research Publication Purposes	Chapter 15-16 P. 283-323	Paltridge & Starfield (2013)
10	<b>MID-TERM EXAM</b>	<b>P. 1-323</b>	<b>Paltridge &amp; Starfield (2013)</b>
11	ESP and Pedagogy Needs Analysis and Curriculum Development in ESP Genre and English for Specific Purposes	Chapter 17&18 P. 323-367	Paltridge & Starfield (2013)
12	ESP and Assessment Technology and ESP	Chapter 19&20 P. 367-403	Paltridge & Starfield (2013)
13	Research Perspectives and Methodologies in ESP Research ESP and Corpus Studies ESP and Intercultural Rhetoric	Chapter 21&22 P. 403-445	Paltridge & Starfield (2013)
14	English for Specific Purposes and English as a Lingua Franca Critical Perspectives on ESP	Chapter 23&24 P. 445-481	Paltridge & Starfield (2013)

<b>15</b>	Gender and Race in ESP Research Ethnographic Approaches to ESP Research	Chapter 25&26 P. 481-519	Paltridge & Starfield (2013)
<b>16</b>	Multimodality and ESP Research The Future of ESP Research: Resources for Access and Choice	Chapter 27&28 P. 519-553	Paltridge & Starfield (2013)
<b>17</b>	<b>FINAL EXAM</b>	<b>P. 323-553</b>	<b>Paltridge &amp; Starfield (2013)</b>