**Guidelines & Recommendations for Writing Contents of a Course Syllabus**

**Erasmus+ReFLAME project**

1. Elaborate **a common template[[1]](#footnote-0)** for all universities or if it is not possible, a template that would be unique within one university. Everyone should use the same template.
2. A syllabus should more describe academic courses instead of resembling the syllabus used in textbooks:

- **Title**: as per suggestions by our reviewers and as per common logics **it is not recommendable to enter “ready made” unit titles** – this might look especially inadequate when combining GE units which might and usually have quite specific titles, e.g. “King Henry the Eight and his six wives”. Therefore we would suggest simple Unit 1, Unit 2, etc. titles.

- **Text and language type**: we believe this general description could be modified, e.g. text on banking from a popular magazine (without focus on title), text on engineering materials, text on cutting-edge technology, text on human anatomy, the newest developments in quantum physics, etc…

- **Language skills in focus**: discussion (simple, genre-based discussion, reading, post-reading discussion), text-related grammar review (these grammar spots whether they introduce new or review old knowledge could be explained in as much or as little detail as the teacher sees fit), related listening, related speaking…

- **Types of activities/exercises**: meaning in context, vocabulary explanation/definition, matching exercises, spelling of technical terms, T, F & NG exercises, close tests (all targeted at specific “technical” vocabulary), completing contextualised sentences with own ideas, pair work, group work…

- **Additional**: glossary, index, key, multimedia, homework tasks (if applicable)…

1. Establish a balance between **general language content and professional language content** and split the content into general language teaching and professional language teaching either in every course or in a sequence of language teaching courses.
2. Try to unify the workload for language courses across each university or in all of them.
3. **Indicate the** **CEFR language level** for each course.
4. Take into consideration the **Montenegrin Qualification Framework** level 6 and 7.
5. Prepare a syllabus in compliance with European Credit Transfer and Accumulation System <https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en>.
6. It would be beneficial to introduce project work strategies in the syllabi to diversify learning content in response to the professional needs of the students of different faculties in order to increase the independent use of Information and Communication Technologies for language learning.
7. If appropriate, respond to Special Education Needs students at the level of syllabi in terms of aids and materials available for them.
8. Clearly define the **learning outcomes** of each course, according to the Bloom's taxonomy.

**Syllabus template**

**UNIFIED LEARNING OUTCOMES**

**Ishodi učenja i ciljevi kursa**

**Nakon što student položi ovaj ispit, biće u mogućnosti da:**

1. Pokaže visoku receptivnu i produktivnu odnosno komunikativnu kompetenciju iz **stručnog engleskog jezika** na nivou B2/C1 Zajedničkog evropskog okvira za žive jezike;
2. Koristi jezičku normu standardnog jezika na svim jezičkim nivoima u pisanoj i usmenoj komunikaciji;
3. Primjenjuje napredna gramatička znanja i specijalizovane tehnike i vještine pisanog i usmenog prevođenja i prevodi tekstove sa engleskog i na engleski iz oblasti ....... ;
4. Detaljno i sveobuhvatno analizira pisani ili izgovoreni tekst i prepoznaje ključne ideje i implicitno značenje;
5. Diskutuje na teme o specijalizovanim teorijskim i praktičnim znanjima koja su povezana sa najnovijim naučnim dostignućima u oblasti .....;

**Upon the completion of this exam/course … By the end of this course a student will be able to:**

1. Demonstrate high levels of communicative competence in **(vocational) English for … at** the B2/C1 level of the Common European Framework of Reference for Languages;

2. Use standard language norms at all language levels in written and oral communication;

3. Apply advanced grammar knowledge and specialised techniques and skills of written and oral translation and translate texts from English and into English in the field of .......;

4. Analyse the written or spoken text in detail and comprehensively and recognize key ideas and implicit meaning;

5. Discuss topics on specialized theoretical and practical knowledge related to the latest scientific achievements in the field of .....;

**Ciljevi kursa:**

1. Sistematsko razvijanje svih jezičkih veština u oblasti .... engleskog jezika zaključno sa nivoom B2/C1 Zajedničkog evropskog okvira za žive jezike;
2. Upoznavanje sa stručnom terminologijom i usko-sprecifičnim strukturama u oblasti … na svim nivoima u pisanoj i usmenoj komunikaciji;
3. Sticanje gramatičkih znanja, tehnika i vještina neophodnih za razumijevanje i prevođenje stručnih tekstova kao i kod usmenih izlaganja i prevođenja na teme iz oblasti… .

**Course Learning objectives:**

1. Systematic development of all language skills in the field of .... English at the B2/C1 level of the Common European Framework of Reference for Languages;

2. Introduction to professional terminology and narrowly-specific structures in the field of … at all levels in written and oral communication;

3. Acquisition of grammatical knowledge, techniques and skills necessary for understanding and translating professional texts as well as for oral presentations and translations on topics in the field of….

1. There is one provided by the Agency for Control and Quality Assurance as a part of the accreditation documentation.

Link: <http://akokvo.me/> [↑](#footnote-ref-0)