

ISSN: 3032-1123



Relationship between Syllabus, Course Book and Materials

Abdurazzakova Khushnoza Sobirovna

Student of Jizzakh State Pedagogical University

Botirova Hakima

Jizzakh State Pedagogical University

Received: Des 16, 2023; Accepted: Jan 17, 2024; Published: Feb 18, 2024;

Abstract: The desire for education is rising in the modern era. To produce skilled workers in each area, various training techniques are utilized. It is easy to notice, particularly in the field of English. It goes without saying that teaching students requires both the teacher's resources and their strong skills. As a result, the instructor must employ a variety of handouts and books for his work. Different manuals are being made by the teachers and the government in order to teach English successfully. The reader will learn about the correct handling of manuals, their creation, their value in the classroom, and other topics in the article that follows.

Keywords: Course Objectives (Course Outcomes), Course Description.

As science advances daily, it becomes more important to pay attention to available resources, handouts, and materials. It results in more people using diverse materials to learn the target language. Such as syllabus, course book and so on. The syllabus and textbook are two examples of course materials that establish the tone for a course. As a result, selecting a textbook and creating a curriculum require significant consideration. By outlining the instructor's expectations for students, an excellent syllabus can raise the proportion of successful students and lower the incidence of issues throughout a course. A well-written syllabus also provides answers to queries like what and why.

The syllabus is a document that contains general information about your class, including learning objectives, the timetable, the teaching staff, prerequisites, assessment weighting, and additional classroom details. The instructor is always welcome to edit and print it. Curriculum defines the intricate structure of how the syllabus, teaching periods and prescribed study materials would be, syllabus includes all the chapters and topics in detail along with the reference books, study guides and further academic instructions and then textbook follows all the essentials mentioned in both curriculum and syllabus for an academic semester or year.

The component of the syllabus

1. General Information

Course Description: to indicate class ID, section number, the semester, the course's name in Thai and English, and description of the course.

Learning Outcomes: to show the learning outcomes of this course. There are both fixed learning outcomes and additional learning outcomes that teachers have added.

Prerequisites: to inform students if there is any class they need to complete before enrolling in this class.

Schedule: to show the date, time, and location of the class.

2. Teaching Team: all members of a teaching team will be displayed to this part to illustrate to the students. They can be full or partly displayed according to the setting.

3. Tentative schedule: to indicate the week of each activity that is set for the class. Teachers must complete information of the activities on Assessment Activity and Learning Activity so that they will be displayed to the tentative schedule.

A **coursebook** is a textbook that's been written to give an instructional course to be followed linearly. Coursebooks are commonly used in foreign language teaching, including teaching English as a foreign language. Several general distinctions can be made. Monolingual coursebooks are written in a single language (in our context, English), whereas bilingual coursebooks are written in two. Related is that global coursebooks are intended for use anywhere in the world, whereas local coursebooks are written for particular localities. A syllabus sets the stage for course development and management. The construction of a well-defined syllabus makes the development and management of an online or on-campus course much easier.

Both face-to-face and online syllabi should include instructor information, course description, course objectives (or course outcomes), course methodology, grading criteria, grade computation and course policies. In addition, the syllabi for both face-to-face and online versions of the same class should provide identical course descriptions and course objectives, because most accrediting bodies (especially regional ones) require that all sections of a course, regardless of the delivery method, assess students equally. The most significant differences between the two types of syllabi typically appear in the course methodology, grading criteria, and course policies. A syllabus sets the stage for course development and management. The construction of a well-defined syllabus makes the development and management of an online or on-campus course much easier.

Both face-to-face and online syllabi should include instructor information, course description, course objectives (or course outcomes), course methodology, grading criteria, grade computation and course policies. In addition, the syllabi for both face-to-face and online versions of the same class should provide identical course descriptions and course objectives, because most accrediting bodies (especially regional ones) require that all sections of a course, regardless of the delivery method, assess students equally. The most significant differences between the two types of syllabi typically appear in the course methodology, grading criteria, and course policies.

Instructor Information

Regardless of whether you teach an online class or a face-to-face class, you should make your contact information readily available on your syllabus. All syllabi should include the instructor's name, e-mail address, phone number, and office hours. The relevance of other contact information depends on the type of class. For example, if you teach a face-to-face course, you should include your office location; if you teach an online course, you should tell students how they can reach you. In a face-to-face course, you generally can expect that students will discuss matters with you before class, after class, or at your office during office hours. In an online course, however, synchronous sessions with students do not provide sufficient privacy for personal student discussions before or after the session. Online students also may not live close enough to walk or drive to your office or be available to meet during your traditional daytime office hours. For an online course, therefore, you must change how and when you are available.

Course Description

A course description is a brief summary statement or paragraph about the nature of a course. Well-written course descriptions use active voice, whole sentences, and direct statements. To ensure consistency across sections and instructors, all instructors should take course descriptions directly from their institution's catalog.

Course Objectives (Course Outcomes)

Course objectives, or outcomes, detail the specific goals of the course as they relate to student performance. Strong course objectives are specific, measurable, clear, and related. To be specific, objectives must identify the information students will learn in the class. To be measurable, objectives

must identify the performance that students must demonstrate for mastery. To be clear, objectives must articulate the sum of knowledge addressed in the course. Finally, to be related, objectives must logically coexist, building on one another and/or complementing each other.

Course Methodology

Course methodology refers to how the class approaches student learning. Many online courses feature a variety of learning methods, including readings, case studies, tests, quizzes, and discussions. Describing the course methodology gives students some expectation of the materials they will use to learn in the class. It also gives students the information they need to determine how well-suited they are for the course.

Course Objectives (Course Outcomes)

Many students focus their attention on the section of the syllabus that lists the grading criteria. Adult learners especially value having clear guidelines they can follow as they complete their class work. Therefore, you should spend time writing unambiguous grading criteria for each method you will use to grade students.

Grade Computation

The grade computation section of the syllabus is the second section to which students give considerable attention. You should specify the value of each graded item in the course so that students know how to weight their focus in the class.

Course Policies

Many institutions use standardized syllabi with predefined course policies; however, instructors often must rewrite course policies designed for face-to-face courses to make them relevant for online courses. For example, attendance policies that discuss tardiness and use of cell phones do not apply to most online courses.

Finally, lesson plans for a certain subject are part of the curriculum, but detailed in terms of chapters and topics in a syllabus while further studied through textbooks. The more structured a curriculum is, the syllabus will be more simpler and easy to cover with the help of textbooks. When it comes to formulation of these three, the curriculum and syllabus are constituted by the education board and teachers while textbooks are created by academic authors and publishers as per the curriculum and syllabus. The curriculum is provided for a whole year, the syllabus is for a certain academic session like a semester and textbooks differ as per the syllabus for each session as well as the curriculum for each year.

REFERENCE:

1. Richmond, A. S. (2016). Constructing a learner-centered syllabus: One professors' journey (IDEA Paper 60). Manhattan, KS: IDEA Center.
2. KAMOLOVA SAIDA ZUFAR QIZI; BOTIROVA HAKIMA. PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO YOUNG CHILDREN. *Новости образования: исследование в XXI веке*, [S. l.], v. 1, n. 8, p. 694–697, 2023. Disponível em: <https://nauchniyimpuls.ru/index.php/noiv/article/view/6230>. Acesso em: 2 apr. 2023.
3. Hakima, Botirova. “TRANSLATION METHODS IN LITERARY TRANSLATION.” (2021).
4. Botirova, Hakima. 2021. «LITERARY TRANSLATION AND CULTURE ». *Журнал иностранных языков и лингвистики* 2 (3). <https://matinfo.jdpu.uz/index.php/fll/article/view/985>.
5. Diyora Anorboyeva, & Khakima Botirova. (2023). The Use of Mother Tongue in English Classrooms. *Eurasian Journal of Learning and Academic Teaching*, 17, 100–102. Retrieved from <https://www.geniusjournals.org/index.php/ejlat/article/view/35>