

TESL 545: Curriculum and Materials Design Fall 2009

Course Information:

Instructor: Allyson Noble
Phone:
E-mail:
Office Hours: After class or by appointment
Class Time: Mondays, 5:30-8pm
Building: Hurst 10

Course Description:

A needs-based, learning-centered approach to designing courses, with an emphasis on planning blocks of instruction larger than lesson plans. Each student will gradually design a curriculum for an actual student audience. Through needs assessment, students identify curricular goals and course objectives. From these they determine an appropriate syllabus structure, develop a course unit outline, plan and create materials for one lesson, determine training needs for course instructors and devise a system of evaluation. We will address curricula in both EFL and ESL environments, though the latter will be emphasized. We will also discuss marketing and pricing courses and drafting contracts.

Course Goals:

By the end of the course, students will be able to:

- Describe a model of curriculum design using appropriate terminology and list several basic principles of curriculum design.
- Carry out a comprehensive needs analysis in order to determine appropriate structure and content for individual English language learning courses.
- Establish appropriate course goals and accompanying instructional objectives.
- Demonstrate their ability to design an appropriate, well-sequenced curriculum.
- Design or adapt authentic materials which respond to specific learner needs within the context of a well-sequenced lesson.
- Describe the instructor requirements and training needed for the course.
- Develop a process for evaluating the success of the course.
- Relate the history and essential principles of English for Specific Purposes (ESP) and describe how it relates to Content Based Instruction (CBI).
- Articulate the essential principles of Participatory Curriculum Development.
- Show they can effectively market and appropriately price a course, as well as provide a contract proposal that ensures their interests are protected.
- Describe some common curricular challenges and the additional considerations that are involved in designing and ESP program.

Course Texts:

Brown, J.D. (1995) *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle.
Graves, K. (2000) *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle.

Koester, A. (2004) *The Language of Work*. London: Routledge (OPTIONAL).

Supplementary Materials

There are a number of materials for class reading assignments on e-reserve. Additional supplementary materials will be distributed as needed.

Requirements

You are required to complete all assigned readings before class (see assignments below). We meet only once a week, so attendance is very important. Both attendance and class participation are considered in your grade. There will be several homework tasks as well as a final project and presentation. All work must be handed in by the due date; late work receives a grade reduction.

Academic Integrity

In accordance with the University Academic Integrity Code, collaborative work and work already submitted in other classes must be approved in advance by the instructor.

Tentative Class Schedule

| Date | Topic |
|-------------|---|
| 8/24 | Introductions, course overview and expectations. Introduction to curriculum: systems and frameworks, context and beliefs. |
| 8/31 | Needs Analysis |
| 9/7 | No Class – Labor Day |
| 9/14 | Problematizing. Writing surveys and questionnaires. |
| 9/21 | Analyzing collected data; a discourse approach to needs analysis. |
| 9/28 | Discovering goals and writing corresponding instructional objectives. |
| 10/5 | Syllabi: types and structure. |
| 10/12 | Designing appropriate activities and materials. |
| 10/19 | Curriculum design processes and procedures. ESP, CBI, and Participatory Curriculum Development |
| 10/26 | Integrated skills tasks. Course unit sequencing. |
| 11/2 | Adapting and responding to classroom constraints. |
| 11/9 | Assessment and evaluation: tracking learners and tracking program success. |
| 11/16 | Instructors: the skills they bring, the orientation and support you provide. |
| 11/23 | Marketing language programs, setting fees and writing contracts. |
| 11/30 | Program models. Professionalism in ESP and client relationships. Course evals. |
| 12/7 | Presentations, final potluck. |

Reading Assignments (by class):

In preparation for 8/24 (if possible):

- Graves: Chapters 1-3

In preparation for 8/31:

- Hutchison & Waters: Chapters 6-7, pp. 53-77 (handout)

- Brown: Chapters 1-2
- Graves: Chapters 4, 6-7
- D. Nunan. "Second Language Teaching and Learning." Pp. 14-165; 322-325 (on e-reserves)

In preparation for 9/14:

- Oppenheim, "The Sensuous Questionnaire." From *Questionnaire Design and Attitude Measurement* (1966), pp. 22-41; 206-233 (on e-reserves)

In preparation for 9/21:

- Scollon & Scollon. From *Intercultural Communication*, pp. 106-110; 177-184; 207-217 (on e-reserves).
- Gee, F. From *Social Linguistics and Literacies*, pp. 122-137 (on e-reserves).

In preparation for 9/28:

- Graves: Chapter 5, pp. 73-96.
- Brown: Chapter 3, pp. 71-107.

In preparation for 10/5:

- Hutchison & Waters: chapter 8, pp. 80-95.
- Graves: Chapter 7, pp. 123-148.

In preparation for 10/12:

- Graves: Chapter 8, pp. 149-172.
- Brown: Chapter 5, pp. 157-167.
- Hutchison & Waters: Chapter 9, pp. 96-106 (on e-reserves).

In preparation for 10/19:

- Hutchison & Waters: Chapter 1, pp. 5-16.
- Auerbach, Elsa Roberts. *Making Meaning Making Change: Participatory Curriculum Development for Adult ESL Literacy*. Chapter 1, pp. 1-22 (handout/attachment).

In preparation for 10/26:

- Graves: Review Chapters 4 & 7
- Auerbach, Elsa Roberts. *Making Meaning Making Change: Participatory Curriculum Development for Adult ESL Literacy*. Chapter 3-4, pp. 38-60 (handout/attachment).

In preparation for 11/2:

- Auerbach, Elsa Roberts. *Making Meaning Making Change: Participatory Curriculum Development for Adult ESL Literacy*. Chapters 5, pp. 61-86 (handout/attachment).

In preparation for 11/9:

- Graves: Chapter 10, pp. 207-236.
- Brown: Chapter 4, pp. 108-138; chapter 7, pp. 217-244.

- Auerbach, Elsa Roberts. *Making Meaning Making Change: Participatory Curriculum Development for Adult ESL Literacy*. Chapter 8, pp. 108-126 (handout/attachment).

In preparation for 11/16:

- Brown: Chapter 6, pp. 176-216.
- Hutchison & Waters: Section 4, pp. 157-169.
- Graves: Chapter 9, pp. 173-207.

In preparation for 11/23:

- Friedenberg, Joan, et al. *Effective Practices in Workplace Training*. Effective Practice 2, pp. 15-22.

In preparation for 11/30:

- Friedenberg, Joan, et al. *Effective Practices in Workplace Training*. Effective Practice 3, pp. 23-39.

In preparation for 12/8:

- None

Written Assignment Due Dates:

- | | |
|---|--------------|
| 1. Identify your audience (1-2 pages) | September 14 |
| 2. Identify data sources and stakeholders (2 pages) | September 21 |
| 3. Questionnaire/Interview Assignment Design (w/ 1-page discussion) | September 28 |
| 4. Analysis of Target Discourse (4-5 pages) | October 5 |
| 5. Analysis of Audience Needs (4-5 pages, summary w/ data appendices) | October 12 |
| 6. Curriculum Goals and Key Instructional Objectives | October 26 |
| 7. Curriculum/Program Sequence Grid | November 2 |
| 8. Rough Draft/Completed Lesson | November 9 |
| 9. Assessment/Program Evaluation Procedure (1-2 pages) | November 16 |
| 10. Instructor Background-Orientation/Training Needs (1 page) | November 23 |
| 11. Program Proposal (8-10 pages; summarizes previous tasks) | December 7 |
| o Summaries of previous assignments | |
| o Curriculum description/Syllabus overview | |
| o Sample lesson | |
| o Proposed terms of contract | |

Grading

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|-------------------------------|-----|-------------------------------|
| Preparation and Participation | 10% | evaluation system: 0, √, + |
| Assignment 1 | 5% | evaluation system: 0, √, + |
| Assignment 2 | 5% | evaluation system: 0-10 scale |
| Assignment 3 | 5% | evaluation system: 0, √, + |
| Assignment 4 | 15% | evaluation system: 0-10 scale |
| Assignment 5 | 15% | evaluation system: 0-10 scale |
| Assignment 6 | 5% | evaluation system: 0, √, + |
| Assignment 7 | 5% | evaluation system: 0, √, + |
| Assignment 8 | 10% | evaluation system: 0-10 scale |

Assignment 9
Assignment 10
Assignment 11

5%
5%
15%

evaluation system: 0, √, +
evaluation system: 0, √, +
evaluation system: 0-10 scale