TESL 545—Curriculum and Materials Design
Fall 2012

Class Meetings: Mondays, 5:30-8:00 p.m., Katz 123
August 27 – December 10, 2011 (*No class Sept. 3)

Instructor: Heather Linville
Contact Information: Letts, Lower Level
linville@american.edu
202-885-2130 (office)

Office Hours: Monday, Wednesday, Thursday 3:30 - 5:30 p.m.
Appointments preferred.

Course Description:
This course introduces students to a needs-based, learner-centered approach to designing curricula, courses, and materials. Over the course of the semester, each student will propose a curriculum and design one unit for an actual student audience in a context of their choosing. Through needs assessment, students will identify curricular goals and course objectives, and then determine the 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, allowing each student to focus on the teaching context most relevant to him/her. Additional topics include marketing and pricing courses, and drafting contracts.

Course Goals:
By the end of this course, students will be able to:
• Articulate and apply principles of various approaches to curriculum design.
• Carry out a comprehensive needs analysis for English language learning courses.
• Establish appropriate course goals and accompanying instructional objectives.
• Demonstrate the ability to design an appropriate, well-sequenced curriculum.
• Select and adapt ready-made materials for a course utilizing reasoned decision-making.
• Design authentic materials which respond to specific learner needs within the context of a well-sequenced lesson.
• Evaluate the success of a curriculum project.
• Demonstrate effective marketing and pricing of a course as well as provide a contract proposal that ensure their interests are protected.

Course Texts:
Required:

Suggested:

Supplementary materials will be distributed as needed or made available in Blackboard.
Requirements:
Attendance is key for course success, as is active class participation. You are required to complete all assigned readings before class. All work must be handed in by the due dates established; late work receives a grade reduction. Blackboard posts are due by midnight of the Sunday before the class period. Assignments have varying due dates as described below.

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.

Class Overview:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be completed by this class period)</th>
<th>Assignments (due this class period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Approaches to curriculum design <strong>Please note: Due to instructor absence, this first class period will happen asynchronously online between Monday, 8/27 and Wednesday, 8/29. Please complete the readings and two assignments by midnight, Wednesday, 8/29.</strong></td>
<td>GRV Ch. 1&lt;br&gt;BRN Ch. 1</td>
<td>• Introduce yourself on BB in a post of 150-200 words. Focus on your teaching experience (if any) and your interest in taking this course. Read your classmates’ posts and respond to at least 2.&lt;br&gt;• Post one question for each reading for this class period. Read your classmates’ questions and engage in discussion on at least 4 threads (including the 2 you started).</td>
</tr>
<tr>
<td>9/3</td>
<td>No class: Labor Day</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>9/10</td>
<td>Needs analysis I: Gathering data Principles and beliefs</td>
<td>BRN Ch. 2&lt;br&gt;GRV Ch. 2, 6</td>
<td>• Describe the course you will to design for your curriculum design project. Post your description to Blackboard by midnight, Sunday 9/9. Read your classmates’ posts and respond to 3 before class.</td>
</tr>
<tr>
<td>9/17</td>
<td>Needs analysis II: Analyzing data Participatory curriculum development</td>
<td>Brown Ch. 4&lt;br&gt;Hodell-2000 (BB)</td>
<td>• Course description due&lt;br&gt;• Bring 2 copies of your needs analysis plan to class for peer evaluation.</td>
</tr>
<tr>
<td>9/24</td>
<td>Content and goals I: Determining course goals</td>
<td>Brown Ch. 3&lt;br&gt;GRV Ch. 4, 5</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>Content and goals II: Organizing the course Identifying standards</td>
<td>GRV Ch. 7</td>
<td>• Needs Analysis due</td>
</tr>
<tr>
<td>10/8</td>
<td>Writing the course syllabus</td>
<td>BRN Ch. 1 (re-read)&lt;br&gt;Ferris &amp; Hedgecock-2009 (BB)</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>Materials selection</td>
<td>Brown Ch. 5&lt;br&gt;Savova-2009 (BB)&lt;br&gt;Stoller et al.-2006 (BB)</td>
<td>• Syllabus peer evaluation</td>
</tr>
<tr>
<td>10/22</td>
<td>Adopting and adapting materials</td>
<td>GRV Ch. 8, 9&lt;br&gt;Rosenkjar-2009 (BB)</td>
<td>• Syllabus due</td>
</tr>
</tbody>
</table>
Assignment Description and Due Dates:

Course Description

Due: 9/17
After receiving peer and instructor feedback on the draft course description, submit the final description of the curriculum you will design for this course. Include such information as the type of learner the course will serve, the reason this curriculum is being designed, where it will be offered, for how long, and with what general goals. It will be 1-2 single-spaced, typed pages. Submit via Blackboard before class on 9/17.

Needs Analysis

Due: 10/1
For this assignment, describe the results of your needs analysis. Outline the steps you took and the results of each step. Describe the environment, and its corresponding limitations, and the needs of your intended audience. Discuss any remaining unanswered questions from the needs analysis and how they will impact your curriculum design project. (Approximately 3-5 single spaced typed pages.) Submit via Blackboard before class on 10/1.

Syllabus

Due: 10/22
Write the syllabus for your course in 2-4 single-spaced pages utilizing the template given to you in class or another approved by the instructor. The syllabus should include such information as the course description, the dates and times of the course, the goals, the schedule of topics, and the assessment plan. You will have an opportunity for peer review of your syllabus on 10/15. Submit your final syllabus via Blackboard before class on 10/22.

Unit Plan

Due: 11/5
One unit from the curriculum will be explained in detail, including the specific objectives of the unit and how they are met in individual lessons, the topics of each lesson within the unit, and the assessment of the unit objectives. Note: Your lesson plan and materials will come from this unit. Submit via Blackboard before class on 11/5.

Lesson Plan

Due: 11/12
For this assignment, create one sample lesson plan from the unit plan within your curriculum. The lesson plan should be written a display lesson plan, including exact details of what the instructor
will do, what the students will do, and the length and expected outcome of each step. **Submit via Blackboard before class on 11/12.**

**Sample Material(s) Due: 11/12**

As an important part of curriculum design is not only choosing ready-made materials, but also the ability to design materials, you will create the materials to be used in the lesson plan. Note: It is not acceptable to adapt or modify materials for this lesson. However, if you wish to create the materials for another lesson, you may, but you will also have to write the lesson plan. **Bring material(s) to class on 11/12.**

**Timeline and Cost Analysis Due: 11/19**

Curriculum designers as professionals need to be able to organize and reasonably charge for their work. For this assignment, create a timeline of the work it will take to finish the curriculum design project, and calculate the costs. **Submit via Blackboard before class on 11/19.**

**Curriculum Proposal Due: 11/26 and 12/10**

There are 2 parts to the curriculum proposal.

1. A professional presentation of your proposal in-class utilizing visual aids in class on November 26. You will have 10 minutes to convince us to hire you to design the curriculum. Note: You will receive feedback on your proposal which you should then use to improve the final written proposal.

2. The final written proposal, submitted in binder format, due December 10. It will include the following elements:
   a. Title page
   b. Table of contents
   c. Introduction
   d. Learner profile
   e. Needs analysis
   f. Description and Goals of Proposed Curriculum
   g. Syllabus
   h. Sample Lesson Plan and Materials
   i. Development Timeline
   j. Cost Analysis
   k. Evaluation Plan
   l. References

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class assignments, discussions, and homework</td>
<td>10%</td>
</tr>
<tr>
<td>Course Description</td>
<td>5%</td>
</tr>
<tr>
<td>Needs Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Syllabus</td>
<td>5%</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Sample Material(s)</td>
<td>10%</td>
</tr>
<tr>
<td>Timeline and Cost Analysis</td>
<td>5%</td>
</tr>
<tr>
<td>Curriculum Pitch</td>
<td>10%</td>
</tr>
<tr>
<td>Curriculum Proposal</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>