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*General Information*

Instructor: Margie Berns  
Time: TR 3:00-4:15 Heav 206  
Office: Heavilon 432

Office Hours: 1:15-2:45 TR (contact Joy  
May (joy@purdue.edu) to make the appt.  
E-mail: berns@purdue.edu

*Course Goal*

To give participants a principled basis for and practical experience in evaluating, developing, and adapting curricula, syllabi, and course materials

*Required Texts*

Richards, J. C. (2001). *Curriculum Development in language teaching*. New York: NY: Cambridge University Press.  
Richards, J.C. & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

*Grading*

Class participation	10 points
Journals (5)	10 points
Curriculum description	25 points
Curriculum description presentation	10 points
Curriculum design	35 points
Curriculum design presentation	10 points

A – 90-100; B – 80-89; C – 70-79; D – 60-69; F – < 60

*Attendance/Participation*

Active, thoughtful, and informed participation at each class meeting is expected.

*Written Assignments*

Written assignments are to be typed or word-processed, 12-point font, double-spaced, with one-inch margins on all sides.

Deadlines for these assignments are firm; late work is not normally accepted.

*Coursework*

*Class participation* - Reading assigned texts, submitting questions on the readings, and participating in class discussions.

*Journals*- Focus on issues in readings and class discussions with reaction, critique, commentary, analysis, relation to personal experience. Word limit: 500.

*Curriculum Description (CDA) Proposal* – 250 word description of the curriculum you will describe. See assignment sheet for details.

*Curriculum Description Presentations* - Formal presentation on the CDA.

*Curriculum Proposal (CPA) Proposal* – 250 word description of the curriculum you propose. See assignment sheet for details.

*Curriculum Design Presentations* - Formal presentation on the Curriculum Description.

ENGLISH 518

CURRICULUM DESCRIPTION ASSIGNMENT (The “CDA”)

**Goal:** To find out as much as possible about an existing second language curriculum and prepare a description (*not* a critical analysis) of that curriculum.

**Procedure:** Your research will include the follow methodological elements:

1. Choice of a curriculum to study – that is, a program within a school or department in the community or at Purdue
2. Contact with person in charge to get permission to conduct your study of their program.
3. Interview of relevant personnel (program director, course coordinator, testing coordinator, teachers, etc.).
4. Location and study of curriculum documents, textbooks, syllabi, and other relevant documents.
5. Observation of class meetings.

**Guidelines:** Research and describe the following components of curriculum development. Refer to *Curriculum Development in Language Teaching*, by Jack C. Richards, Cambridge University Press for specifics on each item.

1. Learner needs – how determined, by whom, results, etc.
2. Situational factors – factors that influence the success of the program
3. Goals and objectives – philosophical underpinnings/theoretical foundations; which curriculum perspective is emphasized, etc.
4. Course and syllabus – course rationale, entry/exit level, course content and structure, syllabus framework, etc.
5. Institutional profile – organizational culture, teaching context, etc.
6. Profile of teachers – skills, qualifications, resources and support, etc.
7. Teaching philosophy – teaching principles, how good teaching is maintained, etc.
8. Evaluation – purposes, audience, measurement type, procedures, etc.

**Final product:** Both an oral and written report on your research is due at mid-semester.

The written report should be *no more than* 10 pages long and follow APA guidelines for document preparation (available on the web at the following url: <http://owl.english.purdue.edu> or in the Writing Center, Heavilon Hall 226).

The time allotted for the oral report depends upon number of students enrolled in 518 this semester.

*Goal:* To write a proposal for a second or foreign language curriculum with the following content and structure that follows Chapters 3-9 of *Curriculum Development in Language Teaching*, by Jack C. Richards, Cambridge University Press, 2001. Use this book as a guide as you prepare your proposal.

*Resources:* In addition to Richards (2001), other 518 readings, class discussions, prior teaching experience, and any other relevant material, experience, etc.

*Procedure:* Design, write, and revise the curriculum in three parts (see schedule for due dates):

- Part I: Profile of the language needs of the learners  
Profile of the situation  
Statement of goals and outcomes  
Statement of theoretical foundations / philosophical underpinnings
- Part II: Prose description of course rationale, content  
Description of the role of materials and their design
- Part III: Profile of the institution  
Profile of teachers  
Teaching philosophy  
Description of relevant learner factors and the learning process  
Evaluation purposes and procedures
- Appendix: Examples of materials (teaching and/or evaluation) as illustration

1. Each part is due at weekly intervals throughout the second half of the semester (see the course schedule for exact dates). Parts I-III are due the last day of class.
2. Each part of the curriculum proposal is reviewed by a group of 3-4 class members. You will be assigned to one of these groups and asked to complete a reviewer form as a means of giving feedback to the author.
3. On or before the day each part is due, you provide a copy of the relevant part of the proposal to each member of your group.
4. Outside of class you review and respond to the proposals of your group members and bring reviewer forms to a subsequent class meeting devoted to feedback. As a group, you go over the forms with the authors.

*Final product:* A written report and an oral report

The written proposal should be *no more than* 2500 words and should follow APA guidelines for document preparation (available at <http://owl.english.purdue.edu> or the Writing Center, Heavilon Hall 226).

The length of the report will depend upon the enrollment in the course this semester.