Road Map to a Revitalized Curriculum

Terri Wershler and Shawna Williams
TESL Canada Conference 2012
The Problem
ELC
English Language and Culture Program
1. Preliminary planning
The Team
2a. Big questions

- Who?
- Why?
- What?
- How?
- Where?
- When?
Mission Statement
Lesson learned
2b. Logistics
Timeline

- **Oct 18-22**: Week 3
  - Semester Orientation
  - Draft Questionnaire
  - Mission, Values, Statements

- **Oct 25-29**: Week 4
  - Proposed Revised Mission
  - Value Statements

- **Nov 1-5**: Week 5
  - Student Questionnaire
  - Filled out

- **Nov 8-12**: Week 6
  - Finalize Project Goals
  - Looking closely at CLB
  - Decisions about CLB need to be made

- **IELTS**: Do well or not so well?
  - Staff Feedback
  - Newsletter

- **Talk about S Neds Assessment**: ✔

- **Ss complete Neds Report**: ✔
  - Student Needs Questionnaire
  - Filled out, all done

- **SFU**: Simon Fraser University
  - Engaging the World
Resources
# Curriculum Development Project Charter

**Statement of Deliverables**

**Criteria for Success**
- Time:
- Cost:
- Quality:

**Project Scope**

Initial Timeline & Milestones:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Major Milestones</th>
</tr>
</thead>
</table>

Activities in Scope: | Activities out of Scope:

**Stakeholders**

**Project Team**

**Project Assumptions**

**Project Charter Sign Off**

<table>
<thead>
<tr>
<th>Project Sponsor</th>
<th>Project Customer</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Sign-off:</td>
<td>Sign-off:</td>
<td>Sign-off:</td>
</tr>
</tbody>
</table>

SFU

Simon Fraser University
Engaging the World
# Project Charter

<table>
<thead>
<tr>
<th>Activities in Scope:</th>
<th>Activities out of Scope:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✗</td>
</tr>
</tbody>
</table>
Project Charter
Measuring Success

Criteria for Success

Time

Quality

Cost
Most critical lesson learned
Involve teachers at every step, in every way possible.
Focus groups
3. Focus group: program goals
Lesson learned:
Start with what you are already doing.
Lesson learned:

There will be dissention.
4. Focus group: Composition
Focus Group: Goals for First Course

Self-Awareness
- set an intention for term
- brainstorm goals together
- self-assessment

Fluency
- automaticity
  - thinking on the spot

Cross-Cultural Differences
- situational register

Presentation Skills
- self, peer, instructor
- evaluations → learning
- engaging audience from structure

Pronunciation
- linking
- rhythm
- stress
- intonation
- thought groups
- intelligibility → sounds articulation & projection
- less is more

Accuracy
- pronunciation
- vocab
- grammar

Critical Thinking
- support your opinion
- consider "why?"

Vocab
- minimal dictionary use
- layers of meaning
- metaphors
- tool, not crutch
- guessing meaning
- synonyms
- slang / idioms

Oral Skills Focus Group

Active Listening
- non-verbal clues
- paraphrasing
- ask questions
- keeping people talking
- showing interest

Confidence
- note-taking (lectures)
- owning the language
- self-monitoring

Non-verbal
- groups
- presentations
- conversations
## Composition Goals Grid

In addition to the level-specific goals, students at all levels will **Develop Critical Thinking Skills and Grammar Proficiency** (see applicable documents).

<table>
<thead>
<tr>
<th>Level</th>
<th>Develop Fluency in Writing</th>
<th>Improve Accuracy Including Grammar, Punctuation, and Spelling</th>
<th>Use North American Writing Forms and Styles</th>
<th>See Writing as a Process</th>
<th>Build Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>- Learn basic grammar (see attached grid)</td>
<td>- Complete everyday tasks such as filling out very basic forms</td>
<td></td>
<td></td>
<td>- Build vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Learn some spelling rules</td>
<td></td>
<td></td>
<td></td>
<td>- Begin to use a dictionary</td>
</tr>
<tr>
<td></td>
<td>- Start to write simple sentences</td>
<td></td>
<td></td>
<td></td>
<td>and picture dictionary</td>
</tr>
<tr>
<td><strong>Low Basic</strong></td>
<td>- Write more quickly and easily</td>
<td>- Learn more grammar (see attached grid) and punctuation</td>
<td>- Write complete sentences such as filling out short forms and writing simple emails</td>
<td>- Think of a topic and ideas and write about them</td>
<td>- Learn ways to build vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Learn more spelling rules</td>
<td>- Learn more spelling rules</td>
<td></td>
<td></td>
<td>- Use a bilingual dictionary</td>
</tr>
<tr>
<td></td>
<td>- Write simple compound and complex sentences</td>
<td>- Write simple and compound sentences</td>
<td>- Think of topics and ideas, write about them and revise work</td>
<td></td>
<td>- Learn more methods to build vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Begin to correct some errors</td>
<td></td>
<td></td>
<td></td>
<td>- Use a bilingual dictionary and start using an English-English dictionary</td>
</tr>
<tr>
<td><strong>Mid Basic</strong></td>
<td>- Write more easily and quickly using a journal or quick writes, etc.</td>
<td>- Improve grammar (see attached grid) and punctuation and correct errors</td>
<td>- Begin to write paragraphs</td>
<td>- Think of topics and ideas, write about them and revise work</td>
<td>- Learn more strategies to broaden vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Use a variety of sentence types</td>
<td></td>
<td>- Complete writing tasks such as filling out forms and writing simple emails</td>
<td></td>
<td>- Build dictionary skills</td>
</tr>
<tr>
<td></td>
<td>- Use a variety of sentence types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Basic</strong></td>
<td>- Learn ways to improve writing fluency</td>
<td>- Continue to build grammar and punctuation skills</td>
<td>- Organize ideas into paragraphs</td>
<td>- Generate topics and ideas, draft and revise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write simple, compound and basic complex sentences</td>
<td></td>
<td>- Write emails and short notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write simple compound and complex sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Pilot first course
“You learn not by doing, but by thinking about what you’re doing.”

-Michael Fullan
6a. Reflection session
6b. Ongoing professional development
7. Focus groups: remaining courses
8a. Pilot remaining courses
8b. Focus groups: materials, activities, assessment
9. Organize documents
“If a curriculum isn’t evolving, it’s dying.”
10. Keep curriculum alive