

Curriculum Committee Report 2009 15 February 2010

Members: Joe Matterer (co-chair)
Susan Coakley (co-chair)
Walt Babich (left 6/09)
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Joe Gielow (came on 9/09)
Janet Louise
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Grant Wolf (left 6/09)

A. Stated Goals for 2009-2010

I: Revise format of Listening Lab: Tabled

The Committee submitted its recommendations as part of its report in 2009. Committee members feel that new challenges have prevented any further work in this area: In 2009-2010, the focus has necessarily changed to improving the tutoring situation. Any further changes in the Listening Lab will have to wait until there are stable assignments.

II. Build academic honesty into the curriculum: In progress

A brochure for students and a curriculum addendum have been prepared (See Addendum #1 below) Waiting to present to faculty next session.

III. Get feedback on Pre-emergent or Study Skills curricula when courses offered

As far as the committee knows, these courses have not been offered.

IV. Review new course proposals as offered by faculty: MET

Three new courses were examined and approved by the Committee.

V. Implement Curriculum Review Process: In progress

A. The invitation to the faculty was issued both orally at a meeting and in written email form. No revisions were suggested by the faculty at this time.

B. The committee is reviewing the grammar/pronunciation curricula and is finding that some changes are needed at this time.

VI. Present 08-09 revisions in Reading/Writing curricula to faculty for vote In progress

Changes were presented once by posting on facebook, but few members of the faculty took the time to look them over. Then, a more readable form was sent by email. After some discussion, the Committee decided to revisit the writing curriculum in order to determine a logical sequence of writing types to be taught. (See Addendum #2 below)

Suggested Goals for 2010:

1. Continue the regular curriculum review process
2. Gain faculty approval for changes in Reading/Writing curriculum

3. Continue to work on piloting and adopting parallel course materials. Be ready to make any curricular changes necessary
4. Continue to evaluate any proposed new courses to make sure they adhere to level curricula.
5. Receive reports on any implementation of Study Skills and Pre-emergent classes in order to adjust the syllabus.
6. Gain faculty approval for and add to the curriculum requirements for teaching about plagiarism at each level.

Summary:

The Curriculum Committee regularly meets approximately twice in every session. Committee members also have tasks assigned between meetings. The committee is well balanced at this time – not too big to conduct business, but with members from all levels. Although just a few members have been able to attend every meeting (Ken Cranker in particular), every member has contributed in a unique way to the working of the committee. They have all worked hard and deserve commendation.

The work of this committee, while critical to the existence and continued richness of the ELI, is usually not part of the daily crisis-meeting crush of activities. Thus, it is with great respect and satisfaction that we report on the work of the Curriculum Committee.

Respectfully submitted,

Susan Coakley, Co-Chair, Curriculum Committee
Joe Matterer, Co-Chair, Curriculum Committee



English Language Institute Policy on Academic Honesty

In addition to learning the **English language**, students are here to learn **academic standards for higher education**, including academic honesty.

To summarize the ELI's academic honesty policy,
on tests, homework, papers and speeches:

- Students will do their own, independent work.
- When outside sources are used, students will cite sources according to program rules.

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How to Cite Sources: **Presentations**

- *As you speak:* *Ideas, graphs, photo credits:*

- "According to the USDA,
only a small part of our diet
should come from oils or fat."

OR

- "Information from the USDA
recommends that people eat
more vegetables and grains
than meat."



Source: USDA w www.mypyramid.gov

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When to Cite Sources

- When you use a **chart, graph, photo** or **text** from another source.
- When you use **paraphrased ideas** from another source **that are not common knowledge**.
- When you use **direct quotations**. "Exact words"
- When you use **statistics** from another source.

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How to Cite Sources: **Writing**

- **Journalistic-style citations:** (levels II, III, IV, V)
 - "The United States Department of Agriculture *recommends that* people do some form of physical activity each day, in addition to watching what they eat."
 - (Students use a reporting phrase says that, states that, found that, reported, etc.)
- **Formal documentation style:** (Level V EAP and beyond)
 - "The new USDA food pyramid also has guidelines for physical activity: 30 minutes a day for adults, and 60 minutes a day for children (Vail 2006)."
 - *Reference*
 - Vail, K. (Jan. 2006). New food for thought from USDA. *American School Board Journal* 193.1. 6-6. Academic Search Complete. Database. EBSCO. University of Delaware.

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Tools That Can Help Students

- **Models provided by your teachers (All levels)**
- owl.english.purdue.edu › [The OWL at Purdue](#) (All levels)
Information fluency exercises on the library website
- **Dustball.com (Plagiarism Checker) (Levels VI and EAP)**
- **Documentation manuals (Levels VI and EAP) MLA, APA and others**

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UD/ELI Academic Honesty Policy

Academic honesty is a cultural expectation considered to be of the highest importance in America—especially at American universities and colleges.

Academic Dishonesty

- **Cheating**—stealing an exam—either physically or electronically; giving another student an answer during a test; handing in work or papers written by someone else; posing as someone else to take a test for her/him; copying an answer from another student's paper or test; peeking at notes when notes are not to be used during an exam
- **Plagiarism**—stealing another person's idea or illustration and using it as one's own without giving credit to the original author or source; copying sentences or paragraphs directly from an article or book to use in an essay without giving credit to the original author (*ELI Faculty Handbook, Section I., Code of Conduct, p. 4-5.*)
- *"All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation must be reported to the Office of Judicial Affairs."
(<http://www.udel/stuguide/>)*

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Actions taken for violation of Academic Honesty policy

1st violation: warning or, if serious, student may have to repeat the assignment to get credit.

2nd violation: Repeat the assignment or, if serious, grade of 0 on assignment. Teacher reports violation to Student Conduct Committee

3rd violation: (same or later class) Grade of 0 on assignment. Student must attend a hearing to decide if he or she will be dismissed from the program.

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Remember: Language Learning Takes Time

- We respect hard work even when it is NOT perfect.
- Never plagiarize or copy others' words because you want your English to be perfect. You will learn most quickly by doing your own work and making your own mistakes.
- Honest mistakes are your best teachers!

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B. Plagiarism Document for Curriculum

January 2010

Academic Honesty Coordination (Level requirements for avoiding plagiarism):

Helping ESL Student Build Summarizing, Paraphrasing and Citation Skills (adapted with permission from Plagiarism Prevention, TESOL 2009, Xavier University ESL Dept.)

Level 2:

- Students at this level do well with oral paraphrasing. They can begin to use simple reported speech and make restatements.
 1. Ask students to restate the homework for tomorrow. Ask students to re-tell an idea or statement given by a previous student. "Jinyu said that..."
 2. "One-Minute Summaries" – simplified TOEFL-style tasks.
- Students can practice written paraphrasing on a very limited basis, as a class with think-alouds and brainstorming on the board.
- At this level, "summarizing" can be done primarily by identify the main idea of a paragraph or the main ideas in a reading.

Citation at this level can be giving basic source credit orally during a speaking task.

Level 3:

- Students at this level may have enough language to make good use of superordination for summarizing and paraphrasing. Student can learn to create labels for lists:
(Scarlet fever, diphtheria and measles were common → diseases were common.)
- Identifying main ideas and implied main ideas continues to be good summarizing practice.
- Students can begin to make outlines of readings that include major details.
- Student can practice basic written paraphrasing more often. Group practice is still useful.
- Oral paraphrasing: Of the day's lesson ("So, what do we expect in a topic sentence?" "Tell jun what we talked about yesterday when he was absent."); of ideas in a reading; in "one-minute summaries"

Citations for image credits can be expected at this level.

Level 4-5:

- Students at this level can use an outline or graphic organizer as a basis for summary writing.
- Paraphrase and citation practice can focus on strategies and journalistic-style reporting phrases.
- Plagiarism Prevention:
Choose writing topics carefully (on which students can write intelligently without sources). Have class discussions or show video clips to build background knowledge.
- Writing Assignments: Use a process approach to see intermediate steps and avoid last-minute plagiarism.
(Try a scaffolded introduction to writing from sources if needed: 1) Students first write an argument paper giving their own ideas without sources. 2) The teacher then provides one or two sources that support both sides of the issue, which the student must incorporate – either by quoting or paraphrasing – using reporting verbs and phrases. Students receive two grades.
- Remember to provide documentation when giving readings/lectures to students.
- **Citations and references** should be required, but can be journalistic in nature – simple websites or article, date, journal.

Level EAPV, VI, EAPVI:

- Students at this level must take responsibility for appropriate documentation of sources.

- Writing from sources frequently can help students take the next step from 'patch-writing' (copying phrases) to appropriate paraphrasing.
- Frequent summarizing, both in writing and in speaking, as well as graphic representation of ideas, can help provide practice.
- Devoting class time to paraphrase awareness, strategies and practice is invaluable in helping students comprehend how and why to document.
- Controlling and limiting the outside sources for the first assignments can help both students and teachers recognize and control plagiarism.
- **Citations and references** following a specific style should be taught, modeled and required.

More suggestions for this level:

1. Give citations workshops when students are struggling with outside sources.
2. Work in tandem: Teacher models the research process – selecting a topic, choosing sources, taking notes, paraphrasing, writing a paper, revising – and describes all the steps.
3. Design writing assignments that emphasize knowledge making (applying a theory, writing a critique) rather than knowledge display (giving many factual details)
4. Have students create an annotated bibliography to practice summary and citation skills.

Suggested Writing curriculum: Types of writing:

Looking at the whole writing curriculum, the Committee decided that this was an appropriate listing of types to be taught at each level. At every level, some writing may be done using skills studied in the previous levels. However, only a few are required at each level.

Level: (At each level, review of the types taught at previous levels is appropriate.)

I.	Description				at the sentence level
II.		Narration	process		at the paragraph level
III.	Description	narration			at the essay level
IV.	Description	compare/contrast	summary		
V.		compare/contrast	summary	argumentation	
VI.		compare/contrast	summary	argumentation	

EAPV Some expository types (definition, cause/effect,) summary argumentation

EAPVI All expository types along with description, narration, argumentation and summary

This is the listing in the current curricula:

Writing curriculum: Types of writing:

I.	Sentences				
II.	Description	narration	process		
III.	Description	narration	ch. process	compare/contrast	
IV.	Descript	narration	ch. process	compare/contrast	summary
V.	X	X	X	compare/contrast	summary argumentation
VI.	X	X	X	compare/contrast	summary argumentation

EAPV	Description	narration	X	X	X	argumentation	exposition
EAPVI	Description	narration	X	X	X	argumentation	exposition