

Curriculum Committee Report 2010 25 February 2011

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A. Stated Goals for 2009-2010

I: Gain approval for Reading/Writing curricula from faculty : MET
Completed September, 2010. Changes were made to the curriculum, but syllabi and evaluations need to be revised to match.

II. Gain approval for and add to curriculum the completed teaching plan re plagiarism.
STILL IN PROGRESS
Teaching suggestions were disseminated to the faculty to help them with setting up requirements and activities. (See addendum #1). The use of Turnitin will help in this regard.

III. Get feedback on Pre-emergent or Study Skills curricula when courses offered. NA
As far as the committee knows, these courses have not been offered.

IV. Review new course proposals as offered by faculty: MET
One GRADVI course and two revised Pre-MBA courses (OBCS, GMAT Prep) 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.

With the arrival of Nigel Caplan, a new way to review and revise the curriculum has begun. He contributed greatly by putting all of our documents on the H drive in a modifiable form. We are making substantial change in the grammar curriculum in order to enhance coordination and consistency.

VI. Gain approval for Reading/Writing curricula from faculty MET
Approved September, 2011. In addition, we completed the curriculum section of the CEA five-year report.

Suggested Goals for 2011:

1. Continue the regular curriculum review process.. The committee is changing from a three-year cycle to a five-year cycle, so that one skill area is revised each year. (Pronunciation is being included in Speaking.) 2011 will encompass a wide review of the Grammar curriculum
2. Ensure that necessary changes are made in syllabi, evaluation forms, 8-week and 7-week plans, and the writing rubric and oral rating sheets to match changes made in the curriculum. This is especially necessary in writing courses.
3. Continue to evaluate any proposed new courses and course revisions to make sure they adhere to level curricula.
4. Incorporate the source use guidelines into curricula and syllabi.
5. Gather data from student evaluations and student tracking data (GPA, grades, and drop-out rates) in order to begin evaluating satisfaction and effectiveness of courses.
6. (long-term) Conduct needs analysis of language needs for CAP students at UD and other Conditional Admission schools.
7. Recommend that the ELI consider hiring a full-time Curriculum Director

Summary:

The Curriculum Committee regularly meets 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. Joe Matterer has not been able to attend many meetings due to his many other duties, but every other member has contributed in a unique way to the working of the committee. They have all worked hard and deserve commendation. As more full-time teachers are used to teach afternoon classes and listening lab, it grows more and more difficult to get everyone together in person. Thus, having documents shared on the H drive is critical to reaching the goals of the committee.

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, Chair, Curriculum Committee

Addendum to Curriculum Committee Report #1 25 February 2011

Curriculum Committee: September, 2010

Using Sources

May 2010

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

Tips to help your students learn about and follow guidelines for using sources appropriately.

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 identifying 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.