UNIVERSITY OF THE SACRED HEART
EDUCATION GRADUATE PROGRAM
SISTEMAS DE INSTRUCCIÓN Y TECNOLOGÍA EDUCATIVA

COURSE TITLE **:** **ESL Curriculum Development**

COURSE NUMBER **:** **ING 730**

CREDITS **:** **Three credits (three hours a week, 1 session)**

DESCRIPTION **:**

This course is geared to provide ESL teachers with the knowledge and skills to become effective curricular leaders. Students will examine the complex and multifaceted process involved in ESL curriculum development which includes: design, implementation, evaluation, and improvement. Emphasis will be given to Standards based curriculum development and Multiple Intelligence Theory.

JUSTIFICATION:

The Educational Reform requires teachers to be curricular leaders. Hence, it is imperative that teachers must be aware of the major changes in roles and responsibilities of education as well as educators. Consequently, teachers will have the need to study the theoretical underpinnings and issues that effect curriculum development. Thus, ESL teachers will go from curriculum theorists to curriculum practitioners.

OBJECTIVES:

At the end of the semester, students will be able to:

1. Demonstrate knowledge of theoretical frameworks and approaches in ESL teaching-learning process.
2. Demonstrate knowledge of curriculum foundations, the role of philosophy, and curriculum designs.
3. Demonstrate knowledge of the process involved in the construction of curriculum.
4. Analyze, interpret, and use data (research, survey, and questionnaires, etc...) in regards to student learning for curriculum development.
5. Device standards assessment guide to identify strengths and weaknesses in the syllabus revision and English program.
6. Provide students with hand-on experience using Multiple Intelligences Theory in curriculum design.
7. Integrate new technologies into ESL curriculum design.
8. Give oral presentations integrating new technologies, curriculum

development and public speaking skills.

CONTENT:

    I.   Foundations of Curriculum

        A.   Philosophical
        B.   Historical
        C.   Psychological
        D.   Social

    II.   Curriculum Process

        A.   Needs Analysis

            1.   Purpose
            2.   Design and Procedure
            3.   Data Collection and Analysis

        B.   Goals and Objectives

            1.   Relevance and Pertinence

        C.   Course Planning and Syllabus Design

            1.   Course Rational
            2.   Identifying scope and structure

        D.   Design and use of instructional materials

            1.   Selecting Materials
            2.   Content Selection
            3.   Adopting and Adapting textbooks
            4.   Sequence of lessons
            5.   Grading Content

    III.   Methodology
        A.   Traditional Approaches
        B.   Communicative Approach
        C.   Multiple Intelligences

    IV.   Evaluation

        A.   Formative
        B.   Illuminative
        C.   Summative

Techniques, Strategies and activities:

1. Student-centered approach
2. Lectures
3. Individual and group work
4. Fieldwork research
5. Oral Presentations

Resources: Texts

Curriculum Development in Language
Language Teaching
Jack C. Richards

The Communicative Syllabus
J. Yalden

Teaching and Learning Through
Multiple Intelligence (2nd. Ed.)
Campbell, Campbell & Dickinson

Library
Audiovisual materials
Technology
Department of Education
(documents and newspapers)

Evaluation:

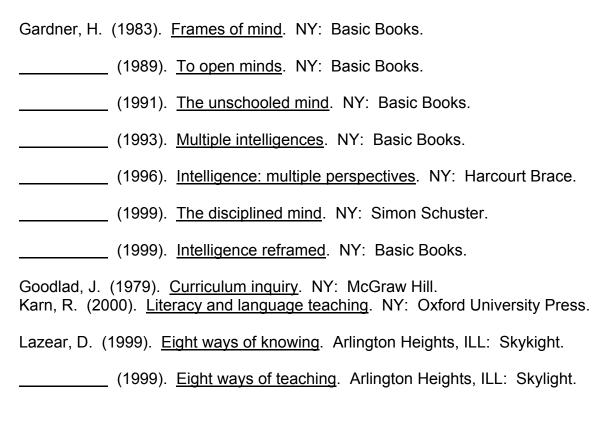|		
1.	Oral presentations (3)	30%
2.	Exam/Paper	25%
3.	Assignments/Presentations	20%
4.	Final (Research)	25%
	Total	100%

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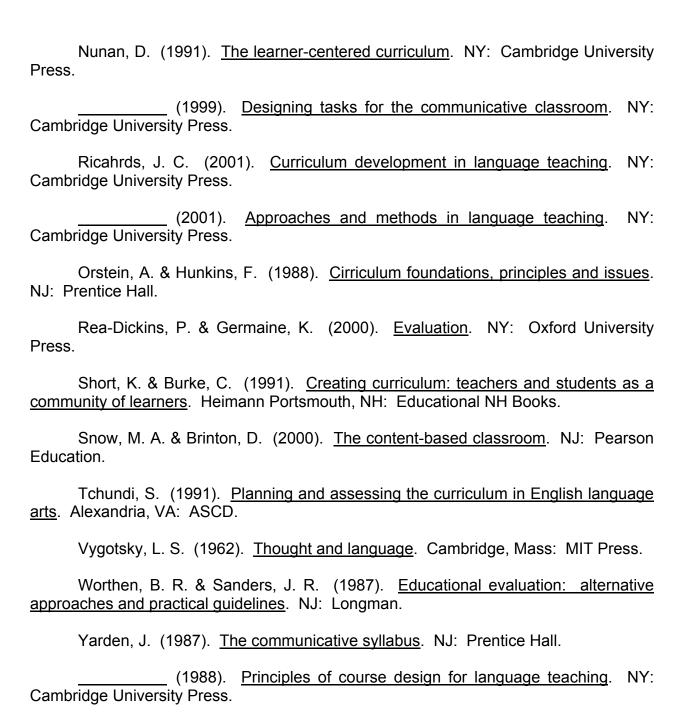
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