

TO: Curriculum and Curriculum Evaluation Committee  
FROM: English Department  
RE: Program Proposal

100-500 #  
1974

I. Identification of the Proposal

- A. Title: Interdisciplinary Academic Concentration in Literature for Elementary Education Majors
- B. Sponsors: Dr. Terry Donohue, English  
Mrs. Elaine Lee, Elementary Education
- C. Administrative Responsibility: English and Elementary Education Departments

II. Essence of Program

- A. Type: Instructional
- B. Scope and Size: Sufficient to meet the needs of Elementary Education Majors who elect the program
- C. Location in Curricular Pattern: An Interdisciplinary Academic Concentration for Elementary Education Undergraduates
- D. Degree or Certificate Awarded: None
- E. Need for Program: The Elementary Education Major can presently select his required 12 s.h. Interdisciplinary Concentration from among the following programs: Area Studies (Africa, East Asia, Latin America, The Middle East); Behavioral Sciences; Expressive Arts; Science and Technology; Language. The proposed Literature Concentration would provide subject matter instruction unavailable in any of these programs.

III. Details of the Program

- A. Objectives: To give the Elementary Education Major an additional alternative in the selection of his required Interdisciplinary Concentration; to give him the opportunity to take more literature courses than he might take were this concentration not available; to offer him literature courses especially designed and/or selected to address his needs as a future elementary school teacher.
- B. Structure and Organization: The student who elects the Literature Concentration can satisfy its requirements by taking any four of the following 3 s.h. courses. The courses may be taken in any sequence and without prerequisites.

"Adolescent Literature"  
(English Department, new course)

This course reviews both the literature of the adolescent hero and literature of interest to adolescents. Works covered include

classics such as The Adventures of Huckleberry Finn as well as contemporary works by Vonnegut, Hesse, Burgess, and others. The course also examines approaches to presenting such literature to adolescent students.

"American Folklore"

(English Department, a presently catalogued course)

The course includes folk songs and ballads; riddles, sayings and proverbs; lore and crafts; beliefs, attitudes, and superstitions; collection of local lore with classification, definition and analysis of sampling; investigation of parallel influences or uses of folk materials in literature, sociology, psychology and cultural anthropology, and comparative religion.

"Creative Dramatics"

(Speech and Drama Department, a presently catalogued course)

The philosophy underlying speech and dramatic activities for children is discussed. The course analyzes methods and materials for creative drama, story telling, role playing, word games, listening, and pantomime. Students participate in demonstrations in the classroom, as well as leading classes in the elementary schools.

"Experiencing Literature"

(English Department, a presently catalogued course)

Using literature of such various types as the short story, the poem, and the drama, this course attempts to introduce the student to the basic principles of responsible literary analysis and to encourage him to express his ideas about literature through oral and written discussions of particular literary works.

"Mythology"

(English Department, a new course)

This course is designed to increase the student's appreciation and understanding of mankind's mythic perceptions and to develop his ability to recognize the prevalence and significance of major mythological themes in art and literature. Emphasis will be placed upon myths as stories--the simplest, yet most tantalizingly suggestive ever written. Focus will center on certain common themes (e.g., creation, fall from grace or ignorance, the uses of solitude, and the joys of sorrow) and common motifs (e.g., father-son antagonism, marriage, and the death of the living God). All cultures have mythologies that may be drawn upon, but primary use will be made of the very best retellings of Greek, Roman and Norse mythologies as well as those of the American Indians.

"Oral Interpretation of Literature"

(Speech and Drama Department, a presently catalogued course)

This is a study of the basic principles of vocal control applied to oral communication of various forms of literature. Emphasis is placed upon such vocal techniques as stress, pause, rate, etc., and these are coordinated with body and facial expression to achieve clarity of meaning and mood.

"Survey of Juvenile Literature"  
(Elementary Education Department, a new course)

This course emphasizes works for children by major American and British writers, and the artistic techniques of a variety of illustrators of juvenile books from 1600 to the present. Consideration will be given to several genres of literature by and for children, including translations of works from Europe, Asia, and Africa. The picture book portrayed through media will also be studied.

- C. Program Administration: Administrative responsibilities will be shared by the English and Elementary Education Departments. The Speech and Drama Department has expressed its willingness to cooperate in the program.
- D. Resource Utilization
  - 1. Special resources required: none
  - 2. Faculty resources required: program can be staffed by existing faculty
  - 3. Special plant facilities required: none
- E. Program Impact
  - 1. The Literature Concentration would have no appreciable impact on college goals, admission policies, anticipated growth, or present faculty.
  - 2. The proposed program supports the present Academic Concentration program for Elementary Education Majors.
  - 3. The proposed program does not overlap or duplicate any existing program.
- F. The Literature Concentration should be available by the first semester of the 1973-74 academic year.
- G. Evaluation: Provisions have been made for periodic consultation among program staff.
- H. Funding: no special funding required

IV. Results of Consultation

This proposal represents the joint efforts of members of the Elementary Education and English Departments working individually and through Department Committee structure. Both Departments have endorsed its content. Though the Speech and Drama Department had no direct role in the program's formulation, its Chairman was informed that two courses presently being taught by his staff were among the Concentration offerings. He felt that this presented no difficulties for Department.