

APPROVAL FORM

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Linguistics in Language Arts Teaching (EPIC Module)

Sponsor(s) Dr. Lou Molinari; Dr. White Dept. Elementary Education; EPIC

Check One { Course Credit/Level/Title Change or deletion Other
 Concentration Specialization Major Program Certification

Graduate Undergraduate X No. of Credits 2 S.H.

Approved _____
Not Approved _____

Dept. Curr. Comm. Chairperson _____

Division Curr. Comm.

Reviewed 12/7/81
Date

Dean of Division

Reviewed _____
Date

Approved _____
Not Approved _____

Chairperson, Department _____

Approved
Not Approved 12/8/81
Date

W. Jannenbaum
Chairperson Div. Curr. Comm.

Signature _____

SENATE CURRICULUM COMMITTEE

SCC # 81-82-9 Proposal Received 10/30/81 Open Hearing Held 12/18/81

Returned to the department for the following reason(s): Table - send to sub-committee Tarrenbaum/Polay. Returned O.K.

Approved by the Curriculum Committee: Date 2/3/82

Presented to Executive Committee of the Faculty Senate as information: Date 2/5/82

Notifications forwarded: Vice President for Academic Affairs: Date 2/8/82

Shirley C. O'Leary
Signature: Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled 7-15-82 _____
Date Signature

Course approved Yes No

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned 2
 Faculty load hours 2
 Equalized credit hours 1

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned

by Registrar Yes No

Hegis Taxonomy Number _____

Signature: Registrar _____ Date _____

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be _____

Signature: Academic Dean _____ Date _____

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

1. Module: Linguistics in Language Arts Teaching

Department: Elementary Education

Sponsor: Dr. Lou Molinari

2. Essence

- A. Undergraduate
- B. 2 s.h. credit
- C. Senior (Spring)
- D. Prerequisites: Freshman and Sophomore EPIC Clusters and basic linguistics course
- E. This module will provide the students with an introduction to a linguistic emphasis in Language Arts teaching. The focus will be on the role of linguistics and the way in which it is affecting language arts instruction.

This module will be scheduled for students during the spring semester of the senior year. Although the module is primarily appropriate for Early Childhood, Elementary and Special Education students, it is possible that other students may choose to complete this module as a means of strengthening professional background in the language arts areas. (See attached chart.)

- F. This module is to be implemented in the Spring of 1982 for EPIC Senior level students.

3. Details

- A. Resources: Present staff, library resources and space requirements are adequate for planned implementation of this module.
- B. Uniqueness: There has been an increasing emphasis on improving the communication skills of students in our schools. Many publishers of language arts texts used in the elementary school have focused an emphasis on the linguistic principles of our language in an attempt to improve language arts instruction. This course/module reflects a similar concern and is an attempt to increase the skills of future teachers for dealing with a linguistic emphasis in language arts instruction.
- C. Objectives: Through participation in this module, students will:
 - 1. Distinguish between traditional approaches and linguistic approaches in teaching language arts,
 - 2. Describe curriculum organization based on linguistic approaches to teaching language arts,
 - 3. Explain the process of language acquisition in young children
 - 4. Differentiate between cultural and regional types of dialects and their role in language arts instruction,
 - 5. Use dialect divergence to help children improve their standard English competencies,
 - 6. Define the four basic features of language (phonology, morphology, syntax, and semantics) and relate them to language arts instruction,
 - 7. Identify, describe, and differentiate between linguistic models of grammar and explain their role in language arts instruction, and
 - 8. Illustrate the use of a linguistic approach to semantics and describe ways of using it to develop children's vocabularies.

B. Evaluation

- (1) A pre-test will be administered to determine the EPIC student's knowledge of linguistics and its application in Elementary School Language Arts.
- (2) The pre-test will be administered as a post-test to determine increased understandings gained during the course.
- (3) Additional evaluation procedures will include:
 - (a) A unit quiz to be administered after each unit of study
 - (b) Evaluation of critique of current articles or research written by each student.

4. Detailed Topical Outline

A. Review of Linguistic characteristics of our language, including

1. The nature of language/communication
2. The structure of language
3. The characteristics of American English

B. Review of the nature of children's language acquisition

1. Sequence of children's language development
2. Factors that promote or impede language acquisition and development
3. The linguistic content of children's language

C. Variations in language and language acquisition

1. Dialects and language diversion
2. Relationship of cultural, socio-economic, ethnic and regional differences to children's language acquisition and usage
3. Approaches for teaching standard English

D. The language arts curriculum in early childhood/elementary education

1. Review of past practices in language arts instruction
2. Current trends in language arts instruction
3. Linguistic approaches/content for the teaching of oral and written communication

E. Using a linguistic approach for language arts instruction

1. Determining appropriate curriculum content
2. Using formal and informal teaching strategies
3. Planning opportunities and experiences for feedback and assessment
4. Choosing and using language arts textbooks as part of the curriculum

5. Rationale

The content of this module highlights content that is vital to the elementary language arts curriculum. It provides an opportunity for senior level students to increase their ability to use a linguistic approach in teaching language arts. It synthesizes students' knowledge of our language and skills and abilities for determining curriculum and teaching strategies.

6. Results of Written Consultation

The module was approved by the EPIC Steering Committee consisting of representatives of each department in the Professional Studies Division and representatives of the Elementary Education Department.

Catalog Description

Module: Linguistics In Language Arts Teaching

Through this module, students will become familiar with linguistic concepts as they relate to elementary language arts instruction. Both language teaching and language learning are emphasized.

EPIC
Module Distribution

		Clinical	Main-streaming	Library/ Research	Reading	Language Arts	Math	Tot
FRESHMAN YEAR	II I FRESHMAN	1 s.h. "Career Exploration Seminar"						1.
	II Spring	1 s.h. "School Based Observation"		.5 s.h. Library I .5 s.h. Library II				2.
SOPHOMORE YEAR	Fall III SOPHOMORE	1 s.h. "School In- volved Social Agencies"	.5 s.h. "Main- streaming I					1.
	IV Spring	1 s.h. "Classroom Dynamics" 1.5 s.h. "Classroom Processes"	.5 s.h. "Main- streaming II		.5 s.h.			3.
JUNIOR YEAR	Fall V JUNIOR		.5 s.h. "Main- streaming III		1 s.h.		1.5 s.h. "Indivi- dualizing Mathemat- ics"	3.
	Spring	PRACTICUM			PRACTICUM			PRACTICUM
SENIOR YEAR	Fall SENIOR	STUDENT TEACHING			STUDENT TEACHING			-0
	VI Spring	1.5 s.h. "Senior Seminar - EPIC"			1.5 s.h.	2.0 s.h. "Linguis- tics in L.A. Tchg" OR "Strategies for Tchg. Composi- tion"		5.
TOTALS		7 s.h.	1.5 s.h.	1 s.h.	3 s.h.	2 s.h.	1.5 s.h.	16.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF
CURRICULUM AND INSTRUCTION
Elementary Early Childhood Education
(609) 445-6362 or 6083

MEMORANDUM

TO: Dr. Louis Molinari
FROM: Dr. Marion R. Hodes
DATE: October 29, 1981
SUBJECT: EPIC Module: Linguistics in Language Arts Teaching

I am pleased to support your proposed new EPIC module for EPIC seniors: Linguistics in Language Arts Teaching. I do believe that both the Elementary Education and Early Childhood majors will benefit from an experience which focuses on the subject matter outlined in your proposal.

In my experience, students who increase their understanding in the study of language will improve in their teaching of the Language Arts regardless of the type of Language Arts curriculum material they use. Our Department and the Language Arts Committee will be interested in your evaluation of this module.

We look forward to continued opportunities to improve the teaching of Language Arts. I feel that the adoption of this module will assist us in doing so.

MRH/djb