

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: 00-23
Submission Date: _____
Action-Date: UWUCC App 10/17/00
Senate App 11/7/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Carolyn Wilkie Phone 2729

Department Learning Center

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE _____
Suggested 20 character title

New Course* VOCABULARY EXPANSION LRNC 201
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

_____ Number and/or Title Change _____
Old Number and/or Full Old Title

_____ _____
New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____
Program Name

_____ Program Revision* _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

Sally Ripley
Department Curriculum Committee

Carolyn Wilkie
Department Chair

A. Cummings Chr.
College Curriculum Committee/

[Signature]
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)



Rev.

Vocabulary Expansion

I. Catalog Description

LRNC 201 Vocabulary Expansion

**2 credits
0 lab hours
2 lecture hours
(2c-0l-2sh)**

Students will acquire an enriched vocabulary through learning and applying knowledge of 168 Latin and Greek word parts and mastering the meanings and use of 100 mature words based on some of those word parts. Primary emphasis is on developing the reading vocabulary, but attention is also given to students' writing, listening and speaking vocabularies.

II. Course Objectives

- 1. Students will improve their ability to understand and use a higher, more sophisticated level of vocabulary.**
 - a) Students will learn the meanings of 168 Latin and Greek word parts and apply that knowledge to decipher unfamiliar words encountered in reading and listening situations.**
 - b) Students will practice applying the word parts in writing and speaking situations.**
 - c) Students will learn the meanings of 100 relatively sophisticated English words formed from the word parts studied and practice applying them in writing, speaking, listening, and reading situations.**

- 2. Students will appreciate the rich heritage of English vocabulary.**
 - a) Students will describe the influence of Germanic and Romance languages on the development of English vocabulary.**
 - b) Students will explain the international character of modern English.**
 - c) Students will detail the major influences on the spelling and vocabulary of modern English.**
 - d) Students will expand their knowledge of aspects of the course related to etymology, language history, types of vocabularies and related languages by designing a language portfolio relating to that topic and by using the Internet to research shorter projects.**

III. Course Outline

A. Vocabulary Knowledge & Learning (5.0 lecture hours)

- 1. Course introduction**
- 2. Vocabulary pre and post-testing**
- 3. Introduction to the instructional text(s) and use.**
- 4. Types of vocabulary (expressive/receptive)**
- 5. Definitions of vocabulary knowledge**
- 6. Introduction to Dale's typology of the "levels of knowing"**
- 7. Memory model & vocabulary learning**

B. The Origins and Growth of English Vocabulary (3.5 lecture hours)

- 1. Language families & the place of English (worldwide; Indo-European; Germanic)**
- 2. Factors which led to spelling & pronunciation changes in English language history**
- 3. Borrowings/loan words**
- 4. English as a world language**
- 5. Presentations of Internet projects**

C. Introduction & Application of Word Parts (9 lecture hours) (recurrent processes)

- 1. Introduction to sets of word parts (occurs 5 times)**
- 2. Reinforcement & written/oral application of the word parts (occurs for each set)**
- 3. Cumulative written quizzes (occurs 5 times)**
- 4. Cumulative oral quizzes (occurs 4 times)**

D. Introduction & Application of Words Formed from Word Parts (i.e., "Real English Words") (recurrent processes) (9 lecture hours)

- 1. Introduction to sets of real words (occurs 5 times)**
- 2. Application of Dale's "levels of knowing" typology (occurs 5 times)**
- 3. Reinforcement & written/oral application of the word parts (occurs for each set)**
- 4. Cumulative written quizzes (occurs 5 times)**
- 5. Cumulative oral quizzes (occurs 4 times)**

E. Presentation of Student Projects (1.5 lecture hours)

IV. Evaluation Methods

The final grade will be based on a number of factors, as detailed below:

- ❖ **65% -- Cumulative written quizzes (5) will occur approximately every 3 weeks and consist of multiple choice, translation, and analogy questions. Quizzes will carry the following point values -- #1 (50 pts); #2 (75 pts); #3 (100 pts); #4 (125 pts); #5 (150 pts); Final exam (100 pts) (Total pts = 600)**
- ❖ **6% -- Cumulative oral quizzes (3) will occur approximately every 4 weeks. Students' vocabulary cards form the basis for these quizzes. For each quiz, 10 word cards will be selected randomly. Students are responsible for correct pronunciation and usage of the words and word parts. (Each quiz is worth 20 pts; total points = 60)**
- ❖ **11% -- Reinforcement writings (5) will be assigned approximately every 3 weeks. The reinforcement writings are stories or scripts in which the real words formed from the word parts are used in context. The stories/scripts will be expected to have a central theme, be logically organized, and use appropriate forms of the words. Points vary from 15-25 per story/script. (Total points = 100)**
- ❖ **5% -- Projects (Total points = 50)**

Students will have a choice of completing 3 Internet projects or the Language Portfolio.

(a) **Internet projects (3) will be assigned approximately every 2 weeks at the beginning of the semester. The purpose of these short assignments is to investigate issues related to vocabulary expansion and change. An example of a project in this category is to research Verner's or Grimm's Laws, both of which describe changes which Indo-European languages have undergone. This information is relevant to a discussion of spelling changes within Indo-European languages. A second example is to research the history of dictionaries, which is one of the primary influences on standardization of pronunciation and spelling of the English language. A third option is to research vocabulary growth and change in another language, focusing on the major reasons for the growth. (Total points = 50, including brief oral presentations)**

The Internet projects will be shared verbally with the class throughout the first part of the semester.

(b) **Language portfolio (1) is an opportunity for students to explore an area of interest related to the class. Examples of projects completed by students who took this course in Fall 1999 include the vocabularies of sign language, verbal communication styles of men and women, the influence of the Renaissance on the vocabulary of English, and Ebonics. (50 points, including a brief oral presentation)**

- ❖ **4% - Written quiz on the origins & growth of English vocabulary information. (34 pts)**
- ❖ **6% - Class attendance and participation – students will receive up to 2 points per class for attendance and active participation. (Total = 56 pts)**
- ❖ **3% - Vocabulary cards completed in accordance with directions provided. (Total = 25 pts)**

Total points available = 925;

- ❖ **A = 100% – 93% (860 pts & above)**
- ❖ **B = 83% - 92% (768 – 859 pts)**
- ❖ **C = 73% - 82% (675 – 767 pts)**
- ❖ **D = 63% - 72% (581 – 674 pts)**
- ❖ **F = below 63% (< 674 pts)**

V. Required Texts & Supplemental Books

- 1) Wilkie, C.J. (2000). *Vocabulary resource book*, 7th ed. (Available at Pro-Packet)
- 2) Wilkie, C.J. (2000). *Vocabulary resource book addendum*, 3rd ed. (Available at Pro-Packet)

VI. Special Resource Requirements

- 1) **Access to the Internet for 3 Internet assignments & possibly for the Language Portfolio.**

References*

- Ayers, D.M. (1986). *English words from Latin and Greek elements* (2nd ed.). Tucson, AZ: U. of Arizona Press
- Bevington, G. (1995). *Where do words come from?* Dubuque, IA: Kendall Hunt Publishing Co.
- Bryant, M.M. (1962). *Modern English and its heritage*. NY: MacMillan.
- Cantor, N.F. (Ed.). (1999). *The encyclopedia of the middle ages*. NY: Viking Penguin, Inc.
- Cottle, B. (1969). *The triumph of English, 1350-1400*. NY: Barnes & Noble.
- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge, England: Cambridge U. Press
- Farb, P. (1973). *Word play: What happens when people talk*. NY: Vintage Books.
- Feldman, D. (1990). *Who put the butter in butterfly?* NY: Harper & Row.
- Flippo, R.F. & Caverly, D.C. (Eds.). (2000). *Handbook of college reading and study strategy research*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Francis, W. N. (1965). *The English language: An introduction*. NY: Norton.
- Fry, L.H. (1970). *An introduction to early English grammar*. NY: Odyssey Press.
- Funk, W. (1950). *Word origins: An exploration and history of words and language*. NY: Random House.
- Glazier, T.F. (1993). *The least you should know about vocabulary building*. (4th ed). Fort Worth: Harcourt.
- Hopper, J.N. & Carter-Wells, J.A. (1994). *The language of learning: Vocabulary for college success*. (2nd ed.). Belmont, CA: Wadsworth.
- McCrum, R., Cran, W., & MacNeil, R. (1986). *The story of English*. NY: Viking Penguin, Inc.
- McKnight, G.H. (1956). *The evolution of the English language*. NY: Dover Publications.
- The Merriam-Webster new book of word histories*. (1991). Springfield, MA: Merriam-Webster Inc.
- Metcalf, A. (1999). *The world of words in so many words: A country by country tour of words that have shaped our language*. Boston: Houghton-Mifflin.
- Mindell, P. (1995). *A woman's guide to the language of success*. Englewood Cliffs, NJ: Prentice-Hall.
- Mitchell, R. (1984). *The leaning tower of Babel*. NY: Simon & Shuster.
- Nist, S. L. & Simpson, M. L. (1997). *Developing vocabulary concepts for college thinking*. (2nd ed.). Boston: Houghton Mifflin.
- Pei, M. (1965). *The story of language* (Rev. ed). Philadelphia: J.B. Lippincott.

References, cont.

Richek, M. (1996). *The world of words*. (4th ed.). Boston: Houghton-Mifflin.

Stevenson, V. (1999). *The world of words: An illustrated history of Western languages* (Rev. ed.). NY: Sterling.

Tannen, D. (1990). *You just don't understand: Women and men in conversation*. NY: Ballantine Books

Tannen, D. (1994). *Talking from 9 to 5*. NY: Wm. F. Morrow & Company.

Thomas, L. & Tchudi, S. (1999). *The English language: An owner's manual*. Boston: Allyn & Bacon.

*** Includes both references used to develop/teach the course as well as references students might use for their language portfolio. (Student references will be placed on Reserve in the library, upon request.)**

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

Introduction: Vocabulary Expansion is a course designed to teach students to use a systematic process (known alternatively as “structural analysis,” “morphemic analysis,” and “internal contextual analysis”) for deciphering unfamiliar written words. It is based on learning 168 primarily Latin and Greek word parts and then applying that knowledge to receptive communication (i.e., reading, listening) situations. Students will also learn 100 relatively sophisticated English words formed from those word parts and they will practice applying these words to reading, listening, writing, and speaking situations. An additional element of the course is appreciating the multiplistic origins and growth of our vocabulary and learning to recognize spelling changes which have occurred within the family of languages to which English belongs. This knowledge can be used to distinguish cognates, which can then be used to help build English vocabulary.

The proposed course is built upon Stahl’s (1985; as cited in Flippo & Caverly [Eds.] 2000) three-tiered framework for vocabulary instruction – associative processing, comprehension processing, and generative processing.

A1. How does this course fit into the programs of the department? The LRNC offers learning enhancement courses in reading, communication skills, learning strategies, career exploration, educational planning, and math. The proposed course complements these offerings by adding an emphasis on general vocabulary development. Currently, the reading and communications courses each contain vocabulary components, but they are a relatively minor emphasis for each course.

For whom is the course intended? It is intended as a free elective for any student (especially freshmen or sophomores) who wish to improve their knowledge of structural analysis and skill with using this strategy to decipher unfamiliar words encountered in reading, or who wish to improve their vocabulary repertoire for speaking, writing, and listening situations. The course is based on learning structural analysis skills, which may be more relevant to the sciences, social sciences, and health professions than to other fields because a larger proportion of the specialized vocabulary of those fields is based in Greek and Latin. In the current semester, a wide variety of majors and students of various levels are enrolled – 10 freshmen, 14 sophomores, 4 juniors and 2 seniors are enrolled. They are enrolled in the following colleges: Education (5); Fine Arts (1); Natural Sciences (4); Social Sciences/Humanities (10); Health & Human Services (4); Business (5); and, Non-Degree (1).

The course would also be useful background for students intending to take the LSAT, GRE, or any other graduate school admissions test which has a vocabulary component. As Ms. Deborah Saunders-Stanley (Associate Director, Career Services) points out, vocabulary development is also a key factor in a successful interview process and in graduate school admissions tests.

A2. Does this course require changes in the content of existing courses or requirements for a program? No. A review of the Undergraduate Catalog shows that no other courses focus on developing structural analysis skills. As stated in A-1, vocabulary development is

included in some other Learning Center courses to such a minor extent that there will be very little, if any, overlap.

A3. Has this course ever been offered at IUP on a trial basis? If so, explain the details of the offering. Yes, the course is being offered for the second time on a trial basis in the current semester. In the Fall 1999 semester, all seats were reserved by the Academic Information Systems Office (which is responsible for scheduling incoming freshmen); therefore, 30 of the 34 students enrolled were first-semester freshmen. In the current semester, registration was open to any undergraduate. Twenty-eight students are enrolled, as described in A1.

At the conclusion of the Fall term, students were asked to evaluate the effectiveness of the course in improving four types of vocabulary – reading, writing, speaking, and listening. On a scale of 1-5, wherein “1” represented “not at all” and “5” represented “considerable improvement,” students rated the improvement as follows:

- **reading** vocabulary -----→ 4.13
- **writing** vocabulary -----→ 4.13
- **speaking** vocabulary -----→ 4.25
- **listening** vocabulary -----→ 3.80.

Students were asked to use the same scale to rate the course activities in terms of their helpfulness in expanding and understanding their vocabularies, the responses were:

- ***Vocabulary Resource Book*** (main course text), 4.58/5
- ***Vocabulary Resource Book Addendum*** (supplementary text), 4.50/5
- **Reinforcement writings** (stories/scripts), 4.25/5
- **Puzzles**, 3.58/5
- **Information relating to the origins & development of English vocabulary**, 4.25/5

A.4. Is this course to be a dual-level course? No.

A.5. If this course may be taken for variable credit, what criteria will be used. . . . Not Applicable

A.6. Do other higher education institutions currently offer this course? Please list examples.

Some of the institutions which offer a course similar in purpose include:

- **University of California at Santa Cruz** – “Structure of the English Vocabulary,” 3 credits (Linguistics Department, 80V)

(Course Description: A systematic study of the elements of English words: besides the practical goal of vocabulary consolidation and expansion, explores the historical origin and development of word elements, as well as their sound, meaning, and function in the contemporary language.)

- **CUNY at Brooklyn – “Vocabulary Building: The Greek and Latin Element in English,” 3 credits (Classics Department, 0.11)**

(Course Description: Intensive study of word derivation through systematic analysis of Latin and Greek elements in English. Some attention to technical and scientific vocabulary.)

- **The Pennsylvania State University – “Word Power: Classical Sources of English Vocabulary,” 3 credits (Classics and Ancient Mediterranean Studies [CAMS] Department, CAMS 050)**

(Course Description: An introduction to English word forms stressing the most frequent occurring Latin and Greek elements and their derivatives.)

- **University of Denver – “Vocabulary as Language Enrichment,” 3 quarter hours (Communications Department, COMM 4108)**

(Course Description: This vocabulary enrichment and word root etymology course provides students with an opportunity to study the history of our language, its changes over time, and the meanings of words. In addition to the study of prefixes, roots, and suffixes, the course emphasizes enriching one’s vocabulary and understanding the cultural components of language.

- **Marylhurst University – “Word Power,” 2 credits (Learning Assistance Center, LAC 155)**

(Course Description: Possessing a good vocabulary enriches one’s quality of reading, writing, speaking, and listening. Expanding vocabulary through word study will enable students to reason more clearly, write more concisely, and listen with deeper understanding. This course is designed to teach vocabulary through related ideas, Greek and Latin roots, prefixes and suffixes, and words derived from French, Italian, and Spanish. This course will also be helpful to students preparing to take the GRE.

- **West Virginia University – “Words and Usage,” 3 credits (English Department, ENGL 112)**

(Course Description: Practical vocabulary building. Attention to the derivation, history, and meaning of words, and to the principles of syntax and grammar.)

A.7. Is the content/skills recommended or required by a professional society, accrediting authority, etc? No, not specifically; however, a fluent vocabulary is probably expected of successful members.

Section B: Interdisciplinary Implications

B.1 Will this course be taught by one instructor or will there be team teaching? A single instructor.

B.2. What is the relationship between the content of this course and the content of courses offered by other departments? Vocabulary is one of the generic skills taught in introductory and more specialized courses in many disciplines; however, the proposed course should not interfere with that process in any way, other than perhaps to enhance student understanding if the vocabulary of those other courses is Latin or Greek-based.

B.3. Will seats in this course be made available to students in the School of Continuing Education? Yes, up to 5 per term.

Section C: Implementation

C.1. Are faculty resources adequate? How will it fit into the schedules of current faculty? Yes, faculty resources are adequate for offering one to two sections per term. This will be accomplished by substituting this course for other free electives.

C.2. What other resources will be needed to teach this course/how adequate are current resources? No other resources are needed; current resources are sufficient.

C.3. Are any of the resources for this course funded by a grant? No.

C.4. How frequently do you expect this course to be offered? Is it restricted to certain semesters? It is expected that 1-2 sections will be offered each Fall and Spring term.

C.5. How many sections of this course do you anticipate offering in any single semester? 1-2.

C.6. How many students do you plan to accommodate in a section of the course? Explain. The course will be limited to 25 students per section. This is a reasonable number of students for a course which requires individualization for one of the assessments, and it is also a reasonable number of students for a skill-development class.

C.7. Does any professional society recommend enrollment limits or parameters for a course of this nature? We are not aware of any information relevant to this question.

Reference

Flippo, R., F. & Caverly, D. C. (Eds.). *Handbook of college reading and study strategy research*. Mahwah, NJ: Lawrence Erlbaum Associates.



*Honoring Yesterday
Creating Tomorrow*

Indiana University of Pennsylvania

University Testing Services
Pratt Hall, Suite 302
201 Pratt Drive
Indiana, Pennsylvania 15705-1091

724-357-2235
Fax: 724-357-4079
Internet: <http://www.iup.edu/career>

March 17, 2000

University-Wide Undergraduate Curriculum Committee
Indiana University of Pennsylvania
Indiana, PA 15705

Dear Committee:

I am writing in support of Dr. Carolyn Wilkie's course proposal for a Vocabulary Expansion course. It is my understanding that students in this course will learn Latin and Greek word parts that will help them decipher unfamiliar words.

Through my involvement with a number of standardized testing programs such as GRE, GMAT, and the Miller Analogies Test, I know first-hand that these graduate school admissions tests focus heavily on students' ability to understand the meaning and context of words that may be new to them. A course such as this would be a valuable tool to help students prepare for these examinations.

In addition, my work with employers in the Office of Career Services has shown that employers value highly a student's ability to communicate verbally. Prospective employees who are comfortable expressing their thoughts in interviews are likely to be more successful in the job search and on the job.

In conclusion, it seems to me that the course that Dr. Wilkie is proposing would be useful for students who plan to enter the job market upon graduation, as well as those who intend to pursue further education.

Sincerely,

Deborah Saunders Stanley
Director

To: University-Wide Curriculum Committee
From: Eileen Master, Adviser/Instructor
Advising and Testing *em*

Re: Proposed Course (Vocabulary Expansion)
Date: March 22, 2000

As a former English professor at Rowan College (Glassboro, NJ), I write to support the "Vocabulary Expansion" course proposed.

Words are the instrument of communication, learning, and thinking. An intelligent appreciation of the tools that enable us to function effectively is most important. For any college student (undergraduate and graduate) a large, wide-ranging vocabulary is critical to grasp fundamental and complicated ideas.

The proposed course, Vocabulary Expansion, answers that need. Sixty percent of the English words commonly used are derived from Latin and Greek prefixes and roots. A significant part of this course is devoted to the study of 168 Latin and Greek roots. Many more English words have other connections to the Germanic and Romance languages. For students to appreciate their language, it is important to recognize these influences. This course proposes to address this issue.

What I find most effective in this course proposal, is the application and reinforcement activities planned throughout. Students will make use of their newly-acquired vocabulary words in context through a variety of activities. Association is critical to learning and several more activities enable the students to make those important connections using the Internet and creating a Language Portfolio. All of these activities are meaningful and purposeful which only serves to enhance the learning experience. As a result, the students will incorporate four vocabulary contexts: reading, writing, listening, and speaking.

I firmly believe that this course will enhance the learning experience of both undergraduate and graduate students.

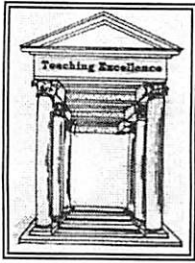
carolyn wilkie

From: Elaine Newton [enewton@grove.iup.edu]
Sent: Monday, April 03, 2000 10:51 AM
To: cjwilkie@grove.iup.edu
Cc: Elaine Newton
Subject: VOCABULARY EXPANSION COURSE

I am writing to tell you that I enthusiastically support your course entitled, LC 201 Vocabulary Expansion. The course is well developed and appears to be most interesting! Students who complete Vocabulary Expansion will have more refined skills since the course provides the tools toward that end. I find the course projects to be particularly interesting.

Good luck with your new course.

Carleen Zoni



Center for Teaching Excellence

352 Sutton Hall
Indiana University of Pennsylvania
Indiana, PA 15705

Email: maccessna@grove.iup.edu
mmccarty@grove.iup.edu
CTE Homepage: <http://www.iup.edu/teachex/>

April 19, 2000

SUBJECT: Support for LC 201 Vocabulary Expansion course proposal

TO: Carolyn Wilkie

FROM: Mary Ann Cessna, Director *Mary Ann Cessna*
Center for Teaching Excellence

I have carefully reviewed the LC 201 Vocabulary Expansion course proposal and **heartily recommend that it be approved as soon as possible**. For many years I have observed that a significant number of our undergraduate students have below average vocabularies, and that, too frequently, some graduate students have this problem as well. You have taken the initiative to help alleviate this situation. Thank you.

I am especially impressed with the multiple types of assessments, and that they are liberally sprinkled throughout the semester. The language portfolio is a great example of the constructivist approach to teaching and learning. Bravo!

C: Carmy Carranza

Indiana University of Pennsylvania

Department of English
Leonard Hall, Room 110
421 North Walk
Indiana, Pennsylvania 15705-1094

724-357-2261
Fax: 724-357-2265
Internet: <http://www.iup.edu>

September 20, 2000

To Whom it May Concern:

This letter is in support of the proposed course LRNC 201 Vocabulary Expansion which has been developed by Dr. Carolyn Wilkie. We believe that this course looks very useful to the general IUP population because of its emphasis on vocabulary development at a highly sophisticated and integrated level. We especially appreciate the research that Dr. Wilkie has brought to developing this course so thoroughly and solidly in terms of what we know about how people learn and use new words. It is important to note that all activities make sense in the course, from learning about the history of the English language, to studying word formation, to studying and researching through the internet current understanding and uses of words. We are sure that this course will make an important contribution to the University community, and indeed, a course such as this one demonstrates that we are on the forefront of instruction and curriculum for our students.

Dr. Wilkie has a proven track record of thoroughly testing and evaluating courses, and her preparation for this course proposal is convincing. She has demonstrated that our students find the course relevant and useful. We believe that the University should go ahead and support this innovative course. We do believe that it will enhance learning and reinforce the kinds of things that we teach in the English Department, and we do not believe that there is any conflict or duplication among English Department course offerings.

Sincerely,



Dr. Lea Masiello
Professor, Department of English
Director, Liberal Studies English



Dr. Ben Rafoth
Professor, Department of English
Director, Writing Center



Dr. Tina Perdue
Associate Professor, Department of English
Learning Center Writing Specialist