

Language in the School Curriculum Committee  
Friday, January 3, 2020  
New Orleans  
Meeting Minutes

Submitted by Kristin Denham, Outgoing Chair, and Mary Hudgens Henderson, Incoming Chair

In attendance: Kristin Denham, Mary Hudgens Henderson, James Nichols, Lynn Burley, Nicoleta Bateman, Jean Ann, Cristina Procaccino, Jeff Reaser, Makysmiliam Dablowski, Marija Runic, Michal Temkin Martinez, Kirsten Regier

Current 2020 member list: Mary Hudgens Henderson, Chair; Nicoleta Bateman, Junior Chair; Angelo Costanzo, Kristin Denham, Michael DeSalvo, Catherine Fountain, Daniel Ginsberg, Maya Honda, Sharon Klein, Kees Koopmann, Anne Lobeck, Suzi Loosen, Jordan MacKenzie, Amy Plackowski

Confirm the addition of these new members: Cristina Procaccino, Jim Nichols, Lynn Burley

1. Review of Selected 2019 activities – Kristin Denham had recently sent an overview of recent LiSC activities and updates, along with the 2019 report, so those were not reviewed in their entirety at the meeting.
2. NCTE and Potential LiSC Activities: There is strong support for continuing to have LSA members present at NCTE. Much of the discussion focused on what this could be for NCTE 2020 (November 19-22, Denver, CO): <https://convention.ncte.org/2020-convention/call-for-proposals/>
  - a. One idea for NCTE was to focus on **reading and literacy**. LiSC member Sharon Klein pointed to a recent NCTE position statement about the fundamentals of reading instruction: <https://ncte.org/statement/the-act-of-reading/> (where, for example, it reads, “Reading instruction must focus primarily on meaning. An overemphasis on words, letters, and sounds misleads developing readers as to the purpose of literacy (Smith, 2006).”) There continues to be a de-emphasis on phonics and decoding. Whether or not this is the focus of an NCTE presentation, there was discussion in perhaps having a policy or position statement from LiSC about the importance of linguistic knowledge for elementary literacy teachers.
  - b. Another idea for NCTE is a presentation on **high school linguistics**, even by those who are not themselves English teachers. Kristin Denham reached out to Richard Larson, APLC chair, to see if there might be teachers to present about AP Ling.
  - c. Another idea for NCTE: the Word Gap Myth, and especially addressing the flawed studies behind this (that many others have written about) from an interdisciplinary perspective (building on the 2020 NCTE theme of “confluence”), bringing together linguists, anthropologists (Kristin Denham’s contact at WWU, Judy Pine, who has written about

this). This idea may be saved for a possible 5-minute linguist presentation for 2021 or 2022.

### 3. Ongoing 2020 Projects

- a. LiSC History Document: a crowd-sourced, from current and past LiSC members and affiliates, a document cataloging LiSC history. This context could inform current and future LiSC activities.
- b. A To-Do List for incoming chairs, with the input of past chairs and others, to have better continuity and more efficiency.
- c. Continue to maintain and update the Issues in Linguistics K-12 Education page (via David Robinson). This is a public-facing page, so could have a great deal more information: <https://www.linguisticsociety.org/resource/language-and-linguistics-k-12-education>
- d. Consider adding K12 teaching materials to LSA Linguistics Academic Depository. <https://www.linguisticsociety.org/lad>  
Currently, the depository is not widely accessed, nor does it contain many materials. According to Alyson Reed, it has not generated much interest or engagement, though Institute faculty have been consistent in posting their materials. LSA needs suggestions on how to upgrade the interface. Materials from LiSC sponsored sessions (at NCTE and LSA for example) might be useful additions to the depository.

### 4. Other Possible Projects

- a. Discussion of 2020 Business that could focus on position statements on:
  - i. reading, literacy, the importance of phonics and decoding
  - ii. prescriptivism in education or other kinds of outreach around linguistic discrimination and standard language ideologies
  - iii. difference vs. deficit targeted at publishers and/or public speaking
- b. Junior LSA: Cristina Procaccino suggested forming a Junior Linguistic Society of America, which would allow a space for high school students. Members discussed having a portion of a day at the LSA meeting be focused on this, perhaps with a poster session by and for other high school students. LSA could partner with NACLO to discuss this. Maybe LiSC should reach out to the Executive Committee after developing a plan about doing something like this at next LSA in San Francisco.
- c. Mary Hudgens Henderson suggested a LiSC-organized 5-Minute Linguist presentation. This could be instead of or in addition to a LiSC-sponsored symposium at 2021 LSA.
- d. We wondered if we should change the name from Language in the School Curriculum Committee to **Linguistics** in the School Curriculum Committee. The committee will further discuss this.

## 5. Other Reminders

- a. Jeff Reaser requests submissions for Teaching Linguistics & Pedagogy in *American Speech*.
- b. Michal Temkin Martinez encouraged LiSC members and affiliates to attend the interest group for those interested in the Scholarship of Teaching and Learning Interest Group and to submit to the *Teaching Linguistics* section of *Language*.
- c. Kristin Denham, channeling Maya Honda, mentioned that LiSC members and affiliates should also submit to *Language and Linguistics Compass*.
- d. It's important to maintain connections with the AP Linguistics Committee (APLC) and the Linguistics in Higher Education (LiHE) committee. The chairs of all the committees should make sure they are on each other's mailing lists.