

Form 201B for COE/CAS Education Programs

ASSESSMENT PLAN

PROGRAM: English Secondary Education Major

Department Mission: The English section of the Department of English, Communications, Media Arts and Theatre serves several purposes as its programs are varied and multifaceted. The Composition Program, one of five major aspects of English section, not only reflects but also embodies the mission and vision of the university, as well as the goals of the College of Arts and Sciences, by providing for all students writing assessment and, in most instances, writing instruction that is critical to their academic success. All students admitted to the university are served by the Composition Program through placement exams, instruction, and/or exit exams, and therefore all departments are served. It is the general purpose of this program to provide a meticulously designed and executed curriculum in which students at all ability levels can develop and hone their writing skills.

The department also offers three options (literature, professional and technical writing, and secondary teaching) and a Bachelor of Arts degree in CMAT with an option in broadcasting. Congruent with the university's mission and vision and the College of Arts and Sciences' goals, the department welcomes the traditionally under-served and sometimes under-prepared student, providing, however, a demanding curriculum that ensures student competitiveness upon graduation.

Lastly, several general education courses are housed in English. Such courses, vital to a liberal arts course of study, further the university's and college's mission, vision, and goals as students in them gain increased exposure to their own culture and to other cultures of the world while continuing to develop their thinking and writing skills.

Program Objectives: Students will be taught to:

1. to write coherent, well-organized exposition in several rhetorical modes using edited American English competently;
2. understand and be able to use effectively a variety of rhetorical forms and strategies of informative writing and write for a variety of audiences;
3. be familiar with the literature and major developments and writers of Great Britain and America
4. be familiar with a significant body of literature by American writers of color;
5. be familiar with a significant body of literature by women;
6. be familiar with a significant body of European and non-Western literature;
7. be familiar with a significant body of adolescent literature;
8. be able to analyze works of literature, understand a variety of critical approaches, and demonstrate an awareness of the characteristic elements and techniques of the various genres;
9. understand traditional, structural, and transformational/generative grammars,

- be acquainted with the nature of language, observe language development, history, dialects and acquisition, and be able to apply this knowledge in teaching the language arts;
10. be able to deal positively and effectively with dialectal and cultural variety among students;
 11. have a practical and theoretical understanding of the writing process, forms of discourse, and strategies for teaching these;
 12. be able to evaluate the strengths and weaknesses of student writing and to provide appropriate instruction and counseling;
 13. understand the nature of reading and the processes used by students in learning to read and be cognizant of appropriate reading materials and strategies;
 14. be familiar with and be able to analyze critically non-print media, their relation to print media;
 15. be skilled in speech communication and knowledgeable about the role of speech in the arts and sciences in teaching and learning;
 16. have working knowledge of instructional strategies and materials used in developing oral competence in adolescents;
 17. be able to demonstrate specified teaching skills in video-taped micro-lessons taught to peers;
 18. be acquainted with the problems and techniques of teaching mildly handicapped and language disordered students;
 19. understand the processes of adolescent and learning psychology;
 20. be familiar with the philosophy, organization, and structure of American public education and the problems of secondary schools;
 21. understand the roles and responsibilities of practicing English teachers;
 22. be familiar with professional organizations and journals;
 23. be able to incorporate research findings into the instructional program;
 24. be willing and able to identify their own strengths and weaknesses and outline a plan of self-improvement;
 25. be able to use effective ways of teaching English: to select and adapt methods and materials and develop a sequence of assignments to guide and motivate students and develop a sequence of assignments to guide and motivate students with varying interests and abilities who come from varying environments and ethnic backgrounds;
 26. be able to prepare, use appropriately, and interpret a variety of testing instruments and procedures to assess student progress;
 27. be able to think critically about issues, to articulate varying points of view, and to take informed stands on issues of concern to the profession;
 28. be able to communicate instructional information to students and to communicate

with students, parents and administrators respecting the students’ progress and course of study.

Student Outcomes: Upon completion of the Secondary Teaching in English Program, students will demonstrate:

- a. a high level of knowledge in Secondary English Education;
- b. the ability to develop and apply instructional plans for teaching English;
- c. the ability to write coherent, well-organized exposition in standard American English;
- d. an understanding of a significant body of British, U.S., African-American, ethnic American, women’s classical, European, and third world literatures;
- e. an understanding of literary terms, and themes, trends and characteristics of literature from different periods and cultures,
- f. an understanding of traditional, structural and transformational/generative grammars and of language development and dialects, and he ability to apply this knowledge to the teaching of English;
- g. the ability to communicate verbally in an effective and articulate manner.

| Assessment Instruments** | Program Objectives* | Student Outcomes | Program Effectiveness Criteria | Student Performance Criteria*** | PACTS |
|---|--|---------------------|---|--|-------|
| COE 1: State Certification Test Basic Skills and English | 10-21, 23-28; 3-7; 8, 9 | a, d, e, f | 80% of Candidates must perform at or above the Acceptable Level on the first attempt. | Candidates must perform at or above the 240 cut score to be considered Acceptable. Candidates must perform at or above one standard deviation higher than the state average score to be considered Target. | C |
| COE 2: Micro-teaching of lesson in literature, writing, and grammar | 10-21, 23-28; 9, 11, 14, 16, 23, 25; 15, 16, 28 | a, b, g | 80% or above | B or above | C |
| COE 3: Advanced writing assessment | 1, 2, 11, 12 | c | 80% or above | B or above | C |
| COE 4: Teaching portfolio | 10-21, 23-28; 9, 11, 14, 16, 25; 1, 2, 11, 12; 3-7; 8; 9 | a, b, c, d, e, f | 80% or above | B or above | C |
| COE 5: Thematic unit | 10-21, 23-28; 9, 11, 14, 16, 25; 1, 2, 11, 12; 3-7; 8 | a, b, c, d, e | 80% or above | B or above | C |
| COE 6: Internship | 10-21, 23-28; 9, 11, 14, 16, 23, | a, b, c, d, e, f, g | 80% or above | B or above | C |

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|---------------------------------------|--|---------------------|--------------|------------|---|
| | 25; 1, 2, 11, 12; 3-7; 8; 9; 28 | | | | |
| 7-Student Teaching | 10-21, 23-28; 9, 11, 14, 16, 23, 25; 1, 2, 11, 12; 3-7; 8; 9; 28 | a, b, c, d, e, f, g | 80% or above | B or above | C |
| 8- | | | | | |
| First-Year Retention Rates (Indirect) | | | | | |
| Graduation Rates (Indirect) | | | | | |
| Exit Interview/Survey (Indirect) | | | | | |

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.