

MOREHEAD STATE UNIVERSITY

Program Review
for
Bachelor of Arts with Teacher Certification
in English, Grades 8-12

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Morehead State University
Area of Concentration in English for Secondary Certification

INTRODUCTION

Morehead State University's Area of Concentration in English is designed to prepare undergraduate students who complete the program to teach English/language arts, journalism, speech, and theater in grades 8-12. In addition to the general education requirements, professional studies, and optional courses in the disciplines, the two required courses for the area are Eng 382, *Teaching Writing in Secondary Schools*, and Eng 500, *Studies in English for Teachers*. The program is designed so that candidates will be able to complete the content area and professional coursework and supervised teaching in four to five years.

This review acknowledges the existence of two sets of Program Guidelines published recently by the Education Professional Standards Board: (1) those revised in June 2001, effective for "institutions submitting programs for 2003," and (2) those revised in April 2002, effective for "institutions submitting programs for 2003-2004." In general, this review follows the format of the former set of guidelines, revised June 2001. The exception is the inclusion of the integration of the EPSB Themes, an addition to the later version.

I. CONCEPTUAL FRAMEWORK

A. The Unit's Statement of Conceptual Framework

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school-based settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the unit's conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills."

The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities, but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to new situations and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Given the "Educator as Architect" metaphor and its constructivist epistemology, the following themes and activities recur throughout the content and methodology of the educator preparation programs:

- Engaging students in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts

- Acknowledging the belief that that learning is an active and on-going process (Piaget, 1952)
- Providing students with direct experiences using and processing information while seeking solutions (Piaget, 1969)
- Placing students in authentic or “real” world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences to develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999)
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966)
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993)
- Assessing student abilities to demonstrate awareness and accountability for learner diversity, including gender, race, ethnicity, culture, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000)
- Extending graduates’ ability to communicate effectively with students, parents, professionals, peers, and members of the community to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959)
- Preparing pre-professionals and faculty to effectively integrate technology into all aspects of the educational process to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to prepare graduates to demonstrate performance standards and to produce positive change (NCATE, 2000)

The entire Morehead State Conceptual Framework document: http://msucoe.org/conceptual_framework.htm

I. B. Program Links to the Unit’s Curriculum Framework

The Bachelor of Arts in Secondary English Education is linked to the conceptual framework and its theme, “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills,” in a number of ways.

This program attempts to design, implement, manage, and evaluate instruction effectively for students in writing, in English language, and in literature, written in or translated into English. Graduates of this program will be prepared to help their students develop writing and critical thinking skills as well as awareness of how a knowledge of the subject area contributes to a richer life through a better understanding of both self and society.

Performance of these complex, interrelated functions requires a range of knowledge and experiences grouped into the following five domains with appropriate links to the unit’s conceptual framework quoted within. These principles from the unit’s conceptual framework overlap and therefore are not limited to a specific domain but emphasized as indicated:

General Education Studies

- provide a broad background in general and liberal arts
- afford “student engagement in a comprehensive and multifaceted knowledge and skills base” applied in “multiple contexts”

Academic/Content Studies

- constitute the professional knowledge base required for high-quality instruction
- develop an in-depth understanding of essential discipline-specific, “ideas, theories, principles, skills, methods of inquiry, and information processing techniques.”
-

Professional Studies

- foster understanding of the foundations of education from a Constructivist perspective: that students are “not passive learners of rote information” but “construct and integrate” their own knowledge by “testing ideas and prior experience”
- promote a recognition of and practice geared toward “learner diversity”
- demonstrate the impact of “dispositions, attitudes, values, and beliefs” on “learning and development”
- challenge pre-service teachers to “use technology to transform education into a more constructive, authentic, interactive, and socially rich experience”

Pedagogical Studies

- offer “exposure to and use of state-generated curriculum guidelines, learner expectations, and assessment tools”
- promote integration of the knowledge base on validated best practices in education and utilization of this knowledge in day-to-day classroom situations
- “integrate technology into all aspects of the educational process”
- “enhance the spirit of collaboration” to “fulfill state and local educational objectives”
- provide guidance and practice in assessing a “variety of quantitative and qualitative measures, including authentic performance-based projects and action research”
- ask students to “learn from reflecting on their experiences”
- include “traditional academic measures, consideration of dispositions, and documentation of student performance on authentic tasks”

Integrated Studies

- provide, through clinical and field experiences, application and refinement of effective pedagogical skills in a variety of instructional settings.
- establish that “learning is active and ongoing”
- place “students in authentic or ‘real’ world settings”
- foster graduates who “demonstrate performance standards”

Sequencing of the Experiences	Freshman	Sophomore	Junior	Senior
General Education Studies	✓	✓		
Academic/Content Studies		✓	✓	✓
Professional Studies		✓	✓	
Pedagogical Studies		✓	✓	✓
Integrated Studies		✓	✓	✓

The student teaching experience and its associated seminars provide a culminating event for the pre-service teacher. During this intensive experience, student teachers are expected to demonstrate that they have formed the building blocks of their teacher education program into a solid foundation for future professional development.

I. C. Conceptual Framework Integration in Required Course Syllabi

See the syllabi for Eng 382 and Eng 500 and other required course descriptions at <http://www.msucor.edu/syllabi.html> for Conceptual Framework integration.

I. D. Professional Education Core Relationship to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging students in education content, a variety of learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are placed in authentic settings so that the meaning of learning and practice is increased.

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates’ ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates’ ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is and extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course).

Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

* Concepts from the Conceptual Framework are highlighted

II. PROGRAM LINKS TO STATE AND PROFESSIONAL STANDARDS

A. Program Links to Kentucky’s New Teacher Standards

1. Program Competency Links to Kentucky’s New Teacher Standards

The following competencies are published in the program description in the University’s *2000-2002 Undergraduate Catalog*, pages 92-93.

Each Student will:	New Teacher Standard
Demonstrate knowledge of major periods in American and British literature as well as major works and authors in those literary periods	NTS VIII Knowledge of content
Demonstrate knowledge of the various genres (short story, drama, novel, poem, essay) and their historical development.	NTS VIII Knowledge of content
Demonstrate ability to write and think critically, leading to proficiency in various linguistic,	NTS VIII Knowledge of content

rhetorical, and critical discourses.	
Demonstrate ability to locate and select electronic and print materials appropriate to scholarship in English studies.	NTS VIII Knowledge of content NTS IX Implements technology
Demonstrate knowledge of various linguistic, rhetorical, and/or critical approaches to literary texts.	NTS VIII Knowledge of content
Demonstrate knowledge of culturally diverse literature	NTS VIII Knowledge of content
Demonstrate knowledge of the history and structure of English.	NTS VIII Knowledge of content
Demonstrate knowledge of contemporary pedagogy in English studies	NTS I Designs/plans instruction NTS II Creates/maintains learning climates NTS III Implements/manages instruction NTS IV Assesses/communicates results NTS V Reflects on/evaluates teaching NTS VI Collaborates with colleagues/parents NTS VIII Knows and applies content to learner and learning environment NTS IX Implements technology

II. A. 2. Program Course Links To New Teacher Standards

Organizational and chart key: For the purposes of this report, course work leading to the area of concentration in English for teacher certification is categorized as follows and referenced by these numbers in charts that follow. For specific course numbers other than Eng 382 and Eng 500 (the only required courses), see the program guide sheet, page 17, or *The Undergraduate Catalog*, pages 93-94.

1. **Literary surveys:** American and British literature, requirement of two courses each
2. **Writing:** two-course requirement from twelve options
3. **Linguistics and language:** two courses required from six options in linguistics and two courses in a foreign language
4. **Advanced literary electives:** four courses selected from a variety of offerings in
 - Multicultural literature
 - Literary periods
 - Major authors
 - Genres
5. **Communications electives:** seven courses in speech, theater, and journalism
6. **Pedagogy** (only two required courses in English; see Appendix A for syllabi)
 - Eng 382, *Teaching Writing in Secondary Schools* and
 - Eng 500, *Studies in English for Teachers*
 - Communications pedagogy electives: choice of either CMJN 504 or SPCH 495; however, neither has been offered by the communications department for several years, necessitating the substitution of other related electives.
7. **Capstone:** Eng 499C, required for the non-teaching major and area of concentration
8. **Professional studies courses:** general requirements of the Teacher Education Program

Program Course Links To New Teacher Standards

I = Introduction: standard indicator applies on an introductory level
D = Development: standard indicator is thoroughly implemented

S = Skill: standard indicator is demonstrated proficiently

Courses	NTS I Designs/ plans Instr	NTS II Creates/ Maintains Learning Climate	NTS III Impl/ Manages Instr	NTS IV Assesses/ Comm Learning Results	NTS V Evaluates Teaching/ Learning	NTS VI Collaborates With others	NTS VII Prof Dev	NTS VIII Content Devel	NTS IX Implem Tech
1. Lit. Surveys								I	I
2. Writing								D	D
3. Linguistics & Language								D	D
4. Advanced Lit. Electives								D	D
5. Commun. Electives								D	D
6. English Pedagogy*	S	S	S	S	S	S		S	S
7. Capstone							D	S	D
8. Professional Studies	(See the chart below.)								

* English Pedagogy refers to Eng 382 and Eng 500

II. A. 3. Professional Education Course Links To New Teacher Standards

I = Introduction: standard indicator applies on an introductory level
 D = Development: standard indicator is thoroughly implemented
 S = Skill: standard indicator is demonstrated proficiently

Courses	NTS I Designs/ plans Instr	NTS II Creates/ Maintains Learning Climate	NTS III Impl/ Manages Instr	NTS IV Assesses/ Comm Learning Results	NTS V Evaluates Teaching/ Learning	NTS VI Collaborates With others	NTS VII Prof Dev	NTS VIII Content Devel	NTS IX Implem Tech
EDF 207	I	I	I			D			I
EDF 211	D	D	D	D	D	D		I	I
EDF 311	D	D	D	D	D	D	I		I
EDSP 332	I	I	D	I	I	I		I	
EDSE 312	D	D	D	D	D	I	I		S
EDSE 333	D	D	D	I	I	I		S	I
EDSE 415	D	D	D	D	I	I	D	S	S
EDSE 416	S	S	S	S	D	D	I	S	S

II. B. Program Links To the Learned Society Guidelines

<p style="text-align: center;">National Council of Teachers of English / NCATE Guidelines for Middle/Junior High and Senior High School English Language Arts Teaching http://www.ncte.org/ncate/matrix.html</p>	<p style="text-align: center;">Course Key</p> <ol style="list-style-type: none"> 1. Lit surveys 2. Writing 3. Ling and lang 4. Adv lit elect 5. Comm elect 6. Eng Pedag* 7. Capstone 8. Prof studies
Standards	
<p style="text-align: center;">1.0 Structure of the Basic Program</p> <p>The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will</p> <p>1.1 complete a specific language arts course of study;</p> <p>1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts;</p> <p>1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers.</p>	<p>1-7</p> <p>6*, 8</p> <p>1- 8</p>
<p style="text-align: center;">2.0 Attitudes for English Language Arts</p> <p>Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will</p> <p>2.1 demonstrate a respect for the worth and contributions of all learners;</p> <p>2.2 use the English language arts to help students become familiar with their own and others' cultures;</p> <p>2.3 engage in reflective practice and pursue continued professional growth and collaboration with colleagues;</p> <p>2.4 help students develop lifelong habits of critical thinking and judgment;</p> <p>2.5 take informed stands on issues of professional concern;</p> <p>2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;</p> <p>2.7 promote the arts and humanities in the daily lives of students.</p>	<p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>1-7</p> <p>6*, 7, 8</p> <p>6*, 8</p> <p>6*, 8</p>
<p style="text-align: center;">3.0 Knowledge of English Language Arts</p> <p>The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.</p> <p>3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will</p> <p>3.1.1 show an understanding of language acquisition and development;</p> <p>3.1.2 demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;</p> <p>3.1.3 recognize the impact of cultural, economic, political, and social environments upon language;</p> <p>3.1.4 show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;</p> <p>3.1.5 show an understanding of the evolution of the English language and the historical influences on its various forms;</p> <p>3.1.6 demonstrate an understanding of English grammars;</p> <p>3.1.7 demonstrate an understanding of semantics, syntax, morphology, and phonology;</p> <p>3.1.8 show the various purposes for which language is used.</p> <p>3.2 The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will</p> <p>3.2.1 demonstrate the influence of language and visual images on thinking and composing;</p> <p>3.2.2 use writing, speaking and observing as major forms of inquiry, reflection, and expression;</p> <p>3.2.3 use the processes of composing to create various forms of oral, visual, and written literacy;</p> <p>3.2.4 use writing, visual images, and speaking for a variety of purposes and audiences;</p> <p>3.2.5 apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.</p> <p>3.3 The program prepares the candidate with knowledge and understanding of reading processes; as a result, the candidate will</p> <p>3.3.1 demonstrate how to respond to and interpret what is read in different ways;</p> <p>3.3.2 demonstrate how to discover and create meaning from texts;</p> <p>3.3.3 use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p>3.4 The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will</p> <p>3.4.1 use a wide range of writing strategies to generate meaning and to clarify understanding;</p> <p>3.4.2 produce different forms of written discourse;</p> <p>3.4.3 demonstrate how written discourse can influence thought and action.</p>	<p>2, 3</p> <p>1-6*</p> <p>1-6*</p> <p>1-6*</p> <p>1, 2, 3, 4</p> <p>2, 3</p> <p>3</p> <p>2, 3, 5</p> <p>2,3</p> <p>1-8</p> <p>2, 3, 5</p> <p>2, 5</p> <p>2, 3</p> <p>1, 2, 4</p> <p>1, 2, 4</p> <p>1, 4</p> <p>2</p> <p>2</p> <p>2, 7</p>

<p>3.5 The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will</p> <p>3.5.1 show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:</p> <p>3.5.1.1 works from a range of cultures;</p> <p>3.5.1.2 works from a range of genres;</p> <p>3.5.1.3 works by female authors;</p> <p>3.5.1.4 works by authors of color;</p> <p>3.5.1.5 works written specifically for older children and young adults;</p> <p>3.5.1.6 works of literary theory and criticism.</p> <p>3.6 The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will</p> <p>3.6.1 recognize the influence of media on culture and on people's actions and communication;</p> <p>3.6.2 construct meaning from media and non-print texts;</p> <p>3.6.3 display an understanding of the role of technology in communication.</p> <p>3.7 The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will</p> <p>3.7.1 use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice;</p> <p>3.7.2 use teacher-researcher models of classroom inquiry;</p>	<p>1, 4</p> <p>1, 4</p> <p>1, 4</p> <p>1, 4</p> <p>1, 4</p> <p>6*</p> <p>4, 7</p> <p>2, 5</p> <p>2, 5</p> <p>2, 5</p> <p>3, 4, 6*, 7, 8</p> <p>6*, 8</p>
<p style="text-align: center;">4.0 Pedagogy for English Language Arts</p> <p>The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will</p> <p>4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;</p> <p>4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success;</p> <p>4.3 organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;</p> <p>4.4 develop interdisciplinary teaching strategies and materials;</p> <p>4.5 create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;</p> <p>4.6 incorporate technology and print/non-print media into instruction;</p> <p>4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms;</p> <p>4.8 encourage students to respond critically to different media and communications technologies;</p> <p>4.9 use instruction that promotes understanding of varied uses and purposes for language in communication;</p> <p>4.10 engage students in making meaning of texts through personal response;</p> <p>4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;</p> <p>4.12 use assessment as an integral part of instruction and learning.</p> <p>4.12.1 develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products;</p> <p>4.12.2 employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.</p>	<p>6*, 7, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 7, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 7, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p> <p>6*, 8</p>
<p style="text-align: center;">5.0 Field-Based Experiences in English Language Arts</p> <p>The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors; as a result, the candidate will</p> <p>5.1 participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers;</p> <p>5.2 spend at least ten weeks demonstrating the use of effective pedagogy during student-teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors; as a result, the candidate will</p> <p>5.2.1 respond to systematic evaluation in order to meet expectations and responsibilities for the student-teaching experience;</p> <p>5.2.2 participate in professional organizations, conferences, and inservice workshops to continue professional growth;</p> <p>5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes.</p>	<p>6*, 8</p> <p>8</p> <p>8</p> <p>8</p>

II. C. Program Links to KERA Initiatives

As the syllabi in Appendix A indicate, both Eng 382 and Eng 500 require candidates to apply the appropriate Kentucky Department of Education curricular documents in planning and implementing instruction. The Eng 500 web page <http://people.morehead-st.edu/fs/k.mincey/500links.htm> demonstrates the importance of the documents (*Learner Goals and Academic Expectations, Program of Studies, Core Content for Assessment, Implementation Manual, Portfolio and CATS assessment*) in the course. The course calendar, included in the syllabus, places the consideration of these documents and initiatives in a prominent and prevailing position throughout.

II. C. 1. Program Links To Kentucky's Learner Goals And Academic Expectations

<http://www.kde.state.ky.us/oapd/curric/Publications/Transformations/acadexp.html>

Learner Goals / Academic Expectations	Relevant Courses
1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.	
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	2, 6*, 7
1.2 Students make sense of the variety of materials they read.	1, 2, 3, 6*, 7
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	2, 3
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	1-8
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	1-8
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities , social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.	
2.22 Students create works of art and make presentations to convey a point of view.	1, 2, 6*, 7
2.23 Students analyze their own and others' artistic products and performances using accepted standards.	1, 2, 6*, 7
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.	1, 4
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.	1, 3, 4, 7
2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.	1, 3, 4, 6*, 8
2.27 Students recognize and understand the similarities and differences among languages.	3

Course Key

1. Lit surveys
2. Writing
3. Ling & lang
4. Adv lit elect
5. Comm elect
6. Eng Pedag*
7. Capstone
8. Prof studies

II. C. 2. Program Links to the KDE *Program of Studies*

The Learning Goals and Academic Expectations listed above are more thoroughly analyzed and specified in the *Program of Studies* which describes the statutory requirements for curriculum, for example, in “English I, English II, English III, and English IV, taken in sequence, as each is a prerequisite to the next.” The document includes “skills and processes” in bulleted lists to “provide further focus for the minimum content to be covered at each grade level.” As the document states:

The courses are designed to present a wide range of reading experiences with print and nonprint materials that have literary, informational, persuasive, and practical purposes. The courses also require students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Although academic expectations for the arts and humanities have been incorporated into the reading and writing strands, they are not intended to be the primary focus of English/Language Arts instruction. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes. In addition, students continue to integrate inquiry skills and technology to communicate ideas. Furthermore, the skills and

processes from Kentucky's Learning Goal 5 (think and solve problems) and Goal 6 (connect and integrate knowledge) are incorporated throughout the content of English/Language Arts.
<http://www.kde.state.ky.us/oapd/curric/Publications/ProgramofStudies/English/higheng.html>

Although *The Program of Studies* (which details the curricular elements in English and language arts for the Learner Goals and Academic Expectations shown above) is too extensive to represent in this space, candidates in Eng 382 and Eng 500 become familiar with and are required to apply relevant elements of *The Program of Studies* in their instructional planning, as indicated in the syllabi
<http://www.msucoe.org/syllabi.html> .

Program Links to The Implementation Manual
<http://www.kde.state.ky.us/oapd/curric/Publications/ImplementationManual/HS/ELA/ela.html>

In Eng 382 and Eng 500, candidates are also familiarized with the *Implementation Manual for the Program of Studies*, which “provides both general information on implementing educational programs and specific suggestions on how to design courses using the content from the Program of Studies for Kentucky Schools.”

II. C. 3. Program Links To The Core Content For Assessment
http://www.kde.state.ky.us/oapd/curric/corecontent/core_content_index_version_30.asp

Core Content for Reading Assessment Grades 8 through 10

Secondary Content	Relevant Courses
RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.	2, 5, 6*, 7
RD-H-x.0.2 Interpret literal and non-literal meanings of words.	1-4
RD-H-x.0.3 Interpret concrete and abstract terms in meaningful context.	1-4
RD-H-x.0.4 Interpret the meaning of jargon and/or dialect used in a passage.	1-4
RD-H-x.0.5 Make, confirm, and revise predictions.	1, 6*, 7, 8
RD-H-x.0.6 Paraphrase important parts of a passage.	1-8
RD-H-x.0.7 Formulate opinions in response to a reading passage.	1, 2, 4, 6
Subdomain 1: Literary Reading includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.	1, 4, 6*, 7
Subdomain 2: Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.	1, 3, 4, 6*, 7
Subdomain 3: Persuasive Reading includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.	2, 7
Subdomain 4: Practical/Workplace Reading includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions.	1-8

Course Key
1. Lit surveys
2. Writing
3. Ling & lang
4. Adv lit elect
5. Comm elect
6. Eng Pedag*
7. Capstone
8. Prof studies

Core Content for Writing Assessment Grades 8 through 12

Secondary Content	Relevant Courses
Reflective writing includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.	2, 6*, 7
Personal writing focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life).	1, 2
Literary writing artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays.	2
Transactive writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.	1-8

Course Key

1. Lit surveys
2. Writing
3. Ling & lang
4. Adv lit elect
5. Comm elect
6. Eng Pedag*
7. Capstone
8. Prof studies

Core Content for Arts and Humanities Assessment Grades 9 through 11

Secondary Content	Relevant Courses
Theater/Drama: Major Movements/Time Periods/Cultures	
AH-H-3.3.31 Ancient and lineage-based cultures: Near Eastern, African, European, Native American, religious ritual and ceremony, storytelling	} 1, 4, 7
AH-H-3.3.32 Pacific Rim, Asian Cultures: China, Japan, India, Malaysia, Noh, Kabuki	
AH-H-3.3.33 Classical Greece and Rome 800 BC-400 AD: Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason, and moderation; tragedy, Sophocles	
AH-H-3.3.35 Medieval 800-1400: Instructs in Christian faith. Appeals to the emotions, stresses importance of religion. Morality plays, Everyman	
AH-H-3.3.36 Renaissance 1400-1600: Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought. Commedia dell'arte, Shakespeare	
AH-H-3.3.38 Neo-Classicism/"Classical" 1720-1827: Style in music. Reacts to the excesses of monarchy	
AH-H-3.3.39 Romanticism 1760-1870: Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, and spontaneity; interest in the exotic, patriotic, primitive, and supernatural; melodrama	
AH-H-3.3.310 Realism 1820-1920: Seeks the truth. Finds beauty in the common place. Focuses on the Industrial Revolution and the conditions of working class; Ibsen	
AH-H-3.3.312 Modern and Contemporary 1900-Present: Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures musical theatre; contemporary comedy/tragedy	
Literature: Elements of Literature	
AH-H-5.1.31 Identify the elements of literature (plot and structure, character, setting, point of view, language and style, theme, irony, and symbol) in a work that contribute to the understanding of human experience. (1.2, 2.24, 2.25)	} 1, 4, 7
AH-H-5.1.32 Analyze the features and purposes of literary genres (novels, short stories, plays, poetry, essays, biographies). (1.2, 2.24, 2.25)	
AH-H-5.1.33 Interpret an author's decisions regarding content (1.2, 2.24, 2.25)	
AH-H-5.1.34 Interpret, critique, or evaluate fiction and nonfiction in various genres. (1.2, 2.24, 2.25)	

Literature: Historical and Cultural Context		} 1, 4, 7
AH-H-5.2.31	Explain how ideas, thoughts, feelings, and cultural traditions are reflected in literary works. (1.2, 2.24, 2.25)	
AH-H-5.2.32	Discuss how a literary work can cause change within cultures. (1.2, 2.24, 2.25)	
AH-H-5.2.33	Discuss universal themes among various literary movements, time periods, and cultures. (1.2, 2.24, 2.25, 2.26)	
AH-H-5.2.34	Discuss how literary works reflect specific literary movements and styles (Classical, Medieval, Renaissance, Romantic, Modern). (1.2, 2.24, 2.25, 2.26)	
Literature: Major Movements/Time Periods/Cultures		} 1, 4, 7
AH-H-5.3.31	Ancient and lineage-based Cultures Near Eastern, African, European, Native American; Gilgamesh Epic	
AH-H-5.3.32	Pacific Rim: Asian Cultures: China, Japan, India, Malaysia; Haiku	
AH-H-5.3.33	Classical Greece and Rome 800 BC-400 AD: Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason and moderation; Homer, Plato	
AH-H-5.3.34	Islamic and Judaic 500-700: Worships without "graven images," decorates surfaces of useful objects; Torah, Bible, Koran	
AH-H-5.3.35	Medieval 800-1400: Instructs in Christian faith. Appeals to the emotions, stresses importance of religion; Arthurian Legends	
AH-H-5.3.36	Renaissance 1400-1600: Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought. Machiavelli, Shakespeare	
AH-H-5.3.38	Neo-Classicism/ "Classical" 1720-1827: Style in music. Reacts to the excesses of monarchy and ornamentation of the Baroque. Returns to order, reason and structural clarity. Swift	
AH-H-5.3.39	Romanticism 1760-1870: Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, spontaneity; interest in the exotic, patriotic, primitive and supernatural. Dickinson, Wordsworth	
AH-H-5.3.310	Realism 1820-1920: Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class. Cather, Dickens, Twain	
AH-H-5.3.311	Impressionism and Post-Impressionism 1850-1920: Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways. Kate Chopin, Crane	
AH-H-5.3.312	Modern and Contemporary 1900-Present: Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures. Dunbar, T. S. Eliot, Hughes, Steinbeck, R. P. Warren, Fitzgerald	

Course Key
1. Lit surveys
2. Writing
3. Ling & lang
4. Adv lit elect
5. Comm elect
6. Eng Pedag*
7. Capstone
8. Prof studies

II. C. 4. Professional Education Coursework Links to KERA Initiatives

COURSES	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X		
EDF 211			
EDF 311	X	X	X
EDSP 332	X	X	X
EDSE 312	X	X	X
EDSE 333	X	X	X
EDSE 499C	X	X	X
EDSE 416	X	X	X

III. LINKS TO NCATE AND EPSB THEMES

A. PROGRAM COURSE LINKS TO NCATE AND EPSB THEMES

Links To NCATE Themes

Courses	Concept. Frame	Diversity	Intellect. Vitality	Techn	Profess. Community	Evaluation	Perform. Assess.
Literature Surveys		✓	✓	✓			
Writing			✓	✓			✓
Linguistics & Language			✓	✓			
Advanced Lit. Electives		✓	✓	✓			✓
Communications Electives			✓	✓			✓
English Pedagogy	✓	✓	✓	✓	✓	✓	✓
Capstone		✓	✓	✓	✓	✓	✓
Prof Studies	✓	✓	✓	✓	✓	✓	✓

Links to EPSB Themes

Courses	Diversity	Technology	Collaboration	Field Experiences*	Literacy Education
Literature Surveys	✓	✓			✓
Writing	✓	✓	✓		✓
Linguistics & Language	✓	✓			✓
Advanced Lit. Electives	✓	✓	✓		✓
Communications Electives		✓	✓		✓
English Pedagogy	✓	✓	✓	✓	✓
Capstone	✓	✓	✓		✓
Professional Studies	✓	✓	✓	✓	✓

* Field Experiences

Field experiences are designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the unit's standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to observe, analyze, and practice a variety of teaching/learning techniques and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations, 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments have been designed by the faculty who deliver the courses in this program to ensure that students are engaged in developmentally appropriate ways as they move through the four tiered field experience structure. Self-reflection is integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed decisions and select and use effective teaching practices.

Student teaching is the exit field experience and KTIP standards will frame the student performance expectations. A department-affiliated University supervisor works closely with a cooperating teacher in a public school (both KTIP trained) to ensure that each candidate is progressing at an acceptable rate and

level. They use observation, dialogue and written assessment and portfolio artifacts as the means for student evaluation. Copies of all syllabi are located on the following web site: www.msucoe.org

III. B. PROFESSIONAL EDUCATION COURSE LINKS TO NCATE THEMES

Courses/ NCATE	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Performance Assessment
EDF 207	I	I	I	I	I		I
EDF 211	I	D	I	I	I	I	I
EDF 311	D	D	D	D	D	D	D
EDSP 332	D	D	I	I	D	I	D
EDSE 312	D	D	D	S	I	I	D
EDSE 333	D	D	S	D	I	D	D
EDSE 499c	S				D	D	D
EDSE 416	S	S	S	S	S	S	S

IV. ASSESSMENT

A. Candidate Assessment

Undergraduate Transition Points Document

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to TEP	<ul style="list-style-type: none"> ACT, PPST, or GRE Score(s) Writing Sample Score Recommendation Forms Initial Dispositions Overall GPA (2.5) Successful completion ENG 100, 200, PSY 154, CMAP 1018, EDF 207, and EDF 211 Department Interview Results 	<ul style="list-style-type: none"> Teacher Education Council 	<ul style="list-style-type: none"> Department/Program Committee recommends students for admission to Program. Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council Teacher Education Council approves or does not approve recommendation made and students informed in writing of admission recommendation
2) Prior to Student Teaching	<ul style="list-style-type: none"> GPA (2.5), in all areas Completion of Required Coursework Completion of required PRAXIS Exam(s) 	<ul style="list-style-type: none"> Director of Educational Services Unit (DESU) 	<ul style="list-style-type: none"> Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing, by DESU. When ineligible, deficiencies described in writing)
3) Student Teaching Evaluation	<ul style="list-style-type: none"> KTIP or Other Observation Feedback Portfolio documents 	<ul style="list-style-type: none"> MSU Supervisor Cooperating Teacher 	<ul style="list-style-type: none"> Successful completion of Student Teaching and Capstone

	which address each New Teacher Standard		
4) Program Completion	<ul style="list-style-type: none"> Fulfilled all program requirements Transcript Fulfilled all certification eligibility requirements 	<ul style="list-style-type: none"> Office of the Registrar Certification Officer (ESU) tracks and recommends to state State 	<ul style="list-style-type: none"> Eligible for graduation, diploma, informed in writing if ineligible for graduation. Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification. Letter of eligibility stating certification area(s)

* Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (Spring, summer 2003)

2. Additional On-Going Candidate Assessment in English: As shown on various pages of this program review, the English program systematically addresses both the essential knowledge base for teachers of English language arts as well as the new teacher performance standards. The English program seeks to ensure the quality of its graduates by continually modeling a variety of appropriate assessment measures in every course by requiring various forms of collaborative learning in addition to traditional use of examinations and outside papers and by encouraging students to measure their local accomplishments against the NTE examination near the end of their college careers. Students are made aware as they proceed through the teacher education program in English language arts that much of the work they produce in their English classes is appropriate for inclusion in their new teacher portfolio (completed during student teaching).

Candidates are monitored each semester by their advisors. The following is reviewed and weighed when evaluating a candidate's progress:

- General Education Course Completion
- GPA status throughout the entire program
- Successful completion of TEP admission prerequisites
- Timely application for consideration for admission to TEP
- Progress completing professional education and program course requirements
- Fulfillment of PRAXIS test requirements prior to student teaching and follow-up

**Relationship Of On-Going Assessment Strategies
To Courses In The English Program**

Assessment Strategy	Relevant Courses
Examinations and Quizzes	1-7
Student Presentations	1-7
Collaborative and Group Work	1-7
Portfolios	2
Peer Evaluations	1, 2
Rough Drafts and Workshops	2
Student-Teacher Conferences	1-7
Formal Research	1-7
Journals	1, 2, 6*
Media and Technology	1-7

Course Key

1. Lit surveys
2. Writing
3. Ling & lang
4. Adv lit elect
5. Comm elect
6. Eng Pedag*
7. Capstone

English 500, *Studies in English for Teachers*, and English 382, *Teaching Writing in Secondary Schools*, specifically emphasize group work, research, student presentations, peer evaluation, technology, workshops and portfolios as means of assessment by both practicing them as a means of evaluating student work and by teaching the students appropriate classroom use.

IV. B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the English Secondary Teaching Program is ongoing and includes the use of data and feedback systems associated with Morehead State University's Assessment Plan. This annual assessment plan has been developed to ensure that all academic programs have: 1) identified and stated explicit links with the vision, mission and goal statements of the institution, 2) cited explicit links to the program goals, 3) articulated specific program assessment measures and acceptable levels of student performance in relation to each assessment, 4) included actual student performance data (aggregate when possible) as well as a system for interpreting student data, and 5) addressed the need for change in the program. Recommendations for change might be linked to changes in course content, assessments, curriculum requirements, or the development of additional student support opportunities. Annual evaluations and documentation are on file in CB 103.

Aggregate Data for Program Assessment

- Student Exit Assessment: Eng 499C, the capstone course, collects data facilitating determination of program strengths and weaknesses.
- Observation Data: Data collected by the University Supervisor, Cooperating Teacher and, when appropriate, the Principal. Individual and aggregate data recorded and used to guide program improvement.
- NTE and PRAXIS data
- Alumni Survey data
- Ongoing faculty review

See the appendix for the 2001-2001 Assessment Report.

V. PROGRAM FACULTY AND COURSE REQUIREMENTS

A. Program Faculty

NAME	Highest Degree	Area of Specialization	Responsibilities in the Program	Full-time MSU Full-time Program	Full-time MSU Part-time Program	Part-time MSU Part-time Program
Adams, Anne	Ph.D.	British Lit.	Eng 331, 332, 444, 533, 570		X	
Colburn, Glen	Ph.D.	British Lit.	Eng 331		X	
Eklund, George	MFA	Creative Writing	Eng 395, 396, 397, 583, 584		X	
Helphinstine, Fran	Ph.D.	British Lit.	Eng 331, 435, 436, 552, 553		X	
Henneberg, Sylvia	Ph.D.	American Lit.	Eng 344, 466		X	
Irons, Terry	Ph.D.	Linguistics	Eng 305, 315, 393, 394, 501, 505,		X	
Mincey, Kathryn	MA	Pedagogy	Eng 500		X	
Morrison, Ron	Ph.D.	British Lit.	Eng 331, 332, 442, 443		X	
Morrison, Sarah	Ph.D.	British Lit.	Eng 320, 331, 332, 441, 539		X	
Neeper, Layne	Ph.D.	American Lit.	Eng 341, 342, 348, 563		X	
Peterson, Nancy	Ph.D.	Rhetoric & Composition	Eng 382, 390, 391		X	
Royar, Robert	Ph.D.	Rhetoric & Composition	Eng 390, 391, 534		X	

Secondary Professional Education Core Course Faculty

Faculty NAME	Highest Degree	Area of Specialization	Professional Core Program Responsibilities	Full-time MSU Full-time Program	Full-time MSU – Part-time Program	Part-time MSU – Part-Time Program
Karen Hammons	MA	Curriculum	EDF 207	ERSE		
Paul McGhee	Ph.D.	Educational Administration	EDF 207		ERSE/ LSE	
Anna Pennell	Ph.D.	Critical Theory	EDF 207	ERSE		
Wayne Willis	Ph.D.	Foundations of Education	EDF 207		ERSE	
Lola Aagaard-Boram	Ph.D.	Foundations of Education	EDF 211	LSE		
Beverly Klecker	Ph.D.	Educational Psychology	EDF 311	LSE		

Ron Skidmore	Ph.D.	Educational Psychology	EDF 211 EDF 311	LSE		
Lesia Lennex	Ed.D	Educational Technology	EDSE 312	LSE		
Edith Lombardo	Ed.D	Special Education	EDSE 332	ERSE		
Timothy Thomas	Ph.D.	Curriculum Instruction	EDSE 333	LSE		
			EDSE 499c			
			EDSE 416			

* Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

Approvals (For this form and attachments):

_____ Student	_____ Date
_____ Advisor	_____ Date
_____ Department Head	_____ Date

AREA REQUIREMENTS (63 hours in addition to ENG 100& 200)

- I. American literature surveys: 6 hours
ENG 341: American Literature to 1850
ENG 342: American Literature since 1850
- II. British literature surveys: 6 hours
ENG 331: British Literature to 1750
ENG 332: British Literature since 1750
- III. Linguistics (elect one): 3 hours
ENG 305: Introduction to Linguistics
ENG 315: Structure of English
ENG 505: Linguistics:Grammar
- IV. Linguistics (elect one): 3 hours
ENG 393: History of English Language
ENG 394: Language & Society
ENG 501: General Semantics
- V. Writing (elect one): 3 hours
ENG 390: Professional Writing
ENG 391: Advanced Expository Writing
CMJN 301: Advanced News Writing & Rep.
CMJN 465: Editorial Writing
CMJN 560: Reviews & Criticism
- VI. Writing (elect one): 3 hours
ENG 395: Poetry Writing
ENG 583: Advanced Poetry Writing
ENG 396: Fiction Writing
ENG 584: Advanced Fiction Writing
ENG 397: Creative Non-Fiction
CMJN 358: Sports Writing
CMJN 364: Feature Writing
- VII. English Language Arts Pedagogy: 6 hours
ENG 382: Writing in the Secondary Schools
ENG 500: Studies in English for Teachers

English Electives: 12 Hours

- VIII. Multi-Cultural (elect one): 3 hours
ENG 320: Women Writers & Feminist Persp.
ENG 325: Religious Literatures of the World
ENG 348: African-American Literature
ENG 360: Appalachian Literature
ENG 365: Literature of the South
- IX. Literary Period (elect one): 3 hours
ENG 436: English Renaissance
ENG 441: Rest. & 18th Century Lit.
ENG 442: Romantic Writers
ENG 443: Victorian Writers
ENG 444: 20th Century British Lit.
ENG 545: 17th Century British Lit.
ENG 561: Studies in Am. Literary Per.
- X. Major Author (elect one): 3 hours
ENG 435: Shakespeare
ENG 499: Seminar: Major Writers
ENG 534: Chaucer
ENG 539: Milton
- XI. Genre (elect one): 3 hours
ENG 466: American Poetry
ENG 533: English Novel
ENG 552: Early Dramatic Literature
ENG 553: Modern Drama
ENG 563: American Fiction
ENG 570: Intro. To Film Literature

Communications Electives: 21 Hours

XII. Speech (elect one): 3 hours
SPCH 200: Oral Interpretation
SPCH 309: Public Speaking

XIII. Speech (elect one): 3 hours
SPCH 310: Interpersonal Comm.
SPCH 382: Argumentation & Debate
SPCH 383: Group Discussion

XIV. Journalism: 3 hours
CMJN 201: Newswriting & Reporting

XV. Theater (elect one): 3 hours
THEA 100: Fundamentals of the Theatre
THEA 110: Introduction to the Theatre

XVI. Theater: 3 hours
THEA 210: Technical Production

XVII. Theater (elect one): 3 hours
THEA 284: Acting Techniques
THEA 380: Play Directing

XVIII. Communications Pedagogy (elect one): 3 hours
CMJN 504: School Publications
SPCH 495: Administering the Communications Program

Total hours for area: 63

In addition to the 63 hours requirement as listed above, students pursuing the English Teaching Area must also take the following:

- 1) at least 6 semester hours in *one* foreign language;
- 2) EDUC 576: Reading in the Secondary School (3 semester hours);
- 3) complete the requirements of the Teacher Education program and Professional Laboratory Experience, as outlined below.

NOTE: The area in English does not include the general education requirements in composition (6 s.h.) and speech (3 s.h.); these 9 hours must be completed before admission to Teacher Education.

Professional Secondary Education Component (30 hours)

a) Courses to be taken before admission to Teacher Education:

EDF 207: Foundations of Education: (3)
EDF 211: Human Growth & Development (3)
[PSY 154 is a prerequisite for EDF 211]

b) Courses which may only be taken after admission to Teacher Education:

EDF 311: Learning Theories in the Classroom (3)
EDSE 312: Teaching Skills & Media (3)
EDSP 332: Teaching the Exceptional Student (2)
EDSE 333: Field Experience in Secondary Cl.room. (2)
EDSE 499C: Teacher in Today=s School (2)
EDSE 416: Student Teaching (12)

Total Education hours: 30

Suggested Sequence of Required Program Courses
See course descriptions in Appendix B

Semester 1

Foreign language option

Semester 2

Foreign language option

Semester 3

EDF 207
EDF 211
Linguistics option
Eng 331

Semester 4

Eng 332
Eng 341
Speech option
Writing option

Semester 5

EDF 311
Theater option
Speech option
Eng 342
Journalism option

Semester 6

ESDP 332
Eng 382
Theater option
Literary period option
Linguistics option

Semester 7

EDSE 333
Communications Pedagogy option
Theater option
Multicultural Literature option
Writing option

Semester 8

EDF 312
ENG 500
Major author literature option
Genre literature option
EDUC 576

Semester 9

EDSE 416
ENG 499C

Appendices

Appendix A. Undergraduate English Program Annual Assessment Report: Bachelors Degree in English

Appendix B. Descriptions of Courses in the English 8-12 Program

ASSESSMENT REPORT

Instructional Degree Program: English Degree Level: A.B.

Assessment Period Covered: 2001-2002 Date Submitted: Oct. 1, 2002

Intended Educational (Student) Outcomes:

#1: The undergraduate student in English will demonstrate knowledge of major periods in American and British literature as well as major works and authors in those literary periods.

#2: The undergraduate student in English will demonstrate an ability to write and think critically.

#1. First Intended Educational (Student) Outcome:

The undergraduate student in English will demonstrate knowledge of major periods in American and British literature as well as major works and authors in those literary periods.

First Means of Assessment for Outcome #1 Identified Above:

a. Means of Program Assessment & Criteria for Success:

Major Field Achievement Test (MFAT) scores for graduates of the program.

The average score of all graduates of the BA program in English will be at or near 155 on the MFAT in English (the national mean). No students will score below the national individual mean.

a. Summary of Assessment Data Collected:

We did not achieve our goal for this assessment. Seventeen students took the MFAT in English in the reporting period. The mean institutional score for British Literature was 151.6 and 151.29 for the individual students, with a range of 139-167. Six students scored above 155, eleven below. The national mean score for institutions (1997-2000) was 155.1 and for individuals was 155.5. The MFAT test also includes an assessment indicator that provides some data about American literature and world English literature since 1925. The score for American Literature Through 1925 was 52.14, and English Literature since 1925 was 51.31. The national average for American Literature Through 1925 was 54.7, and for English Literature since 1925 it was 50.6. Based on these scores it looks as though the only area in which our students are doing better than the national mean is knowledge of English Literature Since 1925. A close examination of the scores shows that for all but one of the students who performed above the national mean, the higher score was for British Literature to 1660. For all but two of the students who performed below the national mean, the higher score was British Literature 1660-1925 (an additional two students had the same score for each major period).

This is the second year that we have had MFAT results for most of our graduating seniors. As of yet, however, few of our graduating seniors are coming out under the new major (effective fall 2000). As more of our students graduate under the new program requirements, we will possess more reliable data, allowing us to determine whether the new requirements have improved student performance.

a. Use of Results to Improve Instructional Program:

We are in the process of revising both our major and our area in order to facilitate students' choice and ability to complete our program within four years. Further, we are going to reinstate a standard degree map (aka course rotation) for the first time in over seven years. We believe that the need for students to use course substitutions to complete our program will be greatly reduced if changes are approved by department faculty, college, and university committees. While it may be tempting to argue that our results imply we focus too much on new literature at the expense of literature before 1925, that conclusion would be hasty. It is not to our advantage to reduce the level of support for more recent literature to boost scores in earlier literature.

Second Means of Assessment for Outcome #1 Identified Above:

b. Means of Program Assessment & Criteria for Success:

PRAXIS exam in English. [Approximately half of the students graduating out of the English program (i.e., those seeking teacher certification at the secondary level) must take the PRAXIS.]

The average score of secondary teaching graduates of the BA in English program will be at or above the passing score set by the state. All English teaching area students will meet the Kentucky state minimum score required for certification.

b. Summary of Assessment Data Collected:

In the 2001-2002 academic year, 14 students took the English Language, Literature, and Composition Content Knowledge Test (0041), and 13 took the English Language, Literature, and Composition Essay Test (0042) and had their scores reported to MoSU.

The mean score for the reporting period on Test 0041 was 176.92, which is above the state passing score of 160. The mean score for the reporting period on Test 0042 was 153.69, which is below the state passing score of 155.

Fourteen (14) of 14 students met the Kentucky Department of Education standard for certification on Test 0041; and 11 of 13 met the standard on Test 0042. The trend over the last few years has been that our students do better on Test 0041 than they do on 0042. The second of these tests asks students to write four essays in answer to questions about literature. Some of the areas evaluated in these essays—the areas that garner the highest score on a 0-3 scale—may be less emphasized by a program with a substantial general-education writing load. Other areas covered are more likely to be found in highly traditional literature programs that emphasize the analysis of rhetorical and structural elements and the ability to paraphrase what has been read.

It should be noted that the student who scored the lowest on the 0042 test (125) also scored the highest on composite GRE (1790) and 60 points above

the mean verbal score of the eight students who reported their GRE scores to MoSU.

b. Use of Results to Improve Instructional Program:

The Undergraduate English Committee intends to petition the chair of EFLP to initiate a program-level Teacher-Education Admission's Committee that will allow us to screen and advise our incoming TEP candidates regarding their needs in order that they may better meet exit criteria. We also plan to determine a way to discover whether the deficits in content knowledge that both the MFAT and the PRAXIS appear to show are specific to particular student populations.

We need to explore whether it is feasible for individual literature teachers to assign and grade 1248 essay questions each semester.

#2: Second Intended Educational (Student) Outcome:

The undergraduate student in English will demonstrate an ability to write and think critically.

First Means of Assessment for Outcome #2 Identified Above (#2):

a. Means of Program Assessment & Criteria for Success:

Holistic scoring of an assignment given in ENG 499c. The criterion for success is that students will on average achieve a score of 2 (on a 0-3 scale). This scoring is separate from the grading in the course.

a. Summary of Assessment Data Collected:

There are currently only eight samples for this assessment period. We have postponed our analysis until we have a larger pool of essays.

a. Use of Results to Improve Instructional Program:

Based on past results (reported last year) and results from assessment of our graduate students, we have decided to work with the graduate committee to analyze essays written in graduate exit exams to determine how we might better refine our goals to differentiate the undergraduate from the graduate program with respect to our goals in written discourse.

Second Means of Assessment for Outcome Identified Above (#2):

b. Means of Program Assessment & Criteria for Success:

The PRAXIS Test 0042 which tests students' ability to write about literature.

b. Summary of Assessment Data Collected:

Eleven of the thirteen students who took the PRAXIS 0042 test achieve a score high enough to be certified (all fourteen who took Test 041 passed). The 042 test measures the ability of students to paraphrase, summarize, and explicate the rhetorical patterns of specific pieces of literature. The test also measures the students' command of standard written English. Unfortunately, the test scores are not reported in a manner that tells us what deficits the students possess.

b. Use of Results to Improve Instructional Program:

The Undergraduate English Committee will present the results to the faculty. On surface the results appear to indicate that students need stronger preparation in writing; however, a closer analysis of various assessment instruments which the two individuals who did not pass also took, calls that assumption into question. We believe that because the very skills requested on this exam are ones our literature faculty (and national literature faculty) have said are of lower importance, favoring analysis and synthesis over summary in short, timed essays, students may develop a sense that "summarize-the-plot and write a three-point-five essay about it" is not the correct response. This appears to be the form ETS looks for in exam 0042. But without access to the essays themselves, it is not possible to determine whether this is the case.

Our faculty will need to discuss ways that we could test this hypothesis. It is important to consider that students attempting to be admitted to graduate schools would be at a disadvantage were they writing this type of essay response to questions about literature.

DESCRIPTIONS OF COURSES IN THE ENGLISH 8-12 PROGRAM

Literature Surveys (All four required):

ENG 331. British Literature to 1750. (3-0-3). A survey of British literature from Beowulf through Dr. Johnson.

ENG 332. British Literature since 1750. (3-0-3). A survey of British literature from Wordsworth to the present.

ENG 341. American Literature to 1865. (3-0-3). A survey of American literature from its colonial beginnings to the end of the Civil War.

ENG 342. American Literature since 1865. (3-0-3). A survey of American literature from the end of the Civil War to the present.

Linguistics (One selection required):

ENG 305. Introduction to Linguistics. (3-0-3). Introduction to the major areas of contemporary linguistics.

ENG 315. Structure of English. (3-0-3). The structures of the English language from the perspective of descriptive and structural linguistics.

ENG 505. Linguistics: Grammar. (3-0-3). Principles of grammar from current theoretical perspectives.

Linguistics (One selection required):

ENG 393. History of the English Language. (3-0-3). The major developments in the evolution of English from an early Germanic dialect to its present form.

ENG 394. Language and Society. (3-0-3). Introduction to sociolinguistics. Focus on language variation and issues of language, gender, race, power, and education.

ENG 501. General Semantics. (3-0-3). Presents the problems of meaning as related to referential, distributional, and rational ways of encountering experience.

Writing (One selection required):

ENG 390. Professional Writing. (3-0-3); I. Prerequisite: ENG 100. A writing-intensive course which teaches intermediate-level students the formal, rhetorical, and mechanical aspects of technical writing to prepare them for writing case reports, memoranda, technical specifications, process descriptions, and other work-related documents.

ENG 391. Advanced Expository Writing. (3-0-3). Practice in the writing of expository prose, and long essays based on research.

CMJN 301. Advanced News Writing and Reporting. (3-0-3); II. Prerequisite: CMAP 166 & CMJN 201. Advanced reporting including covering courts, police, governmental agencies. Interviewing skills, legal aspects of the press, and theories of social responsibility.

CMJN 465. Editorial Writing. (3-0-3); on demand. Prerequisite: CMAP 166 and CMJN 201. Purposes and methods of editorial writing, including ethics, and values.

CMJN 560. Reviews and Criticism. (3-0-3); on demand. Prerequisite: Senior standing. Evaluating and writing critical reviews of drama, literature, art, music and restaurants for the mass media.

Writing (One selection required):

ENG 395. Poetry Writing. (3-0-3). Prerequisite: ENG 293. Instruction in poetry writing: structural principles, use of metaphor, image, detail, voice, rhythm, the line and other concerns of poetics. A writing workshop format with emphasis on poetry in the contemporary idiom.

ENG 396. Fiction Writing. (3-0-3). Prerequisite: ENG 293. Instruction in fiction writing: plot, conflict, characterization, point of view, atmosphere and other concerns of contemporary fiction. Writing workshop format with emphasis on fiction in the contemporary idiom.

ENG 397. Writing Creative Nonfiction. (3-0-3); on demand. Prerequisite: ENG 293. Instruction in writing creative nonfiction (including memoir, personal essay, autobiography, and general literary nonfiction). Topics include developing themes from subjects, dramatizing life experience, developing a voice and persona, and other concerns of contemporary creative nonfiction. Writing workshop format.

CMJN 358. Sports Writing. (3-0-3); on demand. Prerequisite: CMJN 201. Philosophy and techniques in writing sports and sports analysis or commentary for print media.

CMJN 364: Feature Writing. (3-0-3); II. Prerequisite: CMAP 166 and CMJN 201. Researching, organizing, and writing and marketing of non-fiction articles.

Speech (One selection required):

SPCH 200. Oral Interpretation. (3-0-3); I. Communicating the meanings of prose, poetry, and dramatic literature through the use of body and voice.

SPCH 309. Public Speaking. (3-0-3); II. Study and practice of speech preparation, composition, research, delivery, analysis, and criticism. Public-setting speeches will be given, including speeches to teach, persuade, and entertain, using various delivery styles including manuscript, impromptu, extemporaneous, and recitation.

Speech (One selection required):

SPCH 310. Interpersonal Communication. (3-0-3); I, II. Conceptual elements and dynamics of informal person-to-person communication.

SPCH 382. Argumentation and Debate. (3-0-3); II (odd years). Making rational decisions through the debate process. Analysis, evidence, briefing, and refutation.

SPCH 383. Small Group Communication. (3-0-3); I, II. Study and development of communication skills required for effective participation in small task-oriented groups. Students will learn about and practice participating, leading, managing meetings, dealing with conflict, solving problems, making decisions and assessing performance in the small group context. This course satisfies the area studies-humanities for general education.

Journalism (Required):

CMJN 201. News Writing and Reporting. (3-0-3); I, II. Prerequisite: CMAP 166 or consent of instructor. Gathering, organizing and writing news for mass media.

Theatre (Required):

THEA 210. Technical Production. (1-4-3); II. A study of the technical elements in theatrical production; set construction, lighting, and sound.

Theatre (One selection required):

THEA 100. Fundamentals of the Theatre. (2-2-3); I. An introduction to the theatre as an art form, its historic and organizational structure. For theatre majors and minors.

THEA 110. Introduction to the Theatre. (3-0-3); I, II. An introduction to the theatre as an art form, its historic and organizational structure. This course satisfies the area studies-humanities for general education.

Theatre (One selection required):

THEA 284. Acting Techniques. (3-0-3); I. A study of acting from both the aesthetic and the practical viewpoints; exercises in pantomime and vocal techniques.

THEA 380. Play Directing. (3-0-3); II. Prerequisite: THEA 100, THEA 210, and THEA 284 or permission of instructor. Theories and principles of directing; director's interpretation; casting; planning action and making the prompt-book.

English Language Arts Pedagogy (both required):

ENG 382. Teaching Writing in Secondary Schools. (3-0-3); I, II. Prerequisites: Acceptance in TEP and completion of EDF 207. A study of composition theory, research, and practice in a context of a student's own writing. Through workshops and classroom demonstrations, students learn to apply sound writing-based instructional techniques in their secondary classrooms. The course focuses on issues related to how older adolescents develop their writing abilities and the classroom practices which facilitate that development.

ENG 500. Studies in English for Teachers. (3-0-3). Prerequisite: Admission to Teacher Education Program. The philosophy, rationale, and content of English in American middle and high schools.

Multicultural Elective (One selection required):

ENG 320. Women Writers and Feminist Perspectives. (3-0-3). Women writers of the nineteenth and twentieth centuries, their feminine vision and voice. Focus on primary works; attention given to feminist criticism in both theory and practice.

ENG 325. Religious Literature of the World. (3-0-3). The literature of the major religions of the world.

ENG 348. African-American Literature. (3-0-3). A study of African-American poets, playwrights, autobiographers, and novelists of the nineteenth and twentieth centuries.

ENG 360. Appalachian Literature. (3-0-3). Regional literature including selected works by such major writers of the region as Harriette Arnow, Jesse Stuart, and Wilma Dykeman.

ENG 365. Literature of the South. (3-0-3). Readings in the major representative Southern authors.

Literary Period Elective (One selection required):

ENG 436. The English Renaissance. (3-0-3). Selected literature from 1500 to 1600, including works by Skelton, Wyatt and Surrey, Sidney, Spenser, and Shakespeare (excluding his plays).

ENG 441. Restoration and Eighteenth Century British Literature. (3-0-3). Representative selections of English literature, including works by Dryden, Pope, Swift, Addison and Steele, and Johnson.

ENG 442. Romantic Writers. (3-0-3). Representative selections of English literature, including works by Wordsworth, Coleridge, Byron, Shelley, Keats, and the essayists.

ENG 443. Victorian Writers. (3-0-3). Representative selections of English literature, including works by Browning, Tennyson, Arnold, and Carlyle.

ENG 444. Twentieth Century British Literature. (3-0-3). Study of modern British literary genres.

ENG 545. Seventeenth Century British Literature. (3-0-3). English literature 1600-1660; Donne, Jonson.

ENG 561. Studies in American Literary Periods. (3-0-3). The study of the writers and genres of an American literary period.

Major Author Elective (One required):

ENG 435. Shakespeare. (3-0-3). A study of selected comedies, histories, and tragedies in their historical and critical context.

ENG 499. Seminar: Major Writers. (3-0-3). Intensive study of one or more major figures in the literature of the world.

ENG 534. Chaucer. (3-0-3). A careful reading and analysis of Chaucer's early poetry and the Canterbury Tales. Relevant aspects of medieval culture are also examined.

ENG 539. Milton. (3-0-3). Intensive reading of Milton's poetry and major prose.

Genre Elective (One required):

ENG 466. American Poetry. (3-0-3). The development of American poetry from its beginning to the present, with emphasis on such poets as Bradstreet, Whitman, Dickinson, Frost, Eliot, and Stevens.

ENG 533. The English Novel. (3-0-3). Development of the English novel from its beginnings to the twentieth century.

ENG 552. Early Dramatic Literature. (3-0-3). Representative dramas from the Greeks to the mid-nineteenth century.

ENG 553. Modern Drama. (3-0-3). Representative dramas from the advent of realism to the present.

ENG 563. American Fiction. (3-0-3). The development of American fiction from Charles Brockden Brown to Faulkner.

ENG 570. Introduction to Film Literature. (3-0-3). An introduction to the study of film as literature with extensive reading in the history of film and viewing of selected film classics.

Reading (Required):

EDUC 576. Reading in the Secondary School. (2-2-3); II, III. Prerequisite: Admission to Teacher Education Program. Emphasis is centered around instruction in junior high and high school. Materials are included for instruction and studies of administrative problems involved. (Laboratory experiences are an integral part of course.)

Capstone (Required):

ENG 499C. Senior Seminar in English. (3-0-3); I, II, III. Prerequisites: Senior standing; completion of at least 24 hours in English courses, including ENG 331, ENG 332, and ENG 341 or ENG 341; consent of Coordinator of Undergraduate English. Examination, in a seminar setting, of issues and opportunities for English majors. This course satisfies the integrative component for general education.

Foreign Language (Two courses required):

French, Spanish, German, Latin, Italian, or Russian