

## Assessment #2 Content Knowledge in English

### 1. Assessment Description:

The assessment of content is based on grades in certain required content courses in the major. Areas not covered in this way are covered through grades on specific Methods assignments. Students are required to have an overall 2.5 grade point average in their English courses at the time they are admitted to the Teacher Education Program and before they student teach.

### 2. Standards Met (through Required English Courses):

- Students in the Secondary English Program are required to complete two courses in British (one pre-1789), two courses in American, and two courses in Multicultural/Continental/World literature, thus covering a broad range of literature (**Standard 3.5.1**).
- Students are required to take an introduction to the major course, ENG 209 Literary Analysis, which covers all the genres plus experimental/non-print texts (**Standard 3.6.3**). The course content always includes female authors and works by authors of color (**Standard 3.5.2**). Finally, it is in this course that students are taught strategies for critical reading essential to being an English major (**Standard 3.3**).
- Students are required to take an additional writing course beyond ENG 101 Essay Writing. They may choose from among a number of courses, but all courses teach the writing process and are graded based on the submission of a portfolio (**Standards 3.4 and 3.2.2**).
- All students are required to complete ENG 312 Descriptive Grammar, a course specifically designed to meet **Standard 3.1**, that also covers cultural and race issues in relation to language (**Standard 4.4**).
- Students are required to complete a Theory course (**Standard 3.5.4**).

### Standards Met (through Methods):

- Students are required to complete an informal lesson plan that includes using media in relation to culture (**Standard 3.6 and 4.6**).
- Students are required to read one adolescent novel and write a critique. They are required to read and study as a class a second adolescent novel within a unit studying the adolescent novel as a genre and leading to techniques for teaching novels in general. They read a third adolescent novel as part of their unit on Professional Issues (**Standard 3.5.3**).

### 3. Data Findings:

Students overall clearly do well in their required courses. In all categories, save one, their grades are over 3.0. It is particularly impressive that their highest grades are in what the department considers the most difficult course—theory.

Disturbing are the low grades in the grammar course. The course is very difficult, both because of the material and because the grades are based on objective tests and not on papers, the mode of evaluation students are most accustomed to. Some students each year fail or drop and repeat the course or take it somewhere else.

#### 4. Evidence for Meeting Standards:

Content standards are definitely met through the structure of the English Program. Students must study a wide variety of literature across time periods, geographic areas, authors, and genres (**Standards 3.5.1-2**). They also must study theory (**Standard 3.5.4**). The second required writing course (**Standards 3.4 and 3.2.2**) and the grammar course that also deals with dialects and language in relation to culture and race (**Standard 3.1 and 4.4**) are requirements only for English majors in the Secondary Program so that they will meet standards. ENG 209, the introduction to the major, is designed to ensure that students will be introduced to methods for reading texts (**Standard 3.3**), including all the major genres (**Standard 3.5.2**), non-traditional forms of “text” (**Standard 3.6.3**), female authors, and works by authors of color (**Standard 3.5.2**). Since students must take and pass all of these courses, these standards are met through our curriculum.

#### 5. Assessment Tool: Grades in Courses/Assignments that Fulfill Standards

Number of Students: 8 (Includes those students in the program who had completed all requirements for graduation by May 2006)

Grade	4.0-3.6	3.5-3.1	3.0-2.4	2.5-2.1	2.0-1.4	1.5-1.1	1.0-.0	Transfer Credit (no grade)	Average for Group
Required Literature Courses ( <b>Standard 3.5.1-2</b> )	1	3	4						3.02
ENG 209 ( <b>Standard 3.6.3, 3.5.2, 3.3</b> )	1	1	3	1	1			1	3.00
Writing Course ( <b>Standard 3.4, 3.2.2</b> )	1	2	4		1				3.12
Grammar Course ( <b>Standard 3.1, 4.4</b> )		1	2	2	3				2.56
Theory Course ( <b>Standard 3.5.4</b> )	1	1	3	1				2	3.16

**Additional Content Standards:**

There are two content standards that are not covered in the major (Standard 3.5.3 adolescent literature) and media (Standard 3.6 and 4.6). Both are covered by specific assignments in Methods. As can be seen in the charts below, students did very well on these assignments. Since the media assignment demands that they discuss media in the context of culture, it meets Standard 3.6.1 most specifically. The adolescent novel critique assignment means that students are exposed to many more adolescent novels than just the ones that they read themselves, thus meeting the call for “numerous works” in Standard 3.5.3.

**Methods Assignments, Grading Criteria, and Data:**

**Reading Response Assignment #8: Media/Lesson Plan**

Please read Chapter 10 and make a list of all the issues around using media that Christenbury discusses. Select the one that had not occurred to you or that you have given the least amount of thought to and explain how this issue might impact your teaching.

The most important goal in using any kind of media is that you use it to promote oral, visual, and technological literacy in your students. They should understand how to read and critique non-print texts as well as they do printed texts. They should understand media’s influence on our culture, whether that influence comes from film, video, the visual arts, music, or computers. They should also understand how the influence of media affects their own learning positively and negatively. I would like you to design a lesson plan that will

- 1) focus on one aspect of media,
- 2) help students become better critical “readers” of media, and
- 3) help students understand the influence of media on them and the culture.

What kind of media you choose is up to you. Just make sure you are developing students’ critical thinking skills around media (non-print texts) in this lesson. You are not writing a formal lesson plan this time. I just want you to explain what you will do and how it will accomplish these three goals. You may build on a lesson plan you have already written, and may, of course, use any of the ideas on the handouts or in the texts.

**Rubric for Assignment:**

	4	3	2	1
Aspect of Media	Plan clearly focuses on one aspect of media	Focus of plan evident but not clear	Focus unclear or more than one aspect covered	Role of media in plan unclear
Creating Readers of Media	Plan clearly helps students learn how to be critical consumers/readers of media messages	Plan includes some aspects of becoming critical readers	Plan may help students but is not inherently part of the lesson	Relation of plan to developing critical readers is not clear

Increasing Understanding of Media's Influence	Connection between media and culture is clear and carefully integrated into the lesson	Connection between media and culture is made	Connection is unclear	No connection made
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Data for Assignment:

# of Students: 8

Methods Media Assignment (Standard 3.6)	4		3				1		3.12
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There are two Adolescent Literature assignments:

### Assignment Young Adult Literature

Please read *A Door Near Here*. Once again, you need to read this assignment **as a teacher**. You need to come to class with the materials (lists, charts, plans) that you think you would actually make for yourself if you were going to teach this novel. This means you need to know the main events, characters, settings, symbols. Your book should be filled with marginal or post-it notes so that you can quickly find all the key scenes and speeches you will want to discuss with your students. When do we actually find out what is happening to these children—what chapter is that in and what page is that on? What has just happened before this scene and what happens next? How old are these characters and what motivates their behavior? Where are the passages that prove this? What themes, ideas, and images will you want students to see in the book and where are these shown? How will you help them to appreciate and understand this novel better than they would on their own? Think about which of your students might find this novel very hard to read. How will you help them? Come to class with your text and your notes ready to talk about your teaching ideas.

For your written response, I want you to write about the planning and preparation process you are using as a teacher vs. the one you used as a student. How are they different? What are you marking, why, and how? What additional considerations are there for you as a teacher? What were you concerned about as you read in terms of what you would have to cover as a teacher? Did pre-, during, and post-reading activities occur to you as you read?

Second, tell me about your experience with adolescent literature. Have you read much of it? Was it taught in your middle or high school? Do you have any knowledge of this genre? What are you learning about the genre from reading it now?

**Grading:**

4 = Both planning process and experience with adolescent literature explained thoroughly  
 3 = Only one is explained or explanation is not thorough  
 2 = Distinction between student and teacher

**Critique Assignment**

Read a book—a good adolescent novel selected from the attached list. Choose one that you have never read or that you haven't read since middle or high school. On a separate sheet of paper, prepare a one-page (no more, no less) explanation that includes the 1) book's title, 2) the author, and 3) the basic plot. Make sure you are thorough in covering the plot, including how it ends. Then, explain what kinds of students you think this book would

appeal to, which ones might be helped by reading it, or which ones might be encouraged to read because of this book. I will copy these for everyone in the class.

4 = title, author, plot are covered, and relation to readers is explained  
 3 = title and author are listed; plot is covered although some points may be missing; relation to readers could be more thorough  
 2 = some information is

**Data:**

# of Students: 8

	4		3		2		1		
Methods Adolescent Literature Assignment & Critique (Standard 3.5.3)	7/6		1/2						4.87/4.75