Relationship between NCTE Standards and English Major Coursework Components

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Descriptions of each of seven English major components are within the matrix below relevant to particular NCTE Standard indicators.
X indicates NCTE standard is addressed in the cluster of courses.

IDOE	NCTE	9 courses in the required major or 36 semester hours	Component ENG 240* Literary analysis; writing intensive	Component ENG 243 ENG 244 ENG 245 ENG 246 ENG 265 ENG 327 ENG 330 ENG 331 ENG 334 ENG 350 Early survey courses	Component ENG 351 ENG 352 creative writing	Component ENG 247 ENG 322 ENG 324 ENG 325 ENG 326 ENG 338 ENG 339 Survey-American, short story; African American Literature, contemporary	Component ENG 353 ENG 354 ENG 356 Special topics-advanced	Component ENG 471* ENG 461 Senior thesis or Seminar-culminating	Component ENG 499* Oral & written comprehensive exam	Varied Candidate Assessments
		NCTE Target Standards								
8	1.1	Program of study has clear framework, current theory and practice in English language arts	X Expectations for frameworks used in literary analysis and writing	X Definitions and critique of tragedy, comedy, play, text, performance	X Writing process including working thesis, multiple drafts, peer	X Giving voice to an experience that all readers need to understand	X Special topics are based on theory or framework taught in previous	X Culminating research must include proposal, thesis, plan of attack, primary and	X Structured on independent scholarship, retention of reading, terminology, literary history,	Survey course assessments include critique and interpretation based on framework such as

			process is introduced in EDU 240 and are reinforced in every course cluster; includes feminist criticism; new criticism, historicism and cultural criticism, race studies, Marxism		editing, close attention to grammar		survey or ENG 240 courses.	secondary sources, annotated bibliography, grammatical correctness, and use of MLA style	synthesis of ideas, and value judgments	distinction between play, performance, and text.
4, 5	1.4	Continuous evaluation of candidate performance using multiple forms of valid and reliable assessments	X Begin assessing skill level progression through the English major	X Mini-teaching assignments with peers	X Research papers, monologues, oral presentations	X Critical opportunities to prepare critical reactions in discussion with peers, in the role of teacher, as writer, as presenter	X Oral presentations are assessed for choice of literary topic, thesis, evidence, clarity of presentation, engagement of audience, vocal technique and body language; perform a scene	X Culminating written research	X Independent scholarship; synthesis of ideas	Peer editing and multiple drafts of writing and writing rubric is used across English major courses; writing conferences, mini-teaching performances, acting out of play scenes, recitation, oral critique, written analysis, or research papers are used in courses; independent scholarship
	2.5	Teach meaningful and	X	X	X	X		X	X	Oral or written

		creative connections between ELA curriculum, culture, society, and education				Fieldtrips to National Undergound Railroad Freedom Center, churches, film viewing		Part of synthesis in research	Part of synthesis of ideas and defense of value judgments	analysis of text includes interdisciplinary and cultural significance of genre, author, print, or nonprint.
	3.1.3	Use theory and practice to help students understand impact of cultural, economic, political, and social environments on language	X	X Study of evolution of words and word meaning in text			X Choice of literary topic includes development of evidence of cultural, economic, political, and social impact	X Part of synthesis in research	X Part of synthesis of ideas and defense of value judgments	Oral and written analysis of historical and contemporary print and non-print text impact on language and use of language
	3.1.4	Show extensive knowledge of how and why language varies and changes in different regions, cultural groups and time periods—show respect for language diversity		x		x	X Language associated with literary topic is a feature of student research			Oral and written analysis of historical and contemporary print and nonprint are culturally diverse

2	3.2.5	Assist students in creating and critiquing a wide range of print and nonprint texts (modeled in content courses)	X Common thread beginning with gateway course	x		x	x Students choose from a wide range of print and non-print texts	X Critical, analytical, and evaluative skills using a core list of contemporar y authors such as Clifton,	X Texts addressed in exam includes print, plays, videos, performances	Oral and written critique is assessed across course clusters

								Churchill, Linney, Hayao, Russo		
-	3.5.1	Knowledge of works representing a broad historical and contemporary spectrum of U.S., British and non-West literature	X Common thread beginning with gateway course	X		X	X Student research represent broad historical and contemporary spectrum	X Critical, analytical, and evaluative skills using a core list of contemporar y authors such as Clifton, Churchill, Linney, Hayao, Russo	X Retention of reading and course specific concepts, discipline's terminology, literary history is assessed	Oral and written analysis of works assessed across course clusters
3	3.5.2	Knowledge of works from variety of genres, cultures, female and authors of color		X		X	X All research must consider place of topic in the broader view of genre, culture, and diverse authors		X Retention of reading and course specific concepts, discipline's terminology, literary history is assessed	Assessed particularly in American and contemporary survey courses
3	3.5.4	Knowledge of works of literary theory and criticism and their effect on reading and interpretive approaches	X Frameworks and theory assessed in this entry level course	X		X	X Presentations focus on theory, criticism, and interpretive approaches	X What it means to designate or challenge a work as classic, cannon, and ways in which	X Retention of reading and course specific concepts, discipline's terminology, literary history is assessed	Rubrics are derived from ENG 220; discussion, formal presentation, papers

								literary meaning is determined by the author, reader or society		

ELA Assessment #2 Grade Point Averages for English Major Components

Grade point averages and final course grades are available from candidate transcripts in the Registrar's Office. The College Teacher Education Committee monitors grades specific to the English major for ELA candidates. The English and Education Departments construct this matrix.

ELA Candidates 2012-2008	Component ENG 240	Component Survey 1 Cluster	Component Creative writing	Component Survey 2	Component ENG 353, 354, 356	Component ENG 461, 471	Component ENG 499	Major GPA
Description	Literary analysis, writing	Classic, early	Creative writing	American Contemporary	Advanced special topics	Senior thesis, culminating seminar	Comprehensive exam	
2008								
1am	3.67	4	4	3	3.67	4	3	3.67
1bf	3	3	2	2.67	3	3	2	2.67
2010								
1cf	3.33	4	3	3.33	3.67	3.33	3.33	3.43
2011								
1df	3	4	3.67	3.33	3.67	3.67	3.33	3.59
1ef	3.33	3.67	3	3.67	3.67	3.67	3.33	3.48
2012								
1ff	3.33	3.33	2.67	3.33	3.33	3	2.67	3.17
% of candidates meeting standards	**100**	**100**	**83**	**100**	**100**	**100**	**83**	**100**