

Content Guidelines/Standards Matrix

College/University _____ Code BA _____

Source of Guidelines/Standards Michigan State Board of Education, 2000 Program/Subject Area English

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated.

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.0	Standards for the Structure of the English Teacher Education Program	
1.1	The English teacher education program will model effective pedagogical practices and provide opportunities for analysis of pedagogy, reflection on pedagogy, and implementation of effective pedagogy in pre-service teachers' own planning and instruction.	<p style="text-align: center;">Secondary</p> <p>Major and Minor: English faculty provide the primary models of effective pedagogical practices in the professional bearing and classroom practices they display to the fledging teacher candidates with whom they interact on a daily basis. Professors' course materials, reading lists, grading rubrics, presentations of literary themes, genres, and theoretical concepts, their lectures and arrangements of group discussions, all provide students with the content, tools, and concepts necessary for successful teaching. Secondary Education (SE) teaching candidates are exposed to a rich variety of teaching methods in academic specialties, periods, and literary approaches. From lecture to group work, individual projects to collaborative projects, in-class dialogues and on-line discussion boards, students witness and participate in a number of learning and teaching styles. Specific courses engage students in explicit analyses of pedagogy in terms of reflection and implementation. ENL 391 (required for both the major and minor) explicitly addresses the pedagogical tasks of developing critical skills for evaluating literature used in pre-school, elementary, and middle school grades. English 326 (required for both the major and minor) specifically addresses the needs of English teacher candidates, familiarizes students with the latest theory in composition instruction. English faculty lead students in discussions of the canon, in which students have opportunities to interrogate the canon, inquiring into the rationale</p>

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		<p>behind various anthologies' inclusion and exclusion of certain authors and texts over time.</p> <p>The English and Education faculties work closely together to prepare English teachers for both the Elementary and Secondary levels. The Education faculty members rely on their colleagues in the English department to provide the communication, composition, literature, and analytical skills essential to secondary teaching and to model effective instructional methods. The Education faculty practice similar instructional techniques. Secondary candidates take a series of methods courses to prepare them to teach English to students in grades 8-12: EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: Communication Arts, and EDU 478 or 578 Reading in the Content areas. The courses provide them with many opportunities to analyze, reflect, and implement effective pedagogy. EDU 469 introduces candidates to secondary level curriculum and instructional methods and focuses on constructing lessons and units for use at middle and senior high school levels. Through lecture, electronic and paper readings, discussions, small group activities, outside presentations, compositions, role play and simulation, individual and group presentations, and projects, the students learn and demonstrate their ability to design and present effective instruction, classroom leadership, assessment, and reporting of student progress. EDU 474 provides opportunities to examine the theoretical bases, goals and objectives, instructional materials, curriculum planning, and techniques of instruction and evaluation for teaching English at the secondary level. Students complete a series of literature reviews, write lesson and unit plans, complete at least 3 different observations of high school classes, keep a reflective journal, and participate in class discussion and activities. EDU 478/578 provides the English candidates with the opportunity to work with candidates from all subject areas about teaching reading across the secondary curriculum. EDU 459 Instructional Technology or EDU 600 Computer Uses in Education also provides candidates with the opportunity to work with candidates from all disciplines to design and practice delivery of English instruction enhanced by a variety of technologies. Candidates complete a full semester (14 weeks) of Student Teaching (EDU 489) in an elementary classroom and are supervised by the assigned 8-12 Cooperating Teacher and a University Supervisor. The candidates demonstrate their ability to use the knowledge gained from their university English and Education courses by planning and delivering English content effectively to their students. <i>Similar comments can be made for the subsequent standards: but will only be written if the standard requires mention of different Education courses.</i></p>

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1.2	The English teacher education program will embody a philosophy consistent with the <i>Michigan Curriculum Framework</i> (its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards).	<p>Secondary</p> <p>Major: University of Detroit Mercy students who plan to become secondary education teachers receive the benefits of the Department’s curricular focus on writing. The required writing course (ENL 131) lays the groundwork for all required courses in the major. The English Program’s philosophy is consistent with all standards of the Michigan Curriculum Framework.</p> <p>Standards 1-3: SE majors read, study, and write about a wide variety of materials, from those grounded in popular culture (newspapers, advertisements, and other materials in popular culture readers) to materials represented in business and technical texts, readers in theory, philosophy, cultural critique. SE students receive continual instruction and practice in writing clear and grammatically correct sentences, paragraphs, and compositions.</p> <p>Standard 4: SE students receive a great deal of instruction and practice in writing for different audiences in a number of settings ranging from the informal to the formal.</p> <p>Standards 5, 7, and 10: SE majors obtain a thorough grounding in genres (ENL 235, 245, and 265: one required); diversity literature (either 236 or 285 required for major, as well as the genre of Young Adult literature, ENL391); and historical/literary periods (one pre-modern British and one pre-modern American Literature required). Standards 6, 11, and 12: Research methods are taught in all ENL 131 courses: from personal interviews such as oral histories to printed sources such as articles and books. Increasingly, professors use the internet and web tools in having students present their research finding on websites that offer not only print-based information but visual and aural dimensions to their projects (ENL 301, 302).</p> <p>Standard 7: English Department courses have a well articulated system of assisting students in monitoring and improving upon their communicative practices. This system ranges from professors’ own individual classroom practices to institutionally based assessment systems. Institutionally, portfolio reviews for students in ENL 131 help the Department monitor and improve upon the effectiveness of its own members’ teaching practices. Also, our portfolio requirement for all English majors ensures that student teacher candidates meet several times with their advisers to review the essays and other creative works in their portfolio in terms of their quality and their measurement of the students’ growth as writers.</p> <p>Standard 8: Our writing courses (ENL 205 and ENL 326) give students the opportunity to write in the various genres and to reflect upon their productions through the teacher’s feedback, peer review workshops, and their own required revisions. Oral performance of poetry and fiction before in-class and out-of-class audiences give students experience in</p>

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		<p>performing for others and receiving their feedback. ENL 303 allows students to hone their skills in the types of writing and communication practiced in the business and technical arenas.</p> <p>Standard 9: In its choices of the best works in classic and contemporary literature, English professors encourage students to explore the complexity of enduring issues and recurring problems in the human experience.</p> <p>The <i>Michigan Curriculum Framework (MCF)</i> is continuously referenced and used by Secondary candidates in their series of Education methods courses (EDU 469, 474, 478/578) as they discuss, design, and present unit and curriculum plans, unit plans, lesson plans, and instructional strategies. The Department of Education programs are organized around its <i>Conceptual Framework and Code of Ethics</i>, which was written by the Education faculty and is grounded in the wisdom of educators—historical and contemporary, practitioners, and theoreticians. The Department’s philosophy and practices are complementary to the <i>MCF</i> for K-12 school districts and student learning.</p> <p>Minor: University of Detroit Mercy students who plan to become secondary education teachers receive the benefits of the Department’s curricular focus on writing. The required writing course (ENL 131) lays the groundwork for all required courses in the major. The English Program’s philosophy is consistent with all standards of the Michigan Curriculum Framework.</p> <p>Standards 1-3: SE minors read, study, and write about a wide variety of materials, from those grounded in popular culture (newspapers, advertisements, and other materials in popular culture readers) to materials represented in business and technical texts, readers in theory, philosophy, cultural critique: ENL 131 (required), ENL 391 (required); ENL 326, required. SE students receive continual instruction and practice in writing clear and grammatically correct sentences, paragraphs, and compositions.</p> <p>Standard 4: SE students receive a great deal of instruction and practice in writing for different audiences in a number of settings ranging from the informal to the formal.</p> <p>Standards 5, 7, and 10: SE minors obtain a thorough grounding in genres and historical/literary periods in ENL 235, 245, and 265 (one required) and one British literature course, and at least one American literature course, as well as ENL 391.</p> <p>Standards 6, 11, and 12: Research methods are taught in all ENL 131 courses: from personal interviews such as oral histories to printed sources such as articles and books. Increasingly, professors use the internet and web tools in having students present their research finding on websites that offer not only print-based information but visual and aural dimensions to their projects (ENL 202, 301, 302)</p>

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		<p>Standard 7: English Department courses have a well articulated system of assisting students in monitoring and improving upon their communicative practices. This system ranges from professors' own individual classroom practices to institutionally based assessment systems. Institutionally, portfolio reviews for students in ENL 131 help the Department monitor and improve upon the effectiveness of its own members' teaching practices.</p> <p>Standard 8: Our writing courses (ENL 205 and ENL 326) give students the opportunity to write in the various genres and to reflect upon their productions through the teacher's feedback, peer review workshops, and their own required revisions. Oral performance of poetry and fiction before in-class and out-of-class audiences give students experience in performing for others and receiving their feedback. ENL 305 allows students the opportunity to edit, select, and do layout for our art journals, chapbooks, and other publishing ventures.</p> <p>Standard 9: In its choices of the best works in classic and contemporary literature, English professors encourage students to explore the complexity of enduring issues and recurring problems in the human experience.</p> <p>The <i>Michigan Curriculum Framework (MCF)</i> is continuously referenced and used by Secondary candidates in their series of Education methods courses (EDU 469, 474, 478/578) as they discuss, design, and present unit and curriculum plans, unit plans, lesson plans, and instructional strategies. The Department of Education programs are organized around its <i>Conceptual Framework and Code of Ethics</i>, which was written by the Education faculty and is grounded in the wisdom of educators—historical and contemporary, practitioners, and theoreticians. The Department's philosophy and practices are complementary to the <i>MCF</i> for K-12 school districts and student learning.</p>
1.3	<p>The English teacher education program will maintain an articulated and coordinated curriculum involving content, pedagogy, and professionalism, that is aligned with standards from NCATE, Michigan Council of Teachers of English (MCTE), NCTE/IKRA Standards, and Michigan's <i>Guidelines for the Professional Development of</i></p>	<p>Secondary</p> <p>Major: Standards of content in writing are taught and reinforced in ENL 131 and ENL 205, and in ENL 326. Standards of content are taught and reinforced by introductory course work in literary genres (ENL 235, 245, or 265), wherein students also study and apply literary theory and criticism.</p> <p>In their studies in 300-level literary survey courses in American, British and Transatlantic literature (one pre-modern British required; one pre-modern American required), and in ENL 391, students build on skills introduced earlier by studying and applying secondary sources (e.g., articles and books) in their approach to works of literature and aesthetic objects. At this level, too, students learn to place texts, authors, literary themes, and movements in their chronological and historical contexts.</p>

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	<i>Teachers of English Language Arts.</i>	<p>Students encounter the rich diversity of literature in ENL 236 or 285. They can study standards of pedagogy and professionalism in ENL 326. SE majors also take ENL 463 (Authorial Studies in Shakespeare) and an elective from among our 400-level topics courses.</p> <p>Minor: Standards of content in writing are taught and reinforced in ENL 131 and ENL 205, and in ENL 326. Standards of content are taught and reinforced by introductory course work in Literature-Genre (ENL 235, 245, 265: one required), wherein students also first begin studying and applying literary theory and criticism. In their studies in the Literature sequence (one British and one American required), SE minors build on skills introduced earlier by studying and applying secondary sources (e.g., articles and books) in their approach to works of literature and aesthetic objects. At this level, too, students learn to place texts, authors, literary themes and movements in their chronological and historical contexts. Students encounter the rich diversity of literature in ENL 391. Students can study standards of pedagogy and professionalism in ENL 326.</p>
1.4	The English teacher education program will promote curriculum integration and cross-disciplinary applications.	<p>Secondary</p> <p>Major: The English Department offers a finely tuned and well-integrated curriculum. ENL 131 provides students with the necessary skills of writing in various modes and with a variety of rhetorical strategies (e.g., definition, persuasion, exposition); it also grounds students in research techniques (e.g. note-taking, database searching, audience analysis, invention processes, revision process, etc.). Our 200-level courses introduce students to genre conventions and techniques of literary analysis (ENL 235, 245, 265: one required). SE majors become conversant with minority and ethnic writers and themes in Diversity Literature courses. Beginning with ENL 205, our program complements the study of literature with instruction and practice in creative writing at all levels, from courses in the writing of fiction and poetry (ENL 301, 302) or in the in research writing (ENL 306). Our 300-level courses offer students an extensive chronological representation of literary and historical periods, major and minor authors, literary movements, and critical approaches. American and British literature, as well as children’s and young adult literature (ENL 391). Our 400-level Topics Courses (ENL 463 plus one elective) examine texts brought together under a particular interpretive approach, as well as the cultural contexts and factors that influence the creation, consumption, and evaluation of literary works. The Education Department faculty members continue the English Education program’s commitment to curriculum integration and cross-disciplinary applications by offering core</p>

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		<p>classes (EDU 401/402, EDU 420/525, 440, 514, 459/600, 432/513, SED 460/560) that include candidates from all teaching majors and minors. Through discussion, lecture, student presentations, and readings; the candidates work together to design integrated lessons for secondary students. In the Secondary methods classes (EDU 469, 474, 478/578), how to teach subjects from a cross disciplinary approach is studied and demonstrated by candidate work. The semester long project in EDU 459/600 Instructional Technology is a cross-disciplinary team project in which they design a lesson or unit that is interdisciplinary and enhanced by both the K-8 teacher and elementary/middle school children using computers, cameras, multimedia, the Internet, and electronic communication.</p> <p>Minor: The English Department offers SE minors a finely tuned and well-integrated curriculum. ENL 131 provides students with the necessary skills of writing in various modes and with a variety of rhetorical strategies (e.g., definition, persuasion, exposition); it also grounds students in research techniques (e.g. note-taking, database searching, audience analysis, invention processes, revision process, etc.). ENL 205 gives students further practice in meditative, interdisciplinary, or creative writing ventures. ENL 235, 245, or 265 introduce students to genre conventions and techniques of literary analysis. A variety of cross-disciplinary literary approaches are taught and practiced in English at all levels in the curriculum (e.g., New Criticism, psychoanalytical criticism, reader response, Marxist critique, New Historicism, deconstruction, poststructuralism, among others).</p>
1.5	The English teacher education program will provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with varied populations.	<p>Secondary</p> <p>Major: : The English Department has a long and distinguished history of involving its students in service to a variety of communities both inside and outside of its boundaries: Student-to-student tutoring as a key element of the Writing Program, a strategy that builds community within the university and gives students the expertise and experience that they can carry to jobs outside the university. Creative writing workshops involving our students as mentors for high school students from the University of Detroit Jesuit High School. Projects such as the Hampton Elementary web site that taught local, urban students how to create online museums and libraries that fit a local school’s curriculum, and led to teaching jobs for our students. Outreach projects for online learning at Holy Redeemer and the projects for online and journal publishing at the Community School of Grosse Pointe, which put UDM’s values and mission in front of high school students and teachers.</p>

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		<p>ENL 236's linking of its students with The Boggs Center to Nurture Community Leadership (BCNCL) in the service learning requirement of working with a Detroit Project, Detroit Summer, year round.</p> <p>The first Education course that candidates take, EDU 400 Introduction to Education, involves the candidates in a semester long project where they observe, become involved in initial 7-12 grade education tasks, and keep a reflective journal about teaching practices and the classroom environment. They write their findings from the field in a case study format. The Education faculty model effective teaching strategies, especially as concerns compositions, research, reading, and presentations, in their classes. The Secondary methods courses (EDU 469 and EDU 474) require observation, collaborative teaching, and tutoring in classrooms of master teachers. The first two weeks of their Student Teaching semester (EDU 490) are spent observing in the Cooperating Teacher's classroom as well as those of other successful teachers.</p> <p>Minor: : The English Department has a long and distinguished history of involving its students in service to a variety of communities both inside and outside of its boundaries: Student-to-student tutoring as a key element of the Writing Program, a strategy that builds community within the university and gives students the expertise and experience that they can carry to jobs outside the university.</p> <p>Creative writing workshops involving our students as mentors for high school students from the University of Detroit Jesuit High School.</p> <p>Projects such as the Hampton Elementary web site that taught local, urban students how to create online museums and libraries that fit a local school's curriculum, and led to teaching jobs for our students.</p> <p>Outreach projects for online learning at Holy Redeemer and the projects for online and journal publishing at the Community School of Grosse Pointe, which put UDM's values and mission in front of high school students and teachers.</p> <p>ENL 236's linking of its students with The Boggs Center to Nurture Community Leadership (BCNCL) in the service learning requirement of working with a Detroit Project, Detroit Summer, year round.</p> <p>The first Education course that candidates take, EDU 400 Introduction to Education, involves the candidates in a semester long project where they observe, become involved in initial 7-12 grade education tasks, and keep a reflective journal about teaching practices and the classroom environment. They write their findings from the field in a case study format. The Education faculty model effective teaching strategies, especially as concerns compositions, research, reading, and presentations, in their classes. The Secondary methods</p>

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		<p>courses (EDU 469 and EDU 474) require observation, collaborative teaching, and tutoring in classrooms of master teachers. The first two weeks of their Student Teaching semester (EDU 490) are spent observing in the Cooperating Teacher’s classroom as well as those of other successful teachers.</p>
<p>1.6</p>	<p>The English teacher education program will maintain a system of evaluation that includes demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and abilities.</p>	<p>Secondary</p> <p>Major: The English Department maintains a comprehensive system of evaluation that covers the range of its pedagogical activities. Individual instructors provide students with an ongoing evaluation of their progress in a course through grades, quizzes, written comments on essays, peer evaluations, conferences, midterm progress reports, and final exams. As a graduation requirement, all English majors must submit to their advisers a portfolio containing at least four substantial papers: two on works representing at least two genres, and two examples of professional writing. Each document contains any comments that the grading professor has made and the grade for the paper. All English majors are required to maintain a portfolio with their advisers and to meet at least once a year to discuss the works in that portfolio with an end to devising strategies for improvement as writers, assessing their progress to date as English students, and, when necessary, to be referred for tutoring in our Writing Center. The portfolios of graduating seniors are collected at the end of each academic year for departmental assessment. Those SE majors wishing to pursue elective Creative Writing courses at the 400-level must submit portfolios of their work, which is judged by a committee in determining whether or not the student is accepted.</p> <p>Each year, English students are given a Student Survey to assess their satisfaction with our program, curriculum, and its extracurricular activities, and indicate areas for improvement. Graduating seniors in English are given an Exit Survey (NSSF). The Department also has undergone an internal evaluation (Prioritization Report) and an external evaluation (North Central accreditation).</p> <p>Other assessment indicators are [SIC] (an annual that publishes student creative and critical works); student awards and achievements (the Dudley Randall Poetry Contest; papers undergraduates present at the Michigan Academy); publications (in the Varsity News, for example); and performance on the MTTC and Graduate Record Exam (GRE) as well as our alumni’s success in gaining teaching positions or acceptance into graduate and professional schools.</p> <p>The Education Department administers a variety of appropriate formative and summative assessment procedures that range from the traditional quiz/test and examinations to more</p>

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		<p>authentic assessments such as demonstrating their knowledge by creating lessons and unit plans and peer review of each other's work. Rubrics are used extensively by faculty and candidates to assess written and oral presentations. The Education Department's system requires that every syllabus must specify appropriate assessment processes. Students are required to complete an electronic evaluation as a final activity for every course. Candidates begin an Education materials and instructional practices portfolio in EDU 401/402 and add to it with documents from their Education courses, especially from their methods courses. The Department is studying a variety of ways to review the candidates' Education portfolios as part of their post-student teaching and exit procedures. The candidates currently complete a written evaluation of their Education program at the end of their Student Teaching Experience. The Director of Student teaching and Certification Officer for the University conduct a written survey as part of the Department's program to help graduates continue their professional certification. The results of such surveys are used to review and adjust course work and assessment practices.</p> <p>Minor: The English Department maintains a comprehensive system of evaluation that covers the range of its pedagogical activities. Individual instructors provide students with an ongoing evaluation of their progress in a course through grades, quizzes, written comments on essays, peer evaluations, conferences, midterm progress reports, and final exams. Those SE minors wishing to pursue elective Creative Writing courses at the 400-level must submit portfolios of their work, which are judged by a committee in determining whether or not the student is accepted.</p> <p>Each year, English students are given a Student Survey to assess their satisfaction with our program, curriculum, and its extracurricular activities, and indicate areas for improvement. Graduating seniors in English are given an Exit Survey (NSSF). The Department also has undergone an internal evaluation (Prioritization Report) and an external evaluation (North Central accreditation).</p> <p>Other assessment indicators are [SIC] (an annual that publishes student creative and critical works); student awards and achievements (the Dudley Randall Poetry Contest; papers undergraduates present at the Michigan Academy); publications (in the Varsity News, for example); and performance on the MTTC and Graduate Record Exam (GRE) as well as our alumni's success in gaining teaching positions or acceptance into graduate and professional schools.</p> <p>The Education Department administers a variety of appropriate formative and summative assessment procedures that range from the traditional quiz/test and examinations to more authentic assessments such as demonstrating their knowledge by creating lessons and unit</p>

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		<p>plans and peer review of each other's work. Rubrics are used extensively by faculty and candidates to assess written and oral presentations. The Education Department's system requires that every syllabus must specify appropriate assessment processes. Students are required to complete an electronic evaluation as a final activity for every course.</p> <p>Candidates begin an Education materials and instructional practices portfolio in EDU 401/402 and add to it with documents from their Education courses, especially from their methods courses. The Department is studying a variety of ways to review the candidates' Education portfolios as part of their post-student teaching and exit procedures. The candidates currently complete a written evaluation of their Education program at the end of their Student Teaching Experience. The Director of Student teaching and Certification Officer for the University conduct a written survey as part of the Department's program to help graduates continue their professional certification. The results of such surveys are used to review and adjust course work and assessment practices.</p>
2.0	Standards for Professionalism	Secondary
2.1	English teachers demonstrate professional practices when they respect the worth, contributions, abilities, language of all learners.	<p>Major: The demographics of the University offer a laboratory for learning and appreciating the worth of others, and the vitality and insight that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory, but in practice. In its choices of diverse texts and authors at all levels of its curriculum, the English Department affirms for its students the worth of contributions made by both canonical and non-canonical writers. Courses in literary genres, ENL 235, 245, and 265 (one required) use texts which are inclusive of many voices; the work of male and female writers from various immigrant groups, racial and ethnic groups, are read and discussed as matter of course. A more explicit examination of multiculturalism and minority literatures and artistic expression take place in courses like ENL 236: Diverse Voices in Fiction; ENL 285: African American Literature (one required) in particular, involves study of one's own cultural group or groups (including a Heritage Interview), while encouraging students to find connections between cultures. Further, ENL 326 (required) examines the History of the English Language, including the cultural and historical significance of community dialects and the function of language as communication.</p> <p>The Education courses also address the issue of respecting the worth, contributions, abilities, and language of all learners through lecture, simulation/role play, readings, discussion et al. For example in EDU 478/578 Reading in the Content area, they address</p>

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		<p>the need of teachers considering the importance of utilizing a child’s predominant language first as an important foundation for helping the students to learn to speak and read in English.</p> <p>Minor: The demographics of the University offer a laboratory for learning and appreciating the worth of others, and the vitality and insight that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory, but in practice. In its choices of diverse texts and authors at all levels of its curriculum, the English Department affirms for its students the worth of contributions made by both canonical and non-canonical writers. Courses in literary genres, ENL 235, 245, and 265 (one required) use texts which are inclusive of many voices; the work of male and female writers from various immigrant groups, racial and ethnic groups, are read and discussed as matter of course. Minors take ENL 391 which offers a study of diverse literature for children and adolescents. ENL 326 examines the History of the English Language, including the cultural and historical significance of community dialects and the function of language as communication.</p> <p>The Education courses also address the issue of respecting the worth, contributions, abilities, and language of all learners through lecture, simulation/role play, readings, discussion et al. For example in EDU 478/578 Reading in the Content area, they address the need of teachers considering the importance of utilizing a child’s predominant language first as an important foundation for helping the students to learn to speak and read in English.</p>
2.2	English teachers demonstrate professional practices when they help students understand their own and others’ cultures, abilities, and language.	<p>Secondary</p> <p>Major: The demographics of the University offer a laboratory for learning and appreciating the worth of others, and the vitality and insight that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory but in practice. Further, courses in literary genres, English 235: Study of Fiction, 245: Study of Poetry, and 265: Study of Drama (one required) use texts which are inclusive of many voices. English 131: Academic Writing, all Creative Writing classes, and many literature classes employ peer evaluation and small-group interaction. Small classes, combined with various kinds of group work, all develop and understanding of the cultures, language uses, and abilities of classmates. A more</p>

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		<p>explicit examination of multiculturalism and minority literatures and artistic expression take place in courses like ENL 236: Diverse Voices in Fiction and ENL 285: African American Literature (one required). Students also take ENL 391, which offers diverse readings. ENL 326 examines the historical significance of community dialects and the function of language as communication. Including the cultural and historical significance of community dialects and the function of language as communication. See the Education comments in 2.1.</p> <p>Minor: The demographics of the University offer a laboratory for learning and appreciating the worth of others, and the vitality and insight that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory but in practice. Further, courses in literary genres, English 235: Study of Fiction, 245: Study of Poetry, and 265: Study of Drama (one required) use texts which are inclusive of many voices. English 131: Academic Writing, all Creative Writing classes, and many literature classes employ peer evaluation and small-group interaction. Small classes, combined with various kinds of group work, all develop and understanding of the cultures, language uses, and abilities of classmates. Students also take ENL 391, which offers a study of diverse literature for children and adolescents. Further, ENL 326 examines the History of the English Language, including the cultural and historical significance of community dialects and the function of language as communication. See the Education comments in 21.</p>
2.3	English teachers demonstrate professional practices when they develop students' effective use of oral, written, and visual literacy in their daily lives.	<p>Secondary</p> <p>Major: All students take ENL 131, which establishes a basic competence in academic writing. Although writing is the main set of tasks and skills built in ENL 131, topics for writing include critical responses to film, politics, and the media, as well as issues lending themselves to argument and persuasion. Later English courses build on this writing competence, either in academic writing or creative work. While oral literacy is developed and extended in CST 101, Fundamentals of Speaking, which is required for all CLAE students, many literature classes build on these skills by requiring oral reports and presentations. Creative writing courses such as ENL 205 (required) involves students in reading and performing informally their own work and that of others. Visual literacy is an aspect of ENL 131, as students are often called on to analyze aesthetic objects, images from popular culture, or films.</p>

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		<p>The Education faculty members continue in their courses to require of the candidates competence in a variety of written and oral presentations and model professional practices and language usage. Candidates are required to use specific nomenclature in their written and oral presentations, including films, videos, and technological terms. The Secondary methods courses, EDU 469, 474, 478/578, facilitate the candidates learning how to teach secondary students effective use of oral, written, and visual literacy. The Instructional Technology courses, EDU 459/600, focus on developing professional practices for using technology such as computers, the Internet, and cameras.</p> <p>Minor: All students take ENL 131, which establishes a basic competence in academic writing. Although writing is the main set of tasks and skills built in ENL 131, topics for writing include critical responses to film, politics, and the media, as well as issues lending themselves to argument and persuasion. Later English courses build on this writing competence, either in academic writing or creative work. While oral literacy is developed and extended in CST 101, Fundamentals of Speaking, which is required for all CLAE students, many literature classes build on these skills by requiring oral reports and presentations. Creative writing courses such as ENL 205 (required) involves students in reading and performing informally their own work and that of others. Visual literacy is an aspect of ENL 130 and 131, as students are often called on to analyze aesthetic objects, images from popular culture, or films.</p> <p>The Education faculty members continue in their courses to require of the candidates competence in a variety of written and oral presentations and model professional practices and language usage. Candidates are required to use specific nomenclature in their written and oral presentations, including films, videos, and technological terms. The Secondary methods courses, EDU 469, 474, 478/578, facilitate the candidates learning how to teach secondary students effective use of oral, written, and visual literacy. The Instructional Technology courses, EDU 459/600, focus on developing professional practices for using technology such as computers, the Internet, and cameras.</p>
2.4	English teachers demonstrate professional practices when they develop students' effective use of critical thinking.	<p>Secondary</p> <p>Major: Critical thinking is developed and enhanced in English 131. Three literary theories are introduced in each of the genre courses, ENL 235, 245, and 265 (one required); theories might include a choice of formalist, sociological, deconstructivist, mythological, and feminist analyses. These courses require students to grapple with themes and issues examined in the works of literature, but also to explore how technical aspects of literature</p>

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		<p>embody the conflicts or issues being considered. All 300-level literature courses (of which majors take five) build on earlier courses to develop critical thinking, usually in the form of literary interpretation at a fairly sophisticated level. Papers and projects written for 300-level classes require strong organizational skills and close reading of literature. In most classes, a research component requires students to evaluate critically secondary materials such as scholarly articles, biographical information, and historical background for works of literature. Class discussions in all 200-level genre and diversity literature courses (of which SE majors take two) and 300-level literature classes (of which SE majors take five) underscore the value of measuring various opinions and theories in order to develop a thoughtful interpretation of one's own.</p> <p>Education courses require the effective use of critical thinking when candidates study the philosophy, history, psychology, and sociology concepts related to education. Once the candidates begin their methods courses, EDU 469, and particularly EDU 474 (Curriculum and Methods of Teaching in Secondary Schools II: English), and EDU 478, critical thinking is essential to the decision making involved in curriculum, unit, and lesson planning for students of various abilities and needs. See EDU 469 course General Objectives, EDU 474 course goals (particularly #2, #3, and #4), and EDU 478 Course Objectives.</p> <p>Minor: Critical thinking is developed and enhanced in English 131. Three literary theories are introduced in each of the genre courses, ENL 235, 245, and 265 (one required); theories might include a choice of formalist, sociological, deconstructivist, mythological, and feminist analyses.</p> <p>These courses require students to grapple with themes and issues examined in the works of literature, but also to explore how technical aspects of literature embody the conflicts or issues being considered. All 300-level Literature courses (of which minors take at least two) build on earlier courses to develop critical thinking, usually in the form of literary interpretation at a fairly sophisticated level. Papers and projects written for 300-level classes require strong organizational skills and close reading of literature. In most classes, a research component requires students to evaluate critically secondary materials such as scholarly articles, biographical information, and historical background for works of literature. Class discussions in all 200-level Literature-Genre and Diversity Literature classes (of which SE minors take two) and 300-level literature classes (of which SE minors take at least two) underscore the value of measuring various opinions and theories in order to develop a thoughtful interpretation of one's own.</p> <p>Education courses require the effective use of critical thinking when candidates study the philosophy, history, psychology, and sociology concepts related to education. Once the</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
		<p>candidates begin their methods courses, EDU 469 and EDU 478, critical thinking is essential to the decision making involved in curriculum, unit, and lesson planning for students of various abilities and needs. See EDU 469 course General Objectives and EDU 478 Course Objectives.</p>
2.5	<p>English teachers demonstrate professional practices when they promote students' appreciation of and engagement in a wide variety of media and genre.</p>	<p>Secondary</p> <p>Major: Students in the English major or minor will have exposure to films related to materials read. In discussions, connections are frequently made to film, current events, music, and the internet. Genres studied include not just fiction, poetry, essay, and drama, but also graphic (illustrated) fiction, memoir, prose poetry, documentary, and film. Creative Writing classes available to SE majors include ENL 205 (required), and ENL 301 and ENL 302 (electives). Many professors give credit to students for attending performances of poetry on and off campus or for attending productions of the UDM Theatre Company. Education faculty members continue to promote students' appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and techno in EDU 420 Philosophy of Education and active participation in EDU 469 Secondary Curriculum and Methods with a theater group from the Detroit Historical Society designed to demonstrate how to use theater in their classrooms to understand complex issues such as desegregation of schools during the 1960's civil rights movement. Films are used in courses such as EDU 440 School and Society and EDU 514 Society and Education to promote discussion of issues that candidates will face throughout their professional careers. Methods courses demonstrate and teach candidates how to encourage such appreciation and engagement in a wide variety of age appropriate media and genre.</p> <p>Minor: Students in the English minor will have exposure to films related to materials read. In discussions, connections are frequently made to film, current events, music, and the internet. Genres studied include not just fiction, poetry, essay, and drama, but also graphic (illustrated) fiction, memoir, prose poetry, documentary, and film. Creative Writing classes available to SE minors include ENL 205 (required). Minors may take up to two Creative Writing classes to fulfill requirements. Many professors give credit to students for attending performances of poetry on and off campus or for attending productions of the UDM Theatre Company. Education faculty members continue to promote students' appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and</p>

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		<p>techno in EDU 420 Philosophy of Education and active participation in EDU 469 Secondary Curriculum and Methods with a theater group from the Detroit Historical Society designed to demonstrate how to use theater in their classrooms to understand complex issues such as desegregation of schools during the 1960's civil rights movement. Films are used in courses such as EDU 440 School and Society and EDU 514 Society and Education to promote discussion of issues that candidates will face throughout their professional careers. Methods courses demonstrate and teach candidates how to encourage such appreciation and engagement in a wide variety of age appropriate media and genre.</p>
2.6	<p>English teachers demonstrate professional practices when they engage regularly in professional growth, through participation in conferences and other professional development opportunities; the reading and/or writing of professional materials; and the reading, writing, or performing of literary pieces.</p>	<p>Secondary</p> <p>Major: English instructors in all classes model professional practices when they attend conferences or perform and publish their work. Students become aware of the value of being members of an intellectual community, which prepares them for professional activities as teachers. Students also engage in reading secondary sources (critical books and articles) as part of research done in 300- and 400-level courses. Many English instructors require their students to attend cultural events such as on-campus poetry readings. Students are normally given a choice of events such as theater productions on campus at the Theater Company, as well as off-campus productions. Students in creative writing classes such as ENL 205 (required) are involved in performance and sometimes the possibility of publication of their work.</p> <p>Education instructors model professional practices by attending conferences, making professional presentations, publishing their work, and being active in their professional associations. Professional organizations are discussed and their publications are required reading in Education courses. Candidates are urged to join and to attend conferences of their subject specific organizations. For example, when the state reading association conference and the technology conference is held in the metropolitan area, candidates complete assignments dependent upon their participation in the conference.</p> <p>Minor: English instructors in all classes model professional practices when they attend conferences or perform and publish their work. Students become aware of the value of being members of an intellectual community, which prepares them for professional activities as teachers. Many English instructors require their students to attend cultural events such as on-campus poetry readings. Students are normally given a choice of events such as theater productions on campus at the Theater Company, as well as off-campus</p>

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		<p>productions. Students in creative writing classes such as ENL 205 (required) are involved in performance and sometimes the possibility of publication of their work.</p> <p>Education instructors model professional practices by attending conferences, making professional presentations, publishing their work, and being active in their professional associations. Professional organizations are discussed and their publications are required reading in Education courses. Candidates are urged to join and to attend conferences of their subject specific organizations. For example, when the state reading association conference and the technology conference is held in the metropolitan area, candidates complete assignments dependent upon their participation in the conference.</p>
2.7	<p>English teachers demonstrate professional practices when they work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the English language arts.</p>	<p>Secondary</p> <p>Major: Group projects and peer evaluations of writing in ENL 131 and many literature classes help students develop working relationships with peers, which may help students develop skills for networking as professionals.</p> <p>The many and varied presentations that candidates are required to complete in their Education courses also prepare candidates with the presentation skills necessary for communicating with a variety of adult audiences about the value of the language arts. While every Education course contributes to building these skills, EDU 420/525 (philosophy), EDU 440/514 (school and society), and EDU 459/600 (instructional technology) provide specific instruction and opportunities for non-classroom presentations.</p> <p>Minor: Group projects and peer evaluations of writing in ENL 131 and many literature classes help students develop working relationships with peers, which may help students develop skills for networking as professionals.</p> <p>The many and varied presentations that candidates are required to complete in their Education courses also prepare candidates with the presentation skills necessary for communicating with a variety of adult audiences about the value of the language arts. While every Education course contributes to building these skills, EDU 420/525 (philosophy), EDU 440/514 (school and society), and EDU 459/600 (instructional technology) provide specific instruction and opportunities for non-classroom presentations.</p>
2.8	<p>English teachers demonstrate professional practices when they join and participate in professional</p>	<p>Secondary</p> <p>Major: Faculty in English make students aware of associations that can enrich each</p>

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	<p>organizations, such as the Michigan Council of Teachers of English, the National Council of Teachers of English, the Michigan Reading Association, the International Reading Association, the Michigan Association of Speech Communication, the Journalism Education Association, the Whole Language Umbrella; and the Michigan Association for Media in Education.</p>	<p>students' professional currency. Faculty model professional practice when their conference presentations and publications enrich the curriculum. Having students read articles sponsored by professional organizations such as the MLA, NCTE, and CCCC, professors signal the value and significance of such organizations as purveyors of information about the profession. Over the years, several English students have presented papers in student sections of the Michigan Academy.</p> <p>As explained in Standard 2.6, the Education faculty members also make their students aware of professional associations and encourage the candidates' participation in appropriate organizations.</p> <p>Minor: Faculty in English make students aware of associations that can enrich each students' professional currency. Faculty model professional practice when their conference presentations and publications enrich the curriculum. Having students read articles sponsored by professional organizations such as the MLA, NCTE, and CCCC, professors signal the value and significance of such organizations as purveyors of information about the profession. Over the years, several English students have presented papers in student sections of the Michigan Academy.</p> <p>As explained in Standard 2.6, the Education faculty members also make their students aware of professional associations and encourage the candidates' participation in appropriate organizations.</p>
3.0	Standards for Knowledge of Content and Curriculum	
3.1	Meaning and Communication	
3.1.1	<p>English teachers will know and understand the instructional application of the elements of effective communication in a variety of rhetorical situations and the use of appropriate communication modes and behaviors.</p>	<p>Secondary</p> <p>Major: In addition to courses required by writing competency evaluations and CST 101, students majoring in English for Secondary teaching must take an introductory 200-level Genre course (ENL 235, 245, or 265; one required) where they focus on reading, analyzing, and writing about the genres of fiction, poetry, or drama, respectively. SE English majors are also required to take a 200-level writing course (ENL 205) and two Writing and Language courses, which may consist of creative, professional, or academic writing courses (ENL 326 [required], and ENL 301, 302, 306, or 409).</p> <p>As explained in previous standards, the Education instructors require effective written and oral communication in their courses. The subject specific methods courses rely on</p>

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		<p>candidates possessing such skills and concentrate on helping them learn how to develop such skills in their K-12 students. EDU 459 Instructional Technology/EDU 600 Computer Uses in Education ensures that candidates can use a variety of technology to enhance their communication in a many venues.</p> <p>Minor: In addition to courses required by writing competency evaluations and CST 101, students in Secondary Education (SE) with an English minor must take ENL 205 as well as a second 200-level Genre course in fiction, drama, or film. SE English minors are also required to take ENL 326, which focuses on the study of the English language in various contextual and historical forms (economic, political, historical, technological, literary, linguistic, gendered, or racial usages of and influences on English). As explained in previous standards, the Education instructors require effective written and oral communication in their courses. The subject specific methods courses rely on candidates possessing such skills and concentrate on helping them learn how to develop such skills in their K-12 students. EDU 459 Instructional Technology/EDU 600 Computer Uses in Education ensures that candidates can use a variety of technology to enhance their communication in a many venues.</p>
3.1.2	English teachers will know and understand the instructional application of the acquisition and development processes of first and second language learners in speaking, reading, and writing.	<p>Secondary</p> <p>Major: All SE are required to take EDU 478: Reading in the Content Areas in which students learn to teach reading through assessment, identification of basic skills, and addressing different reading abilities. The instructor and candidates discuss how content materials and different ways of instruction can be adapted for first and second language learners in order to help them more successfully develop their oral language, reading, and writing proficiency. In addition, students may also find instruction in the teaching of writing in History of the English Language (ENL 326 - required). English students have an opportunity to tutor in our Writing Center, where they gain training and practice in working with ESL students and their particular needs.</p> <p>Minor: All SE students are required to take EDU 478: Reading in the Content Areas in which students learn to teach reading through assessment, identification of basic skills, and addressing different reading abilities. The instructor and candidates discuss how content materials and different ways of instruction can be adapted for first and second language learners in order to help them more successfully develop their oral language, reading, and writing proficiency. In addition, students may also find instruction in the teaching of</p>

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		writing in History of the English Language (ENL 326 - required). English students have an opportunity to tutor in our Writing Center, where they gain training and practice in working with ESL students and their particular needs.
3.1.3	English teachers will know and understand the instructional application of the integrated nature of the English language arts (listening, speaking, reading, writing, critical thinking, viewing, and visually representing).	<p data-bbox="810 435 947 459">Secondary</p> <p data-bbox="810 505 1896 732">Major: Due to their small class sizes (averaging 20 students per class) all UDM English courses integrate student discussion and writing with their reading and comprehension of presented materials. Courses focusing on later literary periods will often incorporate filmic/visual texts into the syllabi. All English courses emphasize critical thinking and the expression of that thinking in writing. All English classes have a critical writing component. All English classes have a critical writing component. All CLAE students enroll in CST 101, in which speaking and listening skills are developed.</p> <p data-bbox="810 740 1896 1101">All Education courses require students to use the seven language arts in their oral and written presentations as well as during in class individual and group discussions and activities. Candidates learn how to teach their students these language arts in the Secondary methods courses, especially EDU 469 Curriculum and Methods, EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: English, and EDU 478/578 Reading in the Content Areas. SE students also take EDU 459: Instructional Technology, which offers an introduction and exposure to technology and its uses in all phases of instruction with stress on realistic application in the classroom. Emphasis focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet as well as the strategies and methodologies for their integration into the curriculum.</p> <p data-bbox="810 1109 1896 1336">Minor: Due to their small class sizes (averaging 20 students per class) all UDM English courses integrate student discussion and writing with their reading and comprehension of presented materials. Courses focusing on later literary periods will often incorporate filmic/visual texts into the syllabi. All English courses emphasize critical thinking and the expression of that thinking in writing. All English classes have a critical writing component. All English classes have a critical writing component. All CLAE students enroll in CST 101, in which speaking and listening skills are developed.</p> <p data-bbox="810 1344 1896 1466">All Education courses require students to use the seven language arts in their oral and written presentations as well as during in class individual and group discussions and activities. Candidates learn how to teach their students these language arts in the Secondary methods courses, especially EDU 469 Curriculum and Methods, and EDU 478/578 Reading</p>

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		in the Content Areas. SE students also take EDU 459: Instructional Technology, which offers an introduction and exposure to technology and its uses in all phases of instruction with stress on realistic application in the classroom. Emphasis focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet as well as the strategies and methodologies for their integration into the curriculum.
3.1.4	English teachers will know and understand the instructional application of a variety of communication models and an awareness of the interdependence of their components.	<p>Secondary</p> <p>Major: Required composition (ENL 131) and speech courses (CST 101) all directly address models of written and oral communication and issues of senders, receivers, messages/texts, and contexts of communications. Communication models and issues are also integrated into all 200- and 300-level Writing and Writing and Language courses as well as in all 300-level Literary Survey courses.</p> <p>As explained in Standard 3.1.3 and other Standards, the Education core and methods courses require candidates to use a variety of communication models and teach them how to deliver instruction to their K-12 students so they too become aware of the various communication models and the interdependence of their components.</p> <p>Minor: Candidates seeking certification with an English minor meet the same requirements as explained for the major.</p>
3.1.5	English teachers will know and understand the instructional application of the history and evolution of the English language.	<p>Secondary</p> <p>Major: The history and evolution of the English language is studied in ENL 326: History of the English Language.</p> <p>Minor: The history and evolution of the English language is studied in ENL 326: History of the English Language.</p>
3.1.6	English teachers will know and understand the instructional application of the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity,	<p>Secondary</p> <p>Major: These are major issues in all our writing courses and are integrated into all of our 200-level Genre and 300-level Literary Survey courses. They also are a strong focus in several of our Diversity Literature courses—ENL 236: Diverse Voices in Fiction and ENL 285: African American Literature (one required).</p> <p>Education instructors expect that the candidates arrive in the Education program understanding these relationships from the knowledge gained in the University Core</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	and how language choices advance and constrain people.	<p>Curriculum and English major/minor coursework. The Education courses in philosophy (EDU 420/525), school and society (EDU 440/514) psychology (EDU 432/513), and special education (SED 460/560) particularly involve candidates in information and activities designed to help them understand these relationships of language to culture and individual identity and how language choices advance and constrain people and their learning. In their methods courses, candidates use this understanding to design materials and lessons for their 7-12 grade classroom and students.</p> <p>Minor: These are major issues in all our writing courses and are integrated into all of our 200-level Genre and 300-level Literary Survey courses. They also are a strong focus in ENL 391 (required).</p> <p>Education instructors expect that the candidates arrive in the Education program understanding these relationships from the knowledge gained in the University Core Curriculum and English major/minor coursework. The Education courses in philosophy (EDU 420/525), school and society (EDU 440/514) psychology (EDU 432/513), and special education (SED 460/560) particularly involve candidates in information and activities designed to help them understand these relationships of language to culture and individual identity and how language choices advance and constrain people and their learning. In their methods courses, candidates use this understanding to design materials and lessons for their 7-12 grade classroom and students.</p>
3.1.7	English teachers will know and understand how students' culture and language can influence their learning and literacy.	<p>Secondary</p> <p>Major: The relationships between culture, language, learning and literacy are a primary focus in ENL 236: Diverse Voices in Fiction and ENL 285: African American Literature (one required). Students also take ENL 391: Young Adult Literature (required), which is an interdisciplinary, transnational exploration of young adult/adolescent literatures. Genres studied include poetry, short story, novel, and film. Emphasis is placed on issues of race, class, and gender, and on the young adult reader. Students also take ENL 326: History of the English Language (required), which focuses on the study of the English language in various contextual and historical forms (economic, political, historical, technological, literary, linguistic, gendered, or racial usages of and influences on English). In addition, all SE English majors also take EDU 432: Psychology of Education and EDU 440: School and Society, which have the relationships between culture, language, learning and literacy as major foci.</p> <p>Please see the previous explanations, especially in Standard 3.1.6</p> <p>Minor: The relationships between culture, language, learning and literacy are a primary</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
		<p>focus in ENL 391: Young Adult Literature (required) which is an interdisciplinary, transnational exploration of young adult/adolescent literatures. Genres studied include poetry, short story, novel, and film. Emphasis is placed on issues of race, class, and gender, and on the young adult reader. ENL 326: History of the English Language (required) focuses on the study of the English language in various contextual and historical forms (economic, political, historical, technological, literary, linguistic, gendered, or racial usages of and influences on English). In addition, all SE students also take EDU 432: Psychology of Education and EDU 440: School and Society, which have the relationships between culture, language, learning and literacy as major foci.</p> <p>Please see the previous explanations, especially in Standard 3.1.6</p>
3.2	Literature and Understanding	
3.2.1	English teachers will know and understand the instructional application of literature as oral, written, enacted, and visual texts that reflect cultures, values, and perspectives.	<p>Secondary</p> <p>Major: These are major issues in all our 200-level Genre and 300-level Literary Survey courses. They also are a strong focus in ENL 391 (required). They also are a strong focus in our Diversity Literature courses—ENL 236: Diverse Voices in Fiction and ENL 285: African American Literature (one required). Education candidates use this understanding in their Education core and methods courses. As explained in previous standards, the Secondary methods courses teach the candidates how to use this knowledge in the design of their instructional materials for secondary students. English majors/minors will be assigned to a cross disciplinary team in the technology courses (EDU 459/600) to design a technology enhanced unit or lesson. They are expected to explain this perspective to their teammates and to ensure that the unit applies literary concepts appropriately in their presentation.</p> <p>Minor: These are major issues in all our writing courses and are integrated into all of our 200-level Genre and 300-level Literary Survey courses. They also are a strong focus in ENL 391 (required). Education candidates use this understanding in their Education core and methods courses. As explained in previous standards, the Secondary methods courses teach the candidates how to use this knowledge in the design of their instructional materials for secondary students. English majors/minors will be assigned to a cross disciplinary team in the technology courses (EDU 459/600) to design a technology enhanced unit or lesson. They are expected to explain this perspective to their teammates and to ensure that the unit applies literary concepts appropriately in their presentation.</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
3.2.2	English teachers will know and understand the instructional application of a wide variety of quality contemporary and classic (works which have been widely recognized over time for their excellence) literature appropriate for different developmental levels and student needs, including multicultural/world literature, literature by women, and literature for young adults.	<p>Secondary</p> <p>Major: SE students majoring in English must take a 200-level Genre course, as well as one pre-modern American literature course, one pre-modern British literature course, a Shakespeare class (ENL 463), and a course in Young Adult Literature (ENL 391). Within these courses students read both canonical texts and texts by minority and/or women authors. ENL 236 and ENL 285 (one required) directly address issues of multicultural and/or world literature. In literature courses students also discuss the issues at stake in the development of and challenges to the literary canon. The Education psychology (EDU 432/513) and special education courses (SED 460/560) plus the methods courses (EDU 478/578 and EDU 474) courses are focused on teaching candidates how to teach appropriate classic literary works and how to adapt the works and their instruction to the developmental needs of their students. To some degree the first curriculum and methods course for secondary candidates (EDU 469) also addresses the application of literature to understanding concepts in courses other than English and how to adapt instruction for different developmental needs of students.</p> <p>Minor: SE students minoring in English must take a 200-level Genre course (Fiction, Drama, or Poetry; one required) in which the same multiple foci may be found. SE English minors also take a 300-level course in American literature, a 300-level course in British literature, and a course in Shakespeare. Within these courses students read both canonical texts and texts by minority and/or women authors. ENL 391 directly addresses issues of multicultural literature. The Education psychology (EDU 432/513) and special education courses (SED 460/560) plus the reading (EDU 443 and Language Arts (EDU 448) courses are focused on teaching candidates how to teach appropriate classic literary works and how to adapt the works and their instruction to the developmental needs of their students. To some degree the Social Science methods course (EDU 441) also addresses the application of literature to understanding its concepts and how to adapt for different developmental needs of students.</p>
3.2.3	English teachers will know and understand the instructional application of key issues and recurring themes in classic and contemporary literature in a	<p>Secondary</p> <p>Major: In their 200-level Genre and Diversity courses, and their 300-level Literary Survey courses (described above in 3.2.2), part of the students' study of canonical and non-canonical texts includes instruction about and discussion of the key issues and recurring themes in literatures of different time periods, countries, and identity groups.</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	variety of cultural contexts.	<p>This standard is addressed in the Education core and methods courses in ways similar to those explained in previous standards.</p> <p>Minor: In their 200-level Genre courses and their 300-level Literary Survey courses (described above in 3.2.2), part of the students’ study of canonical and non-canonical texts includes instruction about and discussion of the key issues and recurring themes in literatures of different time periods, countries, and identity groups.</p> <p>This standard is addressed in the Education core and methods courses in ways similar to those explained in previous standards.</p>
3.2.4	English teachers will know and understand the instructional application of the use of oral, visual, enacted, and written texts to explore and address important issues and problems in communities beyond the classroom.	<p>Secondary</p> <p>Major: The use of oral, visual, enacted, and written texts to negotiate issues of politics, individual and group identities, cultural representation, and inter- and intra-group conflicts is addressed in all of our Literary Survey courses. They are also of central concern in our Diversity courses--ENL 236 and ENL 285 (one required) and in ENL 391 (required). The specific uses of written texts within communities are subjects of our composition courses, our 200-level Writing courses, and our 300-level Writing and Language courses, which are part of the requirements for SE English majors.</p> <p>Previous standards, especially Standards 2.7 and 3.1.6, have addressed the ways in which the Education instructors and courses prepare candidates to communicate effectively with a variety of texts about critical issues in communities beyond the classroom.</p> <p>Minor: The use of oral, visual, enacted, and written texts to negotiate issues of politics, individual and group identities, cultural representation, and inter- and intra-group conflicts is addressed in all of our Literary Survey courses. They are also of central concern in ENL 391 (required). The specific uses of written texts within communities are subjects of our composition courses, our 200-level Writing courses, and our 300-level Writing and Language courses, which are part of the requirements for SE English minors.</p> <p>Previous standards, especially Standards 2.7 and 3.1.6, have addressed the ways in which the Education instructors and courses prepare candidates to communicate effectively with a variety of texts about critical issues in communities beyond the classroom.</p>
3.2.5	English teachers will know and understand the instructional application of varied critical approaches to textual analysis.	<p>Secondary</p> <p>Major: Literary criticism/textual analysis is incorporated into all English courses through guided discussion and/or primary and secondary readings. Literary criticism is especially addressed in all 200-level Genre courses (one required) in which texts are studied from at least three critical perspectives. Literary criticism is also a focus of all 400-level Topics</p>

#	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
		<p>courses. Education instructors rely on their English instructor colleagues to teach the candidates a variety of critical approaches to textual analysis. The candidates then use these analytical skills to interpret education texts, articles, and materials in their Education courses. Candidates are prepared in their methods courses (EDU 469, 474 and 478/578) to use these skills in preparation of curriculum, units, lessons, and instructional strategies to teach secondary students how to analyze and enjoy fiction and non fiction texts.</p> <p>Minor: Literary criticism/textual analysis is incorporated into all English courses through guided discussion and/or primary and secondary readings. Literary criticism is especially addressed in all 200-level Genre courses (one required) in which texts are studied from at least three critical perspectives. Education instructors rely on their English instructor colleagues to teach the candidates a variety of critical approaches to textual analysis. The candidates then use these analytical skills to interpret education texts, articles, and materials in their Education courses. Candidates are prepared in their methods courses (EDU 469, 474 and 478/578) to use these skills in preparation of curriculum, units, lessons, and instructional strategies to teach secondary students how to analyze and enjoy fiction and non fiction texts.</p>
3.2.6	English teachers will know and understand the instructional application of the historical/social contexts of and relationships among texts.	<p>Secondary</p> <p>Major and Minor: In all 300-level Literature courses students study the relationship between texts and their historical/social contexts. Such knowledge is important background for candidates learning how to make decisions about which texts to use in their instructional planning in the methods courses, EDU 469, 474, and 478/578</p>
3.2.7	English teachers will know and understand the instructional application of the varied purposes for reading that foster life-long reading practices.	<p>Secondary</p> <p>Major and Minor: As a subject of study, the varied purposes of reading (what they are, how they change over time and between communities and populations) are examined in ENL Genre and Literary Survey courses. All SE students are required to take EDU 478/578: Reading in the Content Areas, which address these topics and SE students majoring in English also are required to take EDU 474: Curriculum and Methods of Teaching in Secondary Schools: English which also addresses these topics. These courses, along with learning the basics of secondary curriculum and methods planning in EDU 469, ensure that candidates know how to teach</p>

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		secondary students ways of varying reading practices to suit different purposes and to develop reading habits and skills that will make them life-long readers.
3.2.8	English teachers will know and understand the instructional application of issues of censorship.	<p>Secondary</p> <p>Major: Censorship—both in terms of works seen as “obscene” and the works of authors from identity groups that are not privileged by the dominant culture and/or about subjects that are not considered acceptable or worthy of representation—is a subject that is covered in ENL 205 (required) and in ENL 391 (required) as well as in our Diversity Literature courses (ENL 236 and ENL 285; one required). Understanding issues of censorship and its application to selecting literature and materials to use in enhancing secondary students’ reading abilities and their enjoyment of a variety of literature is a topic of study in the core courses such as psychology (EDU 420/525). Communicating with parents and the broader community around issues of censorship is also a topic in the school and society courses (EDU 444/514).</p> <p>Minor: Censorship—both in terms of works seen as “obscene” and the works of authors from identity groups that are not privileged by the dominant culture and/or about subjects that are not considered acceptable or worthy of representation—is a subject that is covered in ENL 205 (required) as well as in ENL 391 (required). Understanding issues of censorship and its application to selecting literature and materials to use in enhancing secondary students’ reading abilities and their enjoyment of a variety of literature is a topic of study in the core courses such as psychology (EDU 420/525). Communicating with parents and the broader community around issues of censorship is also a topic in the school and society courses (EDU 444/514).</p>
3.3	Genre and Craft of Language	
3.3.1	English teachers will know and understand the instructional application of grammars and conventions of English, e.g., morphology, phonology, semantics, and syntax.	<p>Secondary</p> <p>Major: All CLAE students receive instruction in grammar and the conventions of English in the required Writing course ENL 131: Academic Writing. In addition, all English courses have writing components. Department faculty conference with students individually about their drafts and final papers. In these conferences, students receive instruction on such surface-level subjects. SE students majoring in English also take ENL 326: History of the English Language (required) which focuses on the study of the English language in various contextual and historical forms, and which provides coverage of grammars and conventions of English, including transformational-generative grammar, prescriptive and descriptive</p>

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		<p>grammar, morphology, etc. In EDU 474, teacher candidates are taught to utilize the writing conference format, during which teacher candidates have opportunities to learn how to discuss elements such as grammar with 6-12 students of various abilities and backgrounds.</p> <p>Minor: All CLAE students receive instruction in grammar and the conventions of English in the required Writing course ENL 131: Academic Writing. In addition, all English courses have writing components. Department faculty conference with students individually about their drafts and final papers. In these conferences, students receive instruction on such surface-level subjects. SE students minoring in English also take ENL 326: History of the English Language (required) which focuses on the study of the English language in various contextual and historical forms and which provides coverage of grammars and conventions of English, including transformational-generative grammar, prescriptive and descriptive grammar, morphology, etc. The Education instructors expect their students to use standard conventions in their academic written and oral presentations but to be sensitive to classmates who express themselves differently or use English as a second language. As explained in previous standards, candidates are taught in EDU 478/578 Reading how to teach standard usage et al to secondary students of various abilities and backgrounds.</p>
3.3.2	English teachers will know and understand the instructional application of differences between descriptive and prescriptive conventions of usage.	<p>Secondary</p> <p>Major: These subjects are a focus of ENL, where students learn about ways in which conventions of language use and what is considered “standard” language use vary among different discourse communities. The prescriptive conventions of the academic discourse community are reinforced in students’ writing specifically in ENL 131 and ENL 326 (both required). Descriptive and prescriptive language issues are a focus of ENL 326. As explained in Standard 3.3.1, Education candidates are expected to know the difference between descriptive and prescriptive conventions of usage and to practice the appropriate conventions in their oral and written presentations as a result of their University Core Curriculum and English major/minor course work. They then use this knowledge to design lessons in their methods courses for secondary student learning.</p> <p>Minor: These subjects are a focus of ENL, where students learn about ways in which conventions of language use and what is considered “standard” language use vary among different discourse communities. The prescriptive conventions of the academic discourse</p>

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		community are reinforced in students' writing specifically in ENL 131 and ENL 326 (both required). Descriptive and prescriptive language issues are a focus of ENL 326. As explained in Standard 3.3.1, Education candidates are expected to know the difference between descriptive and prescriptive conventions of usage and to practice the appropriate conventions in their oral and written presentations as a result of their University Core Curriculum and English major/minor course work. They then use this knowledge to design lessons in their methods courses for secondary student learning.
3.3.3	English teachers will know and understand the instructional application of the diversity of language uses, patterns, and dialects in spoken, written, and visual discourse.	<p>Secondary</p> <p>Major and Minor: These subjects also are addressed in the Department's Diversity Literature courses, and in ENL Survey Courses, particularly in the Survey's focus on regional, historical, and class-based literary movements. Please review the explanations in Standards 2.1; 2.2; 3.1.2; 3.1.6; 3.1.7; and 3.2.1 to understand what the Education instructors expect of their students and how the Secondary methods courses prepare students to teach about and deal with diversity of language uses.</p>
3.3.4	English teachers will know and understand the instructional application of the effects of style, voice, and language choices as determined by context, purpose, and audience in print and non-print texts.	<p>Secondary</p> <p>Major: The subjects of discourses, discourse communities, audiences, style, voice, and purpose in print and non-print texts are subjects of intense focus in our Writing courses. These issues are also addressed, primarily in terms of print texts, in our 200-level Genre and 300-level Literary Survey courses. Student writing for ENL courses, too, is evaluated in terms of whether students' style, voice, and language are appropriate for their intended discourse communities. SE students will also receive instruction in these subjects, especially with regards to non-print texts in the required course EDU 449: Instructional Technology, described above.</p> <p>Minor: The subjects of discourses, discourse communities, audiences, style, voice, and purpose in print and non-print texts are subjects of intense focus in our Writing courses. These issues are also addressed, primarily in terms of print texts in our 200-level Genre and 300-level Literary Survey courses. Student writing for ENL courses, too, is evaluated in terms of whether students' style, voice, and language are appropriate for their intended discourse communities. SE students will also receive instruction in these subjects, especially with regards to non-print texts in the required course EDU 449: Instructional Technology, described above.</p>

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3.3.5	English teachers will know and understand the instructional application of the characteristics, forms, and appropriate use of a variety of genre, e.g., narration, drama, poetry, exposition, and persuasion.	<p>Secondary</p> <p>Major: SE English majors are required to take a 200-level Genre course in poetry, drama, or fiction. They may study these different forms in ENL 205 (required) and in their Literature courses (six required). As explained in Standard 3.3.3, the Education instructors continue the requirements to use appropriate forms of writing throughout their courses, and in the methods courses prepare the candidates to teach grade appropriate application to secondary students.</p> <p>Minor: SE English minors are required to take ENL 205 and an additional 200-level Genre course in drama, film, fiction or poetry.. Different literary forms and the uses of these forms are also subjects in all of our Literature courses, of which EE English minors are required to take four. As explained in Standard 3.3.3, the Education instructors continue the requirements to use appropriate forms of writing throughout their courses, and in the methods courses prepare the candidates to teach grade appropriate application to secondary students.</p>
3.3.6	English teachers will know and understand the instructional application of the appropriate use of a variety of artistic and stylistic techniques and devices.	<p>Secondary</p> <p>Major and Minor: The artistic and stylistic techniques used by authors to construct texts are subjects in all English writing and literature courses. As explained in previous Standards, the Education instructors require a variety of writing techniques in their courses. The methods courses prepare the candidates to teach grade appropriate techniques and devises to secondary students.</p>
3.3.7	English teachers will know and understand the instructional application of writing processes, including inventing, revising, and publishing.	<p>Secondary</p> <p>Major and Minor: All CLAE students received direct instruction on the writing process (inventing, focusing, drafting, responding, revising, editing, and publishing) in ENL 131. The Writing process is also a subject in all 200- and 300-level Writing courses. Students understanding and effective use of the writing process is reinforced by Department faculty's student conferencing and requirements of drafts for student papers, as well as in the final portfolio required of all English majors in their last semester of the program (see ENL 326). As explained in previous Standards, the Education instructors require in their courses a writing process that includes instructional and peer editing and assistance prior to submitting the final draft. For all English majors and minors, EDU 469 addresses the use and instruction of the writing process (see course objective #16). For English majors, EDU</p>

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		474 specifically prepares the candidates to teach grade appropriate writing processes to secondary students.
3.4	Skills and Processes	
3.4.1	English teachers will demonstrate a mastery of and understand the instructional application of the effective use of the English language, both written and oral, in a variety of rhetorical contexts, <i>including the mechanical and technical conventions of standard written and spoken English (e.g. grammar, punctuation, and spelling).</i>	<p>Secondary</p> <p>Major: SE English majors receive direct instruction in the effective use of the English language and the conventions of standard written and spoken English in their required 100-, 200-, and 300-level Writing and Writing and Language courses. That instruction and their own mastery is further reinforced in their oral and written work for all ENL courses—especially during the individual student/faculty conferences described above. Specifically, the application of the effective use of the English language in a variety of rhetorical contexts is the focus of ENL 131 and ENL 326 (both required). Mechanical and technical conventions of standard written and spoken English—including grammar—are part of both ENL 131 and ENL 326.</p> <p>Please refer to Standards 3.3.1 and 3.3.2 for an explanation of Education instructors’ expectations and how candidates are taught to teach these oral and written language conventions to secondary students in the Education methods courses.</p> <p>Minor: SE English minors receive direct instruction in the effective use of the English language and the conventions of standard written and spoken English in their required 100-, 200-, and 300-level Writing and Writing and Language courses. That instruction and their own mastery is further reinforced in their oral and written work for all ENL courses—especially during the individual student/faculty conferences described above.</p>
3.4.2	English teachers will demonstrate a mastery of and understand the instructional application of independent reading and viewing and the critical consideration of texts with reasonable comprehension and interpretation.	<p>Secondary</p> <p>Major and Minor: The importance of independent experience of and response to texts is introduced in the 200-level Genre courses, and practiced in all 300- and 400-level English courses that require the critical analysis and interpretation of literary texts.</p> <p>The Education instructors continue to stress the importance of reading and viewing comprehension and interpretation by requiring such reading and discussion for written and oral presentations from reflective or formative ones to formal, researched summative assignments. In the Reading and Communication Arts methods courses (EDU 478/578 and 474), candidates learn and practice how to deliver such instruction to secondary school</p>

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		children.
3.4.3	English teachers will demonstrate a mastery of and understand the instructional application of the use of research and reference resources for inquiry-based learning in literacy education.	<p>Secondary</p> <p>Major and Minor: All students learn the purpose and methodologies of research and the use of reference materials in ENL 131. Attention is given to both print and electronic resources and emphasis is placed on overall information literacy. Research and/or the proper use of reference materials are also required in 200-level and 300-level English course essays. They are a significant requirement in all 400-level English courses. As explained in Standard 3.4.2, the use of research and reference resources for inquiry-based learning in literacy education is practiced in the Education program and candidates learn how to do so in their own classrooms through work in the methods courses.</p>
3.4.4	English teachers will demonstrate a mastery of and understand the instructional application of critical standards for analyzing and assessing the craft, aesthetics, and significance of their own, students' and other authors' texts.	<p>Secondary</p> <p>Major and Minor: In required 100-, 200-, and 300-level Writing and Writing and Language courses students write drafts of essays as well as engage in peer-review and peer-editing of their work. Writing process and discourse community standards are heavily emphasized in these courses. In required Genre course (ENL 235, 245, 265) students are introduced to at least three types of literary criticism, which embody critical standards. In all literature courses issues of aesthetics and the analysis and evaluation of literary texts are addressed.</p> <p>The Education instructors involve their students is application of standards for analyzing and assessing the craft, aesthetics, and significance of published education paper and electronic texts as well as their own and classmates' texts. The candidates learn how to teach such skills to secondary students in their methods courses (EDU 469 and EDU 474). EDU 478 (Reading in the Content Area) also plays a critical role</p>
3.4.5	English teachers will demonstrate a mastery of and understand the instructional application of the processes of and strategies for reading and writing.	<p>Secondary</p> <p>Major and Minor: As described above, SE English major and minor students receive significant instruction in the processes of writing in their required 100-, 200-, and 300-level Writing and Writing and Language courses. These writing strategies are reinforced in their essays and other written assignments in their Literature courses. In their required Genre course, they are instructed in and practices specific strategies for reading poetry, fiction, or drama. In Diversity courses they receive instruction in strategies for reading minority and/or period literatures as well as additional instruction in reading poetry, fiction, drama, and</p>

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		<p>visual texts. The candidates learn how to teach such skills to secondary students in their methods courses (EDU 469 and EDU 474). EDU 478 (Reading in the Content Area) also plays a critical role (see course objective #16)</p>
4.0	Standards for Pedagogy (Instruction and Assessment)	
4.1	Instructional Design	
4.1.1	English teachers will be able to examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recording, and software which support the teaching of English language arts.	<p>Secondary Major and Minor: While EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, EDU 474 Curriculum and Methods of Teaching in Secondary Schools II-Communications Arts, and EDU 478/578 Reading in the Content Areas will help students ascertain the appropriate level for students, English courses in the major and minor will under gird such decisions. In many classes a film of a specific reading is available (particularly in ENL 235, 245, 265, and 285 as well as many upper-division survey and topics courses). The effectiveness, verisimilitude, and fidelity to the original text will become topics of discussion. Students will gain in this way the ability to evaluate and to think critically about film and video. Reading and critical thinking skills will enable students to evaluate print materials of all kinds.</p>
4.1.2	English teachers will be able to design and sequence literature, writing, and language assignments which support standards-based integrated units of instruction.	<p>Secondary Major and Minor: In addition to specific instruction in education courses, students will experience, in the literature courses at the 200-, 300-, and 400-level, syllabi formulated to achieve educational objectives at a high level. Thus, organization, whether chronological (as in survey courses such as ENL 311 and 312) or thematic, will be both modeled for students and experienced by them as they learn. The Education methods courses identified in Standard 4.1.1 also address this standard.</p>
4.1.3	English teachers will be able to set meaningful goals as part of short and long term planning for literacy instruction.	<p>Secondary Major and Minor: Literature and expository writing classes require students to plan and produce papers, projects, and oral presentations, processes which can help students gain skills and experience in planning.</p>

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		The Education methods courses identified in Standard 4.1.1 also address this standard.
4.1.4	English teachers will be able to plan for literacy instruction to accommodate the range of learners and different learning needs.	<p>Secondary</p> <p>Major and Minor: The small class size in all writing classes from ENL 131 to creative writing classes, as well as peer workshops in the classes, will help students recognize and respect differences in learning styles and skills.</p> <p>The Education methods courses identified in Standard 4.1.1 also address this standard. The Education methods courses identified in Standard 4.1.1 also address this standard. In addition EDU 432 Psychology of Education and 513 Principles of Learning, Development, and Adjustment provide a variety of lectures, discussions, assignments, and activities about child and adolescent development and develop in the SE candidates the knowledge and understanding of development stages, tasks, behaviors, and problems encountered in the learning process. In SED 460 Education and Mainstreaming of Exceptional Persons and SED 560 Exceptional Persons, candidates explore basic commonalities and differences between the various exceptionalities and the general education student in regard to social, emotional, intellectual, and physical growth and development. Candidates, therefore, are prepared to teach a range of learners and learning styles. In their student teaching experience (EDU 490) they demonstrate their ability to plan and teach all learners.</p>
4.1.5	English teachers will be able to plan instruction that takes into account students= personal backgrounds and experiences, students' prior curricular experiences in language and literacy, and students' cross-disciplinary curricular experiences.	<p>Secondary</p> <p>Major and Minor: By studying in the multicultural environment of UDM, students learn to understand and appreciate varying conditions their peers experience, including differences in age, gender, social class, race and ethnicity. Many cultural assumptions students may start with when they enter college will be examined thoughtfully through the experiences of peer critiquing, group projects, and class discussion.</p> <p>Literature read in ENL 236: Diverse Voices in Fiction ENL 285: African American Literature (one required in major), or ENL 391 (required for both major and minor) will help students to appreciate the language and expression of different people.</p> <p>Issues about the backgrounds and experiences of secondary students prior to the middle and high school years are integral to the topics covered in Education courses. As explained in previous standards, the methods courses require candidates to know their students background and previous literacy experiences to plan, create, and deliver effective curriculum, units, lessons, and teaching strategies. In the Education Technology courses (EDU 459, 600), the candidates are engaged throughout the semester in a cross disciplinary teaching project to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students. Similar examples exist in the other secondary methods courses.</p>

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4.2	Instructional Strategies	
4.2.1	English teachers will be able to use discussion for a variety of purposes, e.g., to engage students in literacy tasks, to develop interpretations and understanding of multiple points of view, to promote critical thinking, and to promote an understanding of their own and others' perspectives and experiences.	<p>Secondary</p> <p>Major and Minor: Good discussions are modeled in many university classes. Because many of the courses students choose from in English involve lively discussions about how a given work may be interpreted, students planning to teach will experience how well discussions can work to promote critical thinking. Instructors often work from the literal, surface level of a work in order to lead students to interpret both accurately and insightfully, so that discussions unfold to include higher levels of thinking and analysis. Guidance by the instructor may ensure that discussions are respectful and purposeful. Faculty in the English Department emphasize secondary readings as a means of promoting multiple points of view; they also introduce students to various critical points of view in 200-level courses, with an increasing focus on applying these points of view as a means of promoting critical thinking.</p> <p>Application of literary theories can lead to expanded discussions which students may find “eye-opening.” The fact that UDM students come from a variety of experiences, personal and social, can lead to discussions which truly raise the consciousness of students about the “other” person, whether the difference be of age, physical ability, gender, race, ethnicity, or social class.</p> <p>The ability to apply what teacher candidates have experienced themselves in UDM courses is highlighted and emphasized in EDU 469 (Curriculum and Methods of Teaching in Middle and Secondary Schools I), which is required for English majors and minors. These techniques are further emphasized for majors in EDU 474 (Curriculum and Methods of Teaching in Middle, Secondary Schools II: English). In both courses, unit plans that detail various large and small group activities must be detailed. In EDU 478/578 (Reading in the Content Area), teacher candidates are required to model for their peers various critical thinking and comprehension strategies. Teacher candidates are also in 6-12 classroom settings observing and conducting small-group, large-group, and/or one-on-one activities so that they see what they are experiencing and learning in EDU 469, 474, and 478.</p>
4.2.2	English teachers will be able to ask questions as a means of probing for learner understanding, helping students articulate their ideas and	<p>Secondary</p> <p>Major and Minor: In addition to formal training in methods in Education courses, students will gain experience and practice in operating in a stimulating, intellectually challenging environment in a variety of English classes. Invention techniques and discovery processes</p>

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	<p>thinking processes, promoting risk taking and problem-solving, facilitating recall of information, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.</p>	<p>are taught and practiced in ENL 130 and 131. Study questions and in-class exercises help students begin the process of probing into the materials assigned for any given day. On-line discussions boards also give students practice in generating ideas and positions, presenting them to their peers, and reevaluating according to peer feedback. Small class sizes in many English classes contribute to the risk-taking comments students may make in discussions of writing and literature. Individual and group research projects in many courses require students to formulate issues and work out solutions to the problems they pose. English instructors in literature classes often encourage students to continue a line of thinking which may have begun hesitatingly.</p> <p>Stimulating choices of texts also encourage intellectual curiosity. Current theories of literature and culture, which inform many instructors' practices, will promote students' sense of multiple interpretations of any given work of literature as enriching rather than narrowing meaning.</p> <p>The ability to apply what teacher candidates have experienced themselves in UDM courses is highlighted and emphasized in EDU 469 (Curriculum and Methods of Teaching in Middle and Secondary Schools I), which is required for English majors and minors. These techniques are further emphasized for majors in EDU 474 (Curriculum and Methods of Teaching in Middle, Secondary Schools II: English), and, in relation to reading, these issues are also addressed in EDU 478 (Reading in the Content Area). In EDU 469, teacher candidates present a lesson to their peers, which is then critiqued by the class. This allows an opportunity for teacher candidates to see a wide variety of instructional techniques presented and to also learn from their peer's experience. In EDU 474, the unit plans constructed by teacher candidates must include a variety of possible small-group and large-group activities aligned with the desired outcomes indicated by the teacher candidate. This unit plan is both peer-reviewed and instructor-reviewed, so a variety of feedback is given to the teacher candidate.</p>
4.2.3	<p>English teachers will use small group work and collaborative learning to facilitate critical thinking as students construct meaning in the English language arts, i.e., peer revision, collaborative group writing, dramatic performance, readers'</p>	<p>Secondary</p> <p>Major and Minor: As a foundation for the skills learned in Education courses, students gain experience as leaders and participants in many English classes. Small-group discussions and peer-evaluation workshops are an integral part of ENL 131, and many literature classes. Creative writing classes such as ENL 205 (required for both major and minor) use such methods consistently. Students may write collaboratively for at least one assignment in many classes. 300- and 400-level courses often involve several students in oral presentations (with their writing components), which are either collaborative or loosely</p>

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	theatre, and literature discussion groups.	<p>connected. Creative writers usually read their writing aloud to peers or the entire class as a matter of course. Many creative writers read their work at an on-campus poetry reading once a semester.</p> <p>The ability to apply what teacher candidates have experienced themselves in UDM courses is highlighted and emphasized for majors in EDU 474 (Curriculum and Methods of Teaching in Middle, Secondary Schools II: English). In EDU 474, literature reviews are a formal and integral part of the course, as is the sharing and discussion of those reviews by the whole class. A critical thinking exercise centered on a short story, and discussion of task, is one of many relevant class assignments in EDU 478, required for majors and minors. Another is the use of literacy response groups. The use of</p>
4.2.4	English teachers will be able to work with students individually through such activities as conferencing and facilitating independent projects.	<p>Secondary</p> <p>Major and Minor: Individualized instruction is modeled by English instructors, who advise a certain number of students and offer extra time to students as they experience difficulties or as they plan papers and projects. Small class size and generous office hours are a hallmark of UDM’s College of Liberal Arts and Education, and the attention given to students often yields high benefits for students. Student publications in English (e.g., art journals, chapbooks, and newsletters) are largely created, edited, and designed by students, who have their own independent authority in matters of selection and arrangement of materials.</p> <p>In their methods courses (EDU 469, 474, and 478), candidates learn how to work with secondary students individually. In EDU 469, required for majors and minors, one group of teacher candidate presentations is focused on developing and promoting student-centered activities/projects. In EDU 474, the required field journal related to teacher candidates’ 6-12 classroom field experience, asks candidates to detail “Effective/creative teaching strategies, innovative instructional materials.” Peer editing of unit plans and other writings/presentations is central to both EDU 469 and EDU 474, and the “experiential” nature of that work is then linked to strategies for implementing it in teacher candidates’ future classrooms.</p>
4.2.5	English teachers will be able to present or explain information to support literacy learning, i.e., assignments, criteria for evaluation, information about an	<p>Secondary</p> <p>Major and Minor: Students encounter a wide range of assignments, background material on authors and their periods, and instruction on critical terminology in survey courses such as American literature (at least one class in American literature is required in both the major and minor) and British literature (at least two British literature classes are required for both</p>

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	author or period, terms or concepts in language, rhetorical strategies, revision strategies, etc.	<p>the major and minor). These materials provide excellent models for students to follow as they lay the groundwork for their own careers as educators. Grading rubrics employed by professors also provide varied and excellent models for young teacher candidates seeking to learn effective methods of evaluation and assessment. The English Department offers a comprehensive curriculum to SE majors, covering both traditional authors in the canon as well as those writers previously ignored or under-rated. Majors must take six literature courses, while minors must take five. Consequently, students in these classes will have a good awareness of many writers, as well as knowledge of how to direct young students to find out more. Literary terms are carefully defined and discussed in the genre classes (235, 245, 265 for majors and minors, of which students take one). Rhetorical strategies are emphasized in ENL 131, and further developed in literature and creative writing classes. Students develop their knowledge in ENL 131, writing expository, persuasion, and research essays among others. Revision strategies are also emphasized at this and later levels. Student-teaching candidates have many opportunities to work in peer-review settings, where they gain invaluable knowledge in advising their peers about revision and also receiving feedback on their own productions. Professors model the revision process for students by requiring essays to be revised and by meeting with student authors in conferences to discuss revision strategies with them.</p> <p>EDU 478/578 (Reading in the Content Area), required for both majors and minors, is the key course for addressing this standard, both through course objectives and assignments and the related, structured 6-12 classroom experience.</p>
4.2.6	English teachers will be able to create environments that support respectful approaches to individual differences in culture, race, gender, religion, ethnicity, and heritage.	<p>Secondary</p> <p>Major and Minor: The demographic make-up of UDM is particularly suited to creating supportive, stimulating, and diverse classrooms. Many students report that one of the greatest benefits of their English classes is interacting intellectually and personally with people who differ from themselves. Of particular value may be the presence of many older students, whose active presence may prepare young teachers for work with colleagues of various ages. English instructors model environments that are respectful of difference in the classroom atmosphere and in materials read and discussed. Courses in literary genres, ENL 235, 245, and 265 (one required in major and in minor) use texts that are inclusive of many voices; the work of male and female writers from various immigrant groups, racial and ethnic groups, are read and discussed as a matter of course. A more explicit examination of multiculturalism and minority literatures and artistic expression take place in courses like ENL 236 and 285 (one required for major) and ENL 391 (required for both major and</p>

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		<p>minor).</p> <p>The Education instructors also model environments that are respectful of difference in the classroom atmosphere and in materials read and discussed. Specific assignments are devoted to understanding, respecting, and celebrating such differences. As an example, the school and society courses (EDU 440 and 514) has as a major focus the effects of social class, stratification, role, gender, and peer group relationships in the teaching professions. Candidates are expected to be able to identify differences between and among children and youth belonging to various social and economic groups as well as to recognize and address how different parental and family beliefs and customs influence students' performance and behavior in school. In SED 460/560 Exceptional Persons, in addition to learning about special education and special needs of students, they are engaged in work designed to develop understanding of gender and multicultural issues as they relate to learning and instruction. These specific issues of difference are integral to the instruction and assignments of the Psychology of Education courses (EDU 432 and 523). Candidates engage in a series of experiences and assignments designed to develop knowledge and understanding of individual differences and the major theoretical views regarding human behavior. The secondary methods courses (EDU 469, 474, 478/578) all include activities and assignments that address how to create lessons and classrooms to accommodate all students' needs and learning styles. The candidates' field experiences and student teaching assignment (EDU 490) include interactions with a variety of people and cultures.</p>
4.2.7	English teachers will be able to model the use of technology as an effective component of learning for conducting research and for the processes of writing.	<p>Secondary</p> <p>Major and Minor</p> <p>English courses at all levels will involve use of the Internet, email and discussion groups, research on the Web. ENL 131, Academic Writing, teaches research methods. Students learn to discriminate between scholarly journals and various levels of web information. Questions of accuracy and authority of sources are increasingly discussed as part of ENL 131, as well as advanced writing classes.</p> <p>The Education instructors continue the use of a variety of technology in their courses. Research must include traditional and electronic searches and materials; oral presentations most often require enhancement with electronic media such as Power point, video, and sound. E-mail is a basic means of communication between instructors and students as well as among students; and compositions are word processed. All candidates learn how to use technology to enrich the learning process for K-8 grade students in EDU 459 Instructional Technology and EDU 600 Computer Uses in Education.</p>

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4.2.8	English teachers will be able to use means to encourage student goal-setting, reflection, meta-cognitive understanding, and assessment.	<p>Secondary</p> <p>Major and Minor: Reflection papers are used in ENL 205 (required for both major and minor), as well as in many other classes, and are required for the Senior Portfolio students submit; this practice may be adapted to teaching situations in the elementary grades. Education instructors continue facilitating the candidates' ability to set personal goals, to reflect on their work and teaching practices, meta-cognitive understanding, and self assessment as well as assessment of classmates' work. These practices begin with EDU 400 Introduction to Education, which has as its first goal that students will participate in the creation of community as they begin to reflect thoughtfully on a life in teaching. Reflective individual journaling, small group reflection, and on going assessment practices are used throughout EDU 420 Philosophy of Education and 525 Educational Policy Studies as the students study various educational and classic philosophies and prepare to write their personal philosophy of education statement in a lengthy reflective and researched paper. The secondary methods courses teach the candidates how to design lessons to encourage similar skills and practices in their 7-12 grade students.</p>
4.3	Assessment Strategies	
4.3.1	English teachers will be able to respond effectively and constructively on an ongoing basis to student's literacy efforts, i.e., student's contributions to discussion, writing, and oral presentations.	<p>Secondary</p> <p>Major and Minor: Students learn effective responses to the work of others in CST 101, ENL 130 and 131, and in writing classes such as ENL 205 (required for both major and minor). Students learn tact, discretion, and respect for the efforts of others in peer-evaluation workshops and sometimes at on-campus performances. Students learn the distinction between mere cheerleading and constructive response to the efforts of others. The Education Majors and Minors in English continue to participate in classroom peer review of each other's work in the Education courses. The secondary methods courses (EDU 469 Curriculum and Methods I, EDU 474 Curriculum and Methods II: English), EDU 478/578 Reading in the Content Areas) each provide instruction and practice for the candidates about how to teach age appropriate discussion, writing, and oral presentation peer review skills to their 7-12 students.</p>
4.3.2	English teachers will be able to design rubrics appropriate for	<p>Secondary</p> <p>Major and Minor: Throughout their English and Education programs, Secondary English</p>

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	literacy tasks.	<p>Education candidates have their work assessed using specifically designed rubrics and are often involved in the creation and/or fine-tuning/editing of them. EDU 400 Introduction to Education include a field based case study which is assessed with a rubric, which the students use for self and peer review of the document before the instructor uses it for the summative evaluation. Their methods courses provide the candidates with instruction in the theory and development of a variety assessment processes and tools, including rubrics. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I teaches the candidates the basics of curriculum, unit, and lesson planning; of instructional methods for secondary students; and of assessment, evaluation, and reporting student progress. In EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: English, a major focus is to have candidates develop effective evaluation strategies, including rubrics. EDU 478/578 Teaching Reading in the Content Fields provides interdisciplinary opportunities for candidates to understand a variety of ways to integrate reading instruction with assessment. In EDU 459 Instructional Technology and EDU 600 Computer Uses in Education, the candidates design and present a cross discipline group unit/lesson plan that is enhanced with a variety of appropriate technology. They also examine multiple strategies for evaluating technology-based student products with rubrics and must design one to assess their students' learning from the instruction.</p>
4.3.3	English teachers will be able to recognize students' oral and written miscues and their underlying causes as a means of informing curricular choices for individual and group instruction.	<p>Secondary</p> <p>Major and Minor: As explained in previous standards, the Secondary English Education students encounter many classes where they learn standard written and oral language usage and become sensitive to cultural and language differences. In the Education methods courses, the candidates learn how to use those understandings to recognize their 7-12 grade students' oral and written miscues and their underlying causes. They learn how to design curriculum and strategies for individual and group instruction based on the needs of their students. Imbedded in EDU 432 Psychology of Education, in SED 460 Education and Mainstreaming of Exceptional Persons, and in EDU 513 Principles of Learning, Development, and Adjustment are instruction and assignments that will help candidates be able to recognize and use students' oral and written miscues to design curriculum and instruction. Students develop the generic knowledge and skills to make decisions about the learning and learners in EDU 469 Curriculum and Methods of Teaching in Middle and Secondary Schools. In EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: English, students identify, select, and develop a variety of instructional strategies and techniques for use in the English classroom and become more knowledgeable</p>

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		<p>about effective teaching strategies for the multicultural classroom. Diagnostic work is basic to such design work. In EDU 478/578 Reading in the Content areas, candidates study and discuss the use of running records, which are oral reading tests where the teacher listens to a student read and records the types of miscues they hear the child making such as word substitutions, omissions, insertions etc. This information is then used to guide instructional decisions for lesson and unit plans in the course.</p>
4.3.4	<p>English teachers will be able to design a variety of assessment tools, i.e., essay tests, portfolios, objective measures, individual projects, performance criteria, reflective self-evaluation, etc.</p>	<p>Secondary</p> <p>Major and Minor: In addition to coursework in the Education program, students become familiar with portfolios in ENL 131 and 205 (both required for majors and minors). Education candidates also develop their Education portfolio throughout their work in the Education program. They also regularly write and participate in peer review of compositions, oral presentations, individual and group projects, and essay examinations. Journal writing as explained in EDU 420 Philosophy of Education and EDU 525 Educational Policy Studies is a common practice for self-reflection and self-evaluation in Education courses. Candidates learn how to design a variety of appropriate assessment tools in their methods courses. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I includes extensive work on the basics of assessment, evaluation, and how to report student progress. EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: English teaches theory and a variety of practical assessments procedures and requires students to develop effective evaluation strategies for the many aspects of teaching English (Composition, Literature, Speaking, Viewing, Reading, Listening, and Thinking). In EDU 459 Instructional Technology and EDU 600 Computer Uses in Education, the candidates examine multiple strategies for evaluating technology-based student products. During their Student Teaching semester (EDU 490), students are required to participate in the assessment procedures of the school and to use their own assessment procedures to help 7-12 students learn. Candidates are evaluated on their assessment practices.</p>
4.3.5	<p>English teachers will be able to interpret and report assessment methods and results to students, administrators, parents, and the public.</p>	<p>Secondary</p> <p>Major and Minor: Secondary Education candidates give oral and written presentations to a variety of audiences in almost every Education course. As they were also required to make written and oral presentations in their English classes, it is a relatively easy transition to learning how to interpret and report assessment methods and results to students, administrators, parents, and the public. In EDU 440 School and Society and EDU 514</p>

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		<p>Society and Education, candidates learn to recognize and address how different parental and family beliefs and customs influence students' performance and behavior in schools. They discuss topics such as assessment and reporting to students and parents and make a series of class presentations on topics related to schools and society, which can include assessment, and provides candidates with practice in presenting difficult information to an audience. In the secondary methods courses (EDU 469 Curriculum and Methods I, EDU 474 English Methods, EDU 478/578 Reading in the Content Areas), candidates learn appropriate types of assessments, how to design them, and how to interpret the results to students and reporting student progress to parents, education colleagues, and the community. One of the criteria for evaluation of their Student teaching experience (EDU 490) is the effectiveness of their assessment practices. (See the Evaluation Forms in the appendices of the <i>Student Teaching Handbook</i>, a link on the web site).</p>
4.3.6	English teachers will be able to use assessment results to shape or revise instructional design and/or strategies.	<p>Secondary</p> <p>Major and Minor: As explained in Standards 4.3.4 and 4.3.5, candidates are taught in their methods courses how to use assessment results as formative and summative assessments of their students' work and learning. They are concomitantly involved in lessons and projects that facilitate their ability to use those results to revise and adapt their teaching strategies to help grade 7-12 students learn the concepts and skills expected of them.</p>
4.3.7	English teachers will be able to use the requirements of state and national assessment programs to inform curricular choices and instructional strategies.	<p>Secondary</p> <p>Major and Minor: Once again, the methods courses include lectures and activities to enhance the candidates' ability to use results of national, state, and local assessment programs to make decisions about their teaching strategies and the curriculum. Each of the secondary methods courses (EDU 469, 474, including the Reading (EDU 478/578) requires the candidates to develop unit plans, lessons, and teaching strategies around the MEAP testing program. EDU 432 and 513 Psychology of Education, EDU 459 and EDU 600 Instructional Technology, and SED 460 Education and Mainstreaming of Exceptional Persons include instruction and activities that are unique to their special focus for assessment of children's learning. Student Teaching (EDU 490) sites have their curriculum aligned with the <i>Michigan Curriculum Framework</i> and the MEAP testing program, which ensures that the candidates will experience complementary assessment procedures. Their Co-operating Teacher and University Supervisor evaluate them on their assessment of</p>

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		students' performance and how the candidates use the data to inform their own teaching.

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