

Goals and Mission of the English Education Major

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future secondary school English language arts educators through utilizing the latest in classroom

are capped at 25 with a few sections being taught with a larger enrollment of about 30 students. Courses specific to English Education majors are usually quite small. The sophomore level methods class, EN235, is capped at 20. Senior level methods courses, like EN425 and EN470 generally only have four to six students during any given year.

The Learning Story

The English Education program is developmental and consist of three major prongs, with a heavy emphasis on the combination of theory and practice. Majors in this program take a full range of area content courses. These content course cover the core of literary studies and a range of courses in writing theory and practice, with a technology-writing component. Also, these students take major-specific methods courses within the department, along with additional literature requirements targeted toward future teaching content. Finally, each English Education major takes the full range of education courses required of secondary pre-professionals. In addition to this tripartite preparation, each Millikin student takes general education requirements that are both university-wide and assigned for students earning a BA in the College of Arts & Sciences. This approach lends itself to a well-rounded liberal education, preparing students to be lifetime critical thinkers and learners in a global environment. See the attached "Appendix: Advising Sheet for English Education Majors," for a full overview of complete course requirements for this major.

English Ed majors, along with all Millikin students, are introduced to academic writing in the Critical Writing, Reading and Research sequence during their freshman years. In the sophomore year, students are introduced formally to their chosen major in our specific secondary methods course, EN235. During the sophomore and junior years, our majors obtain their core literature and writing content courses in our department and through the education sequence courses outside the department. They also take courses in the Communication Department, enhancing their knowledge and skills of speaking and orality content and instruction. During the senior year, English Ed students take their capstone course in the major, EN470, Internship in the Teaching of Writing, a second advanced specific methods course, EN425, and they complete their educational experience with student teaching, typically in the spring semester of their senior year. English Education students actually complete a second capstone course, ED488, which incorporates a near-professional performance component into the degree program.

Generally, Learning Goal One is completed in many of our many literature core courses or survey courses. Learning Goal Two is accomplished partially through taking our EN310 Applied Writing Theory course, then applying the theory from that course to practice in our EN470 capstone course. Finally, Learning Goal Three is indicated through created teaching unit plans designed in courses like EN235 and EN425, executed during the student teaching experience, and analyzed and assessed in the ED488 course.

Advising is accomplished through regular meetings and communications with advisors and the use of carefully crafted rubrics that clearly indicate when English Education students should be taking each of their required courses and continuing to the next steps of their education programs. Students are required to keep updated electronic versions of these advising sheets and bring them to advising appointments.

Students gain a sense of learning community in the major by taking numerous courses together, almost as a cohort, in both their education courses and their English Education courses, especially in EN235, EN425 and EN470.

Assessment Methods

The English Education program has a long established record of assessment related to State of Illinois requirements for tracking education student candidates in their performance and learning goals. Through the use of a long-standing portfolio system, our students complete eleven "candidate assessments" (CAs), placed in their education portfolios and evaluated

English Education Learning Goals

Finally, in addition to the assessments above, the English Department has established clear overarching learning goals for its English Education majors. Each goal is assessed through a corresponding artifact placed in a student's portfolio. English Education Learning Goals (EELG):

- EELG1: students will have an advanced understanding of a variety of literary genres, LQFOXGLQJ DQ XQGHUVWDQGLQJ RI OLWHUDWXUH V ¶ KL contexts.
- EELG2: students will apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
- EELG3: students will be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

The artifacts for assessing each of these goals are listed below.

Student Performance Assessment Methods

After the Spring semester, English faculty on the English Education Major Committee will review the English Education electronic portfolios evaluating the quality of learning demonstrated for each learning goal, using the portfolio review rubric.

EE Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (including DQ XQGHUVWDQGLQJ RI OLWHUDWXUH V ¶ 389.23 VmRFU 126 D7035.31 Q4V8

Assessment Data

Goal Two ±Green

EE Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also
MA6: Capstone Journal]

Each effectiveness measure will receive a performance indicator using the following rubric:

Green: an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided.

Yellow: not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement.

Red: our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area.

Blank: insufficient information available (or governance decision pending)

As more data is collected and trends become apparent, we shall close the loop of assessment of refine the curriculum and teaching methodology in the major to assist students in achieving success in mastering these designated learning goals.

In 2007 we revised the English Education major curriculum for NCATE certification purposes. Beginning in the fall of 2008 our majors starting taking course offerings in History of the English Language and Modern English. These students will also take designated International Lit and Adolescent Lit courses. We will also continue to consult with our partners in the Communication department to better meet the needs of our English language arts students in speaking and oral communication learning goals. See the attached new advising sheet at the end of this document for our full listing of curricular requirements.

Annual assessment reports for the English education major and future "trend" reports will continue to be shared with the entire English Department on a yearly basis. An English Education major subcommittee will examine these reports and results each year in detail and bring recommendations to the entire department if trends indicate that improvements are required for program improvement.

English Education Assessment Artifact Curriculum Map	
Name	EE Course(s)
Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (historical, intellectual, diverse cultural contexts)	Lit Traditions EE1 Core Courses
Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also MA6: Capstone Journal]	EE2 EN470
Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts (unit plans)	EE3 EN235, EN425
Portfolio Artifact 4: [MA1: State of Illinois Secondary Language Arts Content Area Test Score]	External State exam
Portfolio Artifact 5: [MA2: Student Cumulative GPA in English Major Courses at Millikin]	All English courses

MA Two Major Assessment Two Rubric
Cumulative Grade Point Average for all Major Courses
English Education, Millikin University

Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
<p>Major GPA is between 0.00 and 2.6</p> <p>GPA for secondary English Language Arts professional is unacceptable, indicative of lack of success in content-area coursework.</p>	<p>Major GPA is between 2.7 and 2.9</p> <p>GPA for secondary English Language Arts professional is just acceptable, indicative of some success in content-area coursework.</p>	<p>Major GPA is between 3.0 and 4.0</p> <p>GPA for secondary English Language Arts professional is acceptable, and indicative of clear success in content-area coursework.</p>	

EE Two/MA Six Major Assessment Six Rubric
Culminating Journal for Teaching Writing Internship
English Education, Millikin University

Element	Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Interactions with Cooperating Professor and Record/Analysis of Methods	Journal shows few instances of interaction with professor, with little evidence of analysis of professor's methods utilized in the course.	Journal shows some instances of interaction with professor, with some evidence of analysis of professor's methods utilized in the course.	Journal entries show clear record of interpersonal interaction with professor, providing evidence of a record and an analysis of the professor's chosen teaching methods utilized for the course.	
Writing Theory and Practice Observations	Journal entries show little or no indication of knowledge and understanding of classical/contemporary writing theory and little or no reflection of how theory works in actual practice.	Journal entries show some indication of knowledge and understanding of classical/contemporary writing theory and some reflection of how theory works in actual practice.	Journal entries show clear indication of knowledge and understanding of classical/contemporary writing theory and clear reflection of how theory works in actual practice.	

Criteria **EE3-English Language Arts Unit Plan Assessment Rubric**
Level 1 (0-1 pt)

Department of English
Advising Checklist for English Education Majors

