CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

SINGLE SUBJECT
ENGLISH

Submitted to
California Commission on Teacher Credentialing
For final approval

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Contact Information:

Mary Adler
Assistant Professor of English-English Education
805-437-8486
mary.adler@csuci.edu

Faculty in Support:

Jeanne Grier
Assistant Professor of Education
Coordinator of Single Subject Program
805.437.8987
jeanne.grier@csuci.edu

Jacquelyn Kilpatrick
Professor of English
Chair of English
805-437-8865
j.kilpatrick@csuci.edu

Renny Christopher
Professor of English
805-437-8994
renny.christopher@csuci.edu

Bradley Monsma
Professor of English
805-437-8948
Bradley.monsma@csuci.edu

Joan Karp
Professor of Education
Chair, Education Program
805.437.8871
joan.karp@csuci.edu

Julia Balen
Assistant Professor of English
805-437-8435
julia.balen@csuci.edu

Bob Mayberry
Associate Professor of English
805-437-2786
Bob.mayberry@csuci.edu

Joan Peters
Assistant Professor of English
805-437-8448
joan.peters@csuci.edu
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Response to Preconditions for the Approval of Subject Matter Programs in English

(1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in English shall include (a) at least 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study to supplement the essential core of the program.

The English program for Subject Matter Preparation for the Single Subject Teaching Credential in English at California State University Channel Islands (CSUCI) meets precondition one in the following way:

(a) 51 required semester units of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools (also see Matrices):

- Comm 101 Public Speaking (3 units)
- English 102/3 or 105 Composition and Rhetoric (3 units)
- English 120 American Lit (3 units)
- English 150 British & European Lit (3 units)
- English 210 Themes in World Literature
- English 220 American Lit II (3 units)
- English 250 British & European Lit II (3 units)
- English 310 Research Methods (3 units)
- English 315 Intro to Language, Structure, & Linguistics (3 units)
- English 330 Writing in the Disciplines (3 units)
- English 410 Shakespeare’s Plays (3 units)
- English 420 Literary Theory (3 units)
- English 449 Perspectives on Multicultural Literature (3 units)
- English 475 Language in Social Context (3 units)
- English 499 Capstone Project/Senior Seminar (3 units)

2 required major authors courses (of 3 offered):

- English 325 Major Non-Western Authors (3 units)
- English 326 Major British & European Authors (3 units)
- English 327 Major American Authors (3 units)

(b) 15 semester units of required coursework that provides extended study to supplement the essential core (also see Matrices):

- Educ 330 Introduction to Secondary Schooling (3 units)
- Comm 345/Educ 345 Media Literacy and Youth Culture (3 units)
- English 474 Approaches to English Grammar (3 units)
- English 477 Adolescent Literature (3 units)
- English 478 Writing as Reflective Practice (3 units)

Beyond these 15 units, an additional 6 elective units may be taken at the student’s discretion to supplement their program by either providing further diversity in course content or fulfilling prerequisite requirements for the Single Subject Credential program at CSUCI.
A complete list of all courses required is provided on the Advisement Form, Appendix A, p. 143-144. Catalog descriptions of all courses required for this program are provided in Appendix B, p. 145-150.

(2) The basic core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of English and related subjects in the public schools:
- Literature and Textual Analysis
- Language, Linguistics, and Literacy
- Composition and Rhetoric
- Communications: Speech, Media, and Creative Performance

All elements of the four domains must be included in the core (see Subject Matter Requirements). The required content elements may be either covered as discrete courses or integrated into other coursework in the core program.

The English program at CSUCI meets precondition 2 by providing core courses that satisfy all elements of the four domains. In some cases these are covered as discrete courses and in some cases they are integrated across courses. Below we have listed courses by their primary link to the domains. The Matrices indicate courses that have content extending beyond one domain.

- Literature and Textual Analysis
  - English 120 American Lit
  - English 150 British & European Lit
  - English 210 Themes in World Literature
  - English 220 American Lit II
  - English 250 British & European Lit II
  - English 325 Major Non-Western Authors
  - English 326 Major British & European Authors
  - English 327 Major American Authors
  - English 420 Literary Theory
  - English 449 Perspectives on Multicultural Literature (GE Category C3b)

- Language, Linguistics, and Literacy
  - English 315 Intro to Language, Structure, & Linguistics
  - English 475 Language in Social Context

- Composition and Rhetoric
  - English 102/3 or 105 Composition and Rhetoric
  - English 310 Research Methods
  - English 330 Writing in the Disciplines (GE interdisciplinary)
  - English 499 Capstone Project/Senior Seminar

- Communications: Speech, Media, and Creative Performance
  - Comm 101 Public Speaking
  - English 410 Shakespeare’s Plays
Additional coursework in the program shall be designed to provide extended studies to supplement the essential core of the program. Extended study may be offered in any or all of the following patterns:
1) A combination of related content areas within or across domains.
2) Concentration in one domain
3) Concentration in any content area within a domain.

The English program at CSUCI has designed the extended studies (breadth and perspective) coursework to fulfill pattern 1, a combination of related content areas across domains. Our purpose in doing so is a) to prepare students to be academically more well-prepared as generalists in English and b) provide ways for students to consider issues related to secondary English education while they are undergraduates.

Like the core, our breadth and perspective coursework is required of all students who complete the English Subject Matter Program. Once our university is more established and has the opportunity to develop additional courses, we hope to offer choices within these categories such that students can select from a number of courses that provide extended preparation within the domains.

Each of the breadth and perspective courses focuses on a particular domain and extends concepts within that domain into the area of secondary English education, as indicated by the following list:

<table>
<thead>
<tr>
<th>Extended Studies Course</th>
<th>Focused Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 477, Adolescent Literature</td>
<td>Literature and Textual Analysis</td>
</tr>
<tr>
<td>English 474, Appr. to English Grammar</td>
<td>Language, Linguistics, and Literacy</td>
</tr>
<tr>
<td>English 478, Writing as Reflective Practice</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>Comm/Educ 345, Media Literacy &amp; Youth Culture</td>
<td>Speech/Media/Creative Performance</td>
</tr>
</tbody>
</table>

The final course in the breadth area is Education 330, Introduction to Secondary Schooling. This is a field experience course in which students become active participants in a secondary school classroom. The purpose of the course is to help CSUCI students to analyze university subject matter content and look at how it is related to secondary school subject matter content. Students are required to be concurrently enrolled in one of the three English extended studies courses (ENGL 474, 477, or 478; or in a fourth English Education course, ENGL 475) to more easily see the relationship between their coursework in English and secondary teaching practices.

A complete listing of courses required in the program can be found on the Advisement Form, Appendix A, p. 143-144.
Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California’s diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted Academic Content Standards for K-12 Students and Curriculum Frameworks for California Public Schools. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher’s professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Response:

Statement of Program Philosophy

The purpose of the subject matter preparation program in English at California State University Channel Islands (CSUCI) is to give undergraduate students the opportunity to develop a significant foundation in understanding and applying the primary concepts and ideas, theoretical structures, and methodologies central to the discipline of English. Students also have frequent opportunities to strengthen their knowledge of these concepts and their relationships to other ways of knowing by exploring them within interdisciplinary contexts.

The English program at CSUCI is purposefully designed to be in alignment with the Academic Content Standards for K-12 Students and Curriculum Frameworks for California Public Schools in preparation for the Single Subject Teaching Credential Program. To fully prepare future secondary teachers, the curriculum exposes the candidate to the content knowledge and skill sets necessary for acculturation to the disciplinary community. Specifically, the program provides depth and perspective in the study of literature, textual analysis, and criticism (Domain 1), including a focus on the historical and cultural development of language and texts. Within Domain 1, prospective teachers take a course in literary theory, where they study in more depth some of the significant ideas that have shaped the development of English as a discipline. Depth in domain 1 is complemented by breadth across other fields of importance within the discipline, including language, linguistics and literacy (Domain 2), composition and rhetoric (Domain 3), and speech, media and creative writing and performance (Domain 4, Communications). In order to provide students with strong foundational content knowledge, we have constructed the English Education curriculum in such a way that all candidates will earn a major in the discipline and will meet the same academically rigorous requirements as their peers who are not entering a teacher preparation program.

Throughout their programs of study, students are required to develop competent research methodologies using multiple sources. In their culminating projects, the Capstone, seniors in English Education do original research in schools, in which they investigate what the knowledge they have gained through coursework at the university looks like in secondary
public school classrooms. Throughout the program, English Education students have opportunities to participate in field experiences, including a course offered through the education program, where students relate middle and high school instruction in English to their university learning as well as to state content standards.

English Education students at CSUCI are immersed in the culture of the discipline and the use of specific disciplinary tools as a way of understanding the world (Brown, Collins, & Duguid, 1989). This collection of content knowledge and skills will be the foundation for the future learning of pedagogy and additional content preparation through an approved single subject credential program. By acculturating our students into ways of thinking, writing, and doing in English, and by exposing them early to related schooling and school cultures, we are preparing future English educators to become both disciplinary experts and practitioners. This learning is essential to helping them develop beginning understandings of how university-level subject matter representation and meaning translate to a secondary classroom environment (Lave, 1988).

California State University Channel Islands considers its Single Subject programs, including English, a priority and has been highly supportive of their development. In English, this support has included hiring a faculty member with expertise in the area of English Education and providing release time for the development of the undergraduate single subject preparation program. Release time has also been secured for advising purposes, pending program approval by the state. Members of the faculty in English, including tenure track, part-time, and full time lecturers, have spent considerable time discussing key elements of the courses they teach and have provided syllabi and course materials in support of this application. The matrices were developed with the full cooperation of the English faculty. Education faculty members have provided assistance in developing this proposal and by designing a fieldwork course at the secondary level. Finally, members of the faculty campus-wide have also participated in developing the program, especially members of the Curriculum Committee, who evaluated, refined, and ultimately approved new courses for the single subject program as well as an entirely new emphasis in the English program for prospective teachers.

References

Required elements:

1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools

The English Education emphasis within the English program at CSU Channel Islands provides subject matter consistent with the State-adopted Academic Content Standards for K-
The English faculty has made considered, deliberate choices in the development of the English program design and outcomes in order to provide prospective teachers with a rigorous, well-rounded program. As a new university with a fledgling student population, we are necessarily restricted in the number of courses we may offer. Rather than see this as a limitation, however, we view this as an opportunity to think carefully about each course in the program, with the effect of reducing redundancies and incorporating new perspectives. As preparation for our single subject proposal in English, we examined our course offerings in light of the four content domains emphasized in the State-adopted content standards: literature and textual analysis; language, linguistics, and literacy; composition and rhetoric; and communications, speech, and creative performance. As a result of our in-depth comparison of courses offered with the academic content standards, we created three new courses. These resulting courses (COMM 345/EDUC 345; ENGL 474; and ENGL 478) will complement our existing curricula and offer prospective teachers a consistent focus in all standards areas.

While the entire program is consistent with the content standards, we offer one course within each domain in which the English content studied is specifically dedicated to issues related to secondary education. These courses are electives for all students in the program and are required for single subject preparation students. The courses are Adolescent Literature, ENGL 477 (Domain 1); Language in Social Context, ENGL 475 (Domain 2); Writing as Reflective Practice, ENGL 478 (Domain 3), and Media Literacy and Youth Culture, COMM 345/EDUC 345 (Domain 4).

Additionally, when considering curriculum frameworks for public schools in California, we must pay particular attention to preparing teachers of English Language Learners. The English program at CSUCI views English as a Second Language as an important component of our undergraduates’ preparation in English. We prepare our students to discuss these issues in English 315, Introduction to Language, Structure, and Linguistics. In this course students study the components of human language beyond a study of English grammar, looking especially at differences and similarities between languages. This foundational information is extended in English 475, Language in Social Context, in which students apply their knowledge of linguistics to considering the literacy development for English Only and English Language Learners. Students in this course are also expected to develop an understanding of the role of the primary language in the development of the second and the influences of instruction on that development. Coursework includes direct work with the California English Language Arts and English Language Development Standards (K-12), which students analyze for their relationship to course content. Throughout this course students are acculturated to a sociocultural model of schooling that puts prior knowledge and shared experience at the center of learning.

1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
In order to be effective teachers of their content area, prospective secondary English teachers need academic preparation in the four content area domains: literature and textual analysis; language, linguistics, and literacy; composition and rhetoric; and communications, speech, media, and creative performance. The statement of program philosophy (response to Standard 1, above) and the preconditions describes the organization of the program relative to these four areas.

We provide prospective teachers depth of study in literature and textual analysis through nine courses (Please see the Matrices on pages x for specific details). The program begins with four lower division survey courses in American and British/European literature (ENGL 120, 150, 220, and 250), complemented by a survey course in non-Western literature (ENGL 210). These courses provide depth of study in literature and critical analysis, requiring students to develop a diversity of critical perspectives. As survey courses, they provide students with an understanding of the major authors, themes, and literary styles within American, British, European, and non-Western literature. In these courses students critically analyze works within their historical, social, cultural, political and/or religious contexts.

The program course of study continues with students’ choice of two of three upper division intensive studies of a single author or pair of authors (ENGL 325, 326, 327). We have recently broadened the single American and British/European authors courses to allow for a third class that focuses on a non-Western author or region, broadening students’ experiences with diverse authors. In these courses, students take a different critical perspective than in the survey courses, looking closely and in-depth at one author or a pair of authors. Here students develop important skills in synthesizing information from multiple though closely-related works; in doing so, they develop a complex understanding of how the works of one or two authors can extend beyond the writer’s lifetime and can “speak” to issues in contemporary society or literature—issues, for example, such as expressing individual freedom (see the syllabus for English 326) and wrestling with issues of race, class, and gender from different geographic and intellectual viewpoints (see the syllabus for English 327).

The program extends learning in literature with several courses offering a diversity of perspectives, genres, and texts ranging from Shakespeare (ENGL 410) to multicultural literature (ENGL 449) and adolescent literature (ENGL 477). These courses further diversify students’ knowledge of and expectations for literature within the English tradition. English 410, Shakespeare, gets students up on their feet and requires them to critically evaluate the language and analyze the plays by making decisions about staging as it is related to central themes, character development, social context, and consideration of audience (see, for example, the “Class Presentation Assignment” attached to the syllabus for English 410). Another critical perspective is offered in Multicultural Literature (ENGL 449), where students explore a variety of literature with which they may have little previous experience, including Native American, Hispanic, African American and Asian American texts. In a critical essay for this course (see the assignment following the syllabus), they have several choices that add diversity to the ways they are learning to analyze literature. For example, they can relate a personal experience to issues of cultural or ethnic heritage and connect
themes from that experience to a text or texts from the course. Students who choose to write a straightforward critical essay are encouraged to draw from other media, including film, music, and art, to add comparison, contrast, or illustration to the themes they explore.

Finally, in Adolescent Literature (ENGL 477), students engage in yet another type of critical perspective, as they simultaneously conduct a critical analysis of young adult texts as readers and as potential teachers. Throughout this course, students are asked to analyze a variety of young adult works for their relationship to the genre and to consider the genre itself as it relates to young adults. For example, they are asked to do a new historical analysis of a work of historical fiction, utilizing concepts drawn from the course in literary theory. They are also asked to view a videotape of young adults discussing one of the texts they have read and to analyze the content of the taped discussion. This course therefore provides a bridge between the kinds of literary analysis students learn to do in their literature courses and the kinds of pedagogical analysis students will learn to make in their education courses (see the syllabus for more information).

The diversity of literature studied across all of the English program courses prepares prospective teachers with a depth of knowledge of texts relevant to the diverse student populations in California schools today.

We also provide prospective teachers with a breadth of study in the three remaining standards categories. In the area of language, linguistics, and literacy, we offer three courses, including an introduction to linguistics (ENGL 315), a study of second language acquisition (ENGL 475), and a grammar course that incorporates a variety of approaches to grammar study (ENGL 474). We offer three courses in the area of composition and rhetoric, including composition (ENGL 105), writing across the disciplines (ENGL 330), and research and practice in the writing process (Writing as Reflective Practice, ENGL 478). Finally, prospective teachers take three courses that are consistent with standards in the area of communications, speech, media, and creative performance; these include public speaking (COMM 101), media literacy (COMM 345/EDUC 345), and Shakespeare’s Plays (ENGL 410), a text in performance and production course.

1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.

The Matrices (pp. x) provide a comprehensive overview of the way the program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods, and core concepts in English that underlie the 6-12 curriculum. All four content domains are well represented by at least three courses in order to provide a thorough preparation that develops content from several different, though related, perspectives.

Significant ideas, structures, methods and core concepts in the discipline of English are studied throughout the program. Significant ideas and core concepts are introduced through five survey courses within Domain 1, Literature and Textual Analysis, that focus on different traditions and major literary movements (ENGL 120, 150, 210, 220, 250). In these courses prospective teachers develop breadth through the study of major works and authors spanning two continents and four centuries of literature. They study canonical works such as
Puritan letters and sermons, *The Canterbury Tales*, John Donne’s poetry, Shakespeare, and the works of Shelley, Keats, and Wordsworth. They also study alternative voices in the literature, such as American slave narratives, Charlotte Perkins Gilman, Simone de Beauvoir, James Baldwin, Gwendolyn Brooks, and Toni Cade Bambara. They study themes in non-western literature and consider ways in which their own experiences relate to and differ from the themes under study. Additional literature courses in the program (ENGL 325, 326, 327, 410, 449, and 477) provide depth through focused study on specific authors, perspectives, and genres that expand on the significant ideas and concepts developed, including an advanced study of multicultural writers (ENGL 449) and a specific look at the genre of young adult literature (ENGL 477). Toward the end of their degree program, prospective teachers learn to apply major ideas and concepts in the field independently, drawing from literary criticism, theory, and various interpretations to literature, through a course in literary theory (ENGL 420).

A focus on the structures of language (Domain 2) is provided through several courses that develop students’ knowledge and understanding of linguistics (ENGL 315, 474, and 475). Each of these classes focuses on language structures from different perspectives, including a basic introduction and examination of the human language, including language variation (ENGL 315), a focused study of grammatical structures in English (ENGL 474), and a specific look at the principles of language acquisition and development related to English learners (ENGL 475).

Finally, several courses focus on methodologies in the field (COMM 101 & 345, ENGL 102-3/105, 310, 330, 410, 478). These courses meet the requirements within content Domains 3 and 4. Students who enter the program as freshmen are provided the opportunity to develop competence in oral and written communication (COMM 101 and ENGL 102-3/105). Using Directed Self Placement (See Appendix C, p.151-154), students place themselves in the composition class that will provide the best preparation for them. Subsequent to this, prospective teachers have the opportunity to learn to use written language effectively across a variety of contexts and disciplines (ENGL 330) and to study their own writing process (ENGL 478). The foundation and prerequisite for most upper division courses in the English program, ENGL 310, Research Methods, prepares prospective teachers to develop the advanced research techniques and methods they need to succeed in the rigorous coursework demanded of them in this program. Students also learn about communication via dramatic performance of Shakespeare (ENGL 410) and via a course on media literacy (COMM/EDUC 345).

1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.

The program provides prospective single-subject English teachers with a thorough foundation in English literature, language, and writing that incorporates complex analysis of discipline-based issues, multiple perspectives and syntheses, and skill in communication,
including technology. Throughout the program, courses require prospective teachers to analyze works or concepts in light of issues that are central to the study of English. For instance, in Literary Theory (ENGL 420), students produce a final paper that is an independent analysis of a work of literature from the perspective of a major literary theory or movement. In Adolescent Literature (ENGL 477), students take a New Historical approach to look analytically at multiple works of historical fiction on war. In the most recent course on Major American Authors (ENGL 327), prospective teachers studied Faulkner and Morrison, working throughout the semester with a number of “big questions” that required complex analysis of the issues of race, gender, class, and sexuality across the two authors’ works (Please see the Syllabi and course assignments for further information and examples).

Throughout the program, courses stress the importance of synthesizing information from multiple sources and perspectives. The interdisciplinary approaches that are part of several required courses in the program naturally develop from multiple points of view (ENGL 330, COMM 345/EDUC 345, EDUC 330). The Capstone course (ENGL 499) is the culminating course for the English Bachelor’s degree and therefore represents the highest level of synthesis that students will produce in the program. We have developed a separate Capstone (ENGL 499) for prospective Single-Subject English teachers. In this Capstone project (See Course Syllabi for specifics), students do original classroom research in secondary public schools in the community. Rather than look specifically at pedagogy or teaching styles, they look at the content knowledge that is under discussion. The original research questions that they develop require them to synthesize the knowledge they have gained in their English courses at the university in order to analyze what they are seeing in the secondary schools. For instance, one student chose to compare middle school lessons on The Pearl (John Steinbeck) and Animal Farm (George Orwell) with literary criticism and her own university-level study of the two authors.

Finally, courses throughout the program stress the importance of skillful communication—oral, written, and non-verbal—as well as the appropriate use of technology. A majority of the courses in the program require oral participation through discussion, reports, and panels; many instructors incorporate participation into the grade for the course. Our writing courses develop the writing process by incorporating peer revising workshops, in which appropriate communication is stressed (See, for example, the syllabus for ENGL 330). Every upper division literature or writing course requires a written paper or project. Many of these projects develop prospective teachers’ facility at communicating with technology, including Powerpoint presentations (ENGL 310, 315, 330), live Internet presentations (ENGL 475), and a multi-media presentation (COMM 345/EDUC 345).

| 1.5 | Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned. |

The English Program at CSUCI has clearly defined program outcomes which are aligned with assessments and program reviews. The program has a coherent organizational structure that is comprised of a logical sequence of courses and other instructional components (Please see the 2006-2007 Advisement form, the 2005-06 Program Catalog Descriptions, and the 4, 5, and 6 year Graduation Road Map in Appendix D, pp. 155-160).
The course of study provides a complex, systematic approach to learning about the discipline of English, including exposure to a wide breadth of literature, focused study of central authors, issues, and concepts in the discipline, attention to the structures and methods of language use, reflective thinking, development of skill in oral and written communication, interdisciplinary applications, and a variety of pedagogical experiences, including observational fieldwork and classroom-based research.

Program Outcomes for the English program at CSUCI are as follows:

Students will be able to:
1. Express themselves effectively in writing and speech
2. Examine texts, issues, or problems in the discipline from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational)
3. Critically interpret and analyze original texts (written, visual, and electronic)
4. Effectively use and critically evaluate current scholarship in the field (literary analysis, linguistics studies, applied research, etc.)
5. Demonstrate knowledge of a range of texts, representative of genres, periods, ethnicities and genders
6. Demonstrate an understanding of how the field of English relates/can relate to other disciplines
7. Reflect substantively on their growth over time, with an accurate perception of their performance in the program
8. Gain appropriate preparation to pursue further study and/or a variety of professional paths

Assessment in the program is measured via a portfolio that all students complete during their final semester prior to graduation. The portfolio is designed to align with the program outcomes as listed above; it is organized by the content domains for subject matter understanding (see Appendix E, pp. 161-166).

Prospective teachers actually produce a more lengthy and substantive portfolio than other students in the program. Students will complete two parts for each domain: First, they provide a selection of their work designed to address four to six major standards within the domain. Second, they summarize their work within the domain with a short essay on a focused question. The essay questions have been adapted from the domain summaries provided by the California Commission on Teacher Credentialing. Consequently, the portfolio serves as a collection of work aligned directly to major standards within each domain as well as student writing and thinking about primary conceptual features of the domains.

Students receive support for this process through a discussion/study session in preparation for the portfolio. During this session, instructions will be given for the portfolio. Instructions provide students with courses that align to each of the major standards, so that they can effectively select work that addresses each issue. To further support students, a brainstorming session will immediately follow the instruction session; students will collectively generate ideas about ways to address the short essay questions. A faculty member will facilitate the discussion/scoring session.

Our subject matter program would use this portfolio to assess individual students exiting from the program, and also use results from the portfolio (samples from part two) for
program review every three years. During program review, the effectiveness of the portfolio assessment will be evaluated. As part of this review, the program faculty will also look at results of an annual survey of graduating seniors in English taken at the end of the Capstone project.

1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Academic programs at CSUCI are required to do program reviews every five years, including curriculum, assessment instruments and techniques, and learning outcomes. In the English program, assessment is an ongoing endeavor. Portfolio scoring for all students (including the subject matter program) is completed each semester and the resulting discussions recorded as part of the ongoing assessments. Semi-formal reviews are completed at a minimum of every two years, and formal reviews completed every five years. As part of an ongoing effort to incorporate current research and thinking into curriculum and program design, the program provides funding and encouragement for faculty to attend conferences, workshops, institutes, and engage in other forms of continuing education. This new knowledge is incorporated into our program review process on an ongoing basis.

Additionally, our faculty development coordinator develops an annual program of professional development workshops. Please see Appendix F, pp. 167-174, for sample flyers of presentations conducted as part of this development program. Our strong working relationship with the Education program on campus helps us to periodically review our program in light of the changing needs of public schools. Additionally, a number of the members of our faculty are current or former secondary school teachers; their experiences and understandings of the current status of California’s public schools inform our program development and review process on a regular basis.

The English faculty consider faculty development to be an important resource and opportunity; faculty members take this so seriously that they have included it into the Personnel Program Standards (PPS) for English. These were developed in 2004-05 by the current tenure-track faculty in English and comprise the standards used for Retention, Tenure, and Promotion in English at CSUCI. The relevant section is reproduced below (the complete text of both the RTP document and the English PPS are provided in Appendices G and H, pp. 175-201):

**Continual effort to improve teaching** (demonstrated by the teaching narrative, attendance at various professional development events and workshops, documented consultation with colleagues, involvement with the Faculty Development Office, and/or development of grants designed to improve teaching effectiveness)

A. Candidate participates in activities designed to improve the quality of his/her teaching at CSUCI.
B. Candidate works with colleagues in formal and/or informal ways to find ways of increasing teaching effectiveness.

Consequently, the professional development workshops mentioned in the original proposal, such as the “Best Practices” presentation and workshop by Dr. Renee Curry at CSU Monterey Bay, have been extremely well attended by CSUCI faculty, including English.

Additionally, English Faculty (both tenure-track and lecturers) have applied and received awards for professional development relating both to scholarship and teaching. Our faculty development office has provided the tables listed below to verify this:

**Awards for Development and Instructional Innovation Grants, Spring 2004**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Project Title</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adler</td>
<td>Secondary Education Book project, Research and Writing</td>
<td>Eng</td>
</tr>
<tr>
<td>Kilpatrick</td>
<td>Native American Literature Book, Research</td>
<td>Eng</td>
</tr>
<tr>
<td>Popok/Pages</td>
<td>CSUCI Freshman Writing, Anthology</td>
<td>Eng</td>
</tr>
<tr>
<td>Reder</td>
<td>Service Learning Program for Children’s Literature</td>
<td>Eng</td>
</tr>
<tr>
<td>Yudelson</td>
<td>Communications Conference</td>
<td>Eng</td>
</tr>
</tbody>
</table>

**English Faculty Awards for Mission-Related Travel, Spring 2004**

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balen, Julia</td>
<td>CSU ITL Gender Studies Program Development Workshop</td>
<td>May</td>
<td>CSU Humboldt</td>
</tr>
<tr>
<td>Christopher, Renny</td>
<td>CSU ITL Gender Studies Program Development Workshop</td>
<td>May</td>
<td>Humboldt, CA</td>
</tr>
<tr>
<td>Kilpatrick, Jacquelyn</td>
<td>AACU Greater Expectations</td>
<td>June</td>
<td>Snowbird, Utah</td>
</tr>
<tr>
<td>Popok, Christine</td>
<td>AACU Pedagogies of Engagement Conference</td>
<td>April</td>
<td>Chicago, IL</td>
</tr>
</tbody>
</table>

**English Faculty Awards for Martin V. Smith Faculty Innovation and Excellence Grants, Fall 2004**

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Adler</td>
<td>Book project: Building a Discussion Centered Classroom</td>
<td>One course release</td>
</tr>
<tr>
<td>Joan Peters</td>
<td>Developing a Team-Taught Interdisciplinary Class</td>
<td>One course release</td>
</tr>
</tbody>
</table>

**English Faculty Awards for Development and Instructional Innovation Grants, Spring 2005**
The English faculty has also been engaged in presenting workshops for other faculty on campus to illustrate effective teaching practices and research findings. Through the CSUCI Faculty Presentations (See Appendix I, p. 202), faculty members frequently present best practices to one another. Joan Peters, Assistant Professor in English, recently presented on “The End of Gender: The Future of Gender Roles.” Dr. Jacquelyn Kilpatrick, English Chair, presented “Media Images of Native Americans” during the 2003-04 series.

The Composition Faculty, composed at this time of five lecturers, created a well attended presentation titled “Evaluating Student Writing: Team Grading Demonstration and Discussion.” In this presentation they showed other faculty (both from English and other disciplines) how they have adapted the CSU Early Placement Test criteria to develop a holistic scoring process that provides regular feedback to freshman composition students.

A set of flyers from faculty development programs is provided in Appendix F, pp. 167-174.
Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Faculty members at CSUCI are very aware of the need for equitable opportunities for all students. At CSUCI the English subject matter program uses instructional, advisement and curricular practices to ensure equal access to the academic content of the program and to build important knowledge and appreciation for the contributions of diverse groups within the discipline of English.

Instructional Practices
The English faculty at CSUCI has developed a number of alternative teaching practices to insure equal access to course content. Interdisciplinary courses, for example, build on strengths that students have in one area and extend that knowledge into another, reinforcing both. Four courses in the Subject Matter Program develop interdisciplinary ways of knowing (ENGL 330, ENGL 449, Comm 345/Ed 345, EDUC 330).

Additional practices that are designed to increase equitable access include use of Blackboard to increase reinforcement of course content, to provide course materials, such as PowerPoint presentations, in advance of class sessions, and to facilitate student online discussions. See the materials attached to the syllabus for ENGL 326 for an example of how Blackboard can be used to help students develop a better understanding of course content. Instructors who teach English 475, Language in Social Context, have developed Selective Reading Guides for the theory-laden portion of the course (See Appendix J, pp. 203-207, for an example). Students have overwhelmingly responded to the reading guides, commenting that the guides helped them to access and make sense of difficult material. A number of courses use journals or the equivalent to provide students with a model and a requirement for reflective thinking and meaning making (ENGL 326, 327, 410, 449, 477).

Additionally, the faculty actively promotes the Writing Center, inviting Writing Center tutors to make presentations in classes across campus and recommending it to specific students in need of assistance, including those who speak English as a second language. Faculty members also invite students to come to their office hours in order to discuss projects and gain feedback to improve understandings about the course.

Advisement
Beginning this fall, the English program has provided a dedicated advisor in the field of English Education for prospective teachers. This advisor is a former California public secondary school teacher who is well-prepared to provide career advice to students seeking help and/or options. Access to the advisor has been increased by providing information and presentations to the campus advising center, which prominently posts the English Education Advisor’s office hours and location. Additionally, an informational session is held every semester to provide information to students interested in the program. Outreach continues to ensure equitable access to career information.
Curriculum Practices
The intersection of race, class, and gender form central constructs for many of our English classes, particularly English 327, 420, and 449. In English 477, Adolescent Literature, we ask students to look at how social institutions such as religion, government, and schooling affect individuals, particularly adolescents, and how the literature responds to such challenges. It is significant that three of our five tenure-track faculty in English have extensive background in gender studies (Renny Christopher, Julia Balen, and Joan Peters) and bring this background to bear on course topics.

All English students are required to take a course in multicultural literature, which explores the contributions made to the field by Native Americans, Asian Americans, Hispanics, and African Americans. Instructors who teach the lower division survey courses (120, 150, 220, 250) also bring non-mainstream writers into their survey of major works and time periods in English (See course syllabi). For example, English 220, American Literature, focuses on developments in women’s writing, the complicated concept of “Americans” (including the work of W.E.B. DuBois), the Harlem Renaissance, and works by authors such as James Baldwin, Frank Chin, Leslie Marmon Silko, and Helena Mira Viramontes.

English Subject Matter students are also required to take Themes in Non-Western Literature (ENGL 210), described in the course proposal as “A survey of world literature, focusing largely on texts by non-western authors, organized around one or more themes. Texts studied are primarily written by authors from the following: Asia, India and Pakistan, the Middle East, Africa, and Latin America.” The objectives for the course include the following:
Students will be able to:
1. Articulate common elements in literature across time, space, and culture
2. Discuss differences across texts
3. Analyze a theme using multiple works
4. Articulate the perspective they bring to the theme/texts and reflect on how their (largely Western) perspective affects their reading and understanding of the literature and culture represented
5. Analyze texts as works of literature
In particular, item four focuses on developing an awareness of ethnocentric approaches to this body of literature, which may appear foreign to students unfamiliar with the countries and cultures represented. By introducing a common theme that connects these varied texts, we seek to help prospective teachers both articulate their own understandings of the theme and develop an appreciation for perspectives that are different from their own. This thematic approach has the added benefit of modeling a curricular practice that we would like future teachers to develop in their own teaching.

English 210 logically belongs with other lower division survey classes. Students may, therefore, take courses such as Introduction to World Literature at the community college and transfer the credit in. We will review the content of such transfer requests to verify that students have had some exposure to non-western literature before granting transfer credit for this course.
Required Elements:

2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.

All undergraduate students at CSUCI must be certified in General Education (GE) upon graduation. There are several GE categories at CSUCI that meet the above standard. The General Education Committee reviews proposed courses using University Senate approved criteria (See Appendix K, pp. 208-212). All students have a three unit multicultural course in their General Education Requirements—Category C3b. The criteria for Category C3B: Multicultural Courses are as follows:

- Expose students to other cultures by addressing issues, “ways of knowing” and perspectives from at least two cultures. Must be linked to contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability and community.

Students in the subject matter program in English at CSUCI take ENGL 499, Multicultural Literature, to satisfy this category. Additionally, Students at CSUCI must have 12 units in Category D: Social Perspectives. This category requires the following criteria be met for inclusion in the General Education Program:

- Promote understanding of how the issues relevant to social, political, contemporary/historical, economic educational or psychological realities interact with each other within the realm of human experience;
- Focus on how a social science discipline conceives and studies human existence;
- Address issues using the methods commonly employed by a social science discipline.

Students in the subject matter program take EDUC 330, Introduction to Secondary Schooling, to satisfy Category D (and as their early field experience course). Finally, students must complete three units in GE Category E: Human Physiological and Psychological Perspectives. The criteria for courses to be included in this category are:

- Focus on some aspect of human physiology, psychology, health, or physical activity;
- Promote an understanding that humans, as physiological and psychological beings, exist and live in a social and physical environment.

Students in the subject matter program may choose from a variety of courses to satisfy this requirement; we recommend SPED 345, Individuals with Disabilities, because it provides them with an understanding and appreciation for human differences and similarities in the area of exceptionality.

Additionally, in the core program in English, prospective teachers study linguistics, the basic components of human language, and discuss the differences and similarities between human languages (ENGL 315). They learn about the social context for language
development and discuss a range of issues surrounding the status of second language learners in California and nationally, including linguistic, social, educational, historical, cultural, and geographic contexts (ENGL 475).

2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.

CSUCI resides in a diverse county in California, and our public school student population is representative of the county. Please refer to the table below for the breakdown of Ventura County student population by ethnicity.

**Students by Ethnicity; Ventura County, 2002-03**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrollment</th>
<th>Percent of Total</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1,208</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>5,221</td>
<td>3.6%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>515</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2,890</td>
<td>2.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64,459</td>
<td>44.7%</td>
<td>45.2%</td>
</tr>
<tr>
<td>African American</td>
<td>3,318</td>
<td>2.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>White</td>
<td>66,181</td>
<td>45.8%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Multiple/No Response</td>
<td>560</td>
<td>0.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total</td>
<td>144,352</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Students by Ethnicity Source: Educational Demographics Office, CBEDS (sifae02 5/7/03)*

The Division of Student Affairs has an outreach program that recruits students from local high schools and community colleges. The University Outreach Program is an early academic outreach program aimed at preparing and motivating low income and educationally disadvantaged elementary and middle school students to pursue and successfully complete a post secondary education. The goal of the program is to offer positive reinforcement and develop a commitment to higher education, including making students aware of the educational options and resources available to them and encouraging students to plan and prepare academically and financially for college. An additional part of the outreach program is advising students of their career options after they complete their studies at Channel Islands, with special attention to pathways leading to a teaching credential. CSUCI is committed to serving all students in Ventura County with a special emphasis on recruiting first generation college students.

According to Jane Sweetland, CSUCI Dean of Enrollment Services,

Recruiters actively target all public and most private high schools and community colleges in Ventura, southern Santa Barbara, and northern LA counties. Although much of our early work was “reactive” – that is, responsive to expressed demand at specific locations, we are now actively engaged in proactive strategic planning. We
are analyzing where our students are coming from, with a particular eye to how we might increase our population of under-represented groups.

My assistant, Sherie, has also compiled a grid showing the demographics of area schools. Our intent is to use this information to further hone our message, and better utilize the resources available through Outreach, EOP, financial aid, and recruitment. Representatives from each of these areas are actively engaged in identifying and reaching diverse audiences through presentations in both English and Spanish. (email from 10/4/2004)

Included in Appendix L (pp. 213-223) of this document is a chart showing the demographics of students in Ventura County (Educational Demographics Office, CBEDS, 01 5/1/02), a contact map showing targeted areas for recruitment, a matrix of local and regional high schools and community colleges with demographics, and a demographic map targeting areas with diverse populations for recruitment.

In addition to the recruitment underway by Enrollment Services and the coordination in process with outreach, EOP, and financial aid, the teaching credential office at CSUCI does outreach in various ways to recruit prospective teachers, including those from diverse backgrounds. Information meetings are held several times a semester and are publicized in the local newspaper and on the Education program website. Advisors from the program host booths at the annual job fairs held on campus. The credential office works with Mini-Corps, a program that provides services to migrant children, to recruit prospective teachers. The Mini-Corps program serves undergraduate students who have a migrant background who have an interest in teaching. Some Mini-Corps students are interested in middle or high school teaching and are placed in schools as paid teaching assistants. Mini-Corps has an office housed at CSUCI.

Faculty members at CSUCI have also been active in serving migrant students in the Ventura County region. A Summer College for High School Students was created to help migrant students earn college credit and transition to CSUCI. Programs include help with language, study skills, career and discipline information. Students also take a 3 credit course at CSUCI that gives them college credit. The Summer College Program also provides these students with school supplies, a computer to use during the summer course, and free transportation to campus. Courses offered have included forensic science, anthropology, and psychology. English faculty members have offered to teach courses in future sessions of this program. For more information on this program or other programs which demonstrate CSUCI’s commitment to Ventura County, please see page 36 of the CSUCI Educational Effectiveness Report—2004, a publicly available submission to the Western Association of Schools and Colleges, at http://www.csuci.edu/accreditation/1.%20EER/1.%20Report/Educ%20Effectiveness%20Rep ort.pdf.

The education and English programs at CSUCI also recruit prospective teachers from diverse populations. For example, the “Diversity Funds Summer 04 Planning Team,” made up of professors in the education program, recently held a series of writing workshops, offered test
preparation scholarships or reimbursement, and provided bookstore gift certificates for students who come from “environments where teaching has not been a common career goal” (Scholarship Application). These materials are included in Appendix X (p. x) of this document.

The English program is also working to recruit prospective teachers. For example, recently two of our faculty (Mary Adler and Julia Balen) participated in a Career Day at Blackstock Junior High School in south Oxnard. This is a Title I school made up of Latino, Filipino, African American, Caucasian, Pacific Islander and Asian students, of whom 79% qualify to participate in the federal free and reduced lunch program. An email from the Career Development Coordinator at the school is included in Appendix M (pp. 224-225) as an example of the kind of outreach the English program has been engaging in and will continue to do in the future.

CSUCI opened to transfer students in the 2002-2003 Academic Year (AY). As programs are being developed and begin coming on-line information is disseminated to students through both formal and informal means. Formally, there are five to six campus-wide advising sessions for prospective students each year. Beginning in the 2003-2004 AY, there were ten majors and seven minor-only programs for continuing transfer, new transfer, and freshman to select for their area of study. Two majors (Biology and English) are submitting documents for subject matter programs to the CCTC for review and initial approval. A third major, Mathematics, has just received initial approval. Faculty members associated with these majors have been advising students both formally and informally on the prospective subject matter programs. As the programs are being developed and finalized, information meetings are scheduled each semester for students wishing to be admitted into the subject matter programs.

2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.

The core program in English includes the explicit study of texts by ethnically and racially diverse authors, including Asian American, Hispanic American, Native American, and African American literature (ENGL 449, Multicultural Literature). The learning outcomes for this course specify that students should be able to: describe, understand and analyze the connections between literature and ethnic identity; critically examine from various perspectives how literary representation and cultures interact; reflect in written and oral form on the various aspects of textual culture; critically analyze the meaning of texts within their original context as well as defined by critical practices; and develop new ways of thinking about texts, identities, and cultures. Authors studied may include such diverse authors as Sherman Alexie, Gloria Anzaldua, Sandra Cisneros, Louise Erdrich, Toni Morrison, and Maxine Hong Kingston.

In addition, courses across the program operate with an expectation that readings will reflect contributions from a diverse global population. For example, the Adolescent Literature (ENGL 477) course includes texts by authors such as Christopher Paul Curtis, Walter Dean Myers, and Pam Munoz Ryan. In the same course, students also overtly discuss
what it means to teach multicultural literature, reading excerpts from such texts as *Reading Across Cultures: Teaching Literature in a Diverse Society* (Rogers, T. & A. O. Soter, 1997). In the most recent offering of Major American Authors (ENGL 327), students studied themes of race among works of two very different authors: William Faulkner and Toni Morrison. As the instructor explained, “by putting these two writers in conversation with one another, we will be able to examine themes of race, class, and gender as they shape and are shaped by these two Nobel-prize winning writers” (Renny Christopher, Syllabus, ENGL 327).

**Works Cited**

2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.

Students with special needs are referred to the X office. X represents a team of professionals including career counselors, health and wellness experts, disabilities accommodations specialists, counseling psychologists, and liaisons to campus programs and departments. The mission of the office is to prepare students to meet the challenges of the real world that exist inside and outside the classroom. It focuses on the development of the student in mind, body, and spirit, and provides service and learning opportunities that advance the student's overall development. It accomplishes this mission by:

- Providing comprehensive career development services to help students integrate their educational experiences with lifelong learning and career opportunities through effective academic/career decision-making, planning, and job search;
- Improving student achievement by identifying and reducing health barriers to learning through student health promotion and disease and injury prevention;
- Assisting students with disabilities to realize their academic and personal potential through quality student services that comply with Section 504 of the Federal Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990;
- Providing counseling services that facilitate the social-emotional adjustment of students who experience life challenges that interfere with personal growth and adjustment to university life.

Students who need to gain equitable access to course content are entitled to a wide variety of services, including disability management counseling, a computer lab with assistive software, test proctoring with extended time, scribes for examinations, and alternate format services. Students identified as needing assistance may also request note-takers or taped lectures, readers, recordings for the Blind & Dyslexic (limited services), Sign Language Interpreters, and Computer Aided Real-time Translation (CART).

English faculty work to ensure equitable access. Faculty hold regular, posted office hours to academically assist students outside of the classroom. Various technologies are incorporated into classes to improve communication with students, including the use of Blackboard. The CSUCI help desk and library staff provide assistance to students who need
help in learning how to use Blackboard. The library staff is also available to help students develop skill in accessing materials for their research projects.

More importantly, faculty members in the English program recognize the importance of creating a culture and climate which promotes the inclusion of students of color and other diverse backgrounds. This recognition is most evident through the texts and resources chosen for courses as well as the diversity in the CSUCI required and elective curriculum. The English Program is second only to the History Program at CSUCI for the number of courses offered that have significant ethnic and racial diversity content, with 13 upper division courses (WASC Document, pg. 33).

Through the English program, all students become familiar with literature by authors of color, such as Toni Morrison, Sandra Cisneros, Maxine Hong Kingston, and Gloria Anzaldúa. Students have many options for courses that reflect the contributions of such authors, including required courses such as Multicultural Literature (ENGL 449), but also optional course offerings as diverse as American Ethnic Images in Novels, Film and Art (ENGL 345), an upper division Interdisciplinary course; Gay/Lesbian/Bisexual/Transgender Studies (ENGL 433), an English elective; and Bilingual Literary Studies/Estudios Literarios Bilingües (ENGL 455), a bilingual course exploring the literature of North and South America in its original language. Students also have two opportunities to explore literature from non-Western writers: they may choose a non-Western major authors course as one of the two required; they are also required to take ENGL 210, Themes in Non-Western Literature. This latter course includes among its outcomes the ability among students to “Articulate the perspective they bring to the theme/texts and reflect on how their (largely Western) perspective affects their reading and understanding of the literature and culture represented” (ENGL 210 Course proposal).

In addition to curriculum that reflects the experiences of students from diverse backgrounds, an Assistant Professor in English, Joan Peters, has developed a Speakers Series where authors from primarily non-traditional backgrounds come to campus to share their experiences and talk about their success in writing. Visiting authors have included Luis Rodriguez, Joan Silber, Michelle Tea, [Red Azalea author], Maria Emparo Escandon, and Fannie Flagg.

In order to create a culture that values the contributions of diverse students, the whole university community must become involved. In addition to English, 63 campus courses with significant ethnic and racial diversity content are offered through a variety of programs, including anthropology (6), Art (11), Education (9), History (24), and music (4; WASC document, pg. 33). English students have access to many of these courses through their upper-division general education requirements and through elective choices. Beyond course offerings, the English Program has been active in helping to create a campus-wide culture in which the contributions of writers of color are recognized. A Professor of English, Renny Christopher, chaired the Campus Reading Committee, which selected Rain of Gold for the entire campus to read and discuss in September 2004. The author, Victor Villaseñor, came to campus for three highly publicized days during which he lectured, attended classes, and held discussions with students, staff, and faculty. A number of faculty members across the
campus, including those in English, incorporated *Rain of Gold* in their course curriculum. For example, students in ENGL 477, Adolescent Literature, read the text and discussed how it relates to the genre of young adult literature.

CSUCI also makes use of co-curricular programs in order to “underscore the role of racial and ethnic diversity to enhance the educational experience of our students” (WASC, p. 34). These include, for instance, celebrations for African American History Month, a field trip to the Museum of Tolerance, a celebration of food and music of Latin America, and Cesar Chavez Day and Mexican Independence Day celebrations.

We recognize that celebrating the cultures of our diverse students is not enough, however. Many of our diverse students are also non-traditional or first generation college students who may speak or write non-standard English or who are otherwise not academically prepared to succeed in college coursework. The English program provides these students with a number of opportunities to succeed in our coursework. The University Writing Center actively advertises its services in English courses (and throughout the campus, See Appendix T, p. 243); instructors frequently refer students in need of specific writing instruction to the Writing Center for assistance. Our required writing courses (English 102/3 or 105, English 330) use portfolios so that students may significantly revise their work and utilize the Writing Center as well as instructor office hours for assistance in improving errors. Additionally, all students are required to take Research Methods (ENGL 310) which is team-taught by the University Librarian. This course makes students aware of the academic resources that the library provides to them and requires that students demonstrate their capability in utilizing these resources in order to complete the course.

Students at CSUCI are directed to make use of Financial Aid and EOP to assist them financially with college expenses. The EOP office at CSUCI provides the following support services to students from disadvantaged backgrounds:

- Assistance with the admissions and financial aid process
- Academic guidance and programming
- Tutoring services
- Summer Bridge program (for incoming freshmen)
- Student leadership development
- Career planning
- Academic development workshops
- Personal counseling and support

(source: http://www.csuci.edu/students/enrolled/life/eop.htm)

Additionally, the majority of our faculty utilizes the library text reserve and/or electronic reserve; this enables students who have financial difficulties to access texts either electronically or in person without having to purchase them. The English faculty has developed, through faculty personal contributions, a Faculty Scholarship Program to assist high achieving juniors financially with expenses during their senior year. Each year the faculty collect approximately $600 for the scholarship award. A flyer for the scholarship is included in Appendix N (pp. 226-227).
2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Faculty members at CSUCI are valued and retained for their commitment to teaching. The University Retention, Tenure, and Promotion document (see Appendix G, pp. 175-193) lists teaching as the primary focus for all CSUCI professors. Channel Islands professors are aware of current learning theory and strive to make all content accessible to all students.

Faculty members are encouraged to try new teaching techniques, including small group discussions, group work, and authentic activities. The Office of Faculty Development offers a wide array of resources and workshops for faculty to improve and refine their classroom practices and to make content accessible to all students. For example, in a workshop this academic year, a guest speaker instructed the faculty in ways to use classroom assessment techniques that involve students in assessing their own learning (Renee Curry, Presentation, CSUCI, January, 2004). The faculty is invited to teaching workshops such as these every semester to learn valuable and innovative strategies to use in their teaching.

Faculty in the English program utilize a wide range of pedagogical and instructional approaches to academic learning, including discussion-based classrooms, role-playing/acting, writing process work, collaborative projects, and student-led presentations. There is a strong relationship between these different approaches and cognition and learning theory. First, we recognize that learning and cognition are developed through engagement in problem-solving activity (Leont’ev, 1981). In the context of undergraduate English instruction, students learn by developing tools to use as they participate in the everyday practices that construct the discipline—that is, the authentic activities that professionals in the field regularly undertake. They also begin to appropriate ways of thinking and doing. A number of researchers refer to this activity-based learning process as situated cognition (Brown, Collins, & Duguid, 1989; Lave & Wegner, 1991). They emphasize the importance of authentic practice and use an “apprenticeship” model to underscore the importance of active participation within legitimate contexts. This idea of an “apprenticeship” approach to learning has also been explored by researchers in the field of literacy (Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999) who have found that learning increases among secondary students when they are engaged in overt, reflective discussions of the processes and strategies being used to make sense of text.

English courses at CSUCI strive to acculturate students into the discipline by involving them in a variety of activities that reflect authentic practices within the field. For instance, the role-playing/acting activity that students engage in within the Shakespeare course is one of the most authentic ways to use Shakespeare’s work. By “trying on” Shakespeare’s language through acting and directing different scenes and considering alternative staging possibilities, prospective teachers are being apprenticed into the field of theater production. They appropriate the language of directors and actors and learn to think
about drama in a vastly different way than if they were instead required to read the plays silently and discuss them as passive texts.

Similarly, practices in other courses also involve students in authentic activity that develops their skill with the tools most essential to the discipline. In discussion-based classrooms (Such as ENGL 449, Multicultural Literature, and ENGL 477, Adolescent Literature), students learn how to make claims about literature that are substantiated. They also learn to consider alternative viewpoints and to rethink their perspective in light of contrary evidence. Such activities are commonly practiced by professionals within the field, through written conversations (via MLA publications, for instance) as well as through conference presentations. Students also are apprenticed as writers, learning how to use journals to explore their thinking, how to take their work seriously through the writing process, how to evaluate the content of their papers through the use of rubrics, and how to revise their work for a portfolio or larger project (English 102/3, 330, 478). Finally, students are acculturated into ways of doing that are authentic within the field, including involvement in collaborative projects (Engl 475, Comm/Ed 345) and oral presentations (Comm 101, Engl 315, Engl 330).

To illustrate some of the varied approaches mentioned above, here are quotes from syllabi representing courses in the program:

• From ENGL 105, Principles section: “The more often you collaborate with your classmates—in discussion, in study groups, on papers—the richer the experience will be for you … all of you are capable of succeeding in my class. My job is to help you succeed.”

• From ENGL 310, Course goals: “To learn to work responsibly with other scholars as a collaborator or critic.”

• From ENGL 315, Method for Assessment: “The goals of the [presentation] panels are to develop oral communication, presentation skills, skills of collaboration, and principles of evaluation.”

• From ENGL 326, Expected Student Outcomes: “[Students will] build written abilities by doing successive drafts of their term paper.”

• From ENGL 330, Course description: “Working with one another helps make the writing process clearer and less like the hard work it is.”

• From ENGL 410, Course Description: “Shakespeare’s plays are, well, plays. While we will study the usual aspects of these texts as literature—language, content, form and style—we will approach these elements as parts of a whole which includes spoken speech and other sounds as well as physical form and movement. This will often require work ‘on the feet’.”

• From ENGL 477, Course Description: “We will always first explore these texts as readers ourselves, engaging with one another in literary discussions, bringing to bear our past and present experiences, our knowledge of related ‘texts,’ as well as knowledge of literary elements and the author’s craft.”

Additionally, the faculty in the English program, like those throughout the University, emphasize components of the CSUCI mission statement, including interdisciplinarity and
service-learning. These integrated and hands-on teaching approaches serve to motivate a variety of students to become involved in their learning.

Works Cited


Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher’s program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Response:

As a new and growing institution, CSUCI is developing its technology and technological resources as a 21st Century University. We are committed to offering a rigorous, collaborative subject matter preparation experience in a technologically rich context. Our future teaching candidates must be able to not only use current technologies but also be on the forefront of classroom innovation in applying those technologies to teaching K-12 students. During subject matter preparation students will be exposed to technologies used within the discipline as well as technologies used in everyday society. This foundational knowledge will be the basis for further exploration and application during the single subject credential program.

Required Elements:

3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.

The following resources are available for all students on campus:

• **Computer Facilities for Students**
  
The Instructional Computing Labs consist of two classrooms, which are used for scheduled classes; one has 30 Macintosh computers and the other has 35 PCs. A third computer lab is open to students six days per week. This lab has 11 Macintosh computers and 25 PCs. The computers are all configured with a standard list of applications developed to support instruction. Additional software applications are loaded at the request of faculty to support individual courses. The appropriate faculty members make the academic software package decisions for their courses.

• **Training for students**
  
The University provides open lab facilities for students that are managed by full time IT staff and trained student assistants. The software programs required for classes are available for check out or are loaded onto the computer lab machines. Several operating systems are available for student use and training in the library.

  The program faculty in English utilize a range of technology resources in their courses, which have been selected based on the most appropriate technology for that course’s curriculum and focus. For instance, a number of instructors use the Internet in different ways.
In ENGL 477, Adolescent Literature, students are involved in a unit of study on censorship, in which they search the Internet for recent censorship cases and synthesize the claims. These claims are then analyzed in relation to the original text. In ENGL 475, Language in Social Context, students evaluate a variety of available websites on second language acquisition issues and select a useful site for further analysis. ENGL 310, Research Methods, is team-taught with our University Librarian. In this course, students use the Internet and other online resources to find, evaluate, and document material for both literary and non-literary topics. For these purposes, students receive detailed instruction in methods of online searching, exposure to newspaper databases and local newspaper websites, and an overview of electronic federal, state, and local government publications. In this course, students also learn how to find and evaluate images, video clips, and sounds for use in PowerPoint presentations.

The majority of the courses in the program require students to use electronic resources to locate information for use in presentations, reports, or other classroom activities. Moreover, Blackboard is utilized in many courses to provide students with communication resources beyond the physical classroom (ENGL 150, 250, 326, 327, COMM/EDUC 345, EDUC 330, ENGL 474, 475, 477, and 478). Particular features of Blackboard, such as the discussion boards, create an electronic environment for students to continue to discuss course topics in collaborative ways.

3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.

The University Library offers several reference and electronic resources that support research in education. These include dictionaries, handbooks and encyclopedias. Representative titles include AskERIC (Educational Resources Information Center), California Department of Education, including STAR test results, Chronicle of Higher Education, Education Code, Education Week (Online Magazine), Statistical Abstracts of the United States, U.S. Department of Education Information, Reference Resources for Children’s Literature, Young Adult Reading List, ERIC Clearinghouse on Assessment and Evaluation – Test Locator, ERIC Clearinghouse on Reading, English and Communication and JSTOR.

CSUCI students will also have access to a variety of on-line curriculum materials, including Education Connection, Environmental Resources (K-12), History Resources, Institute for Learning Technologies (K-12 resources), MathMagic (K-12), Mathematical Problem Solving Strategies, NASA Space-link, Parents and Children Together Online (online journal dealing with literacy), Quest! NASA’s Technology and Literacy Page, Teachnet (The Teachers Network) and TEAMS Distance Learning – Resources for K-12 Teachers.

Prospective teachers in the English Education program take a course in Research Methods (ENGL 310) that provides instruction in appropriate tools and strategies for research (as described in section 3.1, above), collection of data, interpretation and analysis of data acquired, integration of data into a research report, and appropriate presentation of the
report using the Powerpoint presentation technology. Powerpoint technology is also used in Media Literacy and Youth Culture (COMM 345/EDUC 345), in which students prepare a multimedia presentation on the media for secondary school students. Students in Approaches to English Grammar (ENGL 474) use web technology to design a website educating the public about appropriate and correct grammar usage. In Language in Social Context (ENGL 475), students demonstrate their analysis of relevant Internet websites by providing their peers with a real-time demonstration and analysis of a useful site.

3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Throughout the English program, prospective teachers use current and emerging technologies in their research and presentations. For example, they are expected to be able to use available technologies to find and evaluate articles in scholarly journals. Students use the Modern Language Association (MLA) bibliography resources, the Academic Search Elite, and the Expanded Academic Index. Faculty work closely with the library to schedule training for students in using current and new technologies as they become available to us.

During their English Education capstone at the culmination of the program, prospective teachers make extensive use of technology relevant to work in English Education. Not only do they use research databases to search for content-based information, such as literary analyses of a particular text or author, but they also look at educational research on specific pedagogies of teaching that they have observed in classrooms. At this point in the program they are also introduced to WriteNote (a student version of Endnote), an electronic bibliographic database offered free to students at CSUCI. Using this electronic program, students create an annotated bibliography of materials they have read or research they plan to use in their Capstone report.

In addition to these uses of current technology within the discipline, digital equipment is available for loan to students on campus, including cameras and video recorders. The faculty is involved in learning new ways to make such technology relevant to the discipline so that they can integrate it more completely into course curricula. For example, CSUCI faculty, including one from English, will attend the Teacher-Scholar Institute sponsored by the California State Institute for Teaching and Learning in June, 2004 (See the brochure in Appendix O, p. 228). Several sessions focus on the integration of technology into University courses.
Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Response

Prospective teachers develop their content literacy and skills in academic discourse in every course required for the English Education emphasis at CSUCI. Program courses and fieldwork prepare them to listen, speak, read, and write in academic ways appropriate to the discipline of English. A number of examples are discussed below.

Language in Social Context (ENGL 475), a prerequisite for the Single Subject credential program, focuses specifically on the nature of literacy. Within this course, students read and discuss Au’s (1993) definition of literacy and relate it to their own understanding of the term as well as to practical and theoretical knowledge of second language learners. They also explicitly discuss language usage and societal expectations in the context of Standard English. For their final paper, they review their journals and other course materials to analyze the learning they have acquired over the course of the semester, and they prepare a reflective paper in which they explore this new knowledge.

Reflective activities such as the final paper in ENGL 475, described above, are designed to develop students’ personal understanding of course topics and to extend students’ knowledge about central ideas in the course. A number of English courses at CSUCI use reflective and analytical activities for this purpose, including Writing in the Disciplines (ENGL 330), Adolescent Literature (ENGL 477), and Writing as Reflective Practice (ENGL 478).

In a fieldwork course, Introduction to Secondary Schooling (EDUC 330), students will be placed in local middle and high schools classrooms in their content major and have seminars with university educators and content specialists to discuss subject matter coverage and teaching at various grade levels. Through this course, students are introduced to elements of literacy as they relate to secondary school content, concepts and issues. This early fieldwork is complemented by the Capstone project (ENGL 499), in which students analyze the language, content, and discourse of their discipline at the secondary level, and compare their findings with their university level preparation.

Works Cited

Required Elements:

4.1 The program develops prospective teachers’ abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
The English Education program at CSUCI prepares prospective teachers to use academic language, content, and thinking in ways appropriate to the discipline, including analysis, synthesis, reflection, and evaluation.

In Writing in the Disciplines (ENGL 330), prospective teachers apply a variety of writing and research techniques with a special emphasis on learning how to write appropriately for different disciplines. The course is designed to prepare students for successful academic writing. Through intensive writing practice, students are expected to learn how to determine what is expected of them in a writing task, how to develop a focus for their work, how to compose a well-organized, fully developed piece of writing, and finally how to follow the grammatical and stylistic conventions within different disciplines. For their final assessment, students submit a portfolio in which they include a reflective letter addressing the knowledge they have gained and the learning experiences they have had during the course.

Our upper division literature courses, including Major British and European Authors (ENGL 326) and Major American Authors (ENGL 327), develop students’ abilities to use academic language in a thorough, thoughtful investigation of one or two authors’ works. In these classes students have opportunities to develop the discourse of literary analysis—by listening actively or participating during class discussions, by exploring key concepts in written papers, or by working with their peers to produce a panel exploration of the work(s) under discussion. Knowledge of these important figures in the field will enhance and broaden students’ understanding of the discipline and how it has evolved over time.

A writing course, Writing as Reflective Practice (ENGL 478), is designed to develop students’ abilities to be effective writers by focusing on students’ awareness of the mental processes they undergo as they write. In this course, prospective teachers will focus on identifying, planning, and monitoring their thinking during the writing process, with a goal toward deliberate selection of strategies to improve their written products.

4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.

The variety and range of courses in CSUCI’s English program create a rich academic and technical discourse in which students actively participate. In Introduction to Modern Linguistics (ENGL 315), prospective teachers analyze the terminology used in language study, including phonology, morphology, syntax, and semantics. In Media Literacy and Youth Culture (COMM 345/EDUC 345), prospective teachers develop skill with the technical terminology of mass media. In Shakespeare’s Plays (ENGL 410), students develop a stage vocabulary, learning terms relating to staging and production. In Literary Theory (ENGL 420), students build an understanding of the language of criticism and theory through the study of critical approaches such as postmodernism and psychoanalysis. In Approaches to English Grammar (ENGL 474), students refine their knowledge of terminology gained from linguistics and apply it to the analysis of the form and function of language. The
Language in Social Context course (ENGL 475) builds on the linguistics foundation students have acquired previously in the program and links students’ knowledge of text and language structures to second language acquisition theory. Students in ENGL 475 have the opportunity to apply this new terminology to practice (by assessing levels of language proficiency among English learners, for instance) as well as to research (discussing cognitive and sociocultural theories of learning).

Prospective teachers are expected to know and use appropriate research conventions for English in every course offered as part of the single subject preparation program in English. Students develop a foundation for discipline-specific research conventions in Research Methods (ENGL 310), a course team-taught by English and Library faculty. In this class, students are taken step-by-step through extensive instruction in research practices, written presentation of research findings, and appropriate bibliographic methods. CSUCI upper division courses build upon this foundation by requiring original research, ranging from a study of Internet websites (ENGL 475) to thematic study of course readings (ENGL 326) to an extended research paper (Capstone, ENGL 499).

4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

The English program at CSUCI provides prospective teachers with opportunities to learn and demonstrate their learning about English literature, language, and writing through all of the modalities, including reading, writing, listening, speaking, communicating and reasoning.

While each English course at CSUCI focuses on developing skills across modalities, the strength of emphasis relates to the focus of the course. Students in our literature courses have the opportunity to become analytical readers. Our lower division literature courses (ENGL 120, 150, 220, and 250) focus specifically on developing students’ skills in basic interpretation and analysis within the discipline, including knowledge of genre features, analysis of basic elements of literature, awareness of major works in the field, and understanding of major literary movements and traditions. Students demonstrate their reading and analysis skills through writing, speaking, and reasoning. Our upper division literature courses (ENGL 326, 327, 410, 477) focus on students’ use of critical thinking and analysis through in-depth close readings of multiple texts, including those written by a single author. This learning is enhanced and deepened by a required course in Literary Theory (ENGL 420), in which prospective teachers learn to apply criticism to a text of their choice. Students in all of these courses participate by talking and listening actively in class discussions as well as developing thoughtful reasoning in their written papers and projects.

In addition to our literature courses that require students to demonstrate a sizable component of their learning through written products, several courses provide prospective teachers with a focused opportunity to develop proficiency in writing. An entry level writing course, Composition and Rhetoric I (ENGL 105), provides help for prospective teachers
early in the English program, with focused instruction and practice in writing university-level expository and persuasive prose. Writing Across the Disciplines, ENGL 330, is an upper division course that extends this early learning by helping students learn how to produce successful academic writing across the disciplines. ENGL 330 focuses on planning, research, and organization, as well as strategies for writing and conventions for grammar and style. A third writing course, taken toward the end of the program, focuses on Writing as Reflective Practice (ENGL 478). In this course students develop both writing and reasoning abilities by analyzing their own writing processes and applying their findings purposefully to make their writing more effective.

Students in our linguistics, literacy or language courses have opportunities to develop strength in reasoning. For example, in Introduction to Linguistics, ENGL 315, students study basic linguistic concepts and then apply these concepts, as well as linguistic methods, in an independent paper. In Approaches to English Grammar (ENGL 474), they learn how to look analytically at language structures, differentiating between form, function, and meaning. Finally, prospective teachers study research and theory of second language acquisition (ENGL 475). For the final paper in ENGL 475, they reflectively and analytically look at the learning they have gained in the course, using writing to communicate growth in reasoning and indicating their present understanding of how they will use the knowledge they have gained in their teaching career.

Three courses focus specifically on the remaining modalities of speaking, listening, and communicating. In Public Speaking (COMM 101), prospective teachers polish their skills in public communication and develop strength in persuasive and impromptu speaking. They also receive course credit for being an active, constructive listener for other speakers in the class. Media Literacy and Youth Culture (COMM 345/EDUC 345) portrays communication in a broader context, and encourages prospective teachers to “listen” to the media and analyze it to understand the ramifications behind this form of communication. Prospective teachers in this course go out into schools for their final project, speaking to youth about the media and helping them to become more savvy about marketing techniques. Finally, Shakespeare’s Plays (ENGL 410) provides prospective teachers with the opportunity to learn how to communicate physically with an audience, through visual composition, textual analysis, staged readings, and stage directing.
Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

If prospective Single Subject teachers are expected to use effective curriculum practices, instructional strategies and assessments in their own classrooms, they must have models for such learning experiences during their undergraduate career. Faculty members in English at CSUCI provide students with a variety of effective learning opportunities that are consistent throughout the program.

Effective Curriculum Practices

In a NCTE award winning work, Arthur Applebee (1996) has written persuasively of the importance of involving students in what he calls Curriculum as Conversation, in which students become part of a larger discussion that threads across works. In this kind of curriculum, students become aware of and involved in important conversations in the field of English. Subsequent research has connected this type of instruction with higher student achievement (Applebee, Burroughs, & Stevens, 2000). By exploring these issues in active ways throughout the course, students are initiated into the discipline. Equally important, they are provided with frequent and consistent opportunities to use the skills and knowledge they have developed over time. Knowledge becomes viewed as something that grows and builds, and students begin to see that learning involves more than memorizing facts and information in the short term.

In the curriculum within English courses at CSUCI, prospective students are involved in a number of important conversations that extend and build over time. Through their lower-division survey courses, students develop chronological knowledge of the major literary periods in American, British and European literature. However, these courses are also explicitly designed to include lesser-known authors from a variety of cultural and geographical location. As such, they not only provide a model for a chronological conversation, but they also demonstrate the importance of inclusion of literature by women and authors of color. Unlike many universities, the English program requires four lower division courses, recognizing the importance of major literary periods as foundational knowledge in the discipline of English. With two semesters each for American and British/European Literature, instructors can take enough time to delve into both the major works and the important works from lesser-known authors that are typically dropped from a one-semester course.

Upper-division courses build on this foundational knowledge. Moreover, they do so by providing different curricular designs as models for students. These include courses organized along process-based models (ENGL 102-3, ENGL 478) and those developed with a comparative, thematic or genre-based organization (ENGL 326, 330, 449, 477). In all of these courses, instructors effectively incorporate texts that reflect the diverse backgrounds of this region of California, providing prospective teachers with models of curriculum design that will represent the experiences of their future students.

In addition to incorporating multicultural texts, the English program incorporates multimedia into the curriculum in a number of classrooms. This use of multimedia demonstrates for prospective teachers the importance of using multiple modalities to provide
information about a topic. Additionally, these texts draw upon the multiple intelligences theory (Gardner, 1987) in providing auditory and visual texts that extend and enrich course content. Examples of multimedia use include Excerpts from *American Passages: A Literary Survey* (ENGL 120), *The Legend of Gawain and the Green Knight* DVD (ENGL 150), renaissance music (ENGL 150), *A Streetcar Named Desire* DVD (ENGL 327), *American Tongues* documentary (ENGL 475), *Ellen Foster* VHS (ENGL 477), and *The Merchants of Cool, a Frontline documentary* (COMM/ED 345).

**Effective Instructional Strategies**

English instructors at CSUCI use instructionally-sound strategies. Research in the field of English and literacy education has demonstrated the effectiveness of discussion-based teaching to increasing student achievement and depth of content knowledge (Nystrand, 1997; Cazden, 1988). Additionally, studies by the National Association for Educational Progress (1996) have indicated that the use of writing process techniques, including untimed writings and opportunity for revision, are correlated with increased achievement. Research has also demonstrated the benefits of socio-cultural, context-rich approaches to teaching second language learners (Au, 1993; Cummins, 1994; Nieto, 1999); as well as the importance of metacognitive reflection (Greenleaf, C., Schoenbach, R., Cziko, C., & Mueller, F., 2001).

Courses in the English program at CSUCI provide models of these effective instructional strategies throughout the curriculum. A number of courses are taught through a discussion-based format (ENGL 326, 327, 420, 449, 477). In these courses, the instructor orchestrates discussions in which students are expected to ask questions, listen to their peers, and support their statements with evidence drawn from course materials. Several courses promote writing process techniques and demonstrate the importance of revision, peer feedback, and portfolios; these include ENGL 102-3/105, ENGL 330, and ENGL 478. ENGL 475, *Language in Social Context*, introduces students to a variety of context-based approaches to second language learning throughout the semester; this course overtly utilizes Specially Designed Academic Instruction in English (SDAIE) techniques as part of a socio-cultural framework that respects students’ home cultures and values. Additionally, several courses require students to use metacognitive techniques to reflect on their learning (COMM/ED 345, ENGL 330, ENGL 475, and ENGL 478). These courses require, in part, that students use reflective thinking to demonstrate growth in their understanding of the course content.

**Effective Assessments**

Courses in the English Program at CSUCI provide effective assessments. According to Kellough & Kellough (1999), successful learning activities must provide students with answers to a number of “integral” questions, including “Where am I going? Where am I now? How do I get where I am going? How will I know when I get there?” (pg. 419). Two strategies that provide students with answers to these essential questions are the regular use of rubrics and the use of student/peer review and reflection on performance. These techniques are used throughout the required courses for the English Subject Matter Program at CSUCI.
Rubrics are used regularly across courses, including COMM 101, ENGL 102/3 and 105, ENGL 326/7, ENGL 330, ENGL 475, ENGL 477, ENGL 478, and COMM/ED 345. Additionally, several courses require students to reflect on their progress in the course and/or to revise their work (ENGL 102/3 and 105, ENGL 330, ENGL 475, ENGL 478, COMM/ED 345).

Works Cited


Required Elements:

5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.

Members of the faculty in the English program at CSUCI recognize the importance of incorporating variety into curriculum design, classroom organization, course activities, texts and materials, and field experience. Faculty regularly make use of professional development in order to continue to improve their teaching practices (please see response to item 1.6 for a comprehensive description). The syllabi for the various courses in the program highlight differences that provide students with a variety of models for effective curriculum practices.

Curricular designs within the English program include the use of chronological models (ENGL 120, 150, 220, 250); conceptually organized curricula (ENGL 315, 475); process-based models (ENGL 102-3, ENGL 478) and comparative, thematic or genre-based organization (ENGL 326, 330, 477). For instance, a student taking a recently offered section of Major American Authors (ENGL 327) would have focused on developing his/her knowledge of race as a thematic thread running throughout the works of Faulkner and
Morrison. That same student enrolled in Writing in the Disciplines (ENGL 330) would spend several weeks focusing on writing assignments related to each genre of writing required in the disciplines of humanities, science, social science, and business. Both of these designs parallel effective methods of curricular organization in which thematic or genre-based study becomes part of a larger conversation that continues over time (Applebee, 1996).

English courses at CSUCI also provide variety in their classroom organization, activities, texts, and materials, modeling effective techniques for students to emulate. Instructors across courses tend to use certain key principles in their instruction: participation-based classrooms, scoring rubrics, and the use of Blackboard for electronic communication. Our writing courses are generally set up as workshops, in which students become familiar with the process of peer revision and collaborative feedback (ENGL 102-3/105; ENGL 330; ENGL 478). This process parallels an authentic writing workshop approach effective for improving student writing and motivation (Atwell, 1998). Materials include the use of rubrics and self-generated writing prompts. A number of courses are discussion-based and encourage higher order thinking through questioning and participation (ENGL 326, 327, 420, 449, 477). These include a diverse variety of texts and materials selected in accordance with the content for the course. Several classes are organized around oral presentations, including collaborative group projects and debates (ENGL 250, 315, 477). Shakespeare’s Plays (ENGL 410) is a hands-on, “on the feet” literature performance class in which students use techniques from the theatre as well as textual analysis to interpret several plays. Language and Social Context (ENGL 475) is designed to model effective SDAIE techniques (Specially Designed Academic Instruction in English) throughout the course, including the use of graphic organizers, jigsaws, and effective collaborative learning (ENGL 475). Materials in this course are models of SDAIE instruction and include KWL charts, Venn Diagrams, and visual representations of content. In two classes, Approaches to English Grammar (ENGL 474) and Writing as Reflective Practice (ENGL 478), the mode of instruction itself becomes a topic of conversation. Students in the grammar class explore various approaches to learning grammar, including Constance Weaver’s (1996) work on using grammar in context. They discuss appropriate ways to teach and learn grammar to best facilitate improvement in writing. In Writing as Reflective Practice, students use research on metacognition and the writing process as a methodology to explore and discuss their own writing processes and to discover ways to improve their writing independent of instruction.

The program also includes a variety of focused and structured field experiences that include observing, recording, analyzing and interpreting content. In their first formal fieldwork experience (EDUC 330), prospective teachers observe in a secondary English classroom to gain a relatively early idea about learning and teaching in English at a secondary level. This course, developed in conjunction with the Education faculty, includes a component in which prospective teachers analyze a content area secondary textbook in light of their university-based content knowledge and in light of the California standards. Additionally, they record notes on their class observations and analyze them to compare their knowledge of the content area with what is being taught in the secondary schools. Later in the program, students in Adolescent Literature (ENGL 477) will have the opportunity to view a videotape of students discussing a young adult novel that they themselves have read and analyzed. This experience will provide them with the opportunity to interpret what secondary
students’ are able to know and do in light of their own understanding of the book. Finally, prospective teachers in the Capstone course at the end of the program (ENGL 499) do original fieldwork that incorporates observation, recording, systematic data analysis, and written and oral interpretation of the findings.

Works Cited


5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.

The CSUCI English faculty recognize the importance of teaching as a hallmark of the California State University system; teaching is the one area in which all faculty must be successful in order to achieve tenure. The faculty know that the essential components of excellent teaching are engaging the students and reinforcing skills and concepts.

Consequently, faculty members incorporate a variety of teaching styles that they have found to be effective in the classroom. For example, some instructors include the use of music, slides, and videotape to provide background knowledge, stimulate motivation to learn, and help students make connections to literary periods foreign to their own experience (this is especially helpful in the survey courses in American and British/European literature, ENGL 120, 150, 220, and 250). Panel presentations of projects are used to reinforce skills in courses with abstract content, such as Linguistics (ENGL 315), while student demonstrations and dramatic interpretations help to develop a feel for the language used in Shakespeare’s plays (ENGL 410). For courses with content far from the students’ previous literary experiences, directed instruction helps to reinforce key concepts and develop skill in literary analysis (see, for example, the focused Blackboard discussions attached to the syllabus for ENGL 150, British and European Literature I). In writing classes, peer instruction is preferred for workshops in which students comment on drafts in progress. For ENGL 310, Research Methods, students are given hands-on computer time in the library classroom where the University Librarian who co-teaches the course can assist one-on-one with online research. Please see the Matrices, pp. x, and Course Syllabi for more specific examples.

English courses at CSUCI also incorporate multimedia on a regular basis as an instructional tool to increase student learning. The table below is a partial list of multimedia titles currently in use (Fall, 2004). Multimedia titles range from literary adaptations such as
Billy Budd to non-literary documentaries such as American Tongues and The Merchants of Cool, a film about teen-marketing.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Multimedia Titles Used (Film/Video, music, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 120</td>
<td>American Lit</td>
<td>Excerpts from American Passages: A Literary Survey (<a href="http://www.learner.org/amerpass">http://www.learner.org/amerpass</a>).</td>
</tr>
<tr>
<td>English 150</td>
<td>British &amp; European Lit</td>
<td>Beowulf audio CD; Sword of the Valiant: The Legend of Gawain and the Green Knight DVD; Renaissance music</td>
</tr>
<tr>
<td>English 310</td>
<td>Research Methods</td>
<td>Electronic journals and databases</td>
</tr>
<tr>
<td>English 326</td>
<td>Major British &amp; European Authors</td>
<td>French film version of Madame Bovary; Masterpiece theater production of Middlemarch</td>
</tr>
<tr>
<td>English 327</td>
<td>Major American Authors</td>
<td>Moby Dick DVD (Huston); Billy Budd video (Peter Ustinov); A Streetcar Named Desire DVD; Cat on a Hot Tin Roof DVD; Night of the Iguana DVD</td>
</tr>
<tr>
<td>English 330</td>
<td>Writing in the Disciplines</td>
<td>Two versions of Hamlet</td>
</tr>
<tr>
<td>English 475</td>
<td>Language in Social Context</td>
<td>SIOP video; American Tongues video</td>
</tr>
<tr>
<td>English 477</td>
<td>Adolescent Literature</td>
<td>Johnny Tremain excerpt; Ellen Foster VHS; video of middle school classroom discussion; video excerpt from Envisioning Literature (Annenberg)</td>
</tr>
<tr>
<td>Comm/Ed 345</td>
<td>Media Literacy and Youth Culture</td>
<td>TV excerpts; print/advertising media; film excerpts; The Merchants of Cool (Frontline documentary); Internet website evaluation</td>
</tr>
</tbody>
</table>

5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.

The CSUCI faculty is encouraged to try new teaching techniques including small group discussions, group work, and authentic activities. The Office of Faculty Development offers a wide array of resources and workshops for faculty to improve and refine their classroom practices to make content accessible to all students. The faculty is invited to teaching workshops every semester to learn valuable and innovative strategies to use in classroom teaching. During the previous two years, the Office of Faculty Development has been able to offer mini-grants of up to $3000 for faculty development in support of innovation that will benefit students at CSUCI; many of these mini-grants have included teaching innovations. Summer grants are currently available in amounts up to $10,000. Faculty Development hopes to be able to continue providing tangible incentives such as these for faculty to explore exemplary curriculum practices.
Specific English faculty participation within the faculty development program is detailed in section 1.6 of this report. Additionally, the faculty development office has provided the following information to show the overall level of faculty involvement in faculty development and instructional innovation grants, one of the major faculty development programs.

California State University Channel Islands

Campus Faculty Grant Programs

Administered by the Office of Faculty Development
(arranged in reverse chronological order)

Faculty Innovation and Excellence Grants Summer and Fall 2004
    Smith Family Awards
    Funds available: $50,000
    Proposals due: June 15, 2004

Office of Faculty Development Funds

Faculty Development Projects 2003-04
    Mini-grants for instructional and research projects (all faculty)
    Funds awarded: $43,871
    Proposals received: December 15, 2003
    Final reports due: June 30, 2004

Faculty Special Travel Grants Spring 2004
    High-priority University mission-related projects
    Funds awarded: $15,946
    Proposals received: March 1, 2004

Faculty Research and Instructional Innovation Program Spring 2003
    Mini-grants for instructional and research projects (tenure-track faculty)
    Funds awarded: $49,009
    Proposals received: March 3, 2003
    Final reports due: September 1, 2003

Lecturer and Adjunct Faculty Projects Spring 2003
    Mini-grants for instructional innovation and improvement
    Funds awarded: $6,218
    Proposals received: March 17, 2003
    Final reports due: July 1, 2003

5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
The English program is committed to using proven, innovative, and varied teaching methods across the curriculum, focusing on helping students to develop an understanding of the conceptual foundation for the curricula as well as the methodological understanding of the tools needed to become a skilled member of the discipline. Students at CSUCI are exposed to various teaching strategies through the program, focusing on the study of literature, language, writing and criticism within an interdisciplinary context. Literature courses (including 120, 150, 220, 250, 326, 327, 410 and 477) address literature as a text and a language that shapes and is shaped by the historical and cultural contexts in which it is embedded. Language and structure courses (ENGL 315, 474, 475) provide students with an awareness of the form and function of language, and of issues related to language usage, especially within the context of living and teaching in a state as linguistically diverse as California. Interdisciplinary courses (including ENGL 330, EDUC 330, and COMM/EDUC 345) provide opportunities for prospective teachers to connect with diverse ideas or approaches and to develop different ways of knowing. English Methods, ENGL 310, provides students with a sound foundation in the procedural aspects of the discipline, including ways to locate and evaluate research sources, citation and reference practices, and research management strategies. Finally, all courses, particularly the composition courses (ENGL 102-3 or 105, 330, and 478), focus on helping students to develop sound analytical and critical skills in written expression, including the ability to use writing effectively to explore, organize, and articulate ideas. Please see the course syllabi for specific examples.

5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

The English single subject preparation program at CSUCI recommends that prospective teachers enroll in Computer Science 101 as part of their General Education program. COM 101 is a basic computer course that introduces students to a variety of essential software products. This background will help English students with the program coursework, which requires facility with a variety of computer software programs and the Internet.

The English faculty utilizes the Internet-based program known as Blackboard in order to communicate with students, invite electronic discussions, post grades and announcements, and provide electronic copies of readings and external web links. Students may use Blackboard to post work for one another to critique, or to have an online study group discussion. The library and campus help desk are available to assist students with Blackboard if they have difficulties. Visual technology is used program-wide, including contemporary and period films, music, interviews, and documentary productions that extend course concepts and ideas. For example, students in Media Literacy and Youth Culture (COMM/EDUC 345) will view a segment of Frontline in which market researchers demonstrate how they create teenage focus groups in order to ascertain the latest trends in youth culture.

Software technology is used in various ways throughout the program when it is relevant and applicable. For example, in Research Methods (ENGL 310), students produce a
PowerPoint presentation about a single author whom they have extensively researched over the course of the semester. As the final project in Media Literacy and Youth Culture (COMM/EDUC 345), students will put together a multimedia presentation to educate youth about the effects of the media; they will take this presentation to classrooms and report back on the students’ reactions to their information. Students use the Internet in Adolescent Literature (ENGL 477) to find instances of censorship of young adult books, and in Language in Social Context (ENGL 475) to evaluate web pages on second language theories and instructional methods. Approaches to English Grammar (ENGL 474) includes a web page assignment in which students learn appropriate web-building software and use it to instruct the public on concepts and techniques for learning or teaching grammar.
Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher’s observations and experiences.

The Single Subject matter preparation program at CSUCI provides two required opportunities for students to engage in field experiences in secondary English classrooms. Both are planned and structured. The first opportunity, EDUC 330: Introduction to Secondary Schooling, is an upper division course that is appropriate for entry-level transfer students or juniors. It satisfies requirements for General Education Category D: Social Perspectives, so students can take it before they have completed their GE requirements.

EDUC 330 was developed by the education program in conjunction with Single Subject programs in English and Biology. To facilitate the connections between the content area and the field experience, we’ve required English majors to be concurrently enrolled in one of our English Education courses (ENGL 474, Approaches to English Grammar, ENGL 475, Language in Social Context, ENGL 477, Adolescent Literature, or ENGL 478, Writing as Reflective Practice). Because these four courses emphasize English Education, connections between course content and the secondary curriculum will be readily apparent. For example, students in ENGL 475 can look at issues in second language acquisition among English Language Learners in the secondary classroom. Students concurrently enrolled in ENGL 477 can pay particular attention to the kinds of texts chosen for study in the secondary classrooms as well as to the methods used to teach them. Students in ENGL 474 and 478, respectively, can focus on the teaching of grammar or the teaching of writing at the secondary level.

By offering the course at the 300 level, we ensure that enrolled students will take the course early in their program. Students will be advised to take the field experience course during the first semester of their junior year, or as soon thereafter as possible. Since all students are required to see their English Education advisor once per year, they will have the information they need to take the course early enough to truly have it qualify as early field experience.

The field experience course focuses primarily on content (see EDUC 330 modification form and EDUC 330 syllabus, Appendix P, pp. 229-234). Course assignments relate primarily to the content area and secondarily on pedagogy. Examples of class assignments include a connection journal, focused observations, a textbook analysis, and a final paper in which students choose one major concept from their content area and relate it to their work in the field experience course. We are running the course at one school each semester, and the hosting site will always be a school with a diverse student body. Consequently, CSUCI students will all have diverse placements.
A second formal, structured opportunity for students to gain field experience is in the Capstone course, ENGL 499. This course requires students to develop a question for study in the field of English Education and to conduct fieldwork to find out answers to their research questions. Although students do some observational data collection, they also are required to do active, hands on work with students. This may include circulating around the room while students are doing seatwork or group work, interviewing students inside and/or outside of class, or providing mini-lessons and/or surveys to the students to find out more about their skills, knowledge, and dispositions toward class work. The instructor for the course works cooperatively with classroom teachers in local, diverse schools within Ventura County to find placements and to cooperate together on the progress of the student.

Additionally, Comm/Ed 345 provides an informal opportunity for students to link program coursework to departmentalized classrooms. In this course, prospective secondary teachers work in groups to develop a 20-50 minute multimedia presentation designed to make adolescents more aware of mass media techniques and/or effects. The students then work in conjunction with a middle or high school teacher to present their material to a class and do some follow-up work to gauge the effect of their presentation. Instructors in Comm/Ed 345 measure the success of the project via a project rubric, the group’s self-assessment, an individually written reflective paper, and an evaluation from the site teacher on the group’s professionalism and performance.

**Required Elements:**

| 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program. |

Prospective teachers in the English single subject preparation program at CSUCI will have two formal, structured opportunities to engage in planned field experience in secondary English classrooms. The first opportunity occurs relatively early in the program and is recommended in the second semester of the sophomore year or the first semester of the junior year. This course, EDUC 330: Introduction to Secondary Schooling, is a General Education Category D: Social Perspectives course developed by the education program in conjunction with content area programs for future single subject teachers. It is required for the English Education (single subject) emphasis. In this course prospective teachers analyze university subject matter content and explore how it is related to secondary school subject matter content. They collect observational data on secondary teaching and learning at the secondary school site, and they also become actively involved in classrooms by tutoring individual students or small groups of students in after school tutoring programs. In addition to the fieldwork, this course will meet after school hours at the middle or high school campus so that students can reflect on and discuss the school environment as part of the course curriculum. In assignments for the course, students will interview their cooperating teacher, do a textbook analysis comparison between a secondary content area text and a university text on a similar topic, and interview students to learn about their likes and dislikes about the content area and about learning in schools. Please see the syllabus for EDUC 330 for specific details about assignments and learning outcomes.
A second planned field experience will occur later, during the senior year of English coursework at CSUCI. This field experience, ENGL 499, The Capstone Project, is a senior independent thesis project. In a separate Capstone designed specifically for prospective Single-Subject English teachers, students do original classroom research in secondary public schools in the community. This course has three major components: 1) extensive reading, to include appropriate young adult texts in diverse genres as well as relevant professional and critical literature; 2) a systematic program of research that incorporates classroom observations and/or interactions in an English or Language Arts setting; and 3) a written product suitable for publication in an appropriate journal and/or presentation to an audience of teachers, parents, and/or students. (Please see the syllabus for further details).

The original research questions that students develop require them to synthesize the knowledge they have gained in their English courses at the university in order to analyze what they are seeing in the secondary schools. For instance, one student chose to compare middle school lessons on The Pearl (John Steinbeck) and Animal Farm (George Orwell) with literary criticism and her own university-level study of the two authors. Another student chose to interview students and the teacher, observe and interact during lessons over several weeks, and do a whole class survey to find out about students’ reactions to literature, including gender-based responses and out-of-school literacy practices.

### 6.2 Prospective teachers’ early field experiences are substantively linked to the content of coursework in the program.

Students in EDUC 330 are required to take one of four English courses concurrently with their enrollment (ENGL 474, 475, 477, 478), in order to make substantive comparisons between the content of the English program and the early field experience. During the field placement, students will perform various tasks including, but not limited to: observing, tutoring individual students or small groups, and assisting a teacher in her or her content area classroom. The purpose of this field placement is for students to become familiar with secondary schools and the content being taught in departmentalized classrooms.

To enable students to see substantive connections between the secondary and the University coursework, assignments include a Connection Journal, in which students note responses in three areas:

1. Notes about what has been done and seen in the classroom
2. Reactions to the assigned readings
3. Connections between the notes, the reading reactions, and the concurrently enrolled university content course

In addition to keeping the journal, students will have an opportunity to interview a secondary student and a teacher, analyze a classroom textbook, and make several focused observations, in which they will “look more formally at the teacher’s instruction to see what [they] can learn about how [their] content area is taught in secondary schools” (EDUC 330, Syllabus, Appendix P, pp. 229-234).
The effect of these activities is to constantly draw the students’ attention to the connections they should be making between their university coursework and the secondary school curriculum.

6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.

As a new university with a developing single subject program, the faculty at CSUCI is working to develop relationships with subject area certificated secondary school teachers. Through recommendations from local area principals, district offices, student teaching supervisors, and teachers, we have located three diverse public schools, one middle and two high schools, who have agreed to host teachers for fieldwork.

While at the school site, prospective teachers are expected to significantly interact in the classrooms. Students in EDUC 330 will have the following interactions with secondary students: observing, tutoring individual students or small groups, and teaching small groups (Syllabus, EDUC 330). This does not preclude other types of interactions, such as doing mini-lessons or team teaching with the classroom teacher. Prospective teachers will also interview the teacher and other school personnel to learn more about the responsibilities for educators in the secondary schools. This active approach to classroom visitations will help students to accomplish the course objectives, which follow: Students completing this course will be able to:

1. Compare and contrast the role and development of secondary schools
2. Identify the roles and responsibilities of various school personnel and resources
3. Identify and discuss the nature of a diverse student population in secondary schools
4. Analyze university subject matter content and how it is related to secondary school subject matter content
5. Discuss different practices and expectations among subject matter disciplines
6. Collect and analyze observational data on secondary teaching and learning
7. Relate Academic Content Standards to observed secondary school lessons and to university coursework
8. Provide educational support for individual or small groups of diverse secondary students
9. Display the characteristics of a professional educator
10. Discuss requirements that affect teaching and learning at the secondary level (including Teacher Performance Expectations and high stakes assessments for students)
11. Describe the process of becoming a secondary school teacher in California and at CSUCI

In ENGL 499, Capstone, students will do a certain amount of focused observation in order to collect accurate field notes. However, they are also expected to obtain different perspectives on the classroom by interviewing and talking with students and asking questions of the teacher. They will be encouraged to interact as much as possible during small group
activities so that they can hear what students are talking about and participate in the conversations as much as possible. In addition to in-class interactions, prospective teachers can achieve a stronger understanding of the adolescent learner by looking at student writing and by interacting with students outside of class (at lunch, for instance).

6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others. Students in Introduction to Secondary Schooling (EDUC 330) will develop a portfolio in which to reflect upon and analyze their early field experience in light of their knowledge of the content area. Additionally, students in the Capstone (ENGL 499) will keep a participant/observation reflective journal, which includes classroom field notes, interview notes, ongoing personal reflections on the project, and notes from interactions with students. In class discussions in specific English Education courses (Approaches to English Grammar, ENGL 474; Language in Social Context, ENGL 475; Adolescent Literature, ENGL 477; and Writing as Reflective Practice, ENGL 478), prospective teachers will find many opportunities to enrich their understanding of course content by bringing in perspectives and recollections from their fieldwork.

6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements. All the students in the early field experience (EDUC 330) are required to keep a portfolio that contains evidence of their content knowledge in the discipline and reflections on their field experiences. The portfolio is evaluated by the course instructor. Students in the Capstone project are required to submit their participant/observer journal as part of their grade in the course. This journal is evaluated by the Capstone instructor for English Education, who at the present time is also the advisor for the single subject preparation program.

The CSUCI Credential Office provides formal forms for early field experiences evaluations by the school advisors and the faculty advisor. These forms are an official part of the student application to the Credential Program.
Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate’s assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

The CSUCI English Program uses formative and summative measures to assess each student’s subject matter competence. This assessment is consistent with our program and university requirements for graduation.

Multiple formative measures are used throughout the student’s coursework to assess competency. These include collaborative panel presentations (ENGL 315), dramatic readings and production formation (ENGL 410), speeches or oral reports (COMM 101; ENGL 250; ENGL 220; ENGL 330; ENGL 477), research projects (ENGL 220, ENGL 310, ENGL 330, ENGL 499), progress and growth in written papers (ENGL 102/103 or 105; ENGL 478); field experience journals based on classroom observation and participation (EDUC 330; ENGL 499), multimedia, Powerpoint, and/or Internet presentations (ENGL 310; COMM/EDUC 345; ENGL 475); literature response papers (ENGL 477) and numerous written examinations (including summative midterm and final exam essays required of the majority of the English courses). Please see individual course syllabi for specific descriptions of course assessments.

Summative measures are also used to assess competence. Each course requires students to complete either a final exam or a final project/paper. Students are asked at the end of the program to select from among their major course assignments throughout the required program in order to develop a portfolio. The required portfolio is organized by the four English domains as detailed in the California State English Standards 13 through 16—literature and textual analysis; language, linguistics and literacy; composition and rhetoric; communications, speech, media and creative performance (See Appendix E, pp. 161-166). Students also complete four short summative essays in conjunction with the portfolio, reflecting on their work in each domain.

An acceptable initial portfolio allows the student to enter into the Capstone course (it may be completed concurrently). Capstone requirements are both formative and summative. As a single course, Capstone includes formative measures such as a review of research that shows the students’ progress in synthesizing research for their topic. As the culminating senior seminar course in the student’s program, Capstone may also be considered a summative measure of students’ overall performance and learning, testing their ability to analyze, reflect, communicate, and collaborate. This is measured through a lengthy original research paper that is developed over the semester.

In order to graduate, students need to have produced an acceptable portfolio and an acceptable score on the short essay portion. Students must also receive a passing grade (C or better) on the Capstone course, and a minimum university-wide 2.0 grade point average (an institutional requirement). The university policy allows that up to 16 units worth of coursework may be repeated for grade credit.

Required Elements:

| 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, |
observations, and interviews as well as oral and written examinations based on criteria established by the institution.

The English program at CSUCI uses formative and summative multiple measures to assess subject matter competency among prospective teachers. Multiple measures include collaborative panel presentations (ENGL 315, Introduction to Linguistics), dramatic readings and production formation (ENGL 410, Shakespeare’s Plays), speeches or oral reports (COMM 101, Public Speaking; ENGL 250, British & European Literature II; ENGL 220, American Literature II; ENGL 477, Adolescent Literature), research projects (ENGL 220, ENGL 310, Research Methods; ENGL 499, Capstone), progress and growth in written papers (ENGL 102/103 or 105); field experience journals based on classroom observation and participation (ENGL 499), multimedia, Powerpoint, and/or Internet presentations (ENGL 310, Research Methods; COMM/EDUC 345, Media Literacy and Youth Culture; ENGL 474, Approaches to English Grammar); literature response papers (ENGL 477, Adolescent Literature) and numerous written examinations (including summative midterm and final exam essays required of the majority of the English courses). All seniors in the program are required to submit an extensive written report of their Capstone projects as well as present their Capstone projects orally to an audience composed of other Capstone students, English students and faculty, and/or guests from across the campus and wider community. Please see individual course syllabi for specific descriptions of course assessments.

7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.

Prospective teachers of English take courses in a logical sequence that builds on their subject matter knowledge over time (See Advisement Form, Appendix A, p. 143-144; the English Program Catalog Copy, Appendix Q, pp. 235-238; and also the 4, 5, and 6 Year Graduation Road Maps for BA in English: English Education Preparation Emphasis, Appendix D, pp. 155-160). The scope and content of these courses align with content domains 1-4 of the English Subject Matter Requirements for California. Please refer to the Matrices (pp. x) for specific standards covered in each course, and course syllabi for assessment procedures and content.

For example, our lower division courses, taken early in the program, help students to develop broad conceptual understandings of literary periods and traditions (ENGL 120, 150, 220, 250). Assessment in these courses aligns with Domain 1.1 and 1.2; in oral reports and papers on literature, students demonstrate their ability to analyze and interpret major works and to use appropriate literary elements to write effective essays. Scaffolding is provided for students through procedures such as peer feedback, rubrics, and revision of papers for a higher grade (See, for example, the syllabi for ENGL 150 and 250). Later in the program, after exposure to a broad range of literary periods and works, students study literary theory and criticism (ENGL 420), where they are assessed on their ability to research and apply various approaches to interpreting literature (Domain 1.3b).
The summative assessment at the end of the English program at CSUCI includes the English portfolio and the Capstone course, an interdisciplinary/service-learning project. Students initiate the portfolio process in order to be admitted to Capstone. During their final semester, they complete the portfolio. The process by which students complete the portfolio is as follows:

1) The semester before graduation, the student goes to the advising center on campus and asks for a university check for graduation to verify that he/she is entering the final semester of the BA degree.

2) All students who are completing the English Education Emphasis for Subject Matter Preparation will submit a qualifying portfolio. In general, this process will take place during their final semester at CSUCI.

3) The portfolio is organized by the four English domains as detailed in the California State English Standards 13 through 16 (literature and textual analysis; language, linguistics and literacy; composition and rhetoric; communications, speech, media and creative performance).

4) Students will complete two parts for each domain: First, they provide a selection of their work designed to address four to six major standards within the domain. Second, they summarize their work within the domain with a short essay on a focused question. The essay questions have been adapted from the domain summaries provided by the California Commission on Teacher Credentialing.

5) Candidates for graduation will be required to attend a discussion/study session in preparation for the portfolio. During this session, instructions will be given for the portfolio. A brainstorming session will immediately follow, in which students will collectively generate ideas about ways to address the short essay questions. A faculty member will facilitate the discussion/scoring session.

6) After attending the study session, the candidate will have initiated the portfolio process and will be eligible to begin Capstone, assuming all prerequisites have been met.

7) Students will be advised to turn in the portfolio within one month of the scoring session to optimize the focus generated there. However, portfolios will be accepted when submitted and scored at the next regular scoring session. They may be submitted up to one year after graduation.

8) Portfolios will be scored by at least two faculty members (the English Education Advisor and one other). When possible, a local secondary English teacher and/or administrator will be invited to join the scoring session as an additional reviewer.

9) The scoring rubric for Part I will consist of the English Content Standards arranged on a Likert scale (ranging from 1, does not meet standard, to 5, exceeds standard).

10) The scoring rubric for Part II will consist of a Likert scale (ranging from 1, does not adequately address question, to 5, excels in addressing the question).

11) Portfolios achieving a minimum average score of 3 on Part I and a minimum score of 3 on Part II will pass. Students who receive less than a 3 average will receive specific
feedback about weaknesses in the portfolio and will have one month to revise and resubmit the portion of the portfolio that did not pass originally.

12) Students may revise portfolios up to three times, after which they will be ineligible for the subject matter waiver.

13) During the final semester, the student completes his/her remaining courses as well as the Capstone course, and is advised periodically by the instructor if he/she is in danger of not passing.

14) At the end of the course, the student participates in a presentation forum for all Capstone students, hands in his/her final materials for the course, and completes an exit survey (see Appendix R, pp. 239-241).

Capstone requirements also incorporate multiple measures for evaluation of performance, focusing on students’ abilities in a number of areas, including observation, analysis, reflection, written work, peer collaboration during seminar meetings, and oral presentation skills. Successful completion of the program, then, includes three components for English single subject students, as follows:

1. An acceptable portfolio with passing scores on both the portfolio and short essay components

2. A passing grade (C or better) in the English Education Capstone course, met by the following:
   • Participation, cooperation, and attendance in seminar
   • Submission of participant/observer journal and review of research
   • Acceptable final research paper and presentation

3. A 2.0 grade point average in courses overall. The university policy allows the repetition of courses for grade improvement.

7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.

Students at CSUCI first access information about the program through the university catalog (please see the English program catalog descriptions, Appendix B, pp. 145-150). The catalog includes information about programs offered in English; a list of program faculty members and their contact information; the requirements for the degree; and a detailed description of courses required for different emphases offered, including the emphasis in English Education preparation (this emphasis is new for the 2004-5 catalog).

Entering first year students learn about the English program’s innovative approach to composition, which develops students’ personal responsibility and judgment through a directed self placement program. Through meetings with their advisor(s) and through the guide to Directed Self Placement at CSUCI (See the brochure in Appendix C, p.151-154), students are guided to self-select the writing composition program that is appropriate for
them, either a “stretch composition” program that spans two semester (ENGL 102/3) or a single, challenging Composition and Rhetoric course (ENGL 105).

Beginning in Fall of 2004, the English program will send a letter to all English students advising them of the assessment scope, process, and criteria, as laid out in section 7.3, above. Annual mailings will update new and returning students on program requirements. The English chair and English Education advisor also meet annually with the Advising Center to answer the staff’s questions and provide specific information about the program. To help the Advising Center provide accurate advice about the scope and sequence of courses in the program, a 4, 5, and 6 year Graduation Roadmap has been developed specifically for the English Education Emphasis at CSUCI (Please see Appendix D, pp. 155-160). This roadmap lists required courses in an appropriate sequence and also recommends electives and General Education choices that are congruent with a single subject preparation program. These include prerequisites for the single subject credential program at CSUCI.

| 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements. |

Faculty meet regularly, formally and informally, to assess the quality, fairness, and effectiveness of the assessment process and to make sure that it aligns with program outcomes and requirements. Student exit surveys (See Appendix R, pp. 239-241) completed at the end of the Capstone seminar project and instructor feedback from portfolio results are used as part of this evaluation. This information gives students and instructors the opportunity to provide feedback and suggestions for modifications to the assessment process. In addition to this regular informal evaluation, semi-formal reviews will be completed at a minimum of every two years, with formal program reviews completed every five years.

Although student feedback is important to evaluating the fairness of the assessment process, our subject matter program largely utilizes the portfolio results (samples from part two) to evaluate the quality and effectiveness of the assessment. Course syllabi are collected every semester and periodically monitored by the subject matter coordinator in order to ensure that the assessment is consistent with course requirements. Results of the portfolio, as well as a more general portfolio used for non-subject matter students, are used for program review by the entire English faculty every five years.

| 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers. |

CSUCI University Standards require a minimum GPA of 2.0 across all courses taken (up to 16 units worth of coursework may be repeated for grade credit). The subject matter program also requires students to complete a rigorous portfolio and four summative essays that must meet a minimum score of 3 on a scale of 1-5 to pass. Additionally, students must complete the final, summative course in the program with a C or better in order to graduate.

In evaluating course-level assessments, CCTC reviewers noted a concern with adequate measurement of competence, given that participation and attendance in some
classes account for 20-35% of the course grade. Nystrand’s (1997) work with classroom discourse informs our definition of participation:

The underlying epistemology of classroom interaction defines the bottom line for learning: What ultimately counts is the extent to which instruction requires students to think, not just report someone else’s thinking (emphasis in original). Authentic questions, discussion, and small-group work have important instructional potential, but unless they are used in relation to serious instructional goals and, more important, unless they assign significant and serious epistemic roles to students that the students themselves can value, they may be little more than pleasant diversions. (Nystrand, 1997, p. 72).

This quote captures the purpose of participation grades for our courses: to measure and provide credit for students to develop their own amount of competence in the content area. Participation grades in this way of thinking are direct measurements of competence, for they assess students’ ability to use the course material in independent ways—in class discussion, presentations, and/or group interactions.

However, as both Nystrand and the committee recognize, participation can be used frivolously, as measurements of attendance regardless of whether course content is being learned. In light of this possibility, we returned to the syllabi and instructors in which participation accounts for 20-35% of the course grade, to take a closer look. We have been satisfied that participation is being used as a vehicle to measure competence in courses, is not strictly tied to attendance, and is clearly explained to students. The table below includes the courses that we re-evaluated. In the right hand columns, we indicate the percentage of the course grade that accounts for participation, and we provide a justification for that proportion.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Participation %</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm 101</td>
<td>Public Speaking</td>
<td>25-35%</td>
<td>Students are asked to do many in-class, impromptu mini speeches and group work. This is a performance-based class so participation is an essential component.</td>
</tr>
</tbody>
</table>
| English 102/3 or 105 | Composition and Rhetoric     | 20%             | Participation directly relates to the student outcomes:  
  • an ability to effectively and convincingly verbalize their ideas  
  • an ability to work effectively in group processes 
  Additionally, participation grade reflects participation in required composition workshops held outside of class time, in which students work on specific components of their |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Participation Grade %</th>
<th>Participation Grade Requirements</th>
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| English 150| British & European Lit                | 35%                   | The participation grade is closely tied to this course outcome:  
  - present an oral critique of a literary work from the periods studied  
  It measures the following:  
  - success in oral presentations (all students do at least one)  
  - progress in group work  
  - reading preparation and responsiveness during discussion  
  - attendance |
| English 326| Major British & European Authors      | 35%                   | The participation grade is closely tied to this course outcome:  
  - students will build verbal abilities involved in class discussions and presentations  
  It measures the following:  
  - success in oral presentations (all students do at least one)  
  - progress in group work  
  - reading preparation and responsiveness during discussion |
| English 327| Major American Authors                | 20%                   | The participation grade reflects an oral presentation on a critical article pertaining to the texts, as well as the reading and discussion of assigned texts. |
| English 410| Shakespeare’s Plays                   | 25%                   | This is a theater-type class in which students are expected to interpret Shakespeare through acting, staging and directing. Therefore, participation is essential. It is measured by: attendance, active participation in acting of plays, responses to students’ directing of plays, asking questions during research presentations |
| English 475| Language in Social Context            | 20%                   | This course models teaching strategies appropriate for English language learners throughout the curriculum; participation is essential for students understand how the theoretical content of the course translates into instructional strategies for learners. |
| English 499| Capstone                             | 20%                   | This is a senior seminar in which a |
small group of students explores issues related to English education by doing fieldwork in secondary classrooms. In this class participation measures students’ competency in group interactions within seminar, their ability to support one another through questioning and critiquing drafts of their work, and the level of professionalism they exhibit in the school classroom during data collection.
Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

The English Single Subject Matter program at CSUCI includes a systematic method of identifying, advising, and retaining prospective Single Subject teachers. The English Single Subject Coordinator will have one course release each semester in order to maintain a systematic and consistent program of identification, advisement, and retention. Currently this is sufficient for the size of the program. As our numbers grow, an additional course release is possible. The method used is outlined below:

• The Coordinator makes an annual presentation to the University Advising Center to explain the English Single Subject Matter program, its requirements, and its difference from Multiple Subject programs on campus such as Liberal Studies.
• The Advising Center posts the name, office hours, and contact information of the English Single Subject Coordinator outside of their office doors in an area accessible and highly visible to students.
• The Coordinator also makes a presentation at the annual Counselor’s Day, in which Community College Representatives and High School College Counselors come to our campus to learn more about our specific programs.
• The Coordinator organizes two informational sessions per semester to provide prospective students with information. The first is a general session to introduce students to the program, provide them with a list of program requirements, and answer questions about the Portfolio and Capstone summative assessments. Students sign in at that time so that we have a record of interested students. The second session is within one of our gateway classes, English 310, generally taken by entering transfer students. By presenting to students during a class session, the coordinator ensures that interested students learn early about the requirements. Both sessions have been well attended and well received thus far, primarily by interested juniors, including transfer students. Sample flyers advertising these sessions are included in Appendix S, p. 242, of this document.
• Students either come to advising hours or make an appointment to meet with the Coordinator at last once each year. For those students who are having difficulty in classes or have other situations which affect their progress, the Coordinator will recommend advising each semester. During advising, the Coordinator checks on the students’ progress, makes sure appropriate courses are selected for the following semester, and inquires about any difficulty students are having in the program. Career advice is also typically discussed. Records are kept for each student so that their progress can be tracked.
• The coordinator is responsible for developing, implementing, and meeting periodically with the English Single Subject Advisory Council, made up of members from among the CSUCI English and Education faculty, students, community college representatives, and appropriate public school personnel.
• The Coordinator also provides outreach about the English single subject program curriculum and goals through communication with school districts, community colleges, other academic partners, and members of the public. For instance, recently the coordinator has communicated directly with two feeder community college instructors regarding the addition of non-Western content to their World Literature courses.

Required elements:

8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.

Beginning in Fall 2004, the English education single subject coordinator will hold a publicized informational session once each semester for all current English students and undecided students to provide details about the English Education Preparation emphasis. The single subject coordinator for English will also meet annually with the campus Advising Center so that they can provide accurate information to interested students. The 4, 5, and 6 year Graduation Road Map for the single subject program will be provided to the Advising Center and also to all interested English majors, as well as being made available on the English program web site. Once students have identified themselves as interested in the single subject program, they will meet annually with an English advisor specifically dedicated to single subject, who can monitor their progress and advise them on an ongoing basis about all program requirements and career options.

The coordinator has also worked closely with the University Advising Center to ensure that advising forms used there match requirements made in new editions of the catalog. This relationship has been instrumental in streamlining the courses students take so that they may graduate in a timely fashion and double-count courses for CCTC and University requirements, where applicable and appropriate.

8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.

Prospective teachers identified as single subject students have a number of venues for obtaining information about their progress, career advice, and qualifications for types of credentials. Candidates will be encouraged to interact with staff at the credential office, where a credential analyst will advise the student on transfer agreements and course substitutions. Individual counseling on their content area academic progress will be required on an annual basis by the English single subject coordinator, who can inform the student of alternative paths to a teaching credential. Additionally, candidates who have specific questions about credential program requirements are encouraged to speak with the Education program’s single subject coordinator, who can provide information about the transition between the single subject content programs and the education single subject credential program.
8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.

The English program at CSUCI has dedicated the equivalent of one course of release time each semester to a single subject coordinator whose role it will be to work with the community secondary schools and community colleges to improve articulation with the CSUCI program. As part of this work, the English single subject coordinator will meet with the university articulation officer and with appropriate faculty at neighboring community colleges to better facilitate transfers to CSUCI from local campuses. The coordinator will also meet with faculty and advisors from feeder campuses to ensure that subject matter coursework accepted for transfer is aligned with the California Academic Content Standards for English.

CSUCI has articulation agreements with five local community colleges: Ventura College, Moorpark Community College, Oxnard College, Santa Barbara Community College, and College of the Canyons. Requirements for Composition and Rhetoric (ENGL 102/3 or 105) are met through General Education Area A, Written Communication, as stipulated in the CSU Agreement with community colleges. Our articulation agreements are available online at http://www.assist.org.

8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers’ previous coursework and/or fieldwork for meeting subject matter requirements.

Release time each semester is allocated to the English single subject coordinator to facilitate the appropriate and considered evaluation of prospective teachers’ previous coursework and/or fieldwork for meeting subject matter requirements. The coordinator will rely on qualified personnel to assist in this process, including the university articulation officer, faculty in the English program, and contacts at the local feeder campuses. Clear and reasonable criteria for evaluation will include comparison with CSUCI learning outcomes and assessments and alignment with the appropriate California Academic Content Standards for English.

At present time, because we are a start-up university in our third year, the numbers of prospective teachers of English at CSUCI are fairly low—an estimated 12-20 students who have identified themselves or who have attended informational meetings during the current year. A one-course reduction each semester is currently sufficient for this student/coordinator ratio. The Dean of Faculty has indicated that once numbers increase significantly to warrant work beyond 3 units of weighted teaching time, additional course reductions will become available.
Below is a job description:

- Advising of undergraduate students who are interested in teaching at the secondary level after graduation (both students who complete the emphasis and those who elect to take the CSET), including transcript evaluation. Meet with identified students annually to monitor progress and check on retention.
- Holding informational meetings each semester to identify and inform potential single subject candidates about the program
- Supervising faculty hiring and curriculum development for courses with an emphasis in English Education Emphasis
- Developing, implementing, and meeting periodically with the English Single Subject Advisory Council, made up of members from the CSUCI English and Education faculty, students, community college representatives, and appropriate public school personnel.
- Coordinate student portfolio process, including organizing the brainstorming sessions, assisting with Portfolio scoring when available, and notification to students of decisions.
- Instructing students in the Capstone field experience or supporting the course instructor and assisting with coordination for the early field experience for EDUC 330, as necessary.
- Collect data for program review of the English single subject preparation program and make suggestions for necessary changes to the program chair and the curriculum committee.
- Provide outreach about the English single subject program curriculum and goals through communication with school districts, community colleges, other academic partners, and members of the public.
- Assist with regular program review, especially the collection and analysis of the English Exit Survey (see Appendix R, pp. 239-241) and the review of the portfolio process as a method of examining program goals, curricula, requirements, and student success.
- Attend periodic Education faculty meetings to gain feedback on issues of concern among the Education faculty
Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Response:

Programs at CSUCI are required to do program reviews every five years, including review of curriculum, assessment instruments and techniques, and learning outcomes. In the English program, assessment is an ongoing endeavor with reviews of the Capstone portfolio completed annually, semi-formal reviews completed at a minimum of every two years, and formal reviews completed every five years. Summative assessment results (samples from the student portfolios and Capstone papers) are used in program review. The program currently has three units of release time per year for an assessment coordinator, who gathers these data and initiates evaluation within and across the program. The English assessment coordinator meets regularly with the Subject Matter Coordinator to proceed with ongoing formal and informal evaluations of program assessments.

As part of an ongoing effort to incorporate current research and thinking into curriculum and program design, the program provides funding and encouragement for faculty to attend conferences, workshops, institutes, and engage in other forms of ongoing education. This new knowledge is incorporated into our program review process on an ongoing basis. Additionally, our faculty development coordinator develops an annual program of professional development workshops. Please see Appendix F, pp. 167-174, for sample flyers of presentations conducted as part of this development program.

Our strong working relationship with the Education program on campus helps us to periodically review our program in light of the changing needs of public schools. Additionally, a number of the members of our faculty are current or former secondary school teachers; their experiences and understandings of the current status of California’s public schools inform our program development and review process on a regular basis.

Beginning with the 2006-2007 academic year, the English single subject coordinator will create a single subject advisory council made up of single subject students in English, university faculty, and interested public school personnel. Present or future cooperating teachers in English and administrators involved in teacher preparation will be invited to participate. The role of the single subject advisory council will be to assist the single subject coordinator in ongoing reviews and improvement of the subject matter program.

Required elements:

9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.

Each year the English faculty reviews the portfolio process as a method of examining program goals, curriculum, requirements, and student success. Capstone participants fill out an exit survey about the portfolio and their experiences in the English program, thereby
providing student feedback for the review process (see Appendix R, pp. 239-241). The program review process also includes a focus on technology uses, advising services, assessment procedures and program outcomes. The Assessment Coordinator, in conjunction with the Single Subject coordinator, incorporates these topics into the annual informal review process, with more formal examination of these categories during the semi-formal review every two years and the formal review every five years. The English Single Subject Advisory Council, including cooperating teachers of English, administrators involved in the credential process, prospective teachers, and community college faculty also participate in providing feedback on the program from the field. When needed, members of the Instructional Technology, Library, and Advising Center staff participate in these discussions. During regular program area meetings, members of the English faculty periodically discuss program modifications, including how proposed changes will align with CCTC standards, and work to improve coordination and articulation of texts, resources, and assignments across courses.

The subject matter coordinator attends all English faculty meetings and is always invited to put items on the agenda for discussion. Single Subject Matter Review has been on the agenda regularly for three years, and will continue to be in the future.

| 9.2 | Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges. |

The English Single Subject Coordinator will have designated release time each semester for advising of prospective teachers and for establishing collaborative partnerships with secondary schools and community colleges. As a new program, we are still developing these partnerships. Our program review will necessarily reflect on the quality and effectiveness of these relationships on an ongoing basis.

| 9.3 | The program uses appropriate methods to collect data to assess the subject matter program’s strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel. |

It is essential for the program review process to invite involvement and feedback from all of the stakeholders in the undergraduate preparation and post-graduate credentialing process. This includes English and Education faculty members at CSUCI and at feeder community colleges, current and recently graduated CSUCI English students, prospective employers (school administrators), and public school teachers. The following table demonstrates the methods used to collect data from each stakeholder group:

| English faculty members at CSUCI | Faculty members formally and informally provide feedback on the strengths and weaknesses of the program through participation in ongoing program area meetings |
| English faculty members at CSUCI | Part-time and temporary faculty also |
participate in ongoing discussions

• The peer review process points out strengths and weaknesses in individual faculty member’s methodology, delivery, content knowledge, and pedagogy

• English Single Subject coordinator attends periodic Education faculty meetings to gain feedback on issues of concern among the Education faculty

• Education Single Subject Coordinator participates in periodic meetings of the English Single Subject Advisory Council

• Participate in informal discussions regarding course equivalents, transfer agreements, and alternative paths to a teaching credential

• The English chair (or designee) at feeder community colleges participates in periodic meetings of the English Single Subject Advisory Council

• Current students complete student evaluations of teaching effectiveness each semester that provide feedback on the individual instructor as well as text selection and course assignments

• Current students take an exit exam at the end of the Capstone experience

• Current and/or recently graduated CSUCI English students participate in periodic meetings of the English Single Subject Advisory Council

• Public school administrators participate in periodic meetings of the English Single Subject Advisory Council

• Practicing English teachers and their classrooms serve as Capstone experience sites and provide frequent feedback to the Capstone instructor on the strengths and weaknesses of the Capstone design

• English teachers serving as cooperating teachers for our Single Subject credential candidates are invited to participate in periodic meetings of the English Single Subject Advisory Council

9.4 Program improvements are based on the results of periodic reviews, the inclusion and
implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

The English faculty utilizes the program review process to facilitate improvements to the English Single Subject preparation program. The growing strength of our relationships with feeder community colleges, secondary schools, prospective employers, and students in the program will provide an important foundation for changes in the program as it grows and develops over time. These collaborations will also make the program faculty more aware of the identified needs of program students and school districts in the region. The English faculty, through participation in discipline-based conferences and through maintaining a high level of awareness of current issues in the field, consider the implications of new scholarship in English on an ongoing basis. Our curriculum as it is currently set out follows the policies of the State-adopted Academic Content Standards for K-12 Students in California Public Schools. Our English Single Subject Coordinator attends workshops and meetings sponsored by the State of California in order to continue to maintain a program that meets these requirements.
Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

The Assistant Professor of English in the field of English-Education (and author of this report), Mary Adler, will serve as the program coordinator and take responsibility for program planning, implementation, and review. With the cooperation of the entire part-time, full-time, and tenure-track English faculty, the coordinator has planned the coursework for the English Subject Matter Preparation program as presented in the preconditions section of this document and the original report. She has written three new courses for the program and co-written a fourth with the Education faculty to address English Language Arts standards that were not met through the English major required courses.

Implementation of the program is already underway, with new courses being included in the university catalog. For ease of student understanding, the program is presented as the BA in English plus additional courses that make up the English Education Emphasis, designed to fully address the California English Language Arts standards. The coordinator also works to ensure implementation of the program by meeting regularly with the faculty members who teach courses related to English Education to ensure that the curricula and outcomes are being met in appropriate ways. The Program Chair works with the coordinator to determine what resources are needed each semester, when courses should be offered, and who is needed to teach them. Three units of release time are provided to the Coordinator each semester by the Dean of Faculty to enable her to have the time to implement and review the program.

Beginning in the Fall 2004, the coordinator will work with the other English faculty members and the program chair to coordinate the review process within English, using the English Exit Interview as well as informal data to provide assessment information. In consultation with the English Single Subject Advisory Council, she will consider revisions to the program as they are indicated by students and faculty in the program. She will also work with the Council to keep current with changes in local school districts and make any appropriate revisions to the program to better meet the needs of local school employers.

The coordinator will use the Advisory Council as a mechanism to increase collaboration and communication among the program faculty, local school administrators, teachers, and/or parents, the feeder community colleges and education faculty members. She will also periodically attend Education faculty meetings to keep channels of communication open between the program areas.

Required Elements:

10.1 A program coordinator will be designated from among the academic program faculty.
and the considerable workload requirements at a startup institution like CSUCI. By comparison, program chairs and the Academic Senate chair are not given more than 6 units of release time per semester. At the present time, with less than 20 prospective teachers of English identified, the one course reduction each semester is sufficient to develop the program and advise students. As the Single Subject credential grows and as the English program grows over time, this number will rise, and the course reduction may need to increase to meet the demand. The present Dean has indicated that he is in support of this increased release time should the circumstances warrant it.

The coordinator duties include student advising for prospective secondary English teachers, transcript evaluation, and course advisement (Subject Matter Clearance) for credential candidates. Additionally, the coordinator is responsible for outreach, holding informational meetings each semester to inform potential single subject candidates about the program and developing, implementing, and meeting periodically with the English Single Subject Advisory Council. The coordinator instructs students in the Capstone field experience and assists with coordination for the early field experience for EDUC 330, if necessary. Finally, the coordinator collects data on the program review for the English single subject preparation program and makes suggestions for changes to the program chair and the curriculum committee.

10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.

The English single subject coordinator/advisor develops, implements, and meets at least annually with the English Single Subject Advisory Council, made up of members from the CSUCI English and Education faculty, students, and appropriate public school personnel. Via on-line communications, face to face meetings, and written feedback, the council collaborates on revisions to the design and development of the program. The English single subject coordinator emails the minutes of these meetings to members of the campus community, including all English faculty, single subject Education faculty, the Advising Center, and other interested parties. As part of her outreach duties, she communicates with school districts, other academic partners, and members of the public about the English single subject program curriculum and goals.

10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.

The English Single Subject Coordinator is expected to receive one course release time per semester. Administrative support is available through Academic Affairs for assistance with development and implementation of the program, including communications with stakeholders at all levels. The faculty and administration at CSUCI are committed to its single subject preparation programs and has pledged to provide support for their ongoing implementation.

10.4 The program provides opportunities for collaboration on curriculum development...
The English program encourages collaboration on curriculum development among program faculty and has set a precedent through strong collaboration within the Composition program and in interdisciplinary course planning across programs. English program faculty, including temporary faculty, have already collaborated on the development of the English education preparation emphasis by meeting one-on-one to discuss their courses and by providing syllabi and course assignments through electronic communication. This collaboration will continue through regular program meetings and on-line conversations among the English tenure-track faculty, full time lecturers, and part time temporary faculty. Additionally, the single subject coordinator will periodically attend Education meetings to provide a forum for collaboration with the single and multiple subject credential faculty. Such collaboration has already produced the curriculum for COMM 345/EDUC 345 (Media Literacy and Youth Culture), which was proposed by the English single subject coordinator during an education meeting and was greeted with enthusiasm by the education faculty. Education faculty also developed the curriculum for EDUC 330 (Introduction to Secondary Schooling) in coordination with the English and Biology single subject coordinators. We expect these partnerships to continue to strengthen the program as it develops further.

10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Response:

The CSUCI English Program has credit transfer agreements with local colleges, other CSU and UC campuses. The English faculty attends an annual conference for local high school and community college teachers held at a nearby community college to discuss, coordinate, and articulate appropriate courses. The university Articulation Officer communicates with postsecondary institutions and coordinates the articulation process. The Advising Center on campus advises students on various transfer options and substitutions, and the content department reviews and approves them. Each candidate is encouraged to interact with his/her advisor, a credential analyst, and the Single Subject program coordinator to find out about program requirements, deadlines, and procedures.

CSUCI will only recognize lower division courses in our articulation agreements for the English Program. All course substitution decisions are based on the outcomes, content, and standards the courses are designed to meet. These decisions are made by the program chair on a case by case basis. For English Education courses and for the subject matter program, the Subject Matter Coordinator makes the substitution decision.
Standards for English

Standard 11: Required Subject of Study

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes reflective of the Standards for Single Subject Teaching Credential Programs. The program provides the course work and field experiences necessary to teach the specified subject to all students in California’s diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) and Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teachers’ professional career.

Response:

The English program at California State University Channel Islands is proposing a subject matter preparation program that is rigorous, stimulating, and balanced. Although we are a growing institution and do not yet have the diversity of choices that larger institutions may offer, our curriculum has been carefully and thoughtfully developed and offers students a solid foundation in literature, language study, composition, and communication. We are currently developing a Masters program in English, and we expect that a number of our graduates who become teachers will return to us during their professional careers to continue developing their subject matter knowledge and understanding.

We have developed an emphasis called “English Education Preparation, Pre-Credential” for prospective teachers. Graduation with this emphasis will include a Bachelor’s degree in English as well as a special notation on the student’s transcript indicating the emphasis completed. The English Education Preparation Emphasis parallels the other special emphases offered in our program (multicultural literature, creative writing, and a certificate program in technical writing); each includes twelve units of additional coursework beyond the requirements for the major (six of these units may be taken as English electives). The twelve units required for the English Education emphasis are four courses (COMM/EDUC 345, ENGL 474, ENGL 478, EDUC 330) specifically developed to strengthen our program’s reflection of the standards in the State-adopted English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) and Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999).

The English Education Preparation Emphasis was developed in consultation with and full cooperation of the English tenure-track, full time temporary, and part-time faculty. Additionally, the education faculty has provided extensive interdisciplinary assistance in developing part of our early fieldwork component (EDUC 330, Introduction to Secondary Schooling) and in co-sponsoring one of our required courses (COMM/EDUC 345, Media Literacy and Youth Culture). Faculty members serving on the curriculum committee from across the campus have provided support in approving our curricular and program-level
changes. Finally, the administration of CSUCI has demonstrated strong support of the single subject preparation program, most recently through the granting of release time for an English single subject coordinator.

Part of the reason for the strong support by the institution at CSUCI is that the single subject program is an important component of the university’s mission, reproduced below:

“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.”

The CSUCI university mission statement is congruent with the kinds of learning and experiences that are reflected in the California content standards, including the need for faculty to work together to put students at the center of the educational experience and to provide a core program that incorporates multicultural perspectives. The faculty, staff, and administration at CSUCI therefore assign a high priority to this proposal.

Required elements:

11.1 The core program provides broad foundational studies in the four English domains as detailed in Standards 13 through 16 (literature and textual analysis; language, linguistics and literacy; composition and rhetoric; communications, speech, media and creative performance).

The core program provides foundational studies in all four English domains. (Please see the Matrices, p. x, for specific information on standards covered by each course.) In Domain 1, literature and textual analysis, the content standard is met through two survey courses (ENGL 120, 150) in American literature (17th century – present) and two survey courses (ENGL 220, 250) in British/European Literature (Old English period through the present). All four of these courses address major writers and literary movements as well as lesser-known writers, particularly those with voices and perspectives that are less well represented in the canon.

Foundational studies in Domain 2, language, linguistics, and literacy, are provided through an introductory course in linguistics (ENGL 315), a course specific to learning the form and function of English grammar (ENGL 474), and a course in second language acquisition theory and literacy development among English learners (ENGL 475).

The standard for Domain 3, composition and rhetoric, is met through four foundational courses. Stretch Composition I and II (ENGL 102-3) or Composition and Rhetoric, a challenge course (ENGL 105), are part of our directed self-placement program in composition for incoming freshmen. Based on a self-assessment of their confidence level and skills in writing, students may elect to take either a one or two semester course to develop their writing skills and meet the university’s writing requirement. Two advanced writing courses develop students’ composition skills further. In ENGL 330, Writing in the Disciplines, English students are joined by students from a variety of majors to study writing
in interdisciplinary contexts, including humanities, science, social science, and business. In ENGL 478, Writing as Reflective Practice, students read research on the writing process, engage in a variety of writing tasks, and use metacognitive techniques to reflect on their processes and improve their written product. Additionally, ENGL 474, Approaches to English Grammar, provides explicit instruction in the identification and effective use of grammatical elements (Standard 3.3).

Foundational studies in Domain 4, communications, speech, media, and creative performance, are met by three courses. Public Speaking (COMM 101) focuses on helping students to develop public communication skills. Media Literacy and Youth Culture (COMM/EDUC 345) is a team-taught, interdisciplinary course that develops students’ awareness of the effects of mass communication on themselves as well as on adolescents and children. The third course, Shakespeare’s Plays (ENGL 410) is an interactive performance course in which students learn to stage and creatively interpret Shakespeare. Secondarily, several creative writing assignments incorporated into ENGL 478, Writing as Reflective Practice, also serve to develop students’ facility with Domain 4.

11.2 The core program includes focused, in-depth study in one or more domains to provide rigorous, scholarly work in the recognized disciplines of English Language Arts.

The core program includes focused, rigorous, in-depth study in Domain 1, literature and textual analysis (ENGL 326, 327, 410, 420, 449, 477). In these courses students produce scholarly work via textual analysis and close readings of texts.

Several courses provide students with an opportunity to look at thematic and stylistic development over time through the in-depth study of major and minor works of a single author. Major British and European Authors (ENGL 326) and Major American Authors (ENGL 327) develop students’ abilities to use academic language in a thorough, thoughtful investigation across one or two authors’ works. Authors studied change by semester; students may take the course for credit more than once, though they are not required to do so. In Fall 2003 the authors studied were Virginia Woolf and James Joyce (ENGL 326) and William Faulkner and Toni Morrison (ENGL 327); Christopher Marlowe was studied in Fall 2002 (ENGL 327). In both of these courses students have opportunities to develop the discourse of literary analysis—by listening actively or participating during class discussions, by exploring key concepts and themes in written papers, and by working with their peers to produce a panel exploration of the work(s) under discussion. These courses build on the foundational knowledge gained in the lower division survey courses (ENGL 120, 150, 220, 250) and are designed to provide deep, extended study into important figures and works in the field. In addition to providing foundational studies in creative performance, Shakespeare’s Plays (ENGL 410) offers students an opportunity to examine language, context, form and style in either the early plays (pre-1600) or later plays (post 1600). Though they are not required to, many students take the option to repeat this course by topic in order to develop their understanding of Shakespeare still further. In Fall 2003, plays studied included Henry IV, Part One, Henry IV, Part Two, Henry V, Measure for Measure, Merchant of Venice, Much Ado About Nothing, Romeo and Juliet, and the Taming of the Shrew.
Three additional courses provide focused instruction in specific areas emphasized by the California Content Standards within Domain 1. Literary Theory (ENGL 420) develops students’ ability to understand and apply criticism and theory to the interpretation of literature, reflective of Standards 1.3a and 1.3b. Multicultural Literature (ENGL 449) focuses on literature by Native American, Hispanic American, African American, and Asian American writers. This course is essential for prospective teachers, as evidenced by the description of Domain 1, which states that “advanced study of multicultural writers is also fundamental preparation for teaching these works” (Subject Matter Requirements for Prospective English Teachers, page 31). Finally, Adolescent Literature (ENGL 477) helps prospective teachers to develop an understanding of the features of this genre as well as a knowledge base from which to analyze, select, and evaluate young adult literature (meets Standard 1.1c).

| 11.3 | The core program introduces English candidates to current and emerging issues in literacy, language acquisition and multicultural studies. |

The core program introduces English candidates to current and emerging issues in literacy (ENGL 474, 475, 478) language acquisition (ENGL 315, 475) and multicultural studies (ENGL 449).

Three courses address current and emerging literacy issues. In Approaches to English Grammar (ENGL 474), students discuss the role of grammar in learning to write well, considering alternative approaches that develop correct grammar usage in the context of real language tasks. Students also reflect on cultural and social assumptions with regard to grammatical correctness and the use of Standard English. In Language and Social Context (ENGL 475), students examine issues related to literacy development among second language learners, including sociocultural, constructivist approaches to developing academic language literacy. In Writing as Reflective Practice (ENGL 478), students look more personally at literacy development in their own lives by applying research on the writing process reflectively to their own writing, and developing metacognitive techniques that help them to communicate more effectively.

Two courses address issues in language acquisition. ENGL 315, Introduction to Linguistics, offers students an early formal exploration of human language, including an introduction to phonology, morphology, syntax, semantics, and word etymologies (these are explored in more depth later in the program in Approaches to English Grammar, ENGL 474). Language in Social Context (ENGL 474) extends students’ knowledge of linguistics through the exploration of current and emerging issues related to theoretical frameworks of language acquisition, the role of a first language in the development of a second language, and research/theory on cognition and affective factors in second language learning.

Multicultural Literature (ENGL 449) introduces English candidates to current and emerging issues in multicultural studies, including themes of race, class, gender, inclusion, exclusion, and identity as applied to works by Native American, Hispanic American, African
American, and Asian American writers. Students are encouraged to reflect on how texts discussed in the course affect their awareness of their own cultural or ethnic heritage.

11.4 The core program includes the study of canonical literature as well as the literature of diversity, world literature, non-literary readings, workplace communications, and visual technologically mediated texts.

The core program emphasizes the study of literature, including canonical works and the literature of diversity (ENGL 120, 150, 220, 250, 326, 327, 410, 449), world literature (ENGL 150, 210, 250, 326, 410), non-literary readings (COMM/EDUC 345, ENGL 330), workplace communications (ENGL 330, COMM/EDUC 345), and visually technologically mediated texts (ENGL 330, COMM/EDUC 345).

Eight courses include the study of canonical works, including major works in American, British, and European literature. For example, recent readings in these courses include Last of the Mohicans (James Fenimore Cooper), Sonnets (John Donne), Romeo and Juliet (William Shakespeare), “The Love Song of J. Alfred Prufrock” (T. S. Eliot), “A Modest Proposal” (Jonathan Swift), Portrait of the Artist as a Young Man (James Joyce), and Light in August (William Faulkner). Literature by authors of diversity are highlighted in the Multicultural Literature course, which features authors such as Sherman Alexie, Sandra Cisneros, Louise Erdrich, Maxine Hong Kingston, and Alejandro Morales. However, literature of diversity is prevalent across all of the literature courses at CSUCI. The instructor for ENGL 327 in Fall 2003, for example, chose to focus in on Toni Morrison and William Faulkner, encouraging students to critically analyze and contrast these authors’ works for differences in their views on race, among other issues.

World literature is included in five courses (ENGL 150, 210, 250, 326, 410), which feature works by authors such as Chaucer, Milton, Shakespeare, Moliere, Descartes, the Romantics (Shelley, Keats, Wordsworth), Rousseau, Rossetti, Marx, Nietzsche, Freud, and Pirandello. Non-Western writers are specifically highlighted in ENGL 210, Themes in Non-Western Literature. Non-literary readings are primarily addressed in two courses (ENGL 330, COMM/EDUC 345). In the first course, Writing in the Disciplines, students read essays written for disciplines other than English, including science, social science, and business. They also look at advertising and product marketing statistics. In the second, Media Literacy and Youth Culture, students read and analyze the artifacts of mass communications, including print media, photographs, and journalistic articles.

Two courses also incorporate workplace communications and visual technologically mediated texts. In Writing in the Disciplines (ENGL 330) students learn how to effectively communicate in ways appropriate to the various disciplines studied. For example, in relation to science, students participate in an in-class debate requiring critical reasoning and skill in spotting logical fallacies. They also write two personal, reflective letters to the instructor, in which they communicate about the strengths and weaknesses of their writing. Both of these tasks parallel communications students will need to have in the workplace. In Media Literacy and Youth Culture (COMM/EDUC 345), students develop a multimedia presentation on the
media and take it out to schools to present to secondary school students. As the students in this course are prospective teachers, this presentation prepares them for communications with adolescents in their future workplaces, schools. Finally, courses across the English program make use of electronic communications such as email and Blackboard; these programs are essential in the workplace. Both of these courses also make use of visual, technologically mediated texts—ENGL 330 in the use of film analyses of versions of *Hamlet* for a humanities essay, and COMM/EDUC 345 in the use of television, film, print, radio, photographic, and Internet communications as the subject of discussion and analysis for the course.

11.5 The core program includes study of research conducted and presented in multiple genres and media reflective of current technology in usage.

The core program includes a foundational course, Research Methods, (ENGL 310) dedicated exclusively to helping students conduct research using electronic and print resources, including academic library websites, reference books, newspaper databases, government publications, manuscripts and special collections, and book databases. Students present research for this course through a Powerpoint presentation in which they incorporate the findings from their research, supplemented by images, video clips, and sounds found during their research. Additionally, students in Media Literacy and Youth Culture (COMM/EDUC 345) will study research through the multiple genres of mass communication (television, film, print, radio, photographs, and Internet) and will present their analysis using a multimedia presentation that incorporates examples from popular culture. Finally, students in Language in Social Context (ENGL 475) do Internet research to find useful websites related to the course content. They present their findings via an Internet presentation, using a projection system attached to a computer so that students can visually show the class the features they have found most useful on the website they selected.

11.6 Throughout the program, literary works and other forms of human communication are considered in their historical and political contexts.

The core program provides several courses that pay special attention to literary movements, focusing on the historical and political contexts around the literary work (ENGL 120, 150, 220, 250). For example, American Literature I (ENGL 120) includes works structured around the following themes: Native American Voices; Narratives of Exploration and Contact; Religion, Revolution, and Nationalism; Heroes and Everyday People; Gothic Literature; and Slavery and Freedom. In addition to these courses, several classes look at a single author or group of authors within a particular historical, social, political, or cultural context (ENGL 326, 327, 410, 449). For example, the most recent Major British and European Authors course (ENGL 326) used the Modernist period as a backdrop with which to consider the lives and works of Virginia Woolf and James Joyce.
Standard 12: Extended Studies

The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999). Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across content domains. The program’s design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent patterns of coursework.

CSUCI provides extended studies through 15 semester units of coursework that supplement the program core and provide further preparation in the California Reading/Language Arts Framework. These 15 units are required for the English Subject Matter Program, encompassing the following courses (also see Matrices, pp. x-x):

- Educ 330 Introduction to Secondary Schooling (3 units)
- Comm 345/Educ 345 Media Literacy and Youth Culture (3 units)
- English 474 Approaches to English Grammar (3 units)
- English 477 Adolescent Literature (3 units)
- English 478 Writing as Reflective Practice (3 units)

Beyond these 15 units, the student has the option to take an additional 6 elective units to supplement their program. If they do not wish to take additional elective courses, students may use these 6 units for required extended studies coursework or for prerequisite requirements for the Single Subject Credential program at CSUCI.

The extended studies pattern at CSUCI is designed to build upon foundational content knowledge in the program core by providing further work in breadth and perspective (pattern 1) across a combination of related content area domains. Our purpose in doing so is a) to prepare students to be academically more well-prepared as generalists in English and b) provide ways for students to consider issues related to secondary English education while they are undergraduates.

Like the core, our breadth and perspective coursework is required of all students who complete the English Subject Matter Program. Once our university is more established and has the opportunity to develop additional courses, we will be able to offer choices within these categories such that students can select from a number of courses that provide extended preparation within the domains.

Each of the breadth and perspective courses focuses on a particular domain and extends concepts within that domain into the area of secondary English education, as indicated by the following list:

- Literature and Textual Analysis
  - English 477 Adolescent Literature

- Language, Linguistics, and Literacy
  - English 474 Approaches to English Grammar
• Composition and Rhetoric  
  English 478  Writing as Reflective Practice

• Communications: Speech, Media, and Creative Performance  
  Comm 345/Educ 345  Media Literacy and Youth Culture

The final course, Introduction to Secondary Schooling (EDUC 330), is a field experience course in which students become active participants in a secondary school classroom. The purpose of the course is to help CSUCI students to analyze university subject matter content and look at how it is related to secondary school subject matter content. This course will extend the concepts within any one of these domains, depending on the content area course that is linked to EDUC 330 (students are strongly recommended to make a link with one of their English courses).

Required Elements:

12.1 The program offers extended studies that ensure that prospective teachers deepen their knowledge within or across content domains.

CSUCI began accepting students in 2002 and admitted the first sophomore students only this year. In order to provide our students with a rigorous curriculum that addresses all of the California English Language Arts Standards, we have developed new courses that provide them with additional course offerings beyond the major. In the future, as new courses are developed and our student body grows large enough to offer more elective choices, we will be able to offer students more course alternatives. Currently we have, from necessity, had to limit our course offerings to parallel the small student population (approximately 2000 this year) and small size of the tenure-track faculty (approximately 60 this year across the entire campus).

Consequently, while we have academically rigorous, intellectually stimulating courses, we do not yet have enough diversity and overlap among courses to offer students choices of different courses to meet the standards. We do offer students choices within courses, as several courses (ENGL 325, 326, 327, 410) change by topic every semester.

We have made considered, deliberate choices in our core program to provide all of our prospective teachers with depth in Domain 1, Literature and Textual Analysis, and to develop their general knowledge across Content Domains 2, 3, and 4. A coherent pattern of coursework is evident in the 4, 5 and 6-year Graduate Road Map (Please see Appendix D, pp. 155-160). In this plan we have laid out a pattern of coursework in which courses build on one another and GE/elective choices are folded in to provide an economical use of units that will provide coherent combinations of courses.

Prospective teachers do have six units of English Electives. However, due to our high unit count in the major we will advise them to use their elective units to count toward courses for the English Education Preparation Emphasis to reduce their unit count prior to
graduation. The emphasis is composed of four courses: Media Literacy and Youth Culture (COMM 345/EDUC 345), Approaches to English Grammar (ENGL 474), Writing as Reflective Practice (ENGL 478), and Introduction to Secondary Schooling (EDUC 330). Though these four courses are part of the core program because they are necessary to meet the state-adopted Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999), they may be considered extended study in that they deepen students’ knowledge across content domains.

12.2 Extended study may be offered in any or all of the following patterns:
   a. A combination of related content areas across one or more of the four domains:
      - literature and textual analysis; language and linguistics; composition and rhetoric; and
      - communications: speech, media and creative performance
   b. Concentration in one domain
   c. Concentration in any content area within a domain (e.g., speech, multicultural literature, theater)

The extended study offered through the four required courses in the English Education Preparation Emphasis fits pattern 12.2.a. above, developing a combination of related content areas across one or more of the four domains. The four courses in the emphasis are related through the explicit connection in each course between the content area and issues in education. Media Literacy and Youth Culture (COMM/EDUC 345) contains many characteristics of Domain 4, with its focus on journalistic techniques and the power of the media to affect adolescents’ behavior. Approaches to English Grammar (ENGL 474) bridges Domain 2 and 3, due to its focus on language form and structures, and language use in composition practices. Writing as Reflective Practice (ENGL 478) bridges Domains 3 and 4, by focusing on language processes through writing tasks that incorporate creative writing assignments. Finally, Introduction to Secondary Schooling (EDUC 330) integrates all of the domains via the early field experience, in which students participate in focused, structured observations relating secondary school content to their university coursework in English.

12.3 The program provides advising for prospective teachers to select or develop a coherent pattern of extended study based on a well-defined goal (i.e., to meet requirements of the major; to complement or supplement studies in the program core; to pursue special professional interests, e.g., drama, journalism, and media).

Advising is required for students in the English major who are seeking to pursue an emphasis in subject matter preparation. The program coordinator serves as advisor and meets with single subject candidates on an annual basis. The advisor has three units of release time to facilitate this. During advising, the candidate and the advisor develop ways to incorporate the extended study based on the goal of meeting the requirements of the major. The Advising Plan (see Appendix A, p. 143-144) and the 4, 5, and 6-year Graduation Roadmap are provided to the student during these advising sessions (See Appendix D, pp. 155-160) to assist him or her in developing a coherent pattern of extended study by making informed elective and GE choices throughout their educational experience. The new English
Program Website ([http://csuci.english.edu](http://csuci.english.edu)) includes various advising materials as well as program requirements for graduation and links to teacher credential pathways.

**Standard 13: Literature and Textual Analysis**

Prospective teachers of English learners are prepared to recognize the power and importance of literature as it reflects the most eloquent statements about the human condition. Prospective teachers of English develop an appreciation for our diverse literary heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, or express the creative impulses of human thought. The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis.

**Required elements:**

| 13.1 | Read, study and analyze works of literature from the canon, including the literature of diversity, from a variety of literary traditions, movements and historical contexts. |

**Response:**

The program provides both breadth and depth in the study of literature. In four foundational courses (ENGL 120, 150, 220, 250), prospective teachers study the literary traditions and movements that have shaped American and British/European literature across various historical contexts. These courses include a focus on major works by representative writers, including such canonical authors as Cooper, Emerson, Hawthorne, Melville, and Dickens, while incorporating the literature of diversity, such as works by Douglass, Erdrich, and Morrison. Beyond these courses, students gain depth of study via sustained instruction in specific works of literature contextualized within particular historical and/or literary movements. In ENGL 326 and 327, students engage in a highly focused study of one or two pivotal authors within American and British/European literature: Woolf and Joyce, for instance, or Faulker and Morrison. In ENGL 410, students focus on Shakespeare’s Plays, while in ENGL 449, students study literature collected under the category of multicultural literature (including Native American, Hispanic, African American, and Asian American works). The variety and intensity of these courses combine to provide prospective teachers with an understanding and appreciation of a diverse literary tradition.

| 13.2 | Know and analyze a variety of literary elements, their forms and uses. |

In the four foundational courses (ENGL 120, 150, 220, 250) the forms and uses of literary elements are discussed and applied. In subsequent literature courses (ENGL 326, 327, 410, 477) prospective teachers are expected to analyze a variety of literary elements both orally (in class discussions and presentations) as well as in writing (in papers, written projects, and journals). Literary Theory (ENGL 420) includes explicit instruction in using more advanced literary terms and in applying them to works of literature.
13.3  Analyze literary and non-literary texts and understand their structure, content and interpretations.

A majority of our core classes focus on critical thinking, analysis, and interpretation of literary texts (ENGL 120, 150, 326, 327, 410, 449, 460, 477). To quote from a representative course syllabus:

Although we will not be reading all the listed texts in their entirety, students in this course must be prepared to read a great deal: short stories, essays, one novel for each of our authors, short excerpts from their later, more experimental works, diary entries, and even letters. In the course of studying Woolf and Joyce, we’ll be learning to use critical essays and biography to understand this challenging fiction (Syllabus, ENGL 326).

Students are also required to take a course in literary theory in order to develop their ability to understand and apply interpretations to literary structure and content. Two courses also include the analysis of non-literary texts, including visual media, consumer, and workplace documents (ENGL 330, COMM/EDUC 345). In the first course, Writing in the Disciplines, students read and analyze essays written for disciplines other than English, including science, social science, and business. In the second, Media Literacy and Youth Culture, students read and analyze the artifacts of mass communications, including print media, photographs, and journalistic articles.

13.4  Consider and articulate the ways in which literature can engage readers and cause them to reflect on their own experiences and the human condition.

In many classes in the core program, prospective teachers articulate how they have been engaged by their reading and/or have found connections to their own life experience or that of others in the larger society (ENGL 326, 327, 410, 449, 477). In several courses, students are expected to keep journals or write papers in which they are to make these connections explicit. For example, students in Shakespeare’s Plays (ENGL 410) keep a journal of their reactions to and thoughts about the plays they are reading. In Multicultural Literature (ENGL 449), students have an option to write a personal analysis of their growing awareness of cultural or ethnic heritage in their own life or someone they know; they are then to connect this awareness back to the literature from the course.

13.5  Reflect on the ways literature can inspire personal and social growth and change.

Two courses (ENGL 326, 327), focusing on a concentrated study of one or two authors in a particular time period, provoke discussion on the ways that literature can inspire change. For example, prospective teachers in the current ENGL 327 look at Faulker & Morrison and discuss the influence of race in literature, considering how this literature reflects historical and regional perspectives and inspires social growth and change. Students in ENGL 326, by contrast, look at Woolfe and Joyce and reflect on how the modernist movement in art and literature inspired writers and artists to undergo personal and
intellectual growth and change. Students in ENGL 326 have personally participated in such changes by producing their own piece of fiction in a stream of consciousness style.
Standard 14: Language, Linguistics and Literacy

The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. Prospective teachers know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool.

The English Subject Matter program at CSUCI requires students to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. Additionally, special attention is paid to different varieties of oral and written English in today’s diverse societies and cultures where Standard English is expected. Courses focus on English as a means of communication and recognize the implications that this communicative function has for both native and non-native speakers.

Language structures are the focus of two courses, Introduction to Linguistics (ENGL 315) and Approaches to English Grammar (ENGL 474). *Introduction to Linguistics* introduces students to human language structures, including phonology, morphology, syntax and semantics and focuses on differences and similarities among different languages. *Approaches to English Grammar* focuses specifically on helping students to develop an understanding of the essential components of English grammar. This course also includes instruction in different approaches to teaching grammar, developing an understanding of the need to teach grammar in context for the purpose of improving students’ communication skills in authentic ways. Additionally, “particular attention is paid to cultural and social assumptions about grammar and how they have shaped our attitudes toward language use” (Syllabus & Catalog copy).

Students develop an understanding of language acquisition, linguistic diversity, and the development of literacy in Language in Social Context (ENGL 475). Students read educational theory and research on the process of language acquisition and consider these issues in light of local classrooms which include many second language learners. Non-native speakers are encouraged to share their experiences in learning a second language with the class. This class also focuses on linguistic varieties of spoken and written English. Students learn about dialects within the United States and consider ways to teach and require standard English of their future students without negatively influencing their students’ home languages, dialects, and/or cultures. Finally, students explore issues of what literacy means in socio-cultural contexts, learning about how teachers can draw upon their students’ cultural knowledge to strengthen their classroom curriculum and pedagogy. Class activities are conducted in ways that provide scaffolding and context for non-native speakers; these activities are designed as models for prospective teachers to use in their future classrooms.

**Required Elements:**

| 14.1 | Know the conventions, forms and functions of Standard English grammar and sentence structure. |

Prospective teachers gain an introduction to the conventions, forms and functions of Standard English (SE) grammar and sentence structure, including phonology, morphology, syntax, semantics, and pragmatics (ENGL 315, Introduction to Linguistics). Subsequently,
they complete a more thorough study of these elements (ENGL 474, Approaches to English Grammar), including analysis of major and minor parts of speech and clauses and clause patterns.

Beyond the formal study of Standard English in their linguistics courses, students are expected to demonstrate Standard English competently in all of their English courses. Evidence of this requirement can be found or implied in course assignments and rubrics which specify the importance of university-level writing skills. For example:

• English 102-3/105, Composition and Rhetoric, uses a holistic rubric for grading that includes grammar and mechanics as an important element. Students are told that their sentences should be “clear, logical, and enjoyable to read,” and that the instructor will be expecting that “problems in grammar, spelling, punctuation, or usage do not interfere with communication.” (Criteria of Good Writing in the First-Year Writing Program at CSUCI).

• In English 150, British and European Literature II, Students are graded in part on mechanics and usage, with a 5 (highest) score equaling writing that is “in accord with standard usage.”

• For oral presentations in English 327, Major American Authors, students are graded in part on “Clarity of presentation.”

• In English 449, Multicultural Literature, students are given this advice for their Critical Essay Requirements: “An ‘A’ paper will have a well defined thesis…and present its argument in a clear and logical manner, using textual quotations to support that argument, and be relatively free from spelling and/or grammatical errors.”

• Student in English 475, Language in Social Context, see “Writing Mechanics” as one of four components on their rubrics, followed by the questions: “Is your writing clear? Did you use correct structure (syntax, grammar, etc.)? Is the format you used easy to follow? Is this a university-level essay?”

• Students in English 477, Adolescent Literature, find that their final project will be graded, in part, on this criterion: “The author writes a university level essay with appropriate punctuation, syntax, grammar, and authorial citations.”

14.2 Recognize the universality of linguistic structures while acknowledging variation arising from differences of time, place and community.

Prospective teachers will study the basic components of human language, focusing on universal linguistic structures (ENGL 315). In several courses, students will also focus on how regional, geographical and historical variations affect language development (ENGL 315, 474, 475). For instance, in Language in Social Context (ENGL 475) students watch the film *American Tongues* and discuss regional variations of language and the assumptions attached to standard and non-standard modes of pronunciation. Prospective teachers also consider the development of Standard/Nonstandard English and its role in schools and schooling (ENGL 474, 475).

14.3 Learn basic principles of morphology, phonology, syntax, semantics and pragmatics.
Prospective teachers learn the basic principles of morphology, phonology, syntax, semantics and pragmatics through a study of linguistic terms and concepts (ENGL 315). Subsequent to this, they study phonetics, phonology, morphology, and word formation in the context of their roles in English grammar (ENGL 474).

14.4 Explain cognitive, affective and socio-cultural as well as first language influences on language acquisition and development, and the role of these influences in developing academic literacy.

In Language in Social Context (ENGL 475), prospective teachers study theoretical models of language acquisition, including hypotheses related to cognitive and affective influences in language development and theories of linguistic interdependence between the first and second languages. They discuss sociocultural definitions of literacy for English learners, and read recent research results of English language development programs in schools. Drawing on what they have learned from these studies, prospective teachers then explore constructivist techniques for developing academic literacy among English Learners (please see the syllabus for more details).

14.5 Examine and explain strategies for constructing meaning within the processes of reading and writing.

In Language in Social Context (ENGL 475), prospective teachers experience, examine, and explain strategies used to construct meaning during reading and writing processes, particularly for second language learners. Additionally, students have the opportunity to experience and reflect on strategies they found useful in their own construction of meaning during the writing process (Writing in the Disciplines, ENGL 330; ENGL 478, Writing as Reflective Practice). In Writing as Reflective Practice, students also examine research on the writing process and examine their own strategies for constructing meaning in light of the research findings. They use discoveries about their writing process to develop new strategies that will improve their subsequent writing development. Students enrolled in the Capstone (ENGL 499) necessarily examine and explain their strategies for constructing meaning, as they work to develop a lengthy term paper based on their original classroom research.
Standard 15: Composition and Rhetoric

In the program prospective teachers learn and apply a variety of composing processes. Prospective teachers of English analyze and compose texts representing a variety of discourse types and demonstrate the ability to use research strategies, text production technologies and presentation methods appropriately in a range of rhetorical contexts.

Prospective teachers in the English Single Subject Matter program at CSUCI develop facility with composition in a variety of ways, and are required to demonstrate this ability in multiple ways before graduating from the program.

Facility in composition is developed through a series of courses that begin with Composition and Rhetoric (ENGL 102/3 or 105) and Public Speaking (COMM 101). In these courses students develop skill in writing well-developed essays in a variety of genres, including persuasive, informational, narrative, argumentative, descriptive and/or reflective writing (ENGL 102/3 or 105). These papers are scored by the entire composition team on a holistic rubric and then returned to the students for peer review and revision, culminating in a portfolio submitted as a significant portion of the final grade. Students also are taught to analyze the rhetoric and structure of oral vs. written language (COMM 101) and study oral composing processes in the process of producing oral texts and presentations (COMM 101). In both classes students are expected to consistently apply standard conventions for grammar and mechanics, and this is reflected in the rubrics used for assessment.

After the entry-level courses developing composing and rhetorical skills, students take two interdisciplinary courses, Research Methods (ENGL 310) and Writing in the Disciplines (ENGL 330). In Research Methods, a course team-taught by our University Librarian, students develop their knowledge and skill with a variety of research strategies. They demonstrate their ability to use these research strategies through a research assignment that culminates in a reflective and informational PowerPoint presentation. Extensive materials for this course are available in the Syllabus for ENGL 310 in the original report. In Writing in the Disciplines, students learn how to produce text through the writing process which includes extensive collaborative reviewing. Learning outcomes for this course are as follows:

- Utilize strategies for writing
- Understand what is expected in any given writing task
- Determine an appropriate focus for any given writing task
- Learn to plan and research
- Compose a text that is well-organized and fully developed
- Determine and follow the conventions of grammar and style that are required for “successful writing” across the disciplines (from ENGL 330, Syllabus)

In Writing as Reflective Practice (ENGL 478), students further develop and refine their writing in purposeful ways. In this course they read educational research on the writing process and consider how this research applies to practice. They engage in sustained reflective process as they work to apply the research to real, sustained writing tasks, developing metacognitive skills in understanding the strengths and weaknesses they bring to the writing task. They write a mid-term examination in which the develop a metaphor for the writing process and relate that metaphor to the research they have read. Finally, through a
multi-genre paper, students learn how to select appropriate presentation methods for their content, and how to vary these methods to achieve a particular effect on the reader.

The final writing-related course that students complete is Capstone/Senior Seminar (ENGL 499). In this course, they are expected to demonstrate their knowledge of research, analysis, writing, and presentation of information through an extensive research project that includes formulating research questions, producing review of research synthesizing related sources, collecting student data, coding and analyzing that data, integrating data and findings with the literature reviewed for the project, and demonstrating correct APA citation format.

**Required Elements:**

| 15.1 | Read and study the rhetorical features of literary and non-literary texts, both fiction and non-fiction. |

Courses in the core program that focus on rhetoric and/or composition (ENGL 102-3/105, 310, 330, COMM 101) provide models for students both through model papers or speeches and through student peer feedback and evaluation. In both cases, students read and study the rhetorical features of the texts provided. These include a variety of texts, from basic essay models, some written by university students (ENGL 105), to persuasive speeches (COMM 101) to literary texts (ENGL 330) and non-literary texts (ENGL 310, 330).

Additionally, students read non-literary texts almost exclusively in Media Literacy and Youth Culture (COMM/EDUC 345), a required course. In this course, prospective teachers look critically at various forms of media and tools of mass communication, including print advertising and consumer information such as advertising strategies and product packaging of children’s toys and food products such as breakfast cereal.

In Language in Social Context (ENGL 475), students read and discuss educational research about instruction and development of second language learners. They also read public voter registration documents from the passage of Proposition 227, analyzing the arguments pro and con as well as reading text from the original proposition. They do this as part of an activity in which they assess the features of this law and its implications on the education of second language learners in California (and to related laws in Arizona). For evidence of these activities and texts, please see the Syllabus for ENGL 475.

Additionally, in Research Methods (ENGL 310), students learn how to access materials from non-literary sources by using newspaper databases and local newspaper websites as well as electronic federal, state, and local government publications.

| 15.2 | Analyze rhetorical and structural differences between oral and written language to explain relations between speaking and writing. Study and apply aspects of oral and written composing processes. |

Prospective teachers will analyze the rhetoric and structure of oral vs. written language to understand effective communications (Public Speaking, COMM 101). In this course, students study oral composing processes, especially with regard to extemporaneous speaking. They also study the rhetorical and structural differences between oral and written
language. For an assignment titled “Informative Speech Critique” (included with the COMM 101 syllabus), students produce, from a tape, a verbatim transcript of their speech, then analyze their (now) written speech in a number of ways, including items related to written content, such as the use of transitions and concrete language, and items related to oral delivery, such as pitch, tone, and pauses. Prospective teachers study, experience, and apply written composing processes extensively (ENGL 105, 310, 330, 478).

15.3 Use and analyze grammatical elements of oral and written English for a variety of rhetorical effects.

Prospective teachers are expected to understand, analyze, and critique the appropriate use of grammatical elements of written English (ENGL 105) and oral English (COMM 101) to achieve the strongest rhetorical argument. Additional instruction in the use and analysis of grammar in context is provided in ENGL 474, Approaches to English Grammar.

15.4 Consistently and accurately apply the conventions of oral and written English.

Prospective teachers are expected to correctly and consistently apply conventions of Standard English in written and oral forms across all classes in the program. This is evident in the course syllabi and assignment rubrics across courses. In British and European Literature II (ENGL 250) Essay Evaluation Rubric, for instance, students receive one quarter of their grade for mechanics and usage, ranging from a five for “In accord with standard usage” to a one with “Serious problems with fragments or comma splices, agreement or other errors in usage.” In the “Final Project Rubric” for Adolescent Literature (ENGL 477), students also receive one quarter of their grade for accurately writing “a university level essay with appropriate punctuation, syntax, grammar, and authorial citations.” For the same assignment, students also have a presentation rubric, in which a quarter of the grade is related to good presentation skills (use of oral standard English implied).

15.5 Learn and apply advanced research strategies for academic work in English, including collection, integration and citation of data.

Research Methods (ENGL 310) is an intensive course in research strategies team-taught between our English program faculty and our University Librarian. In this course, students use the Internet and other online resources to collect, evaluate, integrate, and cite data. For these purposes, students receive detailed instruction in strategies for online searching, including newspaper databases and local newspaper websites, and an overview of electronic federal, state, and local government publications. In this course, students also learn how to find and evaluate images, video clips, and sounds for use in PowerPoint presentations. Research Methods (ENGL 310) is a prerequisite course for most of our upper division literature and writing courses, because students need instruction in extensive research and data collection before they enroll in upper division courses which expect more independent application of this skill.

Advanced research strategies are learned and applied in the culminating course for research strategies, the Capstone (ENGL 499). The Capstone is a fieldwork course in which
prospective teachers do original classroom research. This original research includes formulating research questions, producing an annotated bibliography on related sources, collecting student data, coding and analyzing that data, integrating data and findings with the literature reviewed for the project, and demonstrating correct citation format.
**Standard 16: Communications: Speech, Media and Creative Performance**

In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance and creative writing into the language arts curriculum. Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms to understand how to use language effectively to communicate ideas and express themselves creatively.

**Required Elements:**

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<th>16.1</th>
<th>Demonstrate and evaluate oral performance in a variety of forms, using appropriate delivery criteria.</th>
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Prospective teachers take a public speaking course in which they are expected to demonstrate appropriate public communication skills as well as to evaluate those of their classmates (COMM 101). Students in the course are given preparation worksheets in advance, which include preparation criteria such as appropriateness of the topic for both speaker and audience, use of a purpose statement and central idea, an attention-getting introduction, and establishment of credibility. Students are also expected to complete a self-critique of a transcript of a speech they have given in order to focus on improvement of delivery. (Please see the syllabus and attached assignment pages for further information). In Shakespeare’s Plays (ENGL 410), students demonstrate and evaluate one another’s oral interpretations and dramatic performance, including criteria for spoken speech and sounds as well as physical form and movement.

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<th>16.2</th>
<th>Demonstrate the ability to analyze and respond to components of communication discourse such as audience feedback, supportive listening and critical thinking.</th>
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A number of courses incorporate elements of communication discourse, including audience feedback, supportive listening and critical thinking (COMM 101, ENGL 102-3/105, ENGL 310, 330, 410). In Writing in the Disciplines (ENGL 330), for example, students frequently read and respond to one another’s papers publicly; students also collaborate and compose a paper together. For English 102, the course expectations, printed on the syllabus, indicate that

- Students will discuss possibilities, strategies and decisions with their peers and the teacher.
- Students will work through multiple drafts toward revised and edited versions of their papers.
- Students will build working relationships with other student writers, in peer response groups and while working on collaborative projects (Syllabus, ENGL 102).

Built into these activities are the ability to analyze and respond to the discourse of collaboration, including understanding what the audience is saying, listening and speaking constructively, and thinking analytically about change and improvement.
16.3 Learn and apply strategies used by the media to impact society and evaluate the impact.

In Media Literacy and Youth Culture (COMM/EDUC 345), students will study the components of mass media, its development historically, and the relationship between the media and culture(s) in our society (including an investigation of how the media portrays minorities, gender roles, and class differences). Students will also analyze mass media marketing and evaluate its effects on the behavior of audiences, especially youth and children. For example, students will watch a Frontline special (produced by PBS) called “Merchants of Cool” exploring marketing focus groups targeted to adolescents. Students will discuss this strategy, share their own reactions and interpretations, and then conduct an interview of two adolescents to evaluate the impact that such a strategy has on their behavior. (Please see the syllabus for this course for specific details).

16.4 Specify the processes and techniques for making presentations in a variety of media forms.

Students in Public Speaking (COMM 101) learn specific techniques for making oral presentations and speeches, including extemporaneous speeches. In Research Methods (ENGL 310), students also learn about how to make an effective presentation, this time using Powerpoint to share information about an important author or work. In Media Literacy and Youth Culture (COMM/EDUC 345), students evaluate the effect of media strategies, including mass marketing, on themselves and on children and adolescents. For a culminating project, students will use the techniques they have studied through an analysis of mass media processes to produce an attention-getting multimedia project designed to prepare youth to be media literate.

16.5 Participate in dramatic performance, such as traditional playscripts, reader’s theater and oral interpretation.

Prospective teachers participate in dramatic performance through traditional and non-traditional readings and performances of Shakespearean plays (ENGL 410). In this course, students use voice, sounds, body movement, and physical form to interpret characters and scenes in a variety of plays. Students also engage in reader’s theater and impromptu performance during their study of adolescent (young adult) literature (ENGL 477).

16.5 Engage in theatrical processes, which apply production techniques, such as rehearsal strategies, principles of theatrical design and textual interpretation.

Prospective teachers engage in hands-on interpretation and performance of Shakespeare’s plays, developing a plan to analyze and stage one complete play while participating in the staging of four others (ENGL 410). Students work as a group to design a staged reading of a play, using textual interpretation to make decisions on thematic development and setting characteristics. They assign parts, using all of the students in the
class, and direct the class in working out three to five scenes. Subsequently, they turn in a paper reflecting on the experience.

16.6 Produce creative writing in a variety of genres using processes and techniques that enhance the text.

Prospective teachers demonstrate an understanding of creative writing by producing short stories and poetry as part of their exploration of the writing process in Writing as Reflective Practice (ENGL 478). By reading professional writers’ reflections on their own writing processes, students will generate processes and techniques that they can use to enhance their production of creative pieces. They will workshop their pieces, reflect on the effectiveness of the technique they tried, and modify it for future use. Students will also explore the differences and similarities between producing creative fiction and non-fiction, including similarities and differences in techniques used.