



UNIVERSITY OF WISCONSIN
WHITEWATER

ACADEMIC ASSESSMENT

ENGLISH EDUCATION

MISSION STATEMENT

The English Education Program prepares students to become literacy educators at the middle school and high school levels. English Education majors learn to read and analyze literary and nonfiction texts across a broad spectrum of historical and geographical space, and a wide variety of cultural, political and philosophical contexts. Students in this program learn to communicate their ideas clearly and precisely, craft strong arguments supported by evidence, and contextualize their new knowledge in intellectual frameworks that connect new insights with existing knowledge. English Education majors are also trained to explain their understanding of texts, to articulate their value to students reading them for the first time, and to foster in others the ability to express their thoughts in clean and effective prose.

STUDENT LEARNING OUTCOMES

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

All Majors in English will emerge from the program with the ability to:

- Read texts closely for nuances of language, content, and form
- Write effectively and produce clear and coherent prose demonstrating effective use of grammar and style
- Construct arguments and execute well-structured, thesis-driven interpretations based on textual evidence
- Conduct research
- Develop extended arguments that take account of existing scholarly conversations
- Analyze conventions
- Analyze texts using an understanding of generic conventions and literary devices
- Place literary traditions and situate major texts within the contexts of the literature of the British Isles and the United States
- Demonstrate awareness of English as a language, including its systematic structure, history, and uses

English Education Majors will emerge from the program with the additional ability to:

- Apply literary criticism and complex frames for textual analysis (including literary theory and/or interdisciplinary approaches)
- Analyze multicultural literature, literary texts, and trends representing diverse and global traditions, cultures, and histories
- Articulate literary value and literature's unique ability to represent human problems—ethical, effective, and philosophical
- Teach writing using current theories and methods of teaching composition
- Demonstrate knowledge and understanding of traditional and modern grammars

In addition, students who major in English Education will also meet the following education standards from the Interstate New Teacher Assessment and Support Consortium (INTASC):

- **[Standard 1: Content Pedagogy]** He or she must understand the central concept and structure of discipline and it must be created in such a way that students can learn from it effectively.
- **[Standard 2: Student Development]** The teacher must be able to understand the student's ability to grasp things and must come up with the methods that can offer better personality development of the students.
- **[Standard 3: Diverse Learners]** The teacher must know that the students have different capabilities of learning and based on that must train them.
- **[Standard 4: Multiple Instructional Strategies]** The teacher must be able to understand and use a variety of instructional strategies so that they are able to solve problems, think critically and show better performance.
- **[Standard 5: Management and Motivation]** The teacher must be able to understand individuals and create a learning environment to encourage positive social interactions, self-motivation and active learning engagement.
- **[Standard 6: Technology and Communication]** The teacher should use verbal, non-verbal and media communication to impart knowledge in the students for their better understanding of the subject matter.
- **[Standard 7: Planning]** It is highly recommended that the teacher must be able to plan various things for students such as curriculum, community and students, and knowledge of subject matter.
- **[Standard 8: Assessment]** The teacher assesses the students formally or informally to evaluate the social, intellectual and physical development of the students.
- **[Standard 9: Reflective Practice: Professional Development]** The teacher is considered a reflective practitioner who can evaluate the effects of the choices and actions on others and prepares students to face the world professionally as well.
- **[Standard 10: School and community Involvement]** The last standard of [INTASC standards](#) is to develop the relationship amongst students, colleagues, society, parents and various other agencies to support learning and well-being.