

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
Specify: Area A,B,C,D,E
- Major Curriculum
- Graduate Curriculum
- Other Curriculum
(minor, certificate, etc.)
Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2015

Degree & Program Name: (e.g., BFA, Art): BA in English

Present Requirements:

Upper Division Core Requirements:

ENGL 3211 Intro to Study of Engl Lang
ENGL 3220 Advanced Composition
ENGL 4965 Senior Capstone Seminar
Upper-division English Elective
Upper-division English Elective
Upper-division English Elective
Upper-division English Elective

Proposed Requirements (Underline changes after printing this form:

Upper Division Core Requirements:

~~ENGL 3211 Intro to Study of Engl Lang~~
ENGL 3100 Introduction to Literary and Cultural Theory
ENGL 3220 Advanced Composition
ENGL 4965 Senior Capstone Seminar
Upper-division English Elective
Upper-division English Elective
Upper-division English Elective
Upper-division English Elective

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Weakness in the area has been previously identified in our assessment procedure (i.e. through the MFT in English). A previous Assessment Report and MFT data are included.
- Adopting current best practice(s) in field: New GACE includes a section on literary theory, whereas linguistics is barely touched upon and is covered in other courses. Also, the vast majority of English departments offer this course.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Results from Major Field Test with breakdown by Field.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We will monitor GACE scores as well as scores on the MFT in English to ensure improvement. We anticipate continued success in the affected learning outcomes.

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>M. Bryan</i>	Date: <i>10/29/14</i>
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head: <i>M. Bryan</i>	Date: <i>10/29/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.A. in ENGLISH with Teacher Certification

NAME _____

ADVISOR _____

gswwD# _____

Effective Catalog Year: **2014-2015**

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		

Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENG 2110, 2120, or 2130	3		
English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement.			
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (18 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130, 2140	3		
ENGL: 2110, 2120, 2130, 2140	3		
ENGL: 2110, 2120, 2130, 2140	3		
English majors must select in Area F the literature courses not selected in Area C to complete the three courses in Area F.			
*Foreign Language 2001	3		
*Foreign Language 2002	3		
*Elective	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/	
Major: _____	
Earned at: _____	
Comments: _____	
Completed by: _____	Date: _____

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

MAJOR/ELECTIVE REQUIREMENTS: 64 HOURS

Major Core (29hrs)	Hrs	Term	Grade
Required for English Majors:			
American Literature (Pre - 1865)	3		
American Literature (Post - 1865)	3		
British Literature (Pre - 1785)	3		
British Literature (Post - 1785)	3		
ENGL 3211 Intro to Study of Engl Lang	3		
ENGL 3220 Advanced Composition	3		
ENGL 4965 Senior Capstone Seminar	2		

Required for Teacher Certification			
ENGL 3010 Young Adult Literature	3		
ENGL 4120 Shakespeare	3		
Choose Either:			
ENGL 4025 Composition Studies OR	3		
ENGL 4035 Rhetoric	3		

Certification Core (9 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Investigating Crit & Cont Issues in E	3			15
EDUC 2120 Exp Sociocultrl Persp on Diversity	3			15
EDUC 2130 Exploring Learn & Teaching	3			15

Teacher Ed Courses (14 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSC 4060 English Pedagogy Assess-App	5			120
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4620 Classrm/Behav Management	3			15
EDSC 4970 Student Teaching	3			180
EDSC 4980 Student Teaching	3			180
EDSC 4990 Student Teaching	3			180

TEACHER CERTIFICATION NOTES	FE
Opening School Experience	120

Professional Checklist:	
_____ Application to Teacher Education	
_____ Application to Student Teaching	
GACE I (Score _____ Semester _____)	
GACE II (Score _____ Semester _____)	
Passed GACE: Yes or No	

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.

For additional information please access the University Bulletin on the GSU website at www.gsu.edu.

ADDITIONAL REQUIREMENTS

*Area F: Foreign Language must be intermediate level beyond CPC. Select Area F elective course from lower division literature, humanities, fine arts, foreign language or prerequisites to major.

Major required English elective courses must be 3000 level or above.

NOTE: Required Major Literature Courses

Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in these areas. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

B.A. in ENGLISH with Teacher Certification (Proposed)

NAME _____
 ADVISOR _____

gswID# _____

Effective Catalog Year: **2015-16**

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130	3		
English majors must select in Area F what was not selected in Area C to complete the three course requirement.			
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 hrs min)	Hrs	Term	Grade
Area D Lists			
Lab Science			
Lab (if CHEM or BIOL)			
NonLab/Lab Science			
Lab (if CHEM or BIOL)			
SCI, MATH, CIS, CSCI			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130,2140	3		
ENGL: 2110, 2120, 2130,2140	3		
ENGL: 2110, 2120, 2130,2140	3		
English majors must select in Area F what was not selected in Area C to complete the three course requirement.			
Foreign Language 2001	3		
Foreign Language 2002	3		
*Elective	3		

PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	

MAJOR/ELECTIVE REQUIREMENTS: 64 HOURS

Major Core (29hrs)	Hrs	Term	Grade
Required for English Majors:			
American Literature (Pre - 1865)	3		
American Literature (Post - 1865)	3		
British Literature (Pre - 1798)	3		
British Literature (Post - 1798)	3		
ENGL 3100 Intro to Lit Theory	3		
ENGL 3220 Advanced Composition	3		
ENGL 4965 Senior Capstone Sem	2		
Required for Teacher Certification			
ENGL 3010 Young Adult Literature	3		
ENGL 4120 Shakespeare	3		
Choose either:	3		
ENGL 4025 Composition Studies			
ENGL 4035 Rhetoric			

Certification Core (9 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Investigating Crit & Cor	3			15
EDUC 2120 Exp Sociocltl Persp on	3			15
EDUC 2130 Explorng Learn & Teacl	3			15

Teacher Ed Courses (14 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSC 4060 English Pedagogy As	5			120
EDUC 3200 Instructional Tech & I	3			0
EDSP 3000 The Exceptional Stud	3			15

Education Capstone Exp (12 hrs)	Hrs	Term	Grade	FE
EDUC 4620 Classrm/Behav Manag	3			15
EDSC 4970 Student Teaching/Kn	3			180
EDSC 4980 Student Teaching/Ski	3			180
EDSC 4990 Student Teaching/Dis	3			180

Teacher Certification Notes	FE
Opening School Experience	120
Professoinal Checklist (link here)	
Additional Requirements (link here)	

Admission into Teacher Education is required for all students enrolled in all Education 300-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. *Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. An institutional grade point average of 2.5 is required for both student teaching and graduation. For additional information please access the University Bulletin on the GSW website at WWW.GSW.EDU

ADDITIONAL REQUIREMENTS:
*Area F: Foreign Language must be intermediate level beyond CPC. Select Area F elective courses from literature, humanities, fine arts, foreign language or prerequisites to major.
**Major required courses must be 3000 level or above.
***Minor and/or electives must include 9 semester hours of 3000 level or above.

UNIVERSITY REQUIREMENTS
A <u>minimum</u> of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

NOTE: **Required Courses
Any of the upper-level English or American Lit will fulfill the English B.A. requirements in these areas. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

Assessment Report: Department of English and Modern Language

BA and MA programs in English

Submitted by: Paul Dahlgren, Assessment Committee Chair

Date

Part One: Summary and Analysis of Assessment Results

A. Summary of Findings

BA programs

Our primary tool for program assessment in the English BA involves faculty evaluation of the capstone projects developed in ENGL 4965, a course offered in the fall of each year. Eight students completed that course in fall 2013. We complement our assessment of that material with scores from the Major Field Test in English which focuses on student knowledge of literature in different time periods as well as with results from the GACE exam (taken by students who wish to receive teacher certification) as needed.

In the 2013-14 assessment cycle, the faculty elected to continue to gather data on all PLOs and continue with the previously established trigger points for action on these PLOs (75% meets for each "overall" category). We also elected to run a pilot program on a few new PLOs in response to the 2012-2013 assessment plan which demonstrated uneven coverage of a few PLOs. Below is the data gathered. Table 1 shows the data gathered from our regular learning outcome and Table 2 from the pilot PLOs. Table 3 includes ETS data. All students passed the GACE this year, so that data is not included beyond this mention. Details about the pilot project for new PLOs is included in "Previous Action Plans" and drafts from those PLOs are included in Appendix A.

TABLE 1: Capstone Results (OLD PLOs)

Program Learning Outcomes	Outcome Measures	Number Assessed	% Exceeds	% Meets	% Did Not Meet
PLO #1 Compose effective responses to the rhetorical situations of writing tasks	Purpose	8	50%	50%	0%
	Audience	8	37.5%	50%	12.5%
	Rhetorical Strategies	8	25%	50%	12.5%
	Language	8	50%	37.5%	12.5%
	Overall	8	50%	50%	0%
PLO #2 Compose effective responses to the rhetorical situations of speaking tasks	Rhetorical Effectiveness	8	25%	75%	0%
	Effectiveness of	8	37.5%	50%	12.5%

	Performance					
	Effectiveness of Peripherals	8		50%	50%	0%
	Overall Effectiveness	8		50%	50%	0%
	Overall	8		25%	75%	0%
PLO#3	Concepts	4		75%	25%	0%
Apply cultural and historical understanding to the interpretation of texts						
	Critical Approaches	4		0%	100%	0%
	Literary History	4		75%	25%	0%
	Cultural Context	4		75%	25%	0%
	Literary Interpretation	4		25%	75%	0%
	Overall	4		50%	50%	0%
PLO #4	Primary Source Context	3		33%	33%	33%
Evaluate Primary and Secondary Sources						
	Primary Source Variety	3		33%	66%	0%
	Primary Source Appropriateness	3		0%	100%	0%
	Secondary Source Appropriateness	3		0%	100%	0%
	Secondary Source Integration	3		0%	100%	0%
	Secondary Source Quality	3		0%	100%	0%
	Secondary Source Documentation	3		33%	66%	0%
	Overall	3		33%	100%	0%
PLO #5	Rhetorical Situation	1			100%	
Criticize texts in various media						
	Effective Criticism of Elements of Media	1		n/a	n/a	n/a
	Materiality of Artifact	1		n/a	n/a	n/a
	Organization, Design, Format	1		0%	100%	0%
	Language	1		0%	100%	0%
	Overall	1		0%	100%	0%

TABLE 2: Capstone Results (NEW PLOS)

PLO Name	Measure	Number	Far Exceeds	Exceeds	Meets	Almost Meets	Does Not Meet	N/A
Research	Evidence from Text	8	0%	50%	37.5%	12.5%	0%	0%
	Original Argument	8	0%	37.5%	25%	37.5%	0%	0%
	Defines Problem	8	0%	25%	50%	25%	0%	0%
	Situates Argument	8	0%	12.5%	87.5%	0%	0%	0%
	Appropriate # of Sources	8	0%	0%	87.5%	12.5%	0%	0%
	Appropriate Quality of Sources	8	0%	0%	62.5%	37.5%	0%	0%
	Enters into Conversation	8	0%	0%	75%	0%	12.5%	12.5%
Close Reading	Parts to Whole	5	0%	20%	60%	20%	0%	0%
	Analysis of literary qual	5	0%	20%	80%	0%	0%	0%
	Locating Gaps	5	0%	0%	100%	0%	0%	0%
	Analysis of rhet or lit choices	5	0%	40%	60%	0%	0%	0%
	New Critical Term	5	0%	20%	80%	0%	0%	0%
	Term from Rhetorical Studies	5	0%	0%	20%	0%	0%	80%
	Other form of formalism	5	0%	0%	100%	0%	0%	0%
Creative/ Integrative Thought	Critical Thought	2	0%	50%	50%	0%	0%	0%
	Solve Problems	2	0%	100%	0%	0%	0%	0%
	Transfer	2	0%	0%	100%	0%	0%	0%
	Creativity	2	0%	0%	0%	100%	0%	0%
	Reflection	2	0%	0%	0%	100%	0%	0%
	Communication	2	0%	0%	100%	0%	0%	0%
Context	Historical context	5	0%	0%	100%	0%	0%	0%
	Social history	5	0%	20%	80%	0%	0%	0%
	Intellectual History	5	0%	60%	20%	0%	0%	20%
	Cultural History	5	0%	20%	40%	0%	0%	40%
	Political History	5	0%	0%	0%	0%	0%	100%
	Canonical or	5	0%	60%	20%	0%	0%	20%

	Not							
	Primary and Secondary Sources	5	0%	0%	100%	0%	0%	0%

TABLE 3: ETS Results

	Summary of Performance 1998-2010	Summary 2011	Summary 2012	Summary 2013
Mean Score all Students/ Percentile According to ETS	155/ 45 th	153/ 35 th	158/ 59 th	145/
Mean Score all Literature Students/ Percentile		165/ 83	169/ 92 nd	148/

Summary of findings, MA Program

The MA went through its first round of assessment this spring. Because the previous assessment plans for this program assumed that there would be capstone artifacts, in the form of finished graduate theses or portfolios, the assessment chair recommended making some changes to the regular plan to make up for artifacts students have not yet produced. Also, the previous plan called for “embedded assessments” in various courses which were never collected. Instead, faculty collected artifacts from three points in the program: the entry level classes, later course work, and final thesis proposals. Where, possible, we tried to collect artifacts from a couple of students to test program continuity and cohesion. These artifacts were evaluated for how well they accomplished two PLOs: “Know the Essential Literature of Literacy Studies” and “Recognize and Solve Problems in Critical Literacy.” Because faculty expressed concern about program cohesion, the assessment of PLOs was supplemented with a short survey designed to test the intellectual cohesion of the program. The revised plan for 2013-2014 is included at the end of this report (Appendix B). Tables 4, 5 and 6 breakdown the data collected in this assessment.

TABLE 4: Entry-Level MA Classes

Program Learning Outcomes	Outcome Measures	Number Assessed	% Exceeds	% Meets	% Did Not Meet
Know the Essential Literature of Literacy Studies	Know Important Scholarly Work	6	0%	0%	100%
	Complementary Scholarly Work	6	0%	0%	100%
	Overall	6	0%	0%	100%
Recognize and Solve Problems in Critical Literacy	Recognizes	0	0%	0%	0%
	Solves	0	0%	0%	0%
	Overall	0	0%	0%	0%

TABLE 5: Mid-Level MA Classes

Program Learning Outcomes	Outcome Measures	Number Assessed	% Exceeds	% Meet	% Did Not Meet
Know the Essential Literature of Literacy Studies	Know Important Scholarly Work	4	0%	0%	100%
	Complementary Scholarly Work	4	0%	50%	50%
	Overall	4	0%	0%	100%
Recognize and Solve Problems in Critical Literacy	Recognizes	4	25%	50%	25%
	Solves	4	25%	50%	25%
	Overall	4	25%	50%	25%

TABLE 6: These Proposals

Program Learning Outcomes	Outcome Measures	Number Assessed	% Exceeds	% Meet	% Did Not Meet
Know the Essential Literature of Literacy Studies	Know Important Scholarly Work	2	0%	100%	0%
	Complementary Scholarly Work	2	0%	100%	0%
	Overall	2	0%	100%	0%
Recognize and Solve Problems in Critical Literacy	Recognizes	2	0%	50%	50%
	Solves	2	0%	50%	50%
	Overall	2	0%	50%	50%

Analysis of Findings

BA Programs

Our cohort of Capstone students performed above expectations in many instances and met our overall expectations when they did not exceed them. Performance of the ETS field test was not as strong as last year, although roughly keeping with GSW averages. Part of the issue may be a preponderance of Teacher's Certificate students, who traditionally score low on this exam. Surprisingly, Professional Writing students outscored Literature students with an average score of 162 vs. 145. Part of the jump in their score seems to be related to knowing 20th century literature relatively well. These students scored exceptionally high in the Subscore 2, "Literature 1901 and After." The recent addition of courses in 20th-century literature continue to improve results in this exam. Regardless, no new triggers were pulled in these programs. Continued work on revising the PLOs for these programs is required per the pilot program implemented this year (see previous action plans).

MA Program

Whereas the BA programs performed relatively well in their assessment, the MA program did not perform up to expectations. Although it should be said that the artifact collection for the assessment was far from ideal, the MA

program failed to meet any of its previously established targets. Early classes neither appear to be teaching students the scholarly literature in literacy studies, nor in critical literacy. While it appears that students may gain ground in later classes and during their thesis projects, action to reform this program is needed. Furthermore, survey results suggest a lack of consensus among faculty as to the extent and specific content of the program.

New Action Plan

BA Programs

No new action plan is required for this program, per above.

MA Program

Major action is required for this program and developing the assessment plan for this program is on-going (this plan was assessed in late Spring 2014). The following actions have already been initiated:

1. The assessment chair will map the current PLO onto the program to see if there are any obvious issues in terms of coverage.
2. Faculty are reviewing 5000 level courses to see if these classes can do a better job developing students for future classes.
3. One faculty member has proposed developing a new required course devoted to Research and Methods in Critical Literacy.
4. Faculty members are discussing what constitutes the fields of literacy studies and critical literacy so as to get better overlap between courses.
5. Faculty are debating whether to engage in major revisions of the plan, perhaps developing a more traditional English MA.

A more complete assessment plan will be ready by mid-September.

Previous Action Plans

A. Reflective Writing Pilot

Because results proved inconclusive after two years of running this pilot, the assessment chair has recommended ending it. The review of the program documents detailed below (C.) suggests that additional work to instill the idea of writing-as-a-process is probably unneeded.

B. Literary Theory

Results from the MFT suggested that a course in literary theory might be warranted. This course was taught in Spring 2014 as an elective and students who were in it and who have not taken the MFT have been recorded. There scores will be monitored to see if appropriate results are generated.



Major Field Tests

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Institution: Georgia Southwestern State University

Test: LITERATURE IN ENGLISH

Form Code: K-3ZMF

Cohort: MFT PPT LIT. IN ENGLISH 46027 ADMIN 12/7/2009

Processing Date: December 07, 2009

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	British Literature Pre-1660	45
2	British Literature 1660-1900	39
3	American Literature to 1900	52
4	British and American Literature 1901-1945	49
5	Literature in English Since 1945	51
6	Literary History	41
7	Identification	45
8	Literary Theory	45

Students responding to less than 50% of the questions: 1

Students in frequency distribution: 12

Students tested: 13



Major Field Tests

DEPARTMENTAL ROSTER

Institution: Georgia Southwestern State University

Test : LITERATURE IN ENGLISH

Form Code: K-3ZMF

Cohort : MFT PPT LIT. IN ENGLISH 46027 ADMIN 12/7/2009

Processing date: December 7, 2009

Student Name	Student ID	TOTAL SCORE	SUBSCORE 1	SUBSCORE 2	SUBSCORE 3	SUBSCORE 4
* BELCHER, RAH	913061899	120	20	20	29	20
COGBURN, JOHN	913049492	156	63	42	55	56
EDISON, BRIDGET G	913000944	167	68	65	60	82
EVANS, SHANDY S	913087643	148	40	65	53	43
EVERSON, LATASHA N	913060594	137	35	47	39	32
HALL, DANIELLE N	913056615	156	57	55	62	43
HARTLEY, JEANNIE K	913090622	142	42	40	42	38
INGRAM, LATOYA	913050097	122	25	20	22	25
JANSEN, KAREN M	913064088	120	20	20	20	25
KLOBERDANZ, JILL	913012741	165	64	65	51	87
MOSES, MICHAEL	913062094	137	35	42	31	56
NORRIS, KIMBERLY L	913035388	168	73	57	66	69
TOWNES, A-ANDREA	257856755	132	30	37	25	45

Subscore 1: Literature 1900 and Earlier

Subscore 2: Literature 1901 and Later

Subscore 3: Literary Analysis

Subscore 4: Literary History and Identification

ETS protects the confidentiality of all test data

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GACE

Georgia Assessments for the Certification of Educators®



GACE® Study Companion

English Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading for Literature	37.5%
II. Writing	37.5%
III. Analysis (constructed-response only)	25%

Test I Objectives

Subarea I: Reading for Literature

Objective 1: Knows the major works, authors, and contexts of U.S., British, world, and young adult literature

The beginning English teacher:

- A. Knows major works and authors of United States, British, world, and young adult literature
- B. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and world literature

Objective 2: Knows the defining characteristics of primary literary genres and of the major forms within those genres

The beginning English teacher:

- A. Understands the defining characteristics of primary literary genres
- B. Knows the defining characteristics of major forms within each primary literary genre; e.g., poetry, ballad, haiku

Objective 3: Understands how to interpret and analyze literary text

The beginning English teacher:

- A. Understands how textual evidence supports interpretations of a literary text
- B. Understands how authors develop themes in a variety of genres

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 4: Understands literary elements and figurative language in text

The beginning English teacher:

- A. Understands how literary elements (e.g., characterization, setting, tone, dialect) contribute to the meaning of a text
- B. Understands how figurative language contributes to the effect of a text
- C. Understands how poetic devices and structure contribute to the effect of a poem

Objective 5: Is familiar with commonly used research-based reading strategies and literary theories

The beginning English teacher:

- A. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension
- B. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading, differentiation
- C. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts

Subarea II: Writing

Objective 1: Understands the characteristics of various modes of writing and the importance of purpose and audience

The beginning English teacher:

- A. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)
- B. Understands how awareness of task, purpose, and audience inform effective writing

Objective 2: Understands the characteristics of clear and coherent writing

The beginning English teacher:

- A. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions

Objective 3: Understands effective and ethical research practices in writing

The beginning English teacher:

- A. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources appropriately

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Objective 4: Knows commonly used research-based approaches to teaching writing and the use of digital media

The beginning English teacher:

- A. Understands commonly used research-based approaches to teaching components of writing
- B. Knows approaches for instructing students on the effective use of digital media to support and enhance written communication

Subarea III: Analysis

Objective 1: Can analyze the central idea and key literary elements of an excerpt from literature

The beginning English teacher:

- A. Can analyze the central idea and key literary elements of a poetry or prose excerpt from American, British, or world literature of any period

Objective 2: Can analyze student work and identify and describe appropriate instructional activities

The beginning English teacher:

- A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed
- B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges

Note: After clicking on a link, right click and select "Previous View" to go back to original text.