Millikin University
College of Arts & Sciences
English Education Major Assessment Report
Dr. Michael O'Conner, Associate Professor of English
July 1, 2010

Executive Summary

The learning goals for English Education students are that all students will:

1. have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
2. apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
3. be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

To measure individual student learning with respect to these goals, the department will assess students in the program annually, using feedback from assessments at each level to guide improvement. Assessment methods will involve detailed scaled rubric sheets utilized to evaluate each of the chosen artifacts that measure each learning goal.

For the 2008-2009 academic year, the department has rated student learning in each of these areas as located somewhere between red, yellow and green. However, the rubrics which have been developed to test these goals are new and are still accumulating good data for us. We will soon be able to determine emerging trends in our data.

Programmatic assessment methods also include cumulative GPA scores in the major courses for each student, along with a test score in the content area developed by the Illinois Certification Testing System and given to English Education students across the state, for comparison against larger statewide baselines. These shall also be assigned a rating between red, yellow and green.

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

The English Education major has been strengthened this past year by the presence of a full-time tenure-track Associate Professor, Dr. Jim Meyer. He has strong credentials in the area of English education and has bee a very welcomed addition to the department.

Goals and Mission of the English Education Major

Millikin's English education major program continues to be consistent and robust, preparing future secondary school English language arts educators through utilizing the latest in classroom theory and practice. In addition to a solid background in literary studies, English education majors from Millikin develop advanced abilities in the teaching of writing and using technology. Our unique EN470: Internship in the Teaching of Writing course prepares our students better than most comparable programs, allowing English education majors to work very closely with a single writing faculty professor and his or her students in a freshman-level writing course. As this program shifts to NCATE Standards in the next year, it will soon be recognized by national accreditation bodies. Most graduates of this program immediately obtain meaningful positions as high school Language Arts instructors, guiding the next generation of students down the path to critical literacy, enhanced communication skills, and a better understanding of regional, national and global cultures.

Learning Outcome Goals

All English Education major students will:

1. have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
2. apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
3. be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

Originally, the English Education major conceived of four learning outcome goals, but in practice we found one of the goals to be redundant. The goal "understand the cultural and literary traditions of diverse peoples from the United States" was dropped, and incorporated into Goal One by adding the word "diverse" before the phrase "cultural context." The redundancy of the dropped goal came mostly from current requirements in the MPSL that all Millikin students take for U.S. Studies. Multicultural elements are also duplicated in the Education Department's assessment program, specifically in "CA7: Instruction Plan for Inclusion." There was also a desire to streamline our learning outcome goals as much as possible due to the multiplicity of assessments for English Education students on all levels.

Snapshot

The English Education program is strongly tied to all English major programs by our central core of share literature and writing course requirements. English Education students must be proficient in literary and cultural studies, writing and language studies, and educational methods for transferring these specific areas of knowledge to others.

English education students will experience a wide variety of English faculty in completing their degree programs. Beyond literature and writing, the methodologies and practices of teaching the language arts are what makes this major distinct from the other English programs.

Millikin's full-time English faculty for the <mark>2008-2009</mark> academic year numbered fourteen individuals (see Table 1). Five are tenured faculty. Of the tenured professors, one is a full professor, and four are associate professors. Six professors are on tenure tracks, all currently assistant rank.

Table 1: English Department Full Time Faculty, 2009-10				
Faculty	Credentials	Rank	Tenure status	MU Service
Banerjee, Purna	PhD, Texas Christian U.	Assist Prof	Tenure Track	5
Braniger, Carmella	PhD, Oklahoma State U.	Assist Prof	Tenured	7
Brooks, Randy	PhD, Purdue U.	Professor	Tenured	19
Carter, Mary	PhD,	Visit Prof	Visiting	1
Crowe, Judi	MA, Illinois State U.	Assist Prof	N/A	12
Fitzgerald, Devon	PhD, University of Illinois	Assist Prof	Tenure Track	2
Frech, Stephen	PhD, U. of Cincinnati	Assist Prof	Tenured	7
George, Michael	PhD, Michigan State U.	Assist Prof	Tenured	8
Matthews, Anne	PhD, Indiana U.	Assist Prof	Tenured	7
Meddaugh, Priscilla	PhD, Wayne State U.	Assist Prof	Tenure Track	7
O'Conner, Michael	PhD, U. of Missouri-Columbia	Assoc Prof	Tenured	14
Zhao, Peiling	PhD, U. of Southern Florida	Assist Prof	Tenure Track	5

Millikin English majors have access to a wide array of teaching environments. The majority of our courses are taught in typical classrooms in Shilling Hall, where the department is housed. However, a rising number of our classes are being taught in technology-rich rooms and computer labs in locations like Staley Library and the newly renovated ADM/Scovill Building. Also, for almost eight years we have had access to the MAC Lab in the basement of Staley, a teaching space with seminar-style seating, a full multimedia teaching station, and computers for every student in the class, loaded with a full array of software. This space is available to students, through card-swipe access, on a 24-hour basis.

The number of students in the English Education degree has shown a tendency to fluctuate over the last seven years, however other signs show that steady growth in the program may be expected (see Table 2).

Table 2: Total Counts of Majors from Census, Fall 2000 to Fall 2009										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
English Writing	40	42	46	39	50	42	47	32	31	
English Education	**17**	**22**	**34**	**32**	**24**	**26**	**25**	**26**	**15**	
English Literature	35	23	16	15	15	12	12	10	8	
Total Majors	92	87	96	86	89	80	84	68	54	

Class sizes for English Education students have been conducive to excellent faculty-student interaction. Writing classes in the department are capped at 20 students. Our literature courses are capped at 25 with a few sections being taught with a larger enrollment of about 30 students. Courses specific to English Education majors are usually quite small. The sophomore level methods class, EN235, is capped at 20. Senior level methods courses, like EN425 and EN470 generally only have four to six students during any given year.

The Learning Story

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

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

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

Advising is accomplished through regular meetings and communications with advisors and the use of carefully crafted rubrics that clearly indicate when English Education students should be taking each of their required courses and continuing to the next steps of their education

programs. Students are required to keep updated electronic versions of these advising sheets and bring them to advising appointments.

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

Assessment Methods

The English Education program has a long established record of assessment related to State of Illinois requirements for tracking education student candidates in their performance and learning goals. Through the use of a long-standing portfolio system, our students complete eleven "candidate assessments" (CAs), placed in their education portfolios and evaluated with scaled rubrics by Millikin faculty (see Appendix: Candidate Assessment Alignment to Standards). The Education Candidate Assessments include:

- CA1: Professional Growth Narrative
- CA2: Disposition Self-Assessment and Reflection
- CA3: Case Study on Student Learning
- CA4: Web Quest
- CA5: Classroom Management and Discipline Plan
- CA6: Evolving Philosophy of Teaching and Learning
- CA7: Instruction Plan for Inclusion
- CA8: Literacy in the Classroom
- CA9: Functional Behavioral Analysis
- CA10: Teacher Work Sample
- CA11: Student Teaching Analysis

These 11 assessments measure the full range of learning goals and standards from the Millikin Teaching Standards (MTS), the Core Language Arts Standards (CLA), and the Core Technology Standards (CTECH).

In addition, each English Education candidate is assessed with six Program Assessments (PAs), which measure the mastery of skills and knowledge specifically in the major. These include the following:

- English Education PA1: Secondary Language Arts Content Area Test Score
- English Education PA2: GPA in Major Courses
- English Education PA3: Language Arts Teaching Unit Plans
- English Education PA4: Student Teaching Evaluations by Cooperating Teacher and Supervising Professor [also CA11: Student Teaching Analysis]
- English Education PA5: Teacher Work Sample [also CA10: Teacher Work Sample]
- English Education PA6: Capstone Journal

Each of these major assessments are represented by an artifact placed in the student's portfolio, each evaluated by English Department faculty with a scaled rubric assessment tool.

We are proud to announce that the combination of these candidate assessments and major assessments has successfully led to Millikin's acceptance as an NCATE school for this degree program, giving our program national standards accreditation.

English Education Learning Goals

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

- EELG1: students will have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
- EELG2: students will apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
- EELG3: students will be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

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

Student Performance Assessment Methods

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

EE Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (including an understanding of literatures' historical, intellectual, and cultural contexts)
EE Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also PA6: Capstone Journal]
EE Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts through constructed unit plans

The department shall also gather data on the following scores to assist in overall programmatic review of success in achieving learning goals.

Additional Program Review Assessment Methods
Portfolio Artifact 4 [also PA1: State of Illinois Secondary Language Arts Content Area Test Score]
Portfolio Artifact 5 [also PA2: Student Cumulative GPA in English Major Courses at Millikin]

Assessment Data

Six English Education students graduated during the 2008-2009 school year and each was assessed upon completion of their degrees in order to obtain this year's data.

Table 4: 2008-2009 English Education Grads

Student, Grad date	EE1	EE2/PA6	EE3/PA3	PA1	PA2
Student One	3	3	3	3	3
Student Two	3	3	3		3
Student Three	3	3	3	3	3
Student Four	3	3	3	3	3
Student Five	3	3		3	3
Student Six		3	3	3	3

Raw Scores				IL	Pgpa
Student One	12	14	12	278	3.811
Student Two	11	13	10		3.476
Student Three	12	14	12	289	3.96
Student Four	11	14	09	268	3.704
Student Five	12	15		261	3.835
Student Six		12	10	284	3.678

Conversion Scales

EE1, literary genre/contextual analysis, RED 1 PT 0-3, YELLOW 2 PT 4-8, GREEN 3 PT 9-12

EE2/PA6, theory-practice of teaching writing, Capstone Journal, RED 1 PT 0-5, YELLOW 2 PT 6-10, GREEN 3 PT 11-15

EE3, methods of teaching lang arts, Teaching Unit Plans, RED 1 PT 0-3, YELLOW 2 PT 4-8, GREEN 3 PT 9-12

PA1, Ill State Content Area Exam, RED 1 PT 0-239, YELLOW 2 PT 240-260, GREEN 3PT 261-300

PA2, Millikin cum. major program gpa, RED 1 PT 0.00 to 2.6, YELLOW 2 PT 2.7 to 2.9, GREEN 3 PT 3.0 to 4.0

Analysis of Assessment Results

Our major English education degree program indicators are all in the Green zone this year.

Goal One – Green
EE Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (including an understanding of literatures' historical, intellectual, and cultural contexts)

All students assessed performed extremely well on this item. Three made a raw score of 12 out of 12, two a raw score of 11 on the assessment rubric and we have one missing score. Raw scores ranging from 11 to 12 on the assessment rubric are in the Green zone. Student continue to perform very well with their literary essay artifacts. We will need to see how scores compare

over the next few years to draw substantive conclusions. However, with this sampling, at this point, the results are very positive on this indicator.

Goal Two – Green
EE Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also PA6: Capstone Journal]

All students assessed performed well on this item. All six made scored a 3-GO on the assessment rubric. Raw scores ranging from 12 to 15 on the assessment rubric are in the Green zone. As this is the third year of our sampling data, we must be careful about drawing conclusions drawn from the data at this point. We will need to see how scores compare over the next few years to draw substantive conclusions. However, with this small sampling, at this point, the results are very positive on this indicator.

Goal Three – Green
EE Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts through constructed unit plans

All students assessed performed well on this item. Again, this set of students performed very well on this indicator of teaching Unit Plans. We will need to see how scores compare over the next few years to draw substantive conclusions. However, with this small sampling, at this point, the results are positive on this indicator.

Two other indicators are also useful here in helping to evaluate the overall program.

Portfolio Artifact Four – Green
Portfolio Artifact 4 [PA1: State of Illinois Secondary Language Arts Content Area Test Score]

All six students assessed on this external validation score well and were in the Green zone. This external state-wide indicator will be useful in seeing how these scores compare directly with the internal data generated by our assessment measures. So far, external state score indicators match exactly with internal scoring indicators.   However, we will continue to monitor this comparison in the years to follow.

Portfolio Artifact Five – Green
Portfolio Artifact 5 [PA2: Student Cumulative GPA in English Major Courses at Millikin]

This indicator has all six students scoring in the Green zone. These scores are useful in determining students' success in a broad range of content-related coursework, essential knowledge of future success in their careers as educators. Again, this broad-spectrum rating matches with our artifact indicators so far.

Improvement Plans

It is too early in the assessment process to recommend significant improvement plans at this time. According to our sets of data generated in the last four years, we seem to be heading in the

right direction, overall. As more data becomes available in the next few years, a clearer picture will emerge that will help with our improvement plans.   In the future, we will continue to utilize the following broad indicators below.

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

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

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

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

- Blank: insufficient information available (or governance decision pending)

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

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

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

English Education Assessment Artifact Curriculum Map		
Name	EE	Course(s)
Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (historical, intellectual, diverse cultural contexts)	EE1	Lit Traditions Core Courses
Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also PA6: Capstone Journal]	EE2	EN470
Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts (unit plans)	EE3	EN235, EN425
Portfolio Artifact 4: [PA1: State of Illinois Secondary Language Arts Content Area Test Score]		External State exam
Portfolio Artifact 5: [PA2: Student Cumulative GPA in English Major Courses at Millikin		All English courses

Artifact Collection Points for Student Performance Assessment

There are typical associations with each of these artifact collection points and identified classes in the curriculum where these artifacts will be specifically assigned and gathered. These collection points are made evident in Table Three below. The **bolded** course numbers indicate a specific required course for English Education majors that contains an assignment guaranteed to produce the artifact. However, some of these artifacts, especially Artifact One, could equally be produced in most of the other courses listed in the first row of courses. It is the student's choice of assignment to become each artifact, as long as the artifact meets correct standards and requirements.

Table 3: collection	Artifact 1	Artifact 2	Artifact 3
EN202, EN220, EN222, EN231, **EN232**, EN233, EN234, EN241, EN242, EN321, EN322, EN325, EN340, EN350, EN360, EN366	X		
EN310, **EN470**		X	
EN235, **EN425**			X

Collection Points for Program Review Assessment Indicators

Artifact Five is taken from content area test scores given by the State of Illinois.
Artifact Six is taken for the cumulative grade point average of each student's grades in their major courses.

PA One – Major Assessment One Rubric
Score on Illinois State Content Area Exam
English Education, Millikin University

Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Score on the content area exam for secondary English Language Arts is unacceptable and below passing.

Cumulative Score 0 -239. | Score on the content area exam for secondary English Language Arts is passing

Cumulative Score 240-260. | Score on the content area exam for secondary English Language Arts is passing and acceptable for future educator.
Cumulative score 261 – 300. | |

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

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

EE One – Genre Literature Essay Assignment Rubric
English Education, Millikin University
Student: x
Assignment: x
Class, Semester, Professor: x

	RED (0 or 1 point)	YELLOW (2 points)	GREEN (3 points)	Score
A: Selection of the Genre Aspects and their Treatment	0-1 Little attempt to define the genre aspects chosen; the treatment of ideas is generally inappropriate to the assignment; the genre aspects chosen are generally not appropriate to the assignment; the genre aspects chosen have little focus; the treatment of ideas is generally not relevant to the genre aspects chosen or the assignment consists mainly of paraphrase or summary.	2 The genre aspects are defined and followed by a generally appropriate treatment of ideas; the genre aspects chosen are appropriate to the assignment; the genre aspects chosen have a specific and generally relevant focus; the treatment of ideas is relevant to the genre aspects chosen, and includes a personal response to the work(s).	3 Clearly defined genre aspects followed by a highly appropriate treatment of ideas; the genre aspects chosen are highly appropriate to the assignment; the genre aspects chosen have a specific and relevant focus	
B: Knowledge and Understanding of Work or Works, Diversity/Cultural Aspects	0-1 Little understanding of the work(s) studied; knowledge but little understanding of the aspects of the work(s) most relevant to the assignment; a few links between works, where appropriate; little appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	2 Adequate understanding of the work(s) studied; knowledge and satisfactory understanding of the aspects of the work(s) most relevant to the assignment; meaningful linking of works, where appropriate; appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	3 Excellent understanding of the work(s) studied; in-depth knowledge of, and very good insight into, the aspects of the work(s) most relevant to the assignment; meaningful and perceptive linking of works, where appropriate; excellent appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	
C. Structure and Development of Essay	0-1 The formal structure and/or development of ideas are generally not effective; little evidence of a structure to the assignment selected; a few references to the work(s), but they are generally not pertinent to the assignment; where appropriate, the statement of intent provides few details about the aims of the assignment.	2 The formal structure and/or development of ideas are effective; adequate structure to the assignment; references are generally to the point; where appropriate, the presentation of aims in the statement of intent is generally clear and includes some details; the writer has remained within the prescribed word-limit.	3 The formal structure and/or development of ideas are highly effective; purposeful and effective structure to the assignment; precise and highly pertinent references to the work(s); where appropriate, the statement of intent is clear, detailed and highly relevant; the candidate has remained within the prescribed word-limit.	
D. Language	0-1 Little use of appropriate language; generally inappropriate audience recognition for language choices made; frequent lapses in the conventions of college-level writing.	2 Adequate use of appropriate language; appropriate audience recognition for language choices made; the conventions of college-level writing are generally followed; consistency and some clarity of expression.	3 Excellent use of appropriate language; the audience recognition choices in language effective and appropriate; careful attention is given to the conventions of college-level writing; clarity, consistency and fluency of style.	
Total Score (0 to 12)				Total:

Indicator for this individual:

RED, 0 to 3 pts   YELLOW, 4 to 8 pts   GREEN, 9 to 12 pts.

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

Element	Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Interactions with Cooperating Professor and Record/Analysis of Methods	Journal shows few instances of interaction with professor, with little evidence of analysis of professor's methods utilized in the course.	Journal shows some instances of interaction with professor, with some evidence of analysis of professor's methods utilized in the course.	Journal entries show clear record of interpersonal interaction with professor, providing evidence of a record and an analysis of the professor's chosen teaching methods utilized for the course.	
Writing Theory and Practice Observations	Journal entries show little or no indication of knowledge and understanding of classical/contemporary writing theory and little or no reflection of how theory works in actual practice.	Journal entries show some indication of knowledge and understanding of classical/contemporary writing theory and some reflection of how theory works in actual practice.	Journal entries show clear indication of knowledge and understanding of classical/contemporary writing theory and clear reflection of how theory works in actual practice.	
Practices and Methods of Diverse Set of Professors/Teachers	Journal entries show little to no evidence of recording diverse "best practices" from a few writing professors/teachers.	Journal entries show some evidence of recording diverse "best practices" from a range of writing professors/teachers.	Journal entries show clear evidence of recording diverse "best practices" from a wide range of writing professors/teachers.	
Reflection	Journal entries show little to no indication of reflection on the methods and practices recorded and discussed.	Journal entries show some indication of reflection on the methods and practices recorded and discussed.	Journal entries show a clear indication of extensive reflection on the methods and practices recorded and discussed.	
Development	Journal lacks enough development to discuss most of the elements above (generally below 10,000 words).	Journal is developed enough to display some engagement with all elements above (generally 10,000 – 14,000 words).	Journal is clearly developed so as to display a full semester of engagement with all elements above (generally above 14,000 words).	
Total Score (0 – 15)				

RED 0-5 Pts,   YELLOW 6-10 Pts,   GREEN 11-15 Pts

EE3-English Language Arts Unit Plan Assessment Rubric

Criteria	Level 1 (0-1 pt)	Level 2 (2 pts)	Level 3 (3 points)	Score
Unit at a Glance (unit objectives – focus and learning goals, unit framework – logical sequence, objectives, materials, structuring, orchestrated activities, assessment strategies, resources)	Unit objectives are stated with no reference to overall focus and/or learning goals. Sequencing of lessons in unit framework does not appear to follow a logical order. Few or poor materials choices. Little structure or orchestration. Assessment strategies are inappropriate for the lessons and/or grade level. No reference is made to resources.	Unit objectives are stated with reference to essential questions and/or learning goals. Unit framework follows a logical sequence of lessons. Most elements of unit present and labeled. Assessment strategies are appropriate for the lessons and grade level. Some references are made to resources for students and teachers but are not very relevant.	Unit objectives are clearly stated, linked to essential questions and/or learning goals and demonstrates an understanding of the developmental stage of the students. Unit framework follows a logical and coherent sequence of lessons that scaffolds students' understanding of the concepts taught. Clear unit divisions: introduction, objectives, materials, structure, and orchestrated activities. A variety of assessment and evaluation strategies are included that are appropriate for the lessons and grade level. All resources and references are relevant, included in the plan and/or cited.	
Lesson Plans (statement of objectives/expectations, content demonstrates professional and pedagogical knowledge, clear and logical chronology, effective and purposeful use of strategies/methodologies, evidence of lessons' focus, resources)	Lessons not linked to specific objectives or expectations. Little professional or pedagogical knowledge is evident. Lesson chronology is unclear, timing and pacing are inefficient. Most lessons based on a single teaching strategy. Lesson focus is unclear.	Lessons linked to specific objectives or expectations. Professional and pedagogical knowledge is evident. Lesson chronology is apparent, timing and pacing are efficient. A variety of teaching strategies is evident and the lesson focus is clear.	Lessons are strongly linked to specific objectives and expectations. Professional and pedagogical knowledge is unmistakably present. Lessons follow a logical chronology, are well-planned and creative. Timing and pacing are excellent and allow for differences in students' abilities. A wide variety of teaching strategies is evident and demonstrates an excellent use of resources. The lesson has more than one focus which is clear and well-suited for the lesson.	
Assessment/Evaluation (reflects the goals of the unit, evidence of diagnostic, formative, and summative strategies, measures performance in focus areas)	Assessment strategies do not reflect the goals of the unit plan. There is no evidence of formal or informal strategies throughout the lessons. All assessment strategies address only one focus area.	Assessment strategies reflect some of the goals for the unit plan. There is little evidence of formal and/or informal assessment strategies throughout the lessons. Assessment strategies address two different focus areas.	A variety of assessment strategies are employed that reflect the goals of the unit plan. There is a variety of formal and informal assessment strategies throughout the five lessons. A variety of assessment strategies address two or more of the different focus areas.	
Overall (organization, grammar, neat and easy to follow, timing and pacing, use of most of the different language arts activities)	The assignment is not well organized and is difficult to follow. Numerous grammatical errors are present in the writing. Few different language arts activities used. Timing and pacing of individual lessons is inappropriate for the students, subject matter or goals of the unit.	The assignment is organized and is somewhat easy to follow. There are few grammatical errors present in the writing. Many language arts utilized. Timing and pacing of lessons is somewhat appropriate for the students, subject matter and for the goals of the unit.	The assignment is very well organized, clearly labeled, and is easy to follow. The unit is neatly presented and is well-written, using correct grammar, is neat and well orchestrated. Unit uses full range of language arts: reading, writing, speaking-drama, vocabulary, grammar-usage, critical thinking. Any materials, ideas or concept adapted or utilized are clearly cited in a references section.	
Total Score (between 0 and 12)				

1-RED, 0 to 4 pts   2-YELLOW, 5-8 pts   3-GREEN, 9-12 pts

Department of English
Advising Checklist for English Education Majors

NAME: YEAR ENROLLED:

ADVISOR: CAREER INTEREST:

To successfully graduate from Millikin University, a student must complete 124 credit hours, distributed among University Requirements, College requirements, and Major requirements. Of these 124 credits, 39 must be in courses numbered 300 or above.
University Requirements for MPSL

Course	Credits	Recommended for	Course/Semester Taken
University Seminar	3	Year 1, Semester 1	
Critical Reading & Writing I (C or better required)	3	Year 1, Semester 1	
Critical Reading & Writing II (C or better required)	3	Year 1, Semester 2	
CO200 Oral Communication	3	Years 1-2	
IN250 US Studies (HI203 or HI204)	3	Year 2	
IN251 US Studies	3	Year 2	
IN350 Global Studies	3	Year 3	
Quantitative Reasoning (any MA except 100 or 106 counts)	3	Years 1-4	
ICS 1* (see language proficiency)	3-4	Years 1-3	
ICS 2*	3-4	Years 1-3	
Fine Arts	3	Years 1-3	
Natural Science w/ lab	4	Years 1-3	
TOTAL	37-39		

* As an Arts & Science BA student, this requirement will typically be met by taking 2 semesters of a modern language. There are exceptions; consult with your advisor to determine if you are one of them.
Arts and Science Distribution and BA Language Proficiency Requirements

Literature (any EN lit class)	3	Years 1-4	any literature
Historical Studies (HI203/204 class)	3	Years 1-3	
Modern Language 103**	4	Years 1-4	
Modern Language 114	4		
Modern Language 223	4		
TOTAL	9-18		

** Students are placed at the appropriate level of language based on amount of previous work and grades received in secondary school. Proficiency required. Note that the University ICS requirement specifies 6-8 credits. Students placed at the language 223 level will still need to take another ICS course for the MPSL.

Upper Division Hours
List courses numbered 300 or above. Graduates must have 39 upper division hours for graduation.

Requirements for a Major in English Education:
All English Education majors take 18 hours in literary traditions and an additional 13 hours of required English Education courses, including a 3 hour senior capstone internship in teaching writing. English Education majors are required to take 6 hours of advanced writing courses and 3 hours in publishing technology. In addition, they take 6 additional hours of communication courses. To prepare for professional success as a teacher, English Education majors complete 32 hours of education courses.

Requirement	Course #	Course title	Credit	Semester taken
Intro to Major	EN105	Intro to Millikin English Studies	1	

Traditions Courses: Required of all English Majors

Requirement	Course #	Course title	Credit	Semester taken
History of the English Language	EN375	History of English	3	
Shakespeare	EN325 or EN326	Studies in Shakespeare	3	
British Literature	EN321 or EN322	Major English Authors I or II	3	
International Literature	EN335	International Literature	3	
American to 1900 usually EN231	EN231	American Lit through Twain – fall only	3	
Literature after 1900	EN222	Adolescent Literature – fall only	3	

Advanced Studies in English Education Courses & Senior Capstone

Requirement	Course #	Course title	Credit	Semester taken
Modern American Lit	EN232	American Literature after 1900 – spr only	3	
Specific methods	EN235	Methods of Teaching Language Arts – fall only	3	
Writing Theory	EN310	Applying Writing Theory – spring only	3	
Adv. specific methods	EN425	Advanced Methods Teaching Lang Arts – fall only	1	
Teaching Writing Intern – senior capstone	EN470	Teaching Writing Internship [capstone] – fall only	3	

Advanced Writing & Publishing Courses

Requirement	Course #	Course title	Credit	Semester taken
writing course 1	EN202	Writing About Literature	3	
writing course 2	EN275	Modern English: Varieties and Structures	3	
publishing course	EN305	Web Publishing	3	

6 Hours of Communication Courses

Requirement	Course #	Course title	Credit	Semester taken
Communication	CO200	Public Speaking	3	
Communication	CO310	Small Group Comm.	3	

32 Hours of Education Courses

Requirement	Course #	Course title	Credit	Semester taken
history of education	ED120 & lab	Introduction to American Education	3	
internships	ED170 or ED172	Education Internships	1	
technology	ED219	Technology for Secondary Teachers	1	
development	ED201	Human Development 6-12 & K-12	3	
educational psych	ED310	Creating Community Learners	3	
special/gifted ed	ED320	Exceptional Child	3	
general methods	ED321	General Secondary Teaching Methods	2	
literacy	ED424	Literacy in Content Areas	1	
standards	ED425	Instructional Analysis & Design	1	
student teaching	ED477-478	Supervised Student Teaching	12	
ed capstone	ED488	Senior Seminar	2	

Bold above: Junior block courses taken simultaneously

4 Hours of Optional Middle School Certification and Other Electives

Electives	Course #	Course title	Credit	Semester taken
development	ED440	Early Adolescents	2	
methods	ED450	Middle School	2	
Elective				
Elective				
Elective				
Elective				

_____ Current Total Credits. Must have 124 credits to graduate.

Sample eight semester schedule for English Education major
Your schedule may vary substantially

ALL CAPS = REQUIRED COURSES
(•) bullet = sequenced required courses to be offered and taken only in that semester
(**) stars = courses typically offered every other year – plan carefully for these and take during your sophomore or junior years

Fall – Semester One (17)	Spring – Semester Two (17)
• EN105 Introduction to MU English, 1 • IN140 University Seminar, 3 • IN150 Critical Writing, 3 EN222 ADOLESCENT LITERATURE, 3 Quantitative Reasoning, 3 ICS, language, 4	CO200, PUBLIC SPEAKING, 3 • IN151 Critical Writing, 3 Fine Arts, 3 NATURAL SCIENCE WITH LAB, 4 ICS, language, 4

Fall – Semester Three (16)	Spring – Semester Four (16)
en231 American Lit to twain, 3 • EN235 Methods, 3 ** IN251 US Structural Studies, 3 EN202 WRITING ABOUT LITERATURE, 3 ba LANG. pROFICIENCY (if needed), 4	FINE ARTS, 3 ED201 HUMAN DEVELOPMENT, 3 EN232 AM Literature after 1900, 3 EN275 MODERN ENGLISH, 3 ** IN250 US Cultural Studies (historical), 3 ED219 TECHNOLOGY FOR TEACHERS, 1

Fall – Semester Five (15)	Spring – Semester Six (15)
IN350 GLOBAL, 3 CO310 SMALL GROUP COMM, 3 EN325 Shakespeare, 3 EN310 CREATE COMMUN LEARNERS, 3 ED321 GEN SECONDARY METHODS, 2 ED424 LITERACY CONTENT AREAS, 1 * bold above are Junior block courses	EN375 HISTORY ENGLISH LANG, 3 ** EN322 MAJOR ENGLISH AUTHORS II, 3 EN320 EXCEPTIONAL CHILD, 3 • EN310 Applying Writing Theory, 3 EN305 WEB PUBLISHING, 3

Fall – Semester Seven (8 PLUS ELECTIVES)	Spring – Semester Eight (14)
EN335, INTERNATIONAL LIT, 3 EN425 ADVANCED METHODS LANG ARTS, 1 EN470 TEACHING WRITING INTERNSHIP, 3 ED425 INSTRUCTIONAL ANALYSIS, 1 XXXXX, ELECTIVE XXXXX, ELECTIVE XXXXX, ELECTIVE	ED477 SUPERVISED STUDENT TEACHING, 12 ED488 SENIOR SEMINAR, 2

NOTE: This sample 8-semester plan includes 118 credits (124 are required to graduate).
Does not take into account prerequisites building up to quantitative reasoning.

English Education advising and coordination issues:
The IN250 requirement and the CAS Historical Studies requirement are double-dipped and fulfilled by taking one of these two US History courses: HI203 or HI204.
English Education students should not take En120 nor En220 courses.
English Education students are required to earn a C or better in both IN150 and IN151.
English Education students must maintain a minimal 2.7 cum GPA for all courses and a minimal 2.7 cum GPA in all English courses, in order to remain in the Teacher Education Program.
English Education students must fulfill all the requirements for the Teacher Education Program.