

**Major Field Assessment Plan**  
**B. A. English Education**

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of the southeast region of the state known as the Northshore.

The purpose of the Baccalaureate in English Education is to develop effectiveness in communication, provide cultural and social background, and prepare students to teach English in secondary schools.

**Goal 1**

English Education Majors will have broad knowledge the English language and literature.

A. Expected Outcome

English Education Majors will have adequate knowledge of literary theory, literary history, and major literary works.

Assessment

English Education majors will earn at least a C average in their major courses.

B. Expected Outcome

English Education majors will have adequate knowledge of the English language, including grammar, rhetoric, and composition.

Assessment

- a. In each of the major courses, at least one written work will be evaluated for expertise in grammar, rhetoric, and composition.
- b. English Ed. majors will score at least 172 on the Reading and 171 on the Writing section of the PPST section of the PRAXIS exam, given by the Education Testing Services.
- c. English Ed. Majors will score at least a 160 on the content specialty test section of the PRAXIS exam “English Language, Literature, and Composition: Content Knowledge” and at least a 130 on the other content specialty test section of the PRAXIS, “English Language, Literature, and Composition: Pedagogy.”

C. Expected Outcome

Majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of English.

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Assessment

Southeastern Exit Survey

**Goal 2**

English Education majors will have the necessary skills to teach English in Secondary Schools.

A. Expected Outcome

English Education majors will demonstrate knowledge of the principles of teaching composition and literature.

Assessment

- a. English Education majors will make a C or better in English 467, “The Teaching of Writing,” and in English 468, “The Teaching of Literature.”
- b. 95% of the graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.
- c. Teacher candidates will demonstrate knowledge of language arts content and pedagogy by working in area schools for a minimum of 15 hours per semester in each of the following courses: English 312, 467, and 468. Candidates work with individuals, small groups, and large groups of students to provide them with assistance in reading/literature, grammar and composition. The candidates are monitored and evaluated by both the classroom teacher and a supervisor from the English department at the University.

B. Expected Outcome

English Education majors will demonstrate knowledge of the noninstructional aspects of education such as human growth and development, learning theories, history and philosophy of public education, and technology for the classroom.

Assessment

English Education majors will score at least 161 on the “Principles of Learning and Teaching (7-12).”

C. Expected Outcome

English Education majors will be able to implement planning, managerial, and evaluation techniques in the classroom.

Assessment

95% of the graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

**Goal 3**

English Education majors will demonstrate necessary skills to engage in scholarly research in the area of English.

A. Expected Outcome

English Education majors will be able to use the major indices and library resources pertinent to research in English and other appropriate fields.

Assessment

80% of English Education majors will earn a B or better in LS 102.

B. Expected Outcome

English Education majors will be able to analyze intelligently and critically both prose and verse.

Assessment

Majors will successfully complete at least twelve hours of English courses which emphasize critical analysis of prose and poetry and will compose a critical essay or research paper all of these courses.

C. Expected Outcome

English Education majors will acquire thorough knowledge and skill in the use of MLA documentation format.

### Assessment

Every paper assigned in the major classes beginning with English 102 will be evaluated carefully for correct use of MLA documentation.

#### **Goal 4**

English Education majors will be qualified to teach in secondary schools.

##### A. Expected Outcome

At least 50% of English Education majors will be offered teaching positions within their qualified fields within six months after graduation.

### Assessment

Southeastern Survey of Undergraduate Degree Alumni

#### **Goal 5**

English Education majors will possess cultural knowledge and global awareness through reading, research, and field experience.

##### A. Expected Outcome

English Education majors will acquire knowledge of other countries, governments, cultures, peoples, languages, and histories through a study of literature.

### Assessment

Students have the opportunity to choose from a wide variety of multi-cultural and ethnic literatures, including English 121H (Ancient Epic), 122H (Modern Epic), 230 (World Literature), 231 (British Literature), 291H (Tragedy and Comedy), 292H (Modern Fiction), 301 (English Literature to the Restoration), 303 (English Literature from the Restoration), 310 (Black Writers), 331 (Shakespeare: Comedies and Romances), 332 (Shakespeare: Tragedies and Histories), 351 (Literature in Translation to the Renaissance), 352 (Literature in Translation from the Renaissance to the Present), 374 (Literature and Film), 392 (Native American Literature), 411/506 (English Novel), 412/507 (The Continental Novel), 429/527 (Woman's Literature), more specific upper-level classes in British and World Literature, 480/580 (Non-European Literature), and 415 Special Topics courses which explore such global topics as ethnic literature, gender issues in literature, and specific global literary influences like the Vietnam War.

B. Expected Outcome

The number and quality of multi-cultural literary studies classes will increase.

Assessment

The English Department is now conducting a search for one tenure-track position in the field of World Literature/Classical Literature/Literature of the Americas with stress on issues of race and sexualities from a global perspective. This new position will expand current teaching in global issues in our department.

C. Expected Outcome

English Education majors will have more opportunity and encouragement to acquire knowledge of other countries, governments, peoples, languages, and histories through field experience.

Assessment

Students participation in study-abroad programs will increase because of greater information on present programs, teacher encouragement to participate in these programs, and dissemination of information about scholarships and other inducements to student travel