

**Major Field Assessment Plan**  
**B. A. English Education**  
**November, 2007**

The Strategic 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 of the English language and literature in English.

A. Expected Outcome

English Education majors will have adequate knowledge of literary theory, literary history and culture, 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.”

- d. In evaluation of collected research papers from 400-level classes, 80 % of graduating seniors will score at least a 2 (“Adequate”) or above on the following criteria:
  1. Focused topic
  2. Clear thesis/argument structure
  3. Organization: development, transition, coherence, supporting evidence
  4. Sense of audience
  5. Sentence sophistication/effective use of voice and diction
  6. Mechanics/Grammatical correctness

C. Expected Outcome

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

Assessment

SLU Exit Survey

**Goal 2**

English Education Majors will have the necessary skills to engage in scholarly research and criticism.

A. Expected Outcome

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

Assessment

80% of the English Ed. majors will earn B or better in LS 102.

B. Expected Outcome

English Ed. 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.

Assessment

In evaluation of collected research papers from 400-level classes, 80 % of graduating seniors will score at least a 2 (“Adequate”) or above on the following criteria:

- 1 Focused topic
- 2 Clear thesis/argument structure
- 3 Organization: development, transition, coherence, supporting evidence
- 4 Sense of audience
- 5 Valid interpretation of primary text

### C. Expected Outcome

English Ed. 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; in addition, students must demonstrate correct MLA citation form in the English Proficiency Exam.

#### Assessment

In evaluation of research papers gathered from 400-level classes of each graduating senior, 80% will score 2 (“Adequate”) or above on the following criterion: Correct incorporation of secondary sources/Use of MLA documentation

### **Goal 3**

English majors will be prepared for entrance to graduate school or a variety of professions and vocations.

#### A. Expected Outcome

At least 50% of English Ed. majors will be accepted to graduate school or will be employed in a profession utilizing their language and literature skills within six months after graduation.

#### Assessment

SLU Survey of Undergraduate Degree Alumni

### **Goal 4**

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

### A. Expected Outcome

English Ed. 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 (British Literature to 1789), 303 (British Literature after 1789), 310 (African Diaspora), 316 (The Bible as Literature), 317 (Folklore and Oral Literature), 351 (Early World Literature), 352 (Modern World Literature), 373 (Film Criticism), 374 (Literature and Film), 392 (Native American Literature), 428/528 (African American Literature Since 1900), 429/527 (Gender Studies and Literature), 435/535 (Shakespeare: Comedies and Romances), 436/536 (Shakespeare: Tragedies and Histories), 437/537 (Major Periods in Drama), 438/538 (Interdisciplinary Approaches to Literature), 457/557 (Medieval England), 458/558 (Major British Authors), 459/559 (19<sup>th</sup> Century British Literature), 471/522 (Chaucer), 472/523 (Milton), 475/575 (Introduction to Contemporary Criticism, 487/587 (Major World Authors), and 489/589 (Postmodern and Contemporary Literature).

### B. Expected Outcome

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

### Assessment

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