

8710.4250 TEACHERS OF COMMUNICATION ARTS AND LITERATURE

FORM I-D GRID

<p>8710.4250 Teachers of Science: Communication Arts & Literature</p>	<p>Course ID Number</p>	<p>Any and all referenced experiences must be verifiable in the course syllabi submitted. Use specific references to activities* in the syllabi that evidence learning opportunities & assessments that align to the standard. (*readings, activities, topics of discussion, assignments, experiences, etc.)</p>	<p>THIS COLUMN IS FOR REVIEWER USE MET MET WITH WEAKNESS NOT MET</p>
<p>Subp. 3. Subject matter standard. A candidate for licensure as a teacher of communication arts and literature must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to C.</p>			
<p>A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:</p>			
<p>(1) language development, cognition, and learning;</p>	<p>Recommend and EDU</p>		<p>Met</p>
<p>(2) the phonological, grammatical, and semantic functions of language;</p>	<p>ENG 247</p>	<p>Required text: Haussamen, Benjamin, Kolln, and Wheeler, <i>Grammar Alive! A Guide for Teachers</i> and CCCC Resolution on Students' Right to Their Own Language; both texts focus on relationship between social and phonological/grammatical/semantic issues.</p>	<p>Met</p>
<p>(3) philosophy and theories of</p>	<p>move to</p>		<p>Met</p>

communication arts and literature instruction;	EDU351?		
(4) technological resources including software, databases, and networks that can be used to gather, synthesize, create, and communicate knowledge;	<p>EDU 241</p> <p>COM 265: Video Representation</p> <p>COM 120: Public Discourse</p>	<p>Technology based projects and quizzes.</p> <p>COM 265: Students design, film, and edit original videos throughout the course.</p> <p>COM 120: Students utilize a wide range of technological resources, including those listed, to analyze their civic engagement topic, propose a solution, and present their findings to a public audience.</p>	Met
(5) language for independent learning and enjoyment;	All ENG courses are premised on this; Advising Portfolio and ENG 399	New required English Advising Portfolio includes an individually written list of most influential texts studied during time at Gustavus; final assignment in ENG 399 essentially maps the student's experiences reading and writing and links those experiences to future goals and independent learning.	Met
(6) communication which is clear, fluent, strategic, critical, and creative;	<p>These skills are taught and practiced in virtually every course, but have particular emphasis in</p> <p>COM120: Public Discourse</p> <p>COM 235: Media and Society</p> <p>ENG247: Teaching Writing:Theory and Practice,</p>	<p>COM120: Instructors and course materials encourage students to craft presentations that possess these qualities. Evaluations of student presentations are based in part upon the student's inclusion of these qualities.</p> <p>COM 235: Two research-oriented papers, the second a significant analysis and argument regarding communicative aspects of media. Critical review of others' work models instruction in effective writing.</p> <p>ENG247: Students complete writing projects: ("A Writer's Self-Portrait," "Style Analysis Exercise," "Case Study of a Writer") which require a range of rhetorical strategies and forms of writing, including analytical writing, argumentative writing, and narrative writing. All assignments invite students to reflect on how and why they construct their texts. Two textbooks (Kirby and Liner, <i>Inside out: Developmental Strategies</i>, and</p>	Met

	<p>COM260: Argumentation & Debate</p> <p>COM 117: Interpersonal Communication</p>	<p>Soven, <i>Teaching Writing in Middle and Secondary Schools</i>) are used throughout the course to introduce students to specific reflection on these topics. In addition to their writing, students are assessed in Collaborative Teaching Demonstrations and through electronic posts on MOODLE.</p> <p>COM 260: Students' writing assignments and oral presentations are evaluated for these qualities. The course centers on helping students to develop cogent and creative arguments as well as to critique others' arguments.</p> <p>COM 117: Students conduct a semester-long research project that includes review of literature, research summary and a presentation. Students analyze different types of research writing.</p>	
<p>(7) the aesthetic dimensions of communication arts and literature;</p>	<p>COM120: Public Discourse</p> <p>ENG201: Art of Intepretation</p> <p>ENG 237: Adolescent Literature and Literacy</p> <p>COM 265: Video Representation</p>	<p>COM120: Instructors and course materials encourage students to craft presentations that possess these qualities. Evaluations of student presentations are based in part upon the student's inclusion of these qualities.</p> <p>ENG201: The relation of the aesthetic to other qualities of literature is one of the central topics of the course. It is covered in the literary criticism text book assigned for the class, e.g. Dobie's <i>Theory into Practice</i>. Students' understanding is assessed through worksheets and their ability to apply these concepts in papers and presentations.</p> <p>COM 265: instruction in & application of communicative aspects of aesthetic choices in audio/visual media; includes relevant readings from <i>Sight, Sound, Motion: Applied Media Aesthetics</i> (Zettl)</p> <p>ENG 237 triangulates three critical perspectives: rhetorical, generic or aesthetic, and developmental. Thus students learn to analyze literature</p>	<p>Met</p>

		<p>for adolescents by paying attention to its rhetorical dimensions, its aesthetic or formal dimensions, and how it portrays various stages of adolescent development. Class activities require students to discuss criteria for awarding national literary prizes (Newbery Medal); students create their own definitions of what constitutes “good” literature; students problematize ways that rhetorical dimensions may be more important than aesthetic dimensions when literature is viewed as “didactic” (<i>The Slave Dancer</i>)</p>	
<p>(8) strategies that allow appropriate engagement in communication tasks for a variety of purposes and audiences;</p>	<p>This criteria is met in every Communication Studies course, particularly:</p> <p>COM120: Public Discourse</p> <p>COM117: Interpersonal Communication</p> <p>COM237: Small Group Communication</p> <p>COM257: Intercultural Communication</p> <p>COM 265: Video Representation</p>	<p>COM120: Instructors and course materials encourage students to craft presentations that possess these qualities. Evaluations of student presentations are based in part upon the student's inclusion of these qualities.</p> <p>COM117: Through course textbook and class discussion, students learn effective communication. Students are assessed on key concepts through written Guided Reflections and written and oral Practical Reasoning Exercise.</p> <p>COM237: Through the course textbook, class discussion, and group assignments, students consider, observe, and participate in communication tasks. .</p> <p>COM257: Through course textbooks, class discussions, and other activities, students develop perspectives for understanding the meanings and symbolic references of cultures from the point of origin, especially when that origin differs from one's native perspective. Assessed through a Semester Project in which students enter a culture different from their own and demonstrate their understanding in a paper.</p> <p>COM 265: theory and practice of effective media communication for multiple audiences/contexts. Explicit consideration given to audience reception/meaning development.</p>	<p>Met</p>

	<p>COM260: Argumentation and Debate</p>	<p>Students produce three short videos with differing purposes. The first communicates a simple narrative or concept through abstract edits; the second communicates and internal mood or feeling through narrative video; the third presents the story of an underrepresented person/group to an audience otherwise unfamiliar. Direct peer critique refines the message constructs.</p> <p>COM260: Course readings invite students to think about the form and function of argument in different contexts. Writing assignments and in-class debates require students to consider their argumentative purpose. Students must also adapt their arguments to the audience they seek to persuade.</p>	
<p>(9) the integration of reading, writing, speaking, listening, and viewing;</p>	<p>COM120: Public Discourse</p> <p>EDU351</p> <p>COM 235: Media & Society</p> <p>COM 260: Argumentation and Debate</p>	<p>COM120: Through course textbook, lectures, and class discussion, students learn to incorporate varied methods of acquiring resources and materials for composition of presentations. Instruction on listening is a key component of the course; students conduct peer evaluations of others' presentations.</p> <p>COM 235: Course involves reading and discussion as well as formal presentations, audio & film screenings, question/answer sessions, and peer critiques of written work. All five listed skills are employed in interdependent fashion every day.</p> <p>COM260: Course teaches reading, writing, speaking, and listening as fundamental to developing cogent arguments and participating in debates. Students learn to recognize, critique, and respond to written, spoken, and visual arguments.</p>	<p>Met</p>
<p>(10) strategies for selecting and</p>	<p>EDU351 and/or EDU 230 or 350</p>		<p>Met</p>

<p>using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences;</p>			
<p>(11) strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives;</p>	<p>COM120: Public Discourse</p> <p>ENG237: Adolescent Literature and Literacy</p> <p>COM 257: Intercultural Communication</p>	<p>COM 120: Through course textbooks, lectures, and class discussion, instructors and the reading materials emphasize the importance of understanding and respecting diversity, both as a presenter and and audience member. Student presentations are expected to demonstrate an ethical regard for diversity.</p> <p>ENG 237: Students discuss how and why books are appropriate for young adult audiences, considering issues related to race, gender, social class, sexuality, and other identity markers (<i>House on Mango Street; The Absolutely True Diary of a Part-Time Indian; The Chocolate War; Are You There God? It's Me, Margaret</i>). Students use web-based research in order to describe and analyze the digital landscape for GLBT teens (<i>Boy Meets Boy</i> and accompanying blog assignment)</p> <p>COM 257: Students develop perspectives of cultures from the point of origin through readings and an experiential project.</p>	<p>Met</p>
<p>(12) research methods encompassing content;</p>	<p>While many courses in the program require students to conduct research to complete assignments, this is a major component of</p> <p>ENG399: Senior Seminar</p> <p>COM 235: Media</p>	<p>ENG 399: Students complete a substantial writing project in which students contextualize their own ideas and creative work within the scholarship of the discipline. Students are responsible for identifying, locating, comprehending, reflecting on, and using this scholarship as it is relevant to their project. Course readings and conferences with the instructor provide models and guidance. The seminar capstone paper is the primary means for assessing achievement.</p> <p>COM 235: The course includes two research-oriented papers and one</p>	<p>Met</p>

	<p>& Society</p> <p>All Communication Studies Level Three courses</p> <p>COM 258: Rhetorical Criticism</p>	<p>research-heavy presentation. Students develop different research methods for different contexts. Paper 1 emphasizes interdisciplinary research through trade publications, popular media, business journals and government documents. Paper 2 emphasizes discipline-specific sources, particularly academic journals. Presentation emphasizes historical research.</p> <p>COM 258: Students learn varied approaches to rhetorical criticism, using these methodologies to examine rhetorical content across genres and forms of communication.</p>	
<p>(13) the social, intellectual, and political importance and impact of communication;</p>	<p>ENG126: Ethnic American Literature</p> <p>COM 235: Media & Society</p> <p>COM 240: US Pol. Rhetoric</p> <p>COM 260: Argumentation & Debate</p>	<p>ENG 126: The entire semester of readings and films is chosen to raise social, political, and intellectual issues as they are framed by authors writing out of American ethnic experience. Course lectures and discussion reflect on the impact these writings have had. Students demonstrate their learning by applying the material covered in readings and discussion in written cultural analysis and in a final examination.</p> <p>COM 235: As the course title indicates, this course takes as its motivation the top-to-bottom analysis of the interplay between mediated communication and the various aspects of society including government, economics, culture and other social institutions. The text <i>Media/Society</i> adopts a sociological perspective on the media, a departure from other texts with a technical/historical focus.</p> <p>COM 240: Students analyze historical and contemporary political rhetoric, including speeches, writings, and other forms of symbolic interaction. This analysis focuses upon the ways in which we use communication politically, socially, and intellectually.</p>	<p>Met</p>

	<p>COM 265: Video Representation</p>	<p>COM260: The course asks students to recognize argument as democratic praxis. Students participate in written and oral debates that require them to recognize the social, intellectual, and political functions of argument.</p> <p>COM 265: The final project integrates community-based learning to create community-driven videos with a social justice/civic engagement component. Students participate directly in the creation of communication with social and political importance. Discussion and activities emphasize this theme, modeling mediated communication as agent for positive social change. Activities include screening and discussion of socio-politically relevant films.</p>	
<p>(14) the meanings of messages, content and relational;</p>	<p>ENG201: Art of Interpretation</p> <p>All Communication Studies courses meet this criteria, particularly:</p> <p>COM 117: Interpersonal Communication</p> <p>COM 240: U.S. Political Rhetoric</p> <p>COM 258: Rhetorical Criticism</p>	<p>ENG 201: Through the use of Dobie, students are exposed to a variety of systems for creating and understanding the meanings of messages. Daily Analysis/Exploration sheets assess students' comprehension of the particular systems; papers assess students' ability to apply these methods to specific works of literature.</p> <p>COM 117: The course's major objective is to introduce students to the study of interpersonal communication. Students explain, apply and evaluate concepts/theories that explore meanings in interpersonal relationships.</p> <p>COM 240: In this course, students learn about how meaning is contextually situated in political communication. We examine presentations and other rhetorical acts, analyzing them in their rhetorical context to illuminate how meaning is situational.</p> <p>COM 258: Students enhance their capacity to understand the meanings of messages through rhetorical methods of inquiry. In class discussion and</p>	<p>Met</p>

	<p>COM 265: Video Representation</p>	<p>written analyses of rhetorical texts, students demonstrate their ability to evaluate and critique messages.</p> <p>COM 265: Through analysis and production of media texts, students consider the manifest and latent functions of messages for audiences. Consideration is given to polysemic nature of messages. In collaboration with members of greater community, students practice both interpersonal communication and media communication on relational dimensions.</p>	
<p>(15) communication and its value in exploring and expressing ideas; and</p>	<p>ENG247: Teaching Writing: Theory and Practice,</p> <p>COM 120 Public Discourse</p> <p>COM260: Argumentation & Debate</p>	<p>ENG247: Students complete a variety of writing assignments in which they explore and express ideas. A substantial portion of the semester is devoted to readings on pedagogy (Kirby and Liner, <i>Inside out: Developmental Strategies</i>, and Soven, <i>Teaching Writing in Middle and Secondary Schools</i>), as well as to additional readings on social and cultural issues related to literacy (DeCastell and Luke, Hirsch, Douglass). All of the readings engage students in thinking about strategies for helping others express and explore ideas.</p> <p>COM 120: Students devote the semester to developing a project that analyzes a community concern or issue, develops potential solutions, and communicates these findings to one or more public audiences. Students learn rhetorical strategies for creating messages that effectively and ethically explore and express ideas.</p> <p>COM260: The course centers on the exploration and expression of ideas. In preparation for class discussion and formal debates, students investigate the sources of agreement and</p>	<p>Met</p>

		disagreement in social and political controversies. Written and oral assignments require students to make cogent arguments.	
(16) communication arts and literature activities such as forensics, debate, journalism, literary journals, and related activities.	<p>COM 120: Public Discourse</p> <p>COM260: Argumentation & Debate</p> <p>COM 265: Video Representation</p>	<p>COM120: Students learn how to identify communal issues and to research, prepare, and present information and views in a variety of presentational formats as they engage in civic discourse.</p> <p>COM260: Students participate in debates. In addition to creating oral arguments, students regularly construct and present arguments in writing.</p> <p>COM 265: Students contribute to every aspect of active production of video communication, including concept development, scripting, interviews, field production (camera/lighting/sound), narrative design and editing.</p>	Met with weakness. Journalism and debate not addressed in listed courses.
B. A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:			
(1) knowledge, skills, and ability to teach reading including:	EDU320: EDU350		
(a) the interactive and constructive nature of reading comprehension and how it functions in the literal, inferential, and schema-based levels of understanding;	While all courses help students understand the constructed nature of knowledge, the most deliberate presentation of the theoretical foundations of constructed meaning are conveyed in:	ENG201: All of the work with literary theory in the course explores different ways of constructing meaning. The session dealing with Chapter 8: Deconstruction especially highlights the processes by which meaning is constructed and the instability of those constructions. Students are assessed through the papers in the course, which call on them to foreground and justify their own construction of meaning.	Met with weakness. Course reference limited to fiction. Include non-fiction strategies.

	<p>ENG201: Art of Interpretation</p> <p>258?</p>		
<p>(b) the stages of the reading process so as to model and teach strategies that occur before, during, and after reading;</p>	<p>EDU 320</p> <p>EDU 350</p>		<p>Not met. Address strategy instruction for fiction and non-fiction material.</p>
<p>(c) content area reading strategies to encourage competence and independence for lifelong learning;</p>	<p>EDU 350</p>	<p>In regard to reading ability on student achievement, candidates read and discuss:</p> <ul style="list-style-type: none"> • “Hiding out in secondary content classrooms” by W.G. Brozo • “Every American a strong reader,” U.S. Dept. of Education Issue Paper • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • <i>Teaching Reading in the Content Areas</i> (McREL publication) <p>In regard to reading comprehension and fluency, candidates read and discuss:</p> <ul style="list-style-type: none"> • “Creating fluent readers” by T. Rasinski • “Assessing readers and their texts” by N. Unrau • chapters in Reiss, <i>Teaching Content to English Language Learners</i> in regard to strategies for reading mathematical content, candidates learn and practice a variety of content literacy strategies, drawn in part from <i>Teaching Reading in Mathematics</i>, 2nd ed. (a McREL publication). These are distributed as handouts when there are mathematics candidates in the class that semester. To build skills in strategies, candidates also read and discuss: • “Using textbooks with students who cannot read them” by J. Ciborowski • “Vocabulary lessons” by Blachowicz and Fisher • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • <i>Teaching Reading in the Content Areas</i> (McREL publication), especially specific reading strategies at the back of the book. 	<p>Met. Course referenced applies to (b) above.</p>

<p>(d) comprehension strategies for a variety of purposes to various materials and tasks, including everyday life situations;</p>	<p>COM120: Public Discourse</p> <p>COM 235: Media & Society</p> <p>EDU351 EDU368</p>	<p>COM120: Through course textbook, lectures, and class discussion, students consider how to read and comprehend a variety of written materials to be used in the construction of presentations for class and in a public setting.</p> <p>COM 235: High emphasis on media literacy in full spectrum, from understanding profit motive of commercial media to interpreting specific content messages of individual media programs. The text <i>Media/Society</i> (Croteau & Hoynes) foregrounds empowerment through media literacy, arguing that individuals are bombarded with media communication at every moment in most every context. Students are asked to provide examples from their everyday experience for class analysis. Final paper evaluates students' ability to read critically an "ordinary" media text.</p> <p>Students read and apply research on effective classroom practices by reading Marzano's 'Classroom instruction that Works' and implementing these research-based strategies in their microteaching (EDU 368) and lesson planning (EDU 351).</p>	<p>Met</p>
<p>(e) the ability to find and synthesize information from a variety of textual and nontextual sources;</p>	<p>COM120: Public Discourse</p> <p>COM260: Argumentation & Debate</p>	<p>COM120: Through course textbook, lectures, and class discussion, students consider how to read and comprehend a variety of written materials to be used in the construction of presentations for presentation in class and in a public setting. Evaluations of student presentations are based in part on the adequacy, relevance, and breadth of the research evident in the speech.</p> <p>COM260: Through course readings, lectures, and class discussions, students learn how to read, evaluate, and summarize ideas expressed by others. In order to express cogent arguments in their writing and their debates, students must research and synthesize information from newspapers, scholarly sources, government documents, websites, and popular publications.</p>	<p>Met</p>

	ENG399: Senior Seminar	ENG399: Each student completes a substantial research paper or creative project requiring the discovery and understanding of information and ideas contained in a variety of sources. Success is assessed in the final paper.	
(f) the selection and teaching of vocabulary in all settings; and	While many courses in the program require students to conduct research to complete assignments, this is a major component of ENG399: Senior Seminar	ENG 399: Students identify and learn relevant vocabulary for their senior projects and share it with fellow students, faculty, and others through presentations in small groups, seminar, and/or a colloquium	Met
(g) the use of books and other printed sources for personal growth and lifelong learning;	ENG126: Ethnic American Literature; Advising Portfolio	ENG 126: Ethnic American literatures focus on various identities in the U.S., what it means to be American, and how to negotiate conflicting values. Study and reflection of the course material may affect career choice and give students frameworks for continued growth in their understanding of both other cultures but also themselves. Students demonstrate their learning through discussion and writing assignments. Advising Portfolio also requires students to reflect on lifelong experiences as readers and writers. Reflection Essay, a component of the portfolio, requires this.	
(2) knowledge, skills, and ability to teach writing including:			
(a) various stages of the writing process, including prewriting, writing, conferencing, revising, and publishing used in teaching writing;	ENG 247: Teaching Writing: Theory and Practice	ENG 247: This course introduces contemporary theories and practices of writing instruction to prospective teachers; the particular focus is on the middle and high school levels. Students talk and read extensively about rhetorical approaches to teaching writing; the writing process; literacy, community, and diversity issues in the writing classroom; and evaluation and assessment. Classroom strategies	Met

		<p>include peer response, in-class invention, collaborative writing, and journaling. Course Texts: Kirby and Liner, <i>Inside Out: Developmental Strategies for Teaching Writing</i> (third edition) Soven, <i>Teaching Writing in Middle and Secondary Schools</i>; Andrea Lunsford's <i>Everyday Writer</i>; Haussamen, Benjamin, Kolln, and Wheeler, <i>Grammar Alive!</i></p> <p>Assignments: A Writer's Self-Portrait: This 4-5 page personal essay describes and analyzes how students view themselves as a writers. Students might describe and analyze their own writing process, share a particular moment from their writing history, or discuss strengths and challenges as writers.</p> <p>Case Study of a Writer: Early in the semester, each student identifies a writer ("research subject") to observe and interview. Students draft a case study of that writer. Case studies will describe the writer's cultural and educational context and analyze the writer's approach to one specific writing task.</p>	
(b) diverse strategies for assessing and responding to student writing;	ENG 247	Margaret Iris Soven, <i>Teaching Writing in Middle and Secondary Schools</i> Chapter 5; Kirby and Liner's <i>Inside Out</i> Chapter 15 focus on assessment. Students in ENG 247 also create an assignment sequence and accompanying rubrics for each assignment. Students also practice responding via margin comments and end notes using a packet of actual student papers. Conferencing is also modeled.	Met
(c) the functions of language and how they influence effective written communication; and	<p>ENG247: Teaching Writing: Theory and Practice,</p> <p>COM260: Argumentation &</p>	<p>ENG247: Students complete five writing assignments. Students receive feedback from instructor and peers and revise for increased effectiveness.</p> <p>COM260: This is the focus of virtually</p>	Met

	<p>Debate</p> <p>COM 240: U.S. Political Rhetoric</p> <p>COM 258: Rhetorical Criticism</p>	<p>the entire course, but is the specific focus of classroom discussions concerning the reasoning process, argumentation theory, the nature and utility of evidence and tests of evidence, and the development and use of standards to evaluate the outcomes of debates.</p> <p>COM 240: Students study a range of rhetorical strategies as enacted in US political rhetoric—including texts of presentations, pamphlets, campaign materials, and websites—to consider the factors that can render written communication effective.</p> <p>COM 258: Students learn a range of methods of rhetorical inquiry as they analyze many types of public rhetorical texts. They learn to identify, describe, and evaluate rhetorical strategies as they engage in class discussion and write papers. Their analysis of written rhetorical texts enables them to demonstrate their understanding of effective and ethical communication.</p>	
<p>(d) conventions for presenting, arranging, and organizing information in particular genres or media;</p>	<p>Students learn and practice these conventions in every course in the sequence. It has a particular focus in these courses.</p> <p>ENG237: Adolescent Literature and Literacy</p> <p>ENG247: Teaching Writing: Theory and Practice,</p>	<p>ENG 237: Students are introduced to a rhetorical frameworks for studying adolescent literature. Students analyze how and why narratives for young adults take on particular forms (novels, novellas, essays); how point of view affects an audience's perceptions of the characters, and the relationship between other elements of fiction and their rhetorical contexts. Students maintain a blog, studying conventions for writing in digital environments. Students also design a literacy-based research project, making decisions related to form and arrangement of information. Finally, required oral presentations include digital elements, and those presentations require students to analyze popular culture artifacts in order to consider possible effects on adolescent literacy practices.</p> <p>ENG 247: See Weeks Four-Six, which are focused on writing process issues including drafting, revision, and editing for style and clarity. Course texts</p>	<p>Met</p>

	<p>COM260: Argumentation & Debate</p> <p>COM 265: Video Representation</p> <p>ENG 399</p>	<p>address ways to teach various stages of the writing process (see Kirby and Liner Chaps. 8, 10). See weeks 1-2 (focus on the writing process) and 12-14 (focus on how teachers present materials to students, including how to arrange writing assignments that are clear and meaningful).</p> <p>ENG 256: The final month of the course is devoted to whole class workshops, where students discuss style, arrangement, organization, voice, and other elements guiding their revision processes. Each student workshops approximately 15-20 pages of writing with the class.</p> <p>COM260: This is the focus of virtually the entire course, but is the specific focus of classroom discussions concerning the reasoning process, argumentation theory, the nature and utility of evidence and tests of evidence, and the development and use of standards to evaluate the outcomes of debates.</p> <p>COM 265: With special emphasis on dramatic narrative film and documentary film productions, students learn and practice basic conventions for clear and effective communication in audio and video. Theory and practice of lighting technique, editing for continuity and meaning, development of the dramatic arc, and other elements are addressed. Relevant readings from <i>Television Production Handbook</i> (Zettl) and <i>Sight, Sound, Motion: Applied Media Aesthetics</i> (Zettl). Assessed in quizzes, discussion and three video productions.</p>	
(3) knowledge, skills, and ability to teach speaking including:			
(a) relationships among the verbal and nonverbal components of the speaking process across a variety of contexts including	COM120: Public Discourse and	COM120: Course textbook, lectures, and class discussion focus on verbal (and, to a lesser degree, nonverbal) communications. Students are taught about various genres of public rhetoric and craft presentations that incorporate	Met

<p>small group, interpersonal, and public;</p>	<p>COM117: Interpersonal Communication</p> <p>COM237: Small Group Communication</p> <p>COM257: Intercultural Communication</p>	<p>these concepts. Student presentations are evaluated in part on the student's development of a presentation meeting the genre requirements of the assignment.</p> <p>COM117: Major focus in the Practical Reasoning Exercises is to assess both verbal and nonverbal effectiveness in both small group and interpersonal settings.</p> <p>COM237: Course text, class discussion, course activities. Research Project and Analysis of Community Group Project assess students' understanding of these relationships.</p> <p>COM257: Variability across cultures in both verbal and nonverbal communication is discussed in class. Assessed through a guided reflection writing relating to the variability of communication across cultures and how communication in small groups, interpersonal and public communication differs.</p>	
<p>(b) methods and steps necessary to construct meaning for participants in both formal and informal speaking situations;</p>	<p>COM120: Public Discourse</p> <p>COM117: Interpersonal Communication</p> <p>COM237: Small Group Communication</p>	<p>COM120: Through the course textbook, lectures, and class discussion, the Public Discourse course devotes significant time to considering the rhetorical and ethical questions surrounding the concept of "meaning." Instructors and the reading materials encourage students to craft presentations that reflect the student's comprehension of these questions. Evaluations of student presentations are based in part upon the student's construction of "meaning."</p> <p>COM117: Students are given the opportunity formally via oral presentations of Practical Reasoning Exercises and informally in class discussions.</p> <p>COM237: COM237: Students are assessed on the basis of their Analysis of Community Group Project, through their participation in class activities and</p>	<p>Met</p>

	<p>COM257: Intercultural Communication</p> <p>COM260: Argumentation & Debate</p>	<p>discussions of course readings.</p> <p>COM257: Students engage in small group discussion in class that is informal. Students are also required to do two formal presentations. These include the Article Presentation and the Final Project Presentation.</p> <p>COM260: This course is dedicated to exploring about how arguments construct meaning. Students practice expressing their ideas to different audiences and in different contexts. Course discussion, readings, and assignments explore the ways in which context shapes how people make and interpret arguments.</p>	
(c) methods of managing and overcoming communication anxiety and apprehension; and	COM120: Public Discourse	COM120: Through the course textbook, lectures, and class discussion, early class sessions and reading materials consider anxiety (CA), its potential causes, and means of overcoming CA. Diagnostic tools help students identify and understand CA. Evaluations of student presentations are based in part upon the student's ability to manage CA.	Met
(d) ethical responsibilities of a speaker associated with competent and effective communication in society;	<p>COM120: Public Discourse</p> <p>COM117: Interpersonal Communication</p> <p>COM257: Intercultural Communication</p> <p>COM260: Argumentation &</p>	<p>COM120: Through the course textbook, lectures, and class discussion, instructors and the reading materials emphasize the ethical issues involved in public discourse (both as a speaker and a listener). Evaluations of students' presentations are based in part upon their consistency with ethical standards.</p> <p>COM117: Course materials and class activities discuss ethics and what it means to be an ethical communicator in interpersonal relationships. We then apply these ideas to a guided reflection writing. The final paper for the course also relates to what it means to communicate in an authentic manner.</p> <p>COM257: The course addresses issues of ethics in intercultural communication. Specifically, it addresses the definition of competency in the context of culture.</p> <p>COM260: Student read about and discuss the ethics of argument.</p>	Met

	Debate	Their written and oral arguments are evaluated on how effectively they adhere to ethical principles. Particular emphasis is placed on consideration of argument as civil dialogue.	
(4) knowledge, skills, and ability to teach listening including:			
(a) relationships between and among the components of the listening process;	COM120: Public Discourse COM117: Interpersonal Communication COM237: Small Group Communication	COM120: Through textbook, lectures, and class discussion, instructors and the course materials devote significant time to the listening process. Students are evaluated in part upon their written evaluations of the presentations of peers and others. COM117: One of the chapter readings focuses specifically on the listening process. COM237: Course text, class discussion, course activities. Students are assessed by means of examinations, group exercises and their Analysis of Community Group Project.	Met
(b) the different listening skills appropriate for diverse types and levels of listening;	COM120: Public Discourse COM117: Interpersonal Communication COM237: Small Group Communication	COM120: Through textbook, lectures, and class discussion, instructors and the course materials devote significant time to the listening process. Students are evaluated in part upon their written evaluations of the presentations of peers and others. COM117: The intercultural section of the course focuses on different audiences and addresses the skills necessary to address different types of audiences. Students write a guided reflection on the different types of listening. COM237: Course text, class discussion, course activities. Students are assessed by means of examinations and an Analysis of Community Group Project.	Met
(c) how to identify and manage barriers to listening; and	COM120: Public Speaking	COM120: Through textbook, lectures, and class discussion, instructors and the course materials devote significant time to the the barriers to the listening process. Students are evaluated in part	Met

	<p>COM117: Interpersonal Communication</p> <p>COM237: Small Group Communication</p> <p>COM257: Intercultural Communication</p>	<p>upon their written evaluations of the presentations of peers and others.</p> <p>COM117: The course textbook and class discussion address barriers of listening such as ethnocentrism, etc. Part of the intercultural chapter focuses specifically on this.</p> <p>COM237: Course text, class discussion, course activities. Students are assessed by means of examinations and an Analysis of Community Group Project.</p> <p>COM257: The course addresses issues of ethnocentrism as it relates to listening. One of the readings specifically addresses the barriers to listening to someone with a different dialect.</p>	
(d) ethical responsibilities of a listener;	<p>COM120: Public Discourse</p> <p>COM117: Interpersonal Communication</p> <p>COM237: Small Group Communication</p> <p>COM257: Intercultural Communication</p>	<p>COM120: Through textbook, lectures, and class discussion, instructors and the course materials devote significant time to the listener's ethical responsibilities. Students are evaluated in part upon their written evaluations of the presentations of peers and others.</p> <p>COM117: The course textbook and class discussion address what it means to be an ethical listener. A chapter reading deals with both disclosure and listening.</p> <p>COM237: Course text, class discussion, course activities. Students are assessed by means of examinations, journals, and an Analysis of Community Group Project.</p> <p>COM257: A course reading addresses the the barriers to listening to someone with a different dialect. Students focus on the ethical responsibility of the listener to engage in active listening.</p>	Met
(5) knowledge, skills, and ability to teach media literacy including:			
(a) relationships among the elements of the communication	ENG142: Film as Art	ENG142: Text David Bordwell and Kristin Thompson. <i>Film Art</i> , Seventh	Met

process across various types of print and nonprint media;	COM235: Media and Society	Edition. Assessed in two hour-long class examinations. COM235: Through course text (Croteau and Hoynes <i>Media/Society: Industries, Images, Audiences</i>), other readings, lectures, and class discussions of film and video screenings. Assessed in two papers, a research portfolio, quizzes, and Historic/Current Events presentation.	
(b) effects of the various types of electronic audiovisual media on the communication process;	ENG142: Film as Art COM235: Media and Society	ENG142: While course covers audiovisual material, no specific consideration of electronic versions of these media is undertaken. COM235: Through course text, other materials, lectures, and class discussions of a variety of media. Assessed in two papers, a research portfolio, and Historic/Current Events presentation.	Met with weakness. Engl 142 too focused.
(c) competent participation as a consumer and producer of media communication; and	ENG142: Film as Art COM235: Media and Society COM 265: Video Representation	ENG142: Students view ten full-length films, each of which is discussed in at least one class session. Students complete one 3-4 page paper demonstrating their ability to understand and analyze cinematography, editing, mise-en-scene, or sound. Students complete a 6-8 page stylistic analysis of a film. Students create and conduct a 15-minute media presentation of clips from film along with analysis. COM235: Course materials and class discussion emphasize consumer participation as assessed through class discussion, two papers, film/video screenings, and a writing workshop. COM 265: Through creation of three original videos of different types, student develop techniques for effective mediated communication as well as deeper literacy through grasp of production processes. Readings, discussion, analysis of films and hand-on participation in every aspect of field-based video. Assessed through quizzes, discussion and video productions.	Met with weakness. Address producer of media communication s.
(d) functional,	ENG142: Film	ENG142: Text: David Bordwell	Met

<p>aesthetic, and ethical values of media communication;</p>	<p>as Art</p> <p>COM235: Media and Society</p>	<p>and Kristin Thompson. <i>Film Art</i>, Seventh Edition. Assessed in two hour-long class examinations. Two writing assignments cover functional, aesthetic, and ethical issues.</p> <p>COM235: Through course materials, lectures, and class discussions of film and video screenings. Assessed in two papers, a research portfolio, quizzes, and Historic/Current Events presentation.</p>	
<p>(6) knowledge, skills, and ability to teach literature including:</p>			
<p>(a) a repertoire of literary texts, including fiction and nonfiction, classic and contemporary works, and works written for preadolescents and adolescents by a diversity of authors;</p>	<p>ENG115 or 116: British Literature I or II</p> <p>AND</p> <p>ENG121 or 122: American Literature I or II</p> <p>AND</p> <p>ENG126: Ethnic American Literature</p> <p>AND</p> <p>ENG237: Adolescent Literature</p> <p>or</p>	<p>This collection of four semester-long courses, along with Adolescent Literature, ensures students read and write about a wide selection of texts, from both sides of the Atlantic, from various time periods, and from authors writing out of ethnic identity and from authors writing for adolescents. Students are assessed on their learning by means of examinations, written essays, and presentations.</p> <p>Examples of specified types of texts:</p> <ul style="list-style-type: none"> ● fiction: Gilman, "The Yellow Wallpaper" (ENG 122); Jane Austen, <i>Persuasion</i> (ENG 116) ● nonfiction: Emerson, "Nature" (ENG121); Jacobs, <i>Incidents in the Life of a Slave Girl</i> (ENG 121); John Stuart Mill, selections from <i>On Liberty</i> (ENG 116) ● classic works: Chaucer (ENG115); William Wordsworth, <i>The Prelude</i> (ENG 116) ● contemporary works: Tan, <i>Joy Luck Club</i>. (ENG126); O'Brien, "The Things They Carried" (ENG 122); Morrison, <i>Beloved</i> (ENG 122) ● works for preadolescents and adolescents: <i>The Absolutely True Diary of a Part-Time Indian</i> (ENG 237); <i>Ann of the Island</i> (ENG 237); <i>House on Mango Street</i> (ENG 237); Twain, <i>Huckleberry Finn</i> (ENG 	<p>Met</p>

	<p>COM 240: U.S. Political Rhetoric</p>	<p>122); Wordsworth, "Daffodils"; Coleridge, "The Rime of the Ancient Mariner"; Tennyson, "The Charge of the Light Brigade" (ENG 116)</p> <ul style="list-style-type: none"> works by a diversity of authors: W.E.B. DuBois, <i>The Souls of Black Folks</i> (ENG122). <p>COM 240: This course brings together nonfictional texts (presentations, essays, platforms, pamphlets, etc.) and fictional texts (novels, parodies, satires, etc.) by a wide range of authors and organizations.</p>	
<p>(b) characteristics of various literary genres, including poetry, drama, novel, short story, and essays;</p>	<p>ENG115 or 116: British Literature I or II</p> <p>AND</p> <p>ENG121 or 122: American Literature I or II</p>	<p>In reading a large selection of literature in these two semester-long courses, students will analyze multiple examples of these genres. Students are assessed in their learning through in-class examinations, written essays, class presentations, etc.</p> <p>Examples:</p> <p>ENG115: Poetry: Donne, selections; <i>Beowulf</i>; <i>Faerie Queene</i>, Bk 1 Drama: Shakespeare, <i>Twelfth Night</i> Essay: Johnson, Essays in <i>The Rambler</i>, <i>The Spectator</i></p> <p>ENG116: Poetry: Poetry: Alfred Tennyson, "Ulysses"; selections from <i>In Memoriam</i> Novel: Rebecca West, <i>The Return of the Soldier</i> Short Story: Rushdie, "The Prophet's Hair" Essay: John Ruskin, "The Nature of Gothic" Drama: Oscar Wilde, <i>The Importance of Being Earnest</i></p> <p>ENG121: Poetry: Whitman, "Song of Myself" Drama: <i>Black Robe</i> Novel: Stowe, <i>Uncle Tom's Cabin</i> Short Story: Hawthorne, "Young Goodman Brown" Essay: Emerson, "The American Scholar"</p>	

		<p>ENG122: Poetry: Robert Frost, William Carlos Williams, T. S. Eliot Novel: Twain, <i>The Adventures of Huckleberry Finn</i> Short Story: Fitzgerald, "Winter Dream"; Hemingway, "Hills Like White Elephants"; Hurston, "The Gilded Six-Bits" Essay: Zitkala Sa, "Impressions of an Indian Childhood"; Du Bois, <i>The Souls of Black Folk</i> (excerpts)</p> <p>Students read, discuss, make presentations, and write several shorter essays and one long paper.</p>	
(c) tools of interpretation including literary devices, critical theories, and various methods of analysis, interpretation, presentation, and evaluation of literature;	<p>ENG201: Art of Interpretation</p> <p>COM 258: Rhetorical Criticism</p>	<p>ENG201: Text: Ann Dobie, <i>Theory into Practice: An Introduction to Literary Criticism</i>. Various theories of literary devices and analysis are covered in this text throughout the semester. Comprehension is assessed through class discussion, quizzes, and the self-conscious use of these devices, theories, etc., in the course papers.</p> <p>COM 258: Rhetorical criticism introduces students to a range of theories and methodologies, including close textual criticism, narrative theory, feminist criticism, and others. Students invoke these theories and methods to critique a wide range of rhetorical acts of their choosing.</p>	Met
(d) how to help students respond to, interpret, and evaluate texts in a variety of ways, including text centered and reader centered approaches;	<p>ENG201: Art of Interpretation</p> <p>COM 258: Rhetorical Criticism</p>	<p>ENG201: Text: Ann Dobie, <i>Theory into Practice: An Introduction to Literary Criticism</i>. This text is covered over several weeks. Comprehension is assessed through analysis worksheets and the self-conscious use of these approaches in the course papers.</p> <p>COM 258: Rhetorical Criticism introduces students to a range of theories and methodologies, including close textual criticism, narrative theory, feminist criticism, and others. Students invoke these theories and methods to critique a wide range of rhetorical acts of their choosing.</p>	Met
(e) how to encourage students to respond to texts through	ALL ENG courses require students to think	ENG 201: Dobie, <i>Theory into Practice: An Introduction to Literary Criticism</i> . Students are assessed through their	Met

<p>written and oral communication, both privately and publicly;</p>	<p>critically and self-consciously about the methods of responding to literature orally and in writing. Special emphasis is placed on this in ENG201: Art of Interpretation.</p> <p>All COM courses require students to respond to texts through written, oral, and mediated communication</p> <p>COM 258: Rhet. Criticism</p>	<p>ability to perform these responses in writing. Oral response is assessed through classroom participation and panel presentations.</p> <p>COM 258: Rhetorical criticism introduces students to a range of theories and methodologies, including close textual criticism, narrative theory, feminist criticism, and others. Students invoke these theories and methods to critique a wide range of rhetorical acts</p>	
<p>(f) how to help students construct meaning out of texts through various processes applied before, during, and after reading;</p>	<p>ENG201: Art of Interpretation</p> <p>COM 258: Rhetorical Criticism</p>	<p>ENG201: Text Ann Dobie, <i>Theory into Practice: An Introduction to Literary Criticism</i>. This text is covered over several weeks. Comprehension is assessed through daily written work and through formal course papers.</p> <p>COM 258: Rhetorical criticism introduces students to a range of theories and methodologies, including close textual criticism, narrative theory, feminist criticism, and others. Students invoke these theories and methods to critique a wide range of rhetorical acts, discerning meanings from a variety of texts.</p>	Met
<p>(g) how context shapes meaning; and</p>	<p>ENG201: Art of Interpretation</p> <p>COM 240: U.S. Political</p>	<p>ENG201: Text Ann Dobie, <i>Theory into Practice: An Introduction to Literary Criticism</i>. This text is covered over several weeks. Comprehension is assessed through daily written work and through formal course papers.</p> <p>COM 240: In this course, students learn about how meaning is contextually</p>	Met

	<p>Rhetoric</p> <p>COM 258: Rhetorical Criticism</p>	<p>situated in political communication. We examine presentations and other rhetorical acts, analyzing them in their rhetorical context to illuminate how meaning is situational.</p> <p>COM 258: Rhetorical criticism introduces students to a range of theories and methodologies, including close textual criticism, narrative theory, feminist criticism, and others. In each, students learn how context and meaning are intertwined. Students invoke these theories and methods to critique a wide range of rhetorical acts</p>	
<p>(h) how to encourage students to become lifelong readers and writers.</p>	<p>Advising Portfolio and ENG399:Senior Sem</p>	<p>While all ENG courses help students learn to discern their own taste as readers and encourage lifelong reading, ENG 399 and the required Advising Portfolio ask students to reflect on these processes. The portfolio requires students to keep a list of influential texts read and viewed, for instance, and students write a Reflection Essay in ENG 399 that is included in the portfolio. That Reflection piece requires them to consider their experiences as lifelong readers and writers.</p>	<p>Met with weakness. Emphasize personal reading for pleasure and interest.</p>
<p>C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:</p>			
<p>(1) understand and apply educational</p>	<p><u>EDU 330 (KA)</u></p>	<p>Unit on Development (Cognitive, Personal, Social, and Emotional)</p>	<p>Met</p>

<p>principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;</p>	<p>EDU 340</p>	<p>Chapters 2-3 Learner Project (See Class #22) Unit on Learning (Chapters 6-9), Chapter 13 Principles of Instruction</p> <p>Students view 'Teen Species; Boys and Girls' to provide knowledge of preadolescent and adolescent physical, social, emotional, moral, and cognitive development and apply their understanding of these principles in their unit plan and exploratory lesson.</p>	
<p>(2) understand and apply the research base for and the best practices of middle level and high school education;</p>	<p>EDU 351; EDU 368</p>	<p>Students read and apply research on effective classroom practices by reading Marzano's 'Classroom instruction that Works' and implementing these research-based strategies in their microteaching (EDU 368) and lesson planning (EDU 351).</p>	<p>Met</p>
<p>(3) develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline;</p>	<p>EDU 351; EDU 368</p>	<p>Students develop a year plan and an entire unit based on curricular goals and the central concepts of the subject area while incorporating the MN Academic Standards and applying instructional strategies and materials that will provide for student achievement.</p>	<p>Met</p>
<p>(4) understand the role and alignment of district, school, and department mission and goals in program planning;</p>	<p>EDU 351; EDU 368</p>	<p>Students discuss the structure of the school community and environment and the relationship to departmental goals and planning. See calendar for specific date.</p>	<p>Met</p>
<p>(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;</p>	<p>EDU 330 (KA)</p> <p>EDU 351; EDU 368</p> <p>EDU 389</p>	<p>Chapter 8- Constructivism. Meaningful learning occurs in real-world tasks. Connecting content to real world. Chapter 10- Motivation. Personalization: Links to Students' lives</p> <p>Student unit plans include lessons that must identify the purpose for each lesson; emphasis is placed on connections to everyday life, the workplace and ongoing learning.</p> <p>The students study and implement the strategies in Chapter 14 -</p>	<p>Met</p>

		<p>Helping All Students Succeed from Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom by Vaughn, Bos and Schumm (2006). Students use the following concepts and strategies in designing lesson plans for their Virtual Classrooms: establishing appropriate goals, providing appropriate instruction, providing practice, strategies for helping all students acquire basic skills, strategies for helping all learners, strategies for cueing students, helping students move from concrete to abstract learning, and promoting positive attitudes toward learning</p>	
<p>(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;</p>	<p>EDU 340</p> <p>EDU 351; EDU 368</p> <p>COM 120: Public Discourse</p>	<p>Students read and reflect on the opportunities service learning provides students and participate in a service learning activity at the middle school to experience the value of creating partnerships.</p> <p>Students' unit plans must include a community linkage or service learning opportunity that provides partnership connections for students and their community.</p> <p>COM 120: Students identify a community issue or opportunity, research the situation and topic as they prepare a proposal, which they present to one or more community audiences. They learn about community resources, agencies, and stakeholders as they prepare and present their public discourse project.</p>	Met
<p>(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;</p>	<p>EDU 394 Student Teaching Handbook</p>	<p>Students will meet all requirements of student teaching with Best Practice and MN Standards applied. Through the student teaching experience all aspects of schools and teaching and learning process.</p>	Not met. No reference to co- or extracurricular activities.
<p>(8) understand the impact of reading ability on student achievement,</p>	<p>EDU 350</p>	<p>In regard to reading ability on student achievement, candidates read and discuss:</p> <ul style="list-style-type: none"> • "Hiding out in secondary content 	Met

<p>recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read more effectively; and</p>		<p>classrooms” by W.G. Brozo</p> <ul style="list-style-type: none"> • “Every American a strong reader,” U.S. Dept. of Education Issue Paper • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • <i>Teaching Reading in the Content Areas</i> (McREL publication) <p>In regard to reading comprehension and fluency, candidates read and discuss:</p> <ul style="list-style-type: none"> • “Creating fluent readers” by T. Rasinski • “Assessing readers and their texts” by N. Unrau • chapters in Reiss, <i>Teaching Content to English Language Learners</i> in regard to strategies for reading mathematical content, candidates learn and practice a variety of content literacy strategies, drawn in part from <i>Teaching Reading in Mathematics</i>, 2nd ed. (a McREL publication). These are distributed as handouts when there are mathematics candidates in the class that semester. To build skills in strategies, candidates also read and discuss: • “Using textbooks with students who cannot read them” by J. Ciborowski • “Vocabulary lessons” by Blachowicz and Fisher • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • <i>Teaching Reading in the Content Areas</i> (McREL publication), especially specific reading strategies at the back of the book. 	
<p>(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.</p>	<p>EDU 268</p> <p>EDU 340</p> <p>EDU 368</p> <p>EDU 394 ST Handbook</p>	<p>Freshman experience designed to have students examine schools, teachers, and students in a wide range of program models.</p> <p>Students participate in a service learning experience at the local middle school and also teach an exploratory lesson in another middle school setting.</p> <p>Students teach for two – two and a half weeks in a local secondary setting; they develop and implement all lessons for one block course in their content area; all lessons must reflect the standards of effective practice.</p> <p>Secondary directed teaching</p>	<p>Met</p>

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