



**ASSESSMENT**

P.O. Box 1945, State University, AR 72467 | o: 870-680-8403 | f: 870-972-2336

## **English BA**

### **Program-Level Student Learning Outcomes**

- Students will be able to discuss the conventions of literary genres (poetry, fiction, non-fiction, and drama) in close reading and analysis of diverse texts.
- Students will demonstrate breadth of knowledge regarding literary traditions of British, American, and world texts and also regarding different theoretical approaches to the study of literature, language, and writing.
- Students will explain how texts are written and received within diverse cultural and sociohistorical contexts, including global and multicultural perspectives.
- Students will develop effective oral and written communication skills, including using primary and secondary sources.

## **English BSE**

### **Program-Level Student Learning Outcomes, as prescribed by the specialized accreditor, CAEP**

- Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Candidates plan instruction and design assessments for reading and the study of literature to



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promote learning for all students.

- Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

