

Wisconsin Content Standards

APPENDIX C

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.

| <p>In this column, list the Wisconsin Content Standards that are included in this course. The Standards for each content area are found in the Wisconsin Content Standards document.</p> | <p>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</p> |
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| <p>The English Literature and Composition teacher will demonstrate knowledge of and skill in:</p> | |
| <p>1. The interrelatedness of the language arts: speaking, listening, creating media, responding to media, reading and writing.</p> | <p>Students will critique writing assignments and the products of these assignments; students will practice writing (in the context of teaching writing) and then participate in peer critiques—these exercises invoke writing, reading, speaking/listening. Further, they will critique these exercises in a journal write.</p> |
| <p>2. Using language to fit a variety of audiences and purposes.</p> | <p>Discussions of the application of writing strategies as well as the definitions of “good writing: include attention to the concepts and significance of audience and purpose.</p> |
| <p>3. The developmental processes whereby individuals acquire, understand, and use oral, visual, and written language.</p> | <p>Students explore through reading of a variety of texts (written, oral, and visual), response, and discussion an awareness that writing serves purposes of self-expression, learning, exploring, discovery. In-class discussions, many of which are moderated by trios of students, illustrate and develop these processes and become, in effect, models of classroom teaching strategies. Students are assessed on their ability to recognize and use such developmental strategies.</p> |
| <p>4. The structure and history of the English language including traditional and modern grammars and the integration of these studies within the English Language Arts program.</p> | |
| <p>5. A breadth of literary expression by female and male authors, both classic and contemporary, including a representative body of:</p> <ul style="list-style-type: none"> ● American literature encompassing works of diverse cultural and ethnic groups. ● Literature of the British Isles and of other English speaking countries. ● International literature. ● Young adult literature. | |
| <p>6. Historic and recent rhetorical theories regarding aims and modes of written and oral discourse, cultural and situational factors, and considerations of audience.</p> | <p>The course content focuses on rhetorical theories – arms and modes, principles and practices, advantages and disadvantages, and applications in teaching practice. Essay exams measure understanding and</p> |

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| | applicability. Discussion leadership activities provide practice in communicating knowledge and developing understanding in others. |
| 7. Strategies for formulating questions and conducting research using a variety of sources and reporting findings in a variety of formats and media. | Discussion leaders practice Socratic questioning techniques, having conducted research (library and Internet) to locate appropriate reading materials and to prepare a bibliography for their peers. |
| 8. Representative works of major writers, including Shakespeare. | |
| 9. The function and variety of literary forms, including fiction, nonfiction, drama, and poetry. | |
| 10. Approaches to analyzing, interpreting, evaluating and appreciating print and non-print texts, reflecting interactions among reader, text and context. | |
| 11. Writing as a recursive thinking process including prewriting, drafting, revising, editing, publishing and presenting. | Students read about and discuss writing/thinking-process theory; practice and reflection about theory solidifies understanding; an essay exam question causes further reflection. |
| 12. Writing, speaking, and creating media for a variety of audiences including technical and professional. | Students examine, debate, and practice exercises and writing models (such as the Schaffer model) and discuss determine which practices help in teaching good writing. |
| 13. A wide repertoire of strategies for teaching reading. | The course introduces/reminds students of the range of strategies involved in process writing: teacher models, motivation, journal writing – all of which are practiced by students, who then discuss the efficiency of each practice. |
| 14. Effective listening and viewing in a variety of contexts, including interpersonal, media-related and social. | The several, varied classroom strategies provide opportunities to model speaking-listening situations. |
| 15. Various approaches to assessing oral, visual, and written communication such as analytical, holistic, and trait scoring, peer evaluation, self-evaluation, portfolios and conferences. | The principle assessment strategies read about, discussed, and practiced are peer evaluation, self-evaluation, and conferencing. A reflective exercise and essay exam questions are also stimulants for learning. |
| 16. Designing curriculum and instruction within the framework of Wisconsin's Model Academic Standards in English Language Arts and implementing local and state assessment activities based upon those standards. | |