

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>
<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>2. Using language to fit a variety of audiences and purposes.</p>	
<p>3. The developmental processes whereby individuals acquire, understand, and use oral, visual, and written language.</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>The literature we read in this course is non-American and mostly non-Western European of the twentieth century. Authors are male and female, Japanese, Chinese, Czech, South American, Indian, African, Arab and Israeli. The aim of the course is to see the connections between the literature a nation produces and its social, economic, and historic conditions and roots. Students demonstrate their knowledge of these things in two written exams, in an oral presentation on cultural and historical background, and in class discussion of the works.</p>
<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>Students are required to write a literary analysis paper, employing a Marxist, feminist, new historical, or cultural studies critical theoretical approach and to discuss the literature in terms of the social and critical purposes it serves within its culture of origin..</p>
<p>7. Strategies for formulating questions and conducting research using a variety of sources and reporting findings in a variety of formats and media.</p>	
<p>8. Representative works of major writers, including Shakespeare.</p>	
<p>9. The function and variety of literary forms, including</p>	<p>Students are expected to demonstrate in their oral and</p>

fiction, nonfiction, drama, and poetry.	written responses an awareness that poetry, drama, the novel and the short story perform different social, political, and moral functions for a collective audience.
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.	
12. Writing, speaking, and creating media for a variety of audiences including technical and professional.	
13. A wide repertoire of strategies for teaching reading.	
14. Effective listening and viewing in a variety of contexts, including interpersonal, media-related and social.	
15. Various approaches to assessing oral, visual, and written communication such as analytical, holistic, and trait scoring, peer evaluation, self-evaluation, portfolios and conferences.	
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.	