

Culminating Assessment of Subject Matter Competency in English Guidelines For English Education Majors

When you apply to the credential program, you must document your Subject Matter Competency (SMC) in English, either by passing the California Subject Exam for Teachers (CSET) in English, *OR* through your state approved English Education program.

Demonstration of SMC through the state approved Fresno State English Education program requires:

1) Grades in Major Coursework

Your transcripts must document a 3.0 GPA or better in Subject Matter Program courses, and an A or B grade in three specific courses:

- English 105: Introduction to Literary Analysis
- English 131: Literacy Studies
- English 193T or 194T: Senior Seminar in Literary Studies

2) Portfolio and Interview

Submit a professional digital portfolio of revised and carefully edited papers or projects (artifacts) completed in your English Education coursework, accompanied by short reflective essays addressing how these artifacts demonstrate your competence in the eight Learning Outcomes (LOs). Then, in an interview with two English faculty members, you will discuss your portfolio and reflect on how your experiences as a student in the Subject Matter Program support your future work as an educator.

3) Completion of the B.A. in English Education

Portfolio Overview:

ENGL 197T, the Portfolio Workshop, is recommended to help you prepare the portfolio, on time. You should register for this one unit CR/NC class the term **BEFORE** you plan to submit your portfolio.

Prepare a professional digital portfolio of revised and carefully edited papers or projects (artifacts) completed in your English Education coursework, accompanied by reflective essays addressing the eight Learning Outcomes (LOs). Include examples of your work (artifacts) that address each of the eight LOs listed below. For each paper or project artifact, write a one-page essay reflecting specifically on how this work demonstrates your learning in one or more of the eight LOs. Create this portfolio of artifacts and accompanying reflections as a google site (preferable), or personal website (advanced users), and submit the link, with all documents and the portfolio as a whole made “public for anyone on the web to see,” to the program coordinator per deadline for the term.

Google sites can be created through google web apps.

Here are some good sample portfolios using google sites. These past students have agreed to share them to help you with yours. They are not all subject matter competency portfolios, but can give you ideas about depth of reflection, formatting, and design.

Google sites:

<https://sites.google.com/a/mail.fresnostate.edu/ealfvingcredentialportfolio/>

<https://sites.google.com/a/mail.fresnostate.edu/ci-161-online-portfolio/>

Independent personal website:

sarahteaches.com/smc/

For help with the technical aspects and design with google sites or other technology issues, contact the DiscoverE hub staff on the first floor of the Henry Madden Library. Through workshops and individual mentoring, they can help you learn to use the software.

Organization of Portfolio

1. Introductory title page: name, extended studies option, graduation date, whether this is your first submission or your second, and a couple of paragraphs about you and your choice to consider a career in English Education.
2. Reflective essay about EHD 50 (about one page).
3. Excerpt from EHD 50 journal.
4. A) Reflective essay on artifact (about one page, single-spaced).
B) Corresponding artifact – an essay, project, media file (significantly revised, edited, proofed).
Note: You may include one unrevised essay from early in your career as a college student that contrasts with your later work to demonstrate your progress as a writer and thinker.
- 5.
6. Repeat 4A and 4B until all eight Learning Objectives are well documented.
7. Copy of the Learning Outcomes.

Revise and edit your sample documents carefully. Use academic English (diction, grammar, and punctuation) and MLA format for all essays, references, and citations.

Detailed Guidelines for Each Section

EHD 50 Journal Excerpt and Reflection:

Include a selection from your journal or other assignments completed in EHD 50: Introduction to Teaching (field experience and observation), accompanied by a short essay that reflects on ways in which your observations relate to Student Outcomes listed below.

For example, you may have observed your teacher working with second language learners. In your journal and in your subsequent reflection on the experience, you might describe ways in which the teacher acted on theories, and employed practices, that addressed the needs of these students (LO #4: Candidates will understand the theories and processes of second language acquisition in order to address the linguistic needs of second language learners).

Coursework Artifacts and Reflections:

Choose essays and projects that you are most proud of and that you feel best demonstrate your achievement in the field of English and English Education. You should spend significant time revising and editing these documents (even if you received a high grade for them in class!).

Exception: You may include and reflect on one unrevised essay from early in your career as a college student that, contrasted with other artifacts, illustrates your progress as a writer and thinker in the subject area.

A single paper or project might serve to demonstrate competence in more than one area. For example, a paper written for your senior seminar (English193/194T) might not only demonstrate your ability to analyze and interpret literature (LO #2: Candidates will be able to analyze and interpret literary and nonliterary texts using a variety of critical and scholarly approaches), but might also offer demonstration of your process involved in completing the assignment, with a brief discussion of the stages of the writing and research process — the strategies you employed in planning, drafting, revising, editing, and proofreading the essay (LO #5: Candidates will be familiar with the stages of the writing process, and able to use strategies for invention, arrangement, editing and revising). In your reflection for the artifact, you would specifically discuss how the paper or project illustrates both these learning outcomes.

Interview

After registering for the portfolio process, you will be contacted via email to schedule an interview (see schedule above). Interviews will be conducted only on the dates above. You should keep at least one of these days open until the interviews are scheduled.

In a 45-minute interview with two English faculty members, you will discuss your portfolio and reflect on how your experiences as a student in the Subject Matter Program support your future work as an educator. You will be evaluated based on the quality of your portfolio (including the reflective essays) and your ability to articulate what you have learned as a student in the English Subject Matter Program to become competent in the four areas listed below. Before your interview, review your portfolio documents and think about your learning – both strengths and challenges – with regard to each of the eight Learning Outcomes.

Evaluation

Your interviewers will determine whether you have passed the portfolio process. They will score and write a narrative assessment of your portfolio and interview. Their comments will address your competence in:

- 1) Literature and Textual Analysis
- 2) Language, Linguistics, and Literacy
- 3) Composition and Rhetoric
- 4) Communications – Speech, Media, and Creative Performance

You will receive a letter that includes this narrative assessment and notifies you about whether you have passed the portfolio process. Remember, Subject Matter Competency is demonstrated by passing the portfolio process *and* finishing your English Education BA *and* meeting the grade requirements listed above.

Candidates who have met the coursework and grade requirements but do not yet demonstrate competence with regard to each learning outcome in the portfolio process will be provided with direction for another opportunity to demonstrate Subject Matter Competency as outlined above. The portfolio process can only be attempted twice. The CSET exam in English, which also demonstrated subject matter competency can be attempted as many times as you wish.

Learning Outcomes

California State University, Fresno – English Education Program
A California Teacher Credentialing approved Subject Matter Program

These outcomes are adapted from *California State Subject Matter Requirements for Prospective English Teachers*.

Literature and Textual Analysis

- 1) Candidates will be familiar with a wide range of literature from a variety of perspectives and historical periods, written in a variety of genres, and ranging from the canonical to the marginalized.
- 2) Candidates will be able to analyze and interpret literary and nonliterary texts using a variety of critical and scholarly approaches.

Language, Linguistics, and Literacy

- 3) Candidates will understand the basic structures of the English language, its dialects, and its sociocultural, historical, and political contexts and effects.
- 4) Candidates will understand the theories and processes of second language acquisition in order to address the linguistic needs of second language learners.

Composition and Rhetoric

- 5) Candidates will be familiar with the stages of the writing process, and able to use strategies for invention, arrangement, editing and revising.
- 6) Candidates will understand the development of academic literacy, and employ strategies for helping students understand the relationship between audience, purpose, and rhetorical strategy.

Communications; Speech, Media, and Creative Performance

- 7) Candidates will understand basic principles of oral communication, including public speaking and oral interpretation of written language.
- 8) Candidates will understand ways performance enhances the understanding of literary texts, and will be able to stage dramatic performances in the classroom.