



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

ENG4910 Senior Seminar for English and Language Arts
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Construct a deep understanding of the content that comprises the field of English Language Arts
 - a. Language
 - i. Explain the integrated nature of English Language Arts as a discipline
 - ii. Analyze the cultural, social, and historical influences that shape language and dynamic nature of verbal and nonverbal language
 - iii. Formulate an understanding of the acquisition of language and language use
 - iv. Distinguish the way language use reflects culture and affects meaning in all modes of communication
 - v. Describe the complimentary nature of listening and speaking
 - vi. Evaluate the elements of effective communication in a variety of rhetorical situations
 - b. Literature
 - i. Illustrate knowledge of literature as oral, written, and visual texts
 - ii. Differentiate techniques that authors use to convey meaning, enhance appreciation, and influence an audience
 - iii. Differentiate genre features and recurrent themes
 - iv. Value the purposes for studying literature
 - v. Assess the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history
 - vi. Identify major themes, characteristics, trends, works, and writers of oral, written, enacted, and visual texts:
 1. North American Literature
 2. World Literature in English (exclusive of North America)
 3. World Literature in translation
 - vii. Distinguish a wide variety of high-quality contemporary and classical literature for children and young adolescents
 - viii. Employ theories and approaches to textual analysis and literary criticism
 - ix. Demonstrate knowledge of skills required in the production of mass media
 - c. Writing
 - i. Analyze language use based on the structure of language
 - ii. Produce texts using the forms, techniques, and stylistic writing requirements
 1. Literary response and analysis

- 2. Persuasive writing
 - 3. Short story, poem, dramatic monologue, and personal essay, note, or letter
 - iii. Model the writing process
 - iv. Engage in critical analysis and evaluation of writing
 - v. Examine writing across the curriculum
 - d. Reading
 - i. Organize strategies for the acquisition, interpretation, and application of information
 - ii. Investigate multiple strategies for determining the meaning of unfamiliar words and concepts in text
 - iii. Investigate metacognitive techniques in reading comprehension
 - iv. Interpret reader response
 - e. Visual communication
 - i. Analyze the active and constructive nature of viewing and visually representing information
 - ii. Explain the Influence of visual communication on communication content
 - f. Multimedia and multimodal media
 - i. Compare techniques for critical evaluation of information, media, and technology
2. Analyze the history, major movements, and current trends in English Language Arts
 3. Formulate understandings and practices consistent with research and theory
 - a. Research
 - i. Survey research in the field of English Language Arts
 - ii. Analyze professional literature and establish its impact on the field of English Language Arts
 - b. Theory
 - i. Evaluate theories of learning and teaching the English Language Arts content area
 - ii. Align principles with theory
 - iii. Compare practices with theory and principles
 4. Critique current concerns and controversies in the discipline of English Language Arts
 - a. Censorship
 - b. Influence of standards
 - c. High-stakes testing and reporting
 - d. English Language Learners
 - e. Multiculturalism
 - f. Teachers as activist professionals
 5. Interpret English Language Arts content as described in professional, state, and national standards
 - a. MTTC objectives
 - i. Explain the MTTC objectives
 - ii. Illustrate understanding of the MTTC objectives
 - b. State standards

- i. Compare & Align the MTTC objectives with the English Language Arts standards from the State of Michigan
 - c. Professional standards
 - i. Align MTTC objectives to the NCTE standards for English Language Arts
 - d. National standards
 - i. Compare the MTTC objectives with relevant national standards
 - 6. Develops professional demeanor
 - a. Identify with community of English Language Arts educators
 - b. Investigate state professional organizations, such as MCTE
 - c. Investigate national professional organizations, such as NCTE
 - d. Plans ways to become and remain an informed professional
 - e. Creates awareness of new ideas and understandings in the field
 - 7. Demonstrates essential knowledge of an English Language Arts teacher
 - a. Major concepts
 - i. Produces multiple explanations of concepts
 - ii. Distinguishes the academic language of the discipline
 - iii. Uses textual references to interpret text
 - iv. Adapts content to real-world contexts
 - v. Integrates culturally relevant content
 - vi. Develops theory-based practice
 - vii. Modifies application of content for contemporary settings
 - b. Knowing and Learning
 - i. Analyzes ways of knowing and understanding English Language Arts content
 - ii. Distinguishes what counts as learning content
 - iii. Appraises what is valued within the subject matter
 - iv. Determines what is difficult about learning content
 - v. Points out common misconceptions in learning the discipline
 - c. Pedagogical practices
 - i. Explain how research informs pedagogical principles for English Language Arts content
 - ii. Analyze researched-based strategies
 - iii. Articulate rationale for pedagogical choices
 - iv. Determine how application strategies meets desired objectives
 - v. Defend how strategies will serve student needs
 - 8. Develop as a critical thinker and reflective practitioner
 - a. Content knowledge
 - i. Adopt an inquiry approach
 - ii. Establish questioning skills
 - iii. Access and manage information
 - iv. Evaluate information
 - v. Define problems

- vi. Propose solutions
 - vii. Practice reflective inquiry
 - viii. Self-assess
 - ix. Propose change for growth based on reflection
 - x. Formulate goals
 - xi. Engage in self-directed learning
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Big Ideas and Essential Questions

Big Ideas

- Content Knowledge
- History of English
- Language acquisition
- Language development
- Language structure
- Reading
- Writing Process
- Literature
- Genres
- Listening
- Speaking
- Integrating technology
- Research
- Theory
- Principles underlying pedagogy
- Multiculturalism and diversity
- Real-world contexts
- Purpose and audience
- Ethical practices
- Professional community
- Multimedia and multimodal
- Construct meaning
- Ways of learning and knowing
- MTTC
- Standards
- Inquiry
- Reflective learner/learning
- Self-directed learning
- Critical thinking
- Language of the discipline
- Issues
- Dynamic and recursive

Essential Questions

1. How is understanding of both history and current trends in English necessary to teach English language arts?
2. How does foundational knowledge in English Language Arts support content-specific pedagogy?
3. How and why is English Language Arts essential to learning across the disciplines?
4. How does the relationship and developmental progression of each of the English Language Arts create a comprehensive discipline?
5. How are real world issues such as diversity and ethics relevant to the teaching of English Language Arts?
6. How and why is the use of English Language Arts essential in the construction of meaning?
How is the relationship between content knowledge and standards reciprocal?

These SLOs are not approved for experiential credit.

Effective: Fall 2017