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| **Assurance of Student Learning Report**  **2021-2022** | |
| *Potter College of Arts and Letters* | *English* |
| *Masters of English 067* | |
| *Dr. Alison Youngblood* | |

***Is this an online program***?  Yes X **No**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  The student can inventory credible sources on any topic | | | |
| **Instrument 1** | **Direct: TESOL Project Section 1** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  The student can describe a variety of learning theories. | | | |
| **Instrument 1** | **Direct: TESOL Project Section 2** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  The student can practice a variety of pedagogical methods | | | |
| **Instrument 1** | **Direct: TESOL Project Section 3** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| We met all 3 learning outcomes. We exceeded our goals for outcomes 2 and 3. Upon faculty review of assessment results, a few key findings emerged. First, we met all our outcomes because this assessment is from an introductory course in the MA program where these three learning outcomes are introduced for the first time. As such, students complete 2 formative assignments where they can draft portions of the assignment; they also practice the same skills on simplified cases before submitting the final project. The criteria for success are broader than in later courses or in the capstone/thesis assessment. Secondly, the curriculum underwent a major revision to specifically make the MA more adaptable and attract more non K-12 teachers seeking a rank change or those not interested in a Ph.D. The learning outcomes 1 and 2 will continue to be emphasized in the program, but learning outcome 3 will be less uniform if student enrollment demographics change as anticipated. It will only be applicable to GAs who participate in the embedded tutor program, and as a result are in ENG 509 and 510, or to those who have a teaching background before starting the program. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | The student can inventory credible sources on any topic | | | | |
| **Measurement Instrument 1** | TESOL Project Section 1 | | | | |
| **Criteria for Student Success** | Score of 15 or higher  Rubric:  20-18 Points: Exceptional  Student identifies a total of 6 peer-reviewed academic sources in the field of TESOL; selected sources address analysis points of age, context of L2 acquisition, initial exposure, SES, and gender; sources are either state-of-the art (published within the last 10 years) or student can explain why a particular source would count as a seminal work  17-15 Points: Average  Student identifies a total of 6 peer-reviewed academic sources in the field of TESOL; selected sources mostly address analysis points of age, context of L2 acquisition, initial exposure, SES, and gender but 1 or 2 points may not be appropriately addressed by the source and the student would be best served by selecting another article; at least 4 of the sources are state-of-the art (published within the last 10 years) and student may not be able to qualify remaining 2 as seminal works  14-12 Points: Needs development/remediation  Student identifies a total of 6 peer-reviewed academic sources in the field of TESOL that do not address analysis points of age, context of L2 acquisition, initial exposure, SES, and gender; at least 3 of the sources are state-of-the art (published within the last 10 years) and student may not be able to qualify remaining 3 as seminal works | | | | |
| **Program Success Target for this Measurement** | | 2 of the 3 students eligible for assessment score a 15 or greater on section 1 of the TESL Project | **Percent of Program Achieving Target** | 100%  Student A- 20/20  Student B- 20/20  Student C-19/20 | |
| **Methods** | ENG 565 is a core course in the MA curriculum and taken in the fall of the first year of the MA program.  TESL Project in 565 (Part 1): Directions students receive  *You are to do an error analysis project. First, pick 3 languages. Then, discover what SLA researchers have described as the difficulties L1 speakers of each of these languages have with the following features in English as learners. Also, you must exemplify each of these difficulties and explain their source (as discussed in the text). Here are the specific language features you are to treat:*  *Phonology: 3 difficulties*  *Syntax or morphosyntax: 3 difficulties*  *Orthography or Vocabulary: 2 difficulties*  *Create a chart and compare the populations studied within the research articles you identify as credible sources:*  *Age of learners;*  *Context of L2 acquisition (FL classroom; SL classroom; in situ or no formal education—environment)*  *Age of arrival and/or age of initial exposure to English*  *Motivation for acquiring the L2*  *SES*  *Sex/gender*  MA English students take ENG 565 during their first semester in the program. We are using the final grades on the project from the instructor of record on the TESL project for the evaluation. This is one of the first assessments of their research skills.  Sample size- There is a total population of 5 MA students enrolled in ENG 565 in spring 2022. The final sample size for this assessment is 3. One student took an incomplete in the course to finish this project. Another student was granted an alternative project to support a promotion at work during the semester. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| This SLO is introduced in 565 during the first semester in the MA program. It is vital for all graduate students to achieve meets expectations on this skill by the time they complete their capstone exam or thesis in year 2. During the 2021-2022 academic year, the English faculty revised the MA curriculum, and kept this learning objective as a critical skill, but ENG 565 was made an elective option, so ENG 520 emphasizes the introduction of this learning objective as the remaining core course. The program revision is currently in the academic pipeline. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The coordinator will work with graduate faculty in the department to review this SLO and assessment measures in spring of 2023. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| This outcome will be assessed again in fall of 2022 in ENG 520 by an appropriate assignment identified in collaboration with the course instructor and sent for review to the graduate coordinator in the spring of 2023. | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | The student can describe a variety of learning theories. | | | | |
| **Measurement Instrument 1** | Direct: TESL Project Part 2: | | | | |
| **Criteria for Student Success** | A score of 7 or greater on this rubric:  10-9 Points: Exceptional  Student describes one theory of learning studied in 565. Description is a minimum of 150 words. Description is clear; theory is easily matched to the description by other teaching professionals.  8-7 Points: Average  Student describes one theory of learning studied in 565. Description is a minimum of 135 words. Description is clear, but the writer needs to answer 1-2 follow up questions to clarify the description for other teaching professionals.  6-5 Points: Needs development/remediation  Student describes one theory of learning studied in 565. Description is less than 135 words. Description is overly general and cannot be attributed to multiple learning theories covered in 565. Theory would not be discernable to other teaching professionals. | | | | |
| **Program Success Target for this Measurement** | | 2 out of 3 students score a 7 or greater on section 2 of the project. | **Percent of Program Achieving Target** | 100%  Student A- 10/10  Student B- 10/10  Student C- 9/10 | |
| **Methods** | MA English students take ENG 565 during their first semester in the program. We are using the final grades on the project from the instructor of record on the TESL project for the evaluation. This is one of the first assessments of their pedagogical knowledge.  Directions students receive  Using the data, align your analysis of linguistic difficulties in part 1 with a theory of L2 acquisition (UG, interactionist, Krashen, computational, other). Describe the appropriate L2 acquisition theory in 150-200 words.    Sample size- There is a total population of 5 MA students enrolled in ENG 565 in spring 2022. The final sample size for this assessment is 3. One student took an incomplete in the course to finish this project. Another student was granted an alternative project to support a promotion at work in the field during the semester. The is an assessment that aligns when this learning objective is introduced. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This SLO is introduced in 565 during the first semester in the MA program. It is vital for all graduate students to achieve meets expectations on this skill by the time they complete their MA program. Second language learners are the fastest growing demographic in K-12 public schools, making the talent pipeline for all levels of public education more and more linguistically diverse. During the 2021-2022 academic year, the English faculty revised the MA curriculum, and kept this learning objective as a critical skill, but ENG 565 was made an elective option, so learning theories will be acquired different based on the electives student select but are still a unified theme across the program. The program revision is currently in the academic pipeline. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The coordinator will work with graduate faculty in the department to review this SLO fits within all electives in the new MA program in the next academic year. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| This outcome will not be assessed again until the 2023-2024 academic year by the graduate coordinator. | | | | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | The student can practice a variety of pedagogical methods. | | | | |
| **Measurement Instrument 1** | Direct: TESOL Project Section 3 | | | | |
| **Criteria for Student Success** | A score of 18 or higher on this rubric:  25-22 Points: Exceptional  Minimum of 1000 words; clear position summary on error correction specific to the writing classroom; uses 3 examples from linguistic errors from part 1 to support position summary; uses 2 sources to connect learning theory to position summary; pedagogical intervention is achievable in the student’s teaching environment and demonstrates advanced critical thinking.  21-18 Points: Average  Minimum of 950 words; clear position summary on error correction specific to the writing classroom; uses 2 examples from linguistic errors from part 1 to support position summary; uses 2 sources to connect learning theory to position summary; pedagogical intervention may be achievable in the student’s teaching environment but betrays a yet to be developed sense of the learning environment typical of a new teacher  17-13 Points: Needs development/remediation  Minimum of 900 words; position summary on error correction is general and not specific to the writing classroom; uses 1 example of linguistic errors from part 1 to support position summary; does not cite sources to connect learning theory to position summary; pedagogical information is not achievable in the student’s teaching environment and demonstrates zero understanding of the educational landscape appropriate to their level of experience | | | | |
| **Program Success Target for this Measurement** | | 2 out of 3 students score an 18 or greater on section 2 of the project. | **Percent of Program Achieving Target** | 100%  Student A-25/25  Student B-24/25  Student C-25/25 | |
| **Methods** | MA English students take ENG 565 during their first semester in the program.  TESL Project in 565 (Part 3): Directions students receive  Using your data from part 1 on syntax, morphosyntax, orthography, or vocabulary and your understanding of your selected learning theory in part 2, write a 1000-word essay about the ways in which you could address written errors made by second language learners in a K-12 language arts course or university ENG 100 course (depending on your situation). In your pedagogical intervention you must do the following: (a) summarize your general position on error correction in the writing classroom (b) Justify why this position makes sense based on the theory described in part 2. You must cite at least 2 sources (c) explain your pedagogical intervention  We are using the final grades on the project from the instructor of record on the TESL project for the evaluation. This is one of the first assessments of their pedagogical application skill. Since this learning objective is only introduced in 565, critical thinking about how one might go about error correction and drawing on the experience they have to the point is being used a a proxy for their ability to practice a variety of pedagogical methods. They are demonstrating how they envision applying the one method at the beginning of the MA program.  Sample size- There is a total population of 5 MA students enrolled in ENG 565 in spring 2022. The final sample size for this assessment is 3. One student took an incomplete in the course to finish this project. Another student was granted an alternative project to support a promotion at work in the field during the semester. The is an assessment that aligns when this learning objective is introduced. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| This SLO is introduced in 565 during the first semester in the MA program. It is vital for all graduate students to achieve meets expectations on this skill by the time they complete their MA program. Second language learners are the fastest growing demographic in K-12 public schools, making the talent pipeline for all levels of public education more and more linguistically diverse. Since this learning objective is only introduced in 565, critical thinking about how one might go about error correction and drawing on the experience they have to the point is being used a a proxy for their ability to practice a variety of pedagogical methods. They are demonstrating how they envision applying the one method at the beginning of the MA program.  During the 2021-2022 academic year, the English faculty revised the MA curriculum, and kept this learning objective as a critical skill only for graduate assistants and K-12 educators seeking a rank change, so practice of pedagogical methods will be acquired different based on the electives student select, their professional background, and if they participate in the embedded tutor training program. The program revision is currently in the academic pipeline. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| If the curriculum shift that offers more flexibility in course selection results in more non-educators entering the program, it will not be appropriate to measure this learning objective for the MA overall. In the current sample, all participants were either current K-12 teachers or in the embedded tutor training program and co-enrolled in ENG 509 Practicum in One-to-One Writing Instruction | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| Program demographics after the new MA program is available for application and enrollment will determine if this learning outcome is assessed again. | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

**ENGLISH MA without concentrations:**

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |
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| **Program name:** | **MA in English** | | |  |  |  |  |  |
| **Department:** | **English** | | |  |  |  |  |  |
| **College:** | **PCAL** | | |  |  |  |  |  |
| **Contact person:** | **Alison Youngblood** | | |  |  |  |  |  |
| **Email:** | [**alison.youngblood@wku.edu**](mailto:alison.youngblood@wku.edu) | | |  |  |  |  |  |
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| **KEY:** | |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |  |
|  |  |  | **LO1:**  **The student can describe the terminology, methodology, and practices of literary criticism.** | **LO2:** | **LO3:** | **LO4:** | **LO5** | **LO6** |
|  |  |  | **The student can apply the terminology, methodology, and practices of literary criticism to contribute to ongoing scholarly conversations in literary studies.** | **The student can construct rhetorical analyses of multiple forms of texts using appropriate terminology and methodology.** | **The student can inventory credible sources on any topic covered in the core and the student’s subfield of choice.** | **The student can describe a variety of learning theories** | **The student can practice a variety of pedagogical methods** | **The student can construct an original argument using their inventory of credible sources.** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |
| **ENG** | **520** | **INTRO TO GRAD STUDIES** | **I** |  | **I** | **I** |  | **I** |
| **ENG** | **510** | **GRADUATE RHETORIC AND WRITING** |  | **I** | **I** | **R** | **R** | **R** |
| **ENG** | **516** | **LITERATURE AND PEDAGOGY** |  |  |  | **R** | **R** | **R** |
| **ENG** | **565** | **INTEGRATED TESL** |  |  | **I** | **I** | **I** | **I** |
| **ENG** | **5XX/4XXG** | **REQUIRED COMP/RHET ELECTIVE** |  | **R** | **R** |  |  | **M** |
| **ENG** | **5XX/4XXG** | **REQUIRED LIT ELECTIVE** | **R** |  | **R** |  |  | **M** |
| **ENG** | **5XX/4XXG** | **ANY GRADUATE ENGLISH COURSE\*** |  |  |  |  |  |  |
| **ENG** | **5XX/4XXG** | **ANY GRADUATE ENGLISH COURSE\*** |  |  |  |  |  |  |
| **ENG** | **5XX/4XXG** | **ANY GRADUATE ENGLISH COURSE\*** |  |  |  |  |  |  |
| **ENG** | **5XX/4XXG** | **ANY GRADUATE ENGLISH COURSE\*** |  |  |  |  |  |  |
| **ENG** | **599** | **SUBSTITUTE FOR 1 FREE ELECTIVE\*\*** | **A, depending on student focus** | **A, depending on student focus** | **A** | **A, depending on student focus** | **A, depending on student focus** | **A** |
| **ENG** | **599** | **SUBSTITUTE FOR 1 FREE ELECTIVE\*\*** | **A, depending on student focus** | **A, depending on student focus** | **A** | **A, depending on student focus** | **A, depending on student focus** | **A** |
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|  |  | **CAPSTONE EXIT EXAM\*\*** | **A, depending on student focus** | **A, depending on student focus** | **A** | **A, depending on student focus** | **A, depending on student focus** | **A** |
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|  |  | **\*See concentrations below** |  |  |  |  |  |  |
|  |  | **\*\*Students complete 1 or the other and select a theme** |  |  |  |  |  |  |
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| **\*Note 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.** | | | **Note for reviewer: We don't have tracks- students can simple select any 12 hours of graduate English coursework** | | | |  |  |

**ENGLISH MA LITERATURE CONCENTRATION**

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |
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| **Program name:** | **MA in English** | | |  |  |  |  |  |
| **Department:** | **English** | | |  |  |  |  |  |
| **College:** | **PCAL** | | |  |  |  |  |  |
| **Contact person:** | **Alison Youngblood** | | |  |  |  |  |  |
| **Email:** | [**alison.youngblood@wku.edu**](mailto:alison.youngblood@wku.edu) | | |  |  |  |  |  |
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| **KEY:** | |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** | **LO5** | **LO6** |
|  |  |  | **The student can apply the terminology, methodology, and practices of literary criticism to contribute to ongoing scholarly conversations in literary studies.** | **The student can construct rhetorical analyses of multiple forms of texts using appropriate terminology and methodology.** | **The student can inventory credible sources on any topic covered in the core and the student’s subfield of choice.** | **The student can describe a variety of learning theories** | **The student can practice a variety of pedagogical methods** | **The student can construct an original argument using their inventory of credible sources.** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |
| **ENG** | **430G** | **19TH CENTURY AM LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **475G** | **BRITISH LIT AFTER 1900** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **460G** | **LIT THEORY AND CRITICISM** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **468G** | **EARLY MODERN ENGLISH LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **481G** | **CHAUCER** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **482G** | **SHAKESPEARE** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **484G** | **BRITISH ROMANTICISM** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **486G** | **18TH CENTURY LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **487G** | **DANTE** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **488G** | **VICTORIAN LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **489G** | **BRITISH NOVEL** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **490G** | **AMERICAN NOVEL** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **495G** | **SOUTHERN LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **497G** | **WOMEN'S LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **504** | **STUDIES IN AM LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **514** | **STUDIES IN BRITISH LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **586** | **SEMINAR IN BRITISH WRITERS** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **524** | **WORLD LIT** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **596** | **SEMINAR IN AMERICAN WRITERS** | **R, M** |  | **R, M** |  |  | **R, M** |
| **ENG** | **597** | **SPECIAL TOPICS** | **R, M** |  | **R, M** |  |  | **R, M** |

**ENGLISH MA COMPOSITION CONCENTRATION**

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |
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| **Program name:** | **MA in English** | | |  |  |  |  |  |
| **Department:** | **English** | | |  |  |  |  |  |
| **College:** | **PCAL** | | |  |  |  |  |  |
| **Contact person:** | **Alison Youngblood** | | |  |  |  |  |  |
| **Email:** | [**alison.youngblood@wku.edu**](mailto:alison.youngblood@wku.edu) | | |  |  |  |  |  |
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| **KEY:** | |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** | **LO5** | **LO6** |
|  |  |  | **The student can apply the terminology, methodology, and practices of literary criticism to contribute to ongoing scholarly conversations in literary studies.** | **The student can construct rhetorical analyses of multiple forms of texts using appropriate terminology and methodology.** | **The student can inventory credible sources on any topic covered in the core and the student’s subfield of choice.** | **The student can describe a variety of learning theories** | **The student can practice a variety of pedagogical methods** | **The student can construct an original argument using their inventory of credible sources.** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |
| **ENG** | **401G** | **ADV COMPOSITION** |  | **R, M** | **R, M** |  |  | **R, M** |
| **ENG** | **402G** | **EDITING AND PUBLISHING** |  | **R, M** | **R, M** |  |  | **R, M** |
| **ENG** | **410G** | **COMP THEORY AND WRITING INSTRUCTION** |  | **R, M** | **R, M** | **R, M** | **R, M** | **R, M** |
| **ENG** | **412G** | **THEORY OF RHET AND PERSUAS WRITING** |  | **R, M** | **R, M** |  |  | **R, M** |
| **ENG** | **415G** | **WRITING AND TECHNOLOGY** |  | **R, M** | **R, M** |  |  | **R, M** |
| **ENG** | **510G** | **GRAD RHET AND WRITING** |  | **R, M** | **R, M** | **R,M** | **R,M** | **R, M** |
| **ENG** | **597** | **SPECIAL TOPICS** |  | **R, M** | **R, M** |  |  | **R, M** |

**ENGLISH MA TESOL CONCENTRATION**

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Program name:** | **MA in English** | | |  |  |  |  |  |
| **Department:** | **English** | | |  |  |  |  |  |
| **College:** | **PCAL** | | |  |  |  |  |  |
| **Contact person:** | **Alison Youngblood** | | |  |  |  |  |  |
| **Email:** | [**alison.youngblood@wku.edu**](mailto:alison.youngblood@wku.edu) | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **KEY:** | |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** | **LO5** | **LO6** |
|  |  |  | **The student can apply the terminology, methodology, and practices of literary criticism to contribute to ongoing scholarly conversations in literary studies.** | **The student can construct rhetorical analyses of multiple forms of texts using appropriate terminology and methodology.** | **The student can inventory credible sources on any topic covered in the core and the student’s subfield of choice.** | **The student can describe a variety of learning theories** | **The student can practice a variety of pedagogical methods** | **The student can construct an original argument using their inventory of credible sources.** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |
| **ENG** | **407G** | **LINGUISTIC ANALYSIS** |  |  | **R, M** | **R** |  | **R, M** |
| **ENG** | **408G** | **SOCIO AND PSYCHO LINGUISTICS** |  |  | **R, M** | **R** | **R** | **R, M** |
| **ENG** | **471G** | **TESL PRACTICUM** |  |  | **R, M** | **R, M** | **R, M** | **R, M** |
| **ENG** | **566** | **TEACHING AND TESTING ESL GRAMMAR** |  |  | **R, M** | **R, M** | **R, M** | **R, M** |

**ENGLISH MA FILM CONCENTRATION**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |
| **Program name:** | **MA in English** | | |  |  |  |  |  |
| **Department:** | **English** | | |  |  |  |  |  |
| **College:** | **PCAL** | | |  |  |  |  |  |
| **Contact person:** | **Alison Youngblood** | | |  |  |  |  |  |
| **Email:** | [**alison.youngblood@wku.edu**](mailto:alison.youngblood@wku.edu) | | |  |  |  |  |  |
| **KEY:** | |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |
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| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |
| **ENG** | **465G** | **FILM GENRES** |  |  | **R, M** |  |  |  |
| **ENG** | **466G** | **FILM THEORY** |  |  | **R, M** |  |  |  |