CALIFORNIA STATE UNIVERSITY, HAYWARD
DEPARTMENT OF ENGLISH
Assessment of Master’s Programs in English

[Note: Program descriptions are given at the end of this document.]

Student Learning Outcomes (SLOs):

Students admitted to either of the two master’s programs in English must meet certain prerequisites; therefore, the department assumes that students enter with a high skill level. The following information on admissibility is taken from the university catalog:

To be admitted to the M.A. program in English [literature/composition/creative writing], the student must: (1) hold the B.A. degree from an accredited college or university, with a major in English, and (2) have an undergraduate GPA in English courses of at least 3.0. If the student cannot comply with these requirements, he or she may petition the department by letter for special consideration. A student not admitted to the program because of deficiencies is urged to enroll in the university as an "Unclassified Post-baccalaureate" student to overcome these deficiencies.

To be admitted to the M.A. in English with a Teaching English as a Second Language (TESOL) Option, students must hold a relevant baccalaureate degree (English, Linguistics, Speech Communication are obvious examples), with a 3.0 overall GPA, and have completed the following prerequisite courses (40 units) or their equivalents:

ENGL 3005 Study of Language (4)
ENGL 3010 Modern English Grammar (4)

ENGL 3015 Introduction to Phonology (4) or SPPA 3855 Introduction to Phonetics (4)

ENGL 3020 Advanced Expository Writing (4)
ENGL 3040 Linguistic History of the English Language (4)
ENGL 4040 Introduction to American Dialects (4)
COMM 4830 Intercultural Communication (4)

ANTH 3800 Language and Culture (4) or HDEV 4520 Language Acquisition and the Symbolic Function (4)

Two courses in modern British or American literature

Learning outcomes are assessed at the beginning of the program in the gateway seminars:

- ENGL 6001 for literature M.A.
- ENGL 6501 for M.A. TESOL

and again at the end of the program:

- two exit exams or one exam plus university thesis [ENGL 6910] for literature M.A.
- department thesis [ENGL 6909] for M.A. TESOL (please see attached description of the TESOL thesis).
1. **Outcome:** Students completing the M.A. degree in English will be able to analyze and interpret various kinds of texts in clear and cogent prose.

   **Indicators:** The writer demonstrates effective use and analysis of supporting quotations and does so in a well-organized, logically structured product that leads to an original conclusion.

2. **Outcome:** Students completing the M.A. degree in English will be able to discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning).

   **Indicators:** Student’s theoretical approach is fully integrated into the analytic process. Student writer accurately and specifically identifies theoretical concepts. Student writer clearly explains sequence by which particular theoretical standpoints lead to specific readings of texts.

3. **Outcome:** Students completing the M.A. degree in English (literature) will demonstrate in-depth knowledge of two areas of British/American literature; those in the TESOL option will demonstrate in-depth knowledge of adult ESL pedagogy and the linguistic underpinnings of this enterprise.

   **Indicators:** The literature student passes two area examinations OR passes one area examination and writes a University Thesis. The TESOL student produces a final portfolio with analysis, as well as a capstone project involving original applied work.

4. **Outcome:** Students completing the M.A. degree in English will demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

   **Indicators:** The student’s seminar papers demonstrate a well-developed use of secondary materials with significant reference to ideas beyond primary texts. Connections between primary and secondary materials are clearly identified. Essays reveal a breadth of perspective.

5. **Outcome:** Students completing the M.A. degree in English will demonstrate the ability to learn independently.

   **Indicators:** Students demonstrate this outcome in their seminar papers and presentations; for those completing a thesis, competency is demonstrated through the originality of the thesis (argumentation) and the breadth of the material used to support the thesis (review of the literature).

**Note:** The indicator descriptions that appear above identify a student operating at an exceptional skill level. Description indicators for other levels of performance—above average, sufficient, below average, and unacceptable—appear below:

**Above Average Skill Descriptions:**

- **Expression:** The essay is clearly and effectively organized. The writer has used a variety of grammatically correct sentence types and uses words correctly and effectively. The essay has few or no spelling/punctuation errors and the writer has adhered to all format guidelines.
- **Textual Analysis:** The essay clearly and effectively discusses the text’s primary thematic issues through the use of specific details. Use of quotes and passages demonstrates strong familiarity with text.
- **Theoretical Approach:** Student writer accurately and specifically identifies theoretical concepts. Student writer clearly explains sequence by which particular theoretical standpoints lead to specific readings of texts.
- **Intertextuality:** The essay contains a well-developed use of secondary materials with significant reference to ideas beyond the primary text. Connections between primary and secondary materials are clearly identified.
Sufficient Skill Descriptions:
Expression: The essay clearly addresses assignment objectives. The essay’s beginning, middle, and ending may be unclear; however, a logical pattern of organization is discernible. The essay reveals some attention to stylistic issues. Word choice may at times be confusing; however, there should be no major hindrances to communication. The essay should have no major errors in format and should be relatively free of mechanical errors.
Textual Analysis: The essay will contain some discussion of thematic issues beyond plot considerations. Minimal use of supporting quotations may be slightly unclear, but should not impede communication.
Theoretical Approach: Theoretical concepts are addressed but with little integration into actual textual analysis. Some inaccuracies in theoretical definitions, but general theoretical meanings and implications remain comprehensible.
Intertextuality: Few references to secondary texts. Connections between primary text and other literary/social/historic issues are simplistic or underdeveloped.

Below Average Skill Descriptions:
Expression: The author’s purpose for writing is unclear. The essay does not adequately address assignment objective. The essay’s content is vague, unoriginal, and sometimes inappropriately organized. The essay may include some sentence fragments, run-on sentences, and weak or repetitive word choices. The essay exhibits some deficiency in mechanical and format errors, both of which may, at times, interfere with communication.
Textual Analysis: The essay will not demonstrate significant analysis beyond a summary of plot events. Few to no inclusions of quoted material. Analyses of quoted material are frequently unclear or nonexistent to the detriment of communication.
Theoretical Approach: General inaccuracies in definitions of theoretical concepts. Connections between theoretical perspectives and interpretation of texts are unclear or nonexistent.
Intertextuality: Little or no reference to secondary texts. Unclear or nonexistent descriptions of textual relationships.

Unacceptable Skill Descriptions:
Expression: The essay does not address the assignment objective. The pattern of organization is frequently illogical. The essay contains frequent errors in run-on sentences, sentence fragments, spelling, and other mechanical issues. Word choice is vague and illogical. Little or no attention has been paid to format guidelines.
Textual Analysis: Analysis beyond plot summary is unclear or nonexistent. Little or no use of supporting quotations.
Theoretical Approach: Grave inaccuracies in the definition of theoretical concepts. Readings of text are unclearly or illogically supported by theoretical positions.
Intertextuality: Little or no use of secondary material. Plagiarism. Connections between primary and secondary texts are absent or unclear.
TESOL Portfolio [the following information is given to students]

THE PORTFOLIO CONCEPT
The Department Thesis to be submitted to the Department of English in partial satisfaction of the requirements for the degree of Master of Arts in English, TESOL Option adopts the “portfolio” concept. The portfolio is a collection of work organized by the student in accordance with the guidelines laid out in this document. The work selected should represent a meaningful testament, an authentic and personal compilation of the author’s academic labors and professional preparation. It is intended that this academic portfolio should be ultimately transformable into a professional portfolio that catalogs qualifications, skills, knowledge, and views relevant to a career in language education.

THE CONTENTS OF THE PORTFOLIO
1.0 Cover Page
2.0 Table of Contents
3.0 Curriculum Vitae
4.0 Academic Products
5.0 Capstone Project

GUIDELINES FOR EACH SECTION

1.0 Cover Page: See attached sample

2.0 Table of Contents
The Table of Contents lists in order all items contained in the portfolio. Although it is not necessary to number the pages, it should be easy for the reader to locate the items.

3.0 Curriculum Vitae: Look for a sample in reference books.

4.0 Academic Products

4.1 Introduction

The introduction to section one of your portfolio—academic products—is a five- to seven-page narrative essay describing your development as an ESL teacher. This essay is intended to be an opportunity for you to reflect on what you have learned in your TESOL program, and to explain how the materials included in your portfolio reflect your efforts to understand the field. While your introduction may serve as the foundation for future letters of application, for the purposes of the portfolio, your essay may include a discussion of your uncertainty and the ways you have worked—and may still be working—to resolve those questions. An effective teacher is often one who continues to reflect on his or her practice, and who acknowledges that teaching is, in fact, a life-long learning process. To that end, your portfolio introduction should include the following:

- A description of your motivation for studying TESOL and your knowledge or assumptions about the field when you started the program,
- An explanation of how you arrived at your current teaching philosophy (be sure to explain what your current philosophy is), including a discussion of how your philosophy has evolved due to the concepts and theories you have studied in the program,
- Reference to specific course projects and papers that have contributed to your understanding of the field and your teaching philosophy,
- An explanation of the kinds of teaching activities and lesson plans you have developed as a result of your knowledge,
- A reflection on selected teaching journal entries that demonstrate your growth as a teacher,
- Concluding remarks about how you plan to continue developing as a teacher in the future.
4.2 Course Materials

You must include copies of essays or projects you have completed in all courses required for the program. These essays or projects should be the final versions submitted to your instructors of those courses, and need not be revised for the portfolio. However, if your thoughts or understanding about a particular course have changed since you completed the work, you may discuss those changes in your introduction to the portfolio, explaining how the instructor’s comments have helped you rethink the material. If you were officially waived on any of these requirements, you are also waived from submitting materials from those courses. However, you may submit materials from another institution if you have them and if you believe they are pertinent to your introduction.

4.3 Lesson Plans and Teaching Journal

Your portfolio must include at least two lesson plans with accompanying material from English 6501 or 6502, or you may submit lesson plans you have developed during your supervised teaching. The teaching journal must include several entries that reflect your development as a teacher and must be drawn from assignments in English 6508, Supervised Teaching & Learning. Though the entries may be edited to correct errors, keep in mind that it is important to preserve the original work.

5.0 Capstone Project

For your capstone project, you must select an advisor from one of the full-time faculty in the TESOL program. Your advisor will assist you in preparing your proposal and will sign-off on your completed project.

5.1 Proposal

After reviewing the recommendations for the capstone projects, each student must submit a formal proposal, approximately 2-3 pages, describing the project. The purpose of the proposal is for the student to clarify his or her plans, and for the advisor to make recommendations about the focus, direction, and potential resources for the project. Students are advised to get approval on their proposal two quarters (usually in the Fall Quarter) prior to beginning the project. Once approved, the proposal also serves as a means of keeping the TESOL program coordinator informed about the individual projects students have undertaken.

In your proposal, give a description of your project and provide a brief explanation of how your project relates to ongoing concerns in the field. It is inadvisable to begin a project for which you have no background knowledge; therefore, recounting particular concepts that have been presented in your classes, discuss how your coursework has prepared you to begin your investigation. You should make specific references to readings and materials that have contributed to your background knowledge. Before you commit to your project, you want to be sure additional resources are available to support your investigation. Although you do not have to thoroughly read or review those materials yet, describe the resources you expect to utilize in completing your project. Finally, your project should be relevant to your future goals as an ESL teacher. Explain how you or other teachers might benefit from the information you acquire by completing the capstone project.

5.2 Project Description

The capstone project is a required component of the portfolio. Each capstone project must include a review of research related to the focus of the project. Depending on the type of project you undertake, your completed project will include approximately 20-30 pages of original material based on one of the following options.

1) **A course proposal or extended sequence of assignments related to a specific learning objective.** For this option, you should include a five- to eight-page review of literature on the topic, approximately five pages explaining your approach including an articulation of the goals and methods that will be used, and at least ten lesson plans that demonstrate how you will accomplish the goals you have outlined.

2) **A professional development experience.** After identifying a particular aspect of your teaching to investigate, utilize a teaching journal, observations, and/or other classroom assessment techniques to
monitor your development in that area. Based on a review of relevant literature and data you have compiled, explain how and why your teaching style has evolved.

3) **An annotated bibliography and overview of a specific topic in TESOL.** Your project will include annotations of approximately twenty publications related to your chosen topic, and a three- to five-page essay that explains dominant threads in the professional conversation. Your essay should also identify and summarize any publications that are frequently referred to in the discussion of your topic or that you consider central to understanding key issues and concepts.

**Please Note:**
If you have an idea for a project that does not appear to fit one of the recommendations, please discuss alternatives with your advisor.

**PROCEDURE**
Submit the Capstone Project Proposal to your Thesis Advisor who will be assigned to you during winter quarter. You must obtain an approval form before beginning the project. Keep in mind that you may be asked to make one or two revisions before the proposal is approved.

In order for you to receive credit for ENGL 6909, the entire portfolio must be submitted to your Thesis Advisor by the last day of classes, spring quarter.

**Description of the Programs from the University Catalog**

**M.A. Program in English** [From 2004-2005 University Catalog]

**Program Description**
The university offers the Master of Arts degree in English. Although there is no separate degree offered in Creative Writing, it is possible to satisfy the thesis option for the M.A. in English by work in fiction, verse, or drama. The student seeking a degree must observe the general university requirements stated elsewhere in this catalog as well as the specific departmental requirements stated here.

**Admission**
To apply for admission to the Master of Arts program in English, the student must fill out the proper forms (obtained from and returned to the Admissions Office). The Admissions Office will then send the application to the English Department where it will be accepted or rejected. Also see admission requirements for the TESOL Option.

To be admitted to the M.A. program in English, the student must: (1) hold the B.A. degree from an accredited college or university, with a major in English, and (2) have an undergraduate GPA in English courses of at least 3.0. If the student cannot comply with these requirements, he or she may petition the department by letter for special consideration. A student not admitted to the program because of deficiencies is urged to enroll in the university as an "Unclassified Post-baccalaureate" student to overcome these deficiencies.

Upon admittance to the graduate program in English, the student should immediately arrange through the English Department Office to consult a graduate advisor on selecting courses and satisfying the department's M.A. Foreign Language Requirement (see "Foreign Language Requirement" in the "Degree Requirements" section).
All students except those who are "Classified Graduate" students in English must have the written permission of an English graduate advisor to enroll in a graduate course in English.

"Classified Graduate" Status and Advancement to Candidacy
The student is normally admitted to the program in English as a "Conditionally Classified Graduate" student. One condition to his or her being a "Classified Graduate" is that (s)he pass ENGL 6001 with a grade of "A" or "B". Another is that the student must satisfy the University Writing Skills requirement. There may be other conditions to his or her "Classified Graduate" status if (s)he has been admitted to the program with deficiencies; the student should consult with a graduate advisor to determine whether this is the case. After all conditions have been met, the student will be granted "Classified Graduate" status as a graduate student in English. To Advance to Candidacy for the M.A. in English, the student must satisfy the department's M.A. Foreign Language Requirement and complete 20 quarter-units of graduate coursework (including ENGL 6001) acceptable for the M.A. Also see admission requirements for the TESOL Option.

Degree Requirements
The student must complete, with a grade point average of 3.0 or above, 45 quarter-units of credit approved by a graduate advisor. At least 28 of the 45 quarter-units must be in English courses numbered 6000-6999 other than 6501-6509 (TESOL courses), 6900 (Independent Study), and 6910 (University Thesis). ENGL 6001 is a required course. The remaining quarter-units (up to 17) may be taken in any combination of English courses numbered 4000-4999, 6501-6509, 6900, and 6910. Also see requirements for the TESOL Option.

The thesis is optional. The student may elect to take 9 of his or her quarter-units in ENGL 6910 to write an approved thesis or equivalent work in fiction, verse, or drama. The student who elects to write a thesis must comply with the thesis instructions of the Department of English as well as those in the University Thesis Writing Guide available in WA 859. For those who elect a thesis, one exit examination in a historical period of British or American Literature is also required. For those who do not elect a thesis, two exit examinations in historical periods of British or American Literature are required.

Foreign Language Requirement
The student must demonstrate a reading knowledge of a foreign language. Consult a departmental advisor for details.

Other Degree Requirements
In addition to departmental requirements, every student must also satisfy the university requirements for graduation which are described in the Graduate and Post-baccalaureate Studies chapter at the beginning of the graduate section of this catalog. These requirements include the 32-unit residence requirement, the five-year rule on currency of subject matter, the minimum number of units of 6000-level courses, the 3.00 grade point average, and the University Writing Skills requirements.

Applying for Graduation
A student must apply formally to graduate with a master's degree, by submitting a "Candidate for Degree" card during the Add/Drop period for the quarter before the one in which (s)he expects to graduate. Also during the quarter before the one in which the student expects to graduate, (s)he must ask the department's Graduate Coordinator to send a "Major Check" sheet to the Graduate Evaluations Office.

M.A. in English: TESOL Option

Admission
To be admitted to the M.A. in English with a Teaching English as a Second Language (TESOL) Option, students must hold a relevant baccalaureate degree (English, Linguistics, Speech Communication are obvious examples), with a 3.0 overall GPA, and have completed the following prerequisite courses (40 units) or their equivalents:
ENGL 3005 Study of Language (4)
ENGL 3010 Modern English Grammar (4)

ENGL 3015 Introduction to Phonology (4) or SPPA 3855 Introduction to Phonetics (4)
ENGL 3020 Advanced Expository Writing (4)
ENGL 3040 Linguistic History of the English Language (4)
ENGL 4040 Introduction to American Dialects (4)
COMM 4830 Intercultural Communication (4)

ANTH 3800 Language and Culture (4) or HDEV 4520 Language Acquisition and the Symbolic Function (4)

Two courses in modern British or American literature

**Required Courses (45 units)**
ENGL 6501 and 6502 Theory and Practice of Teaching ESL I and II (8)
ENGL 6503 Second-Language Acquisition (4)
ENGL 6504 Morphology and Lexical Semantics (4)
ENGL 6506 Sociolinguistics (4)
ENGL 6507 Testing and Evaluation for Teaching ESL (4)
ENGL 6508 Supervised Tutoring/Teaching (8)
ENGL 6509 Computer Assisted Language Learning and Teaching (4)
ENGL 6750 Theory and Practice of Composition (4)
ENGL 6909 Departmental Thesis (5)

"Classified Graduate" Status and Advancement to Candidacy
Students are normally admitted to the master's program in English as "Conditionally Classified Graduate" students. Once the students have completed any outstanding prerequisite courses and have passed the Writing Skills Test, they may apply for "Classified Graduate" status. In order to advance to candidacy, students must have completed 24 units of graduate-level coursework with grades of "B" and higher.

Applying for Graduation
Students must apply formally to graduate with a master's degree by submitting a "Candidate for Degree" card during the Add/Drop period for the quarter before the one in which they expect to graduate. They must ask the English Department's Graduate Coordinator to send a "Major Check" sheet to the Graduate Evaluations Office.