**ENGLISH -  Content Knowledge**

**DIRECTIONS:** In order to meet the Content Knowledge Requirements candidates must show that they have had undergraduate or graduate coursework that fulfills the Domains of the Subject Matter Requirements (SMRs) as set down by the Commission on Teacher Credentialing. Using this form read the domains listed on the left. In the right-hand column, list the Course Number, title, and catalog description in which you think the domain outlined was covered. It must be a course that is on your transcript. It can be from a Community College or 4-year institution or a graduate school. Courses from Teacher Education programs cannot be included. Professional development courses do not count. It is very likely that you may list more than one course for each domain, it is preferable that you do so. It is also likely that one course may fulfill several domains. **You will need to include a copy of your transcripts (unofficial are acceptable) in your email.**

When complete, save the document titling it (last name)(first name)(Content area)(net id)2022 and send it to smc@csueastbay.edu . In the Subject Line of the email write “Content Knowledge (Last Name).”  If these conventions must be followed for your submission to be reviewed.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Net ID**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Undergraduate/Graduate Schools Attended**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Domain 1: Reading Literature and Informational Texts: (Subtests 1 and 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ENG 6678 Contemporary Literature. )** |
| --- | --- |
| Candidates demonstrate knowledge of the foundations and contexts of reading literature and informational texts contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2013), at a postsecondary level of rigor. |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter. |  |
| The candidate's preparation should include breadth of knowledge in literature, literary analysis and criticism, as well as informational text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from multiple literary traditions and major works from diverse cultures. |  |
| Advanced study of authors representing a broad range of literary periods and cultures is fundamental preparation for teaching these works. |  |
| Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, Domains of the Subject Matter Requirements 7 therefore, essential to future secondary teachers. |  |
| Candidates must know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and informational texts. |  |
| **Domain 2. Language, Linguistics, and Literacy: (Subtest 2)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ENG 6678 Contemporary Literature. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the language, linguistics, and literacy contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2013) at a postsecondary level of rigor. |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter. The diversity of the California student population requires the candidate to understand the principles of language acquisition and development. |  |
| Candidates must become knowledgeable about the nature of human language, language variation, and historical and cultural perspectives on the development of English. In addition, candidates must acquire a complex understanding of the development of English literacy among both native and nonnative speakers. |  |
| **Domain 3: Composition and Rhetoric: (subtests 1, 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ENG 6678 Contemporary Literature. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the composition and rhetoric contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2013) at a postsecondary level of rigor. |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter. |  |
| Candidates face dynamic challenges in the domains of oral and written communication. They must make appropriate use of current text-production technologies and develop awareness of patterns of communication used by diverse social and cultural groups. |  |
| Candidates are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence options, standard usage conventions, and advanced research methods as needed. |  |
| Candidates develop skills and confidence in public speaking. |  |
| **Domain 4. Communications: Speech, Media, and Creative Performance: (CSET Subtest 4)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg ENG 6678 Contemporary Literature. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the speech, media, and creative performance contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010) , at a postsecondary level of rigor. |  |
| Candidates have both broad and deep conceptual knowledge of the subject matter including analysis and evaluation of oral and media communication as well as on effective public speaking and performance. |  |
| The candidate must possess the breadth of knowledge needed to integrate journalism, technological media, speech, and dramatic performance into the language arts curriculum, including awareness of cultural approaches to communication. |  |
| The candidate skillfully applies the artistic and aesthetic tools required for creative expression. |  |