



# California Subject Examinations for Teachers®

## TEST GUIDE

### ENGLISH SUBTEST III

### Subtest Description

This document contains the English subject matter requirements arranged according to the domains covered by Subtest III of CSET: English. In parentheses after each named domain is the CCTC-assigned domain code from the English subject matter requirements.

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CS-TG-SD107X-01

## California Subject Examinations for Teachers (CSET®)

### English Subtest III: Composition and Rhetoric; Literature and Textual Analysis

#### Part I: Content Domains for Subject Matter Understanding and Skill in English

##### COMPOSITION AND RHETORIC (SMR Domain 3)

Candidates demonstrate knowledge of the foundations and contexts of the composition and rhetoric contained in the English-Language Arts Content Standards for California Public Schools (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary 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 sensitivity to patterns of communication used by different 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. The subject matter preparation program provides opportunities for candidates to develop skills and confidence in public speaking. Candidates will be able to:

##### 0001 Written Composing Processes (Individual and Collaborative) (SMR 3.1)

- a. Reflect on and describe their own writing processes
- b. Investigate and apply alternative methods of prewriting, drafting, responding, revising, editing, and evaluating
- c. Employ such strategies as graphic organizers, outlines, notes, charts, summaries, or précis to clarify and record meaning
- d. Integrate a variety of software applications (e.g., databases, graphics, spreadsheets) to produce print documents and multi-media presentations

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.4, Writing: 1.4-6; Grade 7, Reading: 2.3-4, Writing: 1.3-4, 1.6-7; Grade 8, Reading: 2.4, Writing: 1.1, 1.4-1.6, Listening and Speaking: 1.4; Grades 9-10, Reading: 2.4, Writing: 1.8-9; Grades 11-12, Writing: 1.4, 1.7-9, Listening and Speaking: 2.4)

## **0002 Rhetorical Features of Literary and Non-Literary, Oral and Written Texts (SMR 3.2)**

- a. Recognize and use a variety of writing applications (e.g., short story, biographical, autobiographical, expository, persuasive, business and technical documents, historical investigation)
- b. Demonstrate awareness of audience, purpose, and context
- c. Recognize and use various text structures (e.g., narrative and non-narrative organizational patterns)
- d. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)
- e. Apply critical thinking strategies to evaluate methods of persuasion, including but not limited to:
  - Types of appeal (e.g., appeal to reason, emotion, morality)
  - Types of persuasive speech (e.g., propositions of fact, value, problem, policy)
  - Logical fallacies (e.g., bandwagon, red herring, glittering generalities, ad hominem)
  - Advertising techniques (e.g., Maslow’s hierarchy of needs)
  - Logical argument (e.g., inductive/deductive reasoning, syllogisms, analogies)
  - Classical argument (e.g., claim, qualifiers, rules of evidence, warrant)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.4, 2.6, 2.8, Writing: 1.1-3, 1.6, 2.1-5, Listening and Speaking: 1.8-9; Grade 7, Reading: 1.3, 2.2-3, Writing: 1.1-3, 1.7, 2.1-5, Listening and Speaking: 1.1, 1.3; Grade 8, Reading: 1.3, 2.2, Writing: 1.1-3, 1.52.1-6, Listening and Speaking: 1.8; Grades 9-10, Writing: 1.1-2, 1.4, 1.9, 2.1-6, Listening and Speaking: 1.5, 1.10, 1.13; Grades 11-12, Reading: 1.3, 2.2, 2.4-6, Writing: 1.1-5, 1.9, 2.1-6, Listening and Speaking: 1.4, 1.12-13)

## **0003 Rhetorical Effects of Grammatical Elements (SMR 3.3)**

- a. Employ precise and extensive vocabulary and effective diction to control voice, style, and tone
- b. Use clause joining techniques (e.g., coordinators, subordinators, punctuation) to express logical connections between ideas
- c. Identify and use clausal and phrasal modifiers to control flow, pace, and emphasis (e.g., adjective clauses, appositives, participles and verbal phrases, absolutes)
- d. Identify and use devices to control focus in sentence and paragraph (e.g., active and passive voice, expletives, concrete subjects, transitional phrases)
- e. Maintain coherence through use of cohesive devices

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, Writing: 1.2, 1.6, Written and Oral English Language Conventions: 1.1-5; Grade 7, Writing: 1.1, 1.7, Written and Oral English Language Conventions: 1.1-7; Grade 8, Writing: 1.2, 1.6, Written and Oral English Language Conventions: 1.1-6, Listening and Speaking: 1.5-6; Grades 9-10, Writing: 1.1-2, 1.6, 1.9, Written and Oral English Language Conventions: 1.1-5; Grades 11-12, Reading: 2.1-2, Writing: 1.2-5, 1.9, Written and Oral English Language Conventions: 1.1-3, Listening and Speaking: 1.5)

#### **0004 Conventions of Oral and Written Language (SMR 4.3)**

- a. Apply knowledge of linguistic structure to identify and use the conventions of Standard Edited English
- b. Recognize, understand, and use a range of conventions in both spoken and written English, including:
  - Conventions of effective sentence structure (e.g., clear pronoun reference, parallel structure, appropriate verb tense)
  - Preferred usage (e.g., verb/subject agreement, pronoun agreement, idioms)
  - Conventions of pronunciation and intonation
  - Conventional forms of spelling
  - Capitalization and punctuation

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, Written and Oral English Language Conventions: 1.1-5; Grade 7, Written and Oral English Language Conventions: 1.1-7; Grade 8, Writing: 1.2, Written and Oral English Language Conventions: 1.1-6, Listening and Speaking: 1.6; Grades 9-10, Writing: 1.9, Written and Oral English Language Conventions: 1.9; Grades 11-12, Writing: 1.4, Written and Oral English Language Conventions: 1.1-3, Listening and Speaking: 1.8)

#### **0005 Research Strategies (SMR 3.5)**

- a. Develop and apply research questions
- b. Demonstrate methods of inquiry and investigation
- c. Identify and use multiple resources (e.g., oral, print, electronic; primary and secondary), and critically evaluate the quality of the sources
- d. Interpret and apply findings
- e. Use professional conventions and ethical standards of citation and attribution
- f. Demonstrate effective presentation methods, including multi-media formats

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1, 2.1, 2.3, 2.6-8, Writing: 1.4-5, Listening and Speaking: 1.1-2, 1.6-7, 2.1, 2.3; Grade 7, Reading: 2.2, 2.6, Writing: 1.4-5, Listening and Speaking: 1.2, 1.6-7, 2.1, 2.3; Grade 8, Reading: 2.2, 2.7, Writing: 1.3-6, Listening and Speaking: 1.2-3, 1.6-8, 2.3; Grades 9-10, Reading: 2.2-5, 2.8, Writing: 1.3-8, Listening and Speaking: 1.7, 2.2; Grades 11-12, Writing: 1.4, 1.6-8, Listening and Speaking: 2.4)

## **LITERATURE AND TEXTUAL ANALYSIS (SMR Domain 1)**

Candidates demonstrate knowledge of the foundations and contexts of the literature and textual analysis contained in the English-Language Arts Content Standards for California Public Schools (1997) as outlined in the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999) at a post secondary 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 non-literary text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from different literary traditions and major works from diverse cultures. Advanced study of multicultural writers is also fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, therefore, essential to future secondary teachers. Candidates must be enthusiastic readers and writers, who know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and non-literary texts. Candidates will be able to:

### **0006 Literary Analysis (SMR 1.1)**

- a. Recognize, compare, and evaluate different literary traditions to include:
  - American (inclusive of cultural pluralism)
  - British (inclusive of cultural pluralism)
  - World literature and literature in translation (inclusive of cross-cultural literature)
  - Mythology and oral tradition
- b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern)
- c. Describe the salient features of adolescent/Young Adult literature
- d. Analyze and interpret major works by representative writers in historical, aesthetic, political, and philosophical contexts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.4; Grades 11-12, Reading: 2.2, 3.5-7)

### **0007 Literary Elements (SMR 1.2)**

- a. Distinguish salient features of genres (e.g., short stories, non-fiction, drama, poetry, novel)
- b. Define and analyze basic elements of literature (e.g., plot, setting, character, point of view, theme, narrative structure, figurative language, tone, diction, style)
- c. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)
- d. Develop critical thinking and analytic skill through close reading of texts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 1.1-2, 2.1, 2.4, 2.6, 2.8, 3.0; Grade 7, Reading: 1.1, 2.4, 3.1-5; Grade 8, Reading: 1.1, 2.7, 3.0; Grades 9-10, Reading: 1.1, 2.8, 3.1-4, 3.7-10; Grades 11-12, Reading: 2.2, 3.1-4)

**0008 Literary Criticism (SMR 1.3)**

- a. Research and apply criticism of major texts and authors using print and/or electronic resources
- b. Research and apply various approaches to interpreting literature (e.g., aesthetic, historical, political, philosophical)

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.1-2, 2.6-8, 3.6; Grade 7, Reading: 2.1, 2.4, 2.6, 3.0; Grade 8, Reading: 2.2, 2.6, 3.0; Grades 9-10, Reading: 2.2, 2.4, 2.8, 3.5-7, 3.11-12, Writing 1.6-7; Grades 11-12, Reading: 2.2, 2.4, 3.8-9, Writing 1.6-7)

**0009 Analysis of Non-Literary Texts (SMR 1.4)**

- a. Compare various features of print and visual media (e.g., film, television, internet)
- b. Evaluate structure and content of a variety of consumer, workplace, and public documents
- c. Interpret individual works in their cultural, social, and political contexts

(English-Language Arts Content Standards for California Public Schools, Grade 6, Reading: 2.0, 3.0; Grade 7, Reading: 2.1-5, 2.2, 3.0; Grade 8, Reading: 2.1-7, 3.0; Grades 9-10, Reading: 2.1, 2.2, 2.4-7, 3.0; Grades 11-12, Reading: 2.1-3, 2.6, 3.0)