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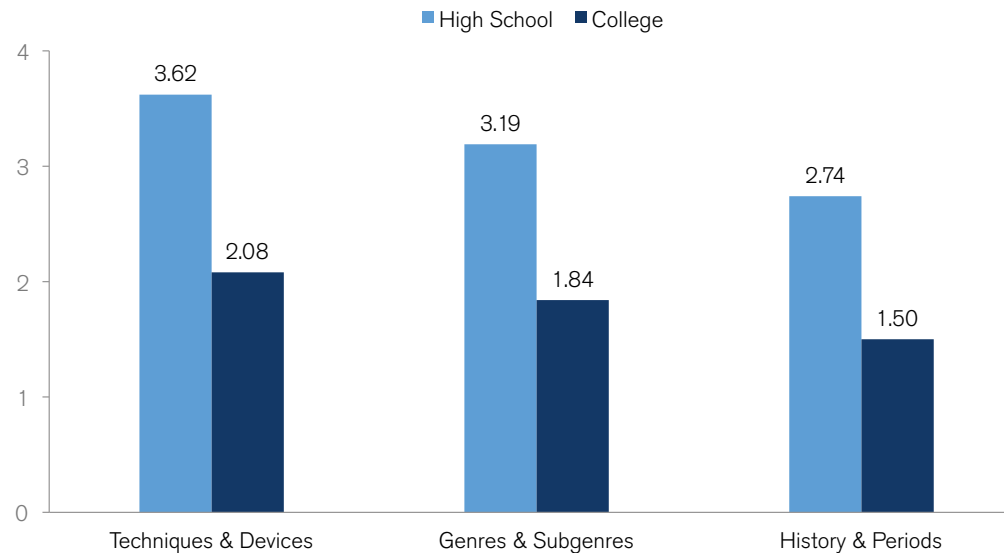
Teachers of high school literature and reading courses tend to place more importance on literary content knowledge than instructors of typical credit-bearing first-year college literature courses do.

Every three to five years, the ACT National Curriculum Survey asks educators about what they teach (or don't teach) in their courses and how important they feel various topics in their discipline are for students to know to be successful in future coursework. The survey also asks educators for their opinions on educational topics of current interest, such as the college readiness of their students or the implementation of improved standards like the ACT College and Career Readiness Standards or the Common Core State Standards.

This brief highlights a finding from the 2012 *English Language Arts* survey.

## ACT National Curriculum Survey®: High School and College Literature and Reading Educators' Ratings of Topics in Literary Content Knowledge

Average Importance Ratings for Topics in Literary Content Knowledge



Note: Importance ratings in the survey were labeled as follows: 0 = Not Important, 1 = Low Importance, . . . 4 = High Importance.

The figure presents the average importance ratings that high school and college educators assigned to three topics in the 2012 ACT National Curriculum Survey.<sup>1</sup> The topics deal with knowledge of literary techniques and devices, literary genres and subgenres, and literary history and periods.

Based on their survey responses, high school literature and reading teachers place a good deal of importance on these topics. Meanwhile, such literary content knowledge was rated as substantially less important by instructors of first-year college literature courses. ■

<sup>1</sup> ACT, Inc., *ACT National Curriculum Survey 2012: English Language Arts* (Iowa City, IA: Author, 2013). <http://www.act.org/research/policymakers/pdf/NCS-EnglishLangArts.pdf>.