

# ENGLISH, BACHELOR OF ARTS: SECONDARY TEACHING ENDORSEMENT

The BA in English with a Minor in Secondary Teaching Endorsement provides students with foundational knowledge in literature, writing and practice, critical thinking, literary theory, culture and diversity, and the power of language that will empower them to innovate, communicate, and discover the necessary skills to thrive in their professional career paths and serve their community. Students will also work closely with the Teacher Education Program to gain the experience and necessary skills to thrive, lead, and innovate in the classroom.

## Student Learning Outcomes

Upon completion of the B.A. in English program, students will:

- Demonstrate knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies.
- Conduct, analyze, evaluate, and integrate academic research.
- Apply strategies of critical theory.
- Analyze literature and synthesize ideas with clarity, accuracy, and coherence in speech and writing.
- Use a range of English syntactic structures effectively.
- Construct a convincing argument using a range of rhetorical strategies in speech and writing.

Students completing the B.A. in English program and a creative writing emphasis will also:

- Demonstrate a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.
- Produce writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.

## Outcomes Assessment Activities

Assessment of the English program is the responsibility of all English Program faculty. The English Program's annual reports evaluating the program and proposing any needed changes are compiled from the following information:

- A central file of course syllabi with representative assignments is maintained by the department for inspection by the committee and other qualified persons.
- Faculty advisers monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar (ENG 493 Senior Seminar (3 c.h.)) emphasizing professional standards and synthesizing the writing and analytical skills students have acquired in other English classes. All students in ENG 493 Senior Seminar (3 c.h.) write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to

pass ENG 493 Senior Seminar (3 c.h.), students must demonstrate satisfactory levels of achievement in meeting the program goals.

- English Program faculty review the papers from ENG 493 Senior Seminar (3 c.h.) on an annual basis and prepare an analysis of what they reveal about the program's success.
- The English Program administers a student-satisfaction questionnaire to all senior English majors each year. Similar questionnaires are sent to recent graduates and representative employers on a periodic basis.
- The English Program faculty consider the English curricula at leading comparable institutions and apprise the department of innovations worthy of consideration.

## Specific Requirements for the Bachelor of Arts in English with Secondary Teaching Endorsement

- Faculty advisers meet individually with each of their students on a regular basis to help plan schedules and discuss educational and career goals. Advisers maintain an accurate and up-to-date record of each student's progress towards completion of the requirements for the major.
- All English majors will participate in a senior-year seminar in which all of the writing and analytical skills acquired in other English classes will be synthesized. Students in the class will be expected to complete a senior research project.

Students completing a major in English with Secondary Teaching Endorsement are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

A total of 45 credits in English beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) (WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language), distributed as follows:

Course	Title	Credits
<b>Required Courses</b>		
<b>Core Courses</b>		<b>12</b>
ENG 201	INTRODUCTION TO THEORY (to be taken at or near the start of the program)	3
ENG 204	INTRODUCTION TO RHETORIC	3.00
ENG 485	LITERARY CRITICISM AND THEORY	3.00
ENG 493	SENIOR SEMINAR (to be taken at or near the end of the program)	3
<b>Development and Impact (Select two courses, one must be COMR 350.)</b>		<b>3</b>
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3.0
ENG 116	INTRODUCTION TO BUSINESS WRITING	3.0
ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	3.0
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 492	RESEARCH	3.00
ENG 494	FIELD EXPERIENCE	1.00
<b>Select at least four courses in Literature in Historical Perspective <sup>1</sup></b>		<b>12</b>
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 221	MASTERPIECES OF LITERATURE I	3.00

ENG 222	MASTERPIECES OF LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
ENG 232	LITERATURE OF ENGLAND II	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
<b>Select two courses in Major Writers. One must be Shakespeare</b>		<b>3</b>
ENG 441	CHAUCER AND HIS AGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
<b>Culture and Diversity (Select two courses.)</b>		<b>6</b>
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3.0
ENG 220	SURVEY OF CHICANO LITERATURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
ENG 345	INTERCULTURAL COMMUNICATION	3.00
CS 341	CHICANA WRITERS	3.00
WS 341	CHICANA WRITERS	3.00
<b>Writing and Practice (Select three courses and one must be ENG 303.)<sup>2</sup></b>		<b>6</b>
ENG 114	INTRODUCTION TO CREATIVE WRITING	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 303	ADVANCED COMPOSITION	3
ENG 304	ADVANCED RHETORICAL STUDY	3.00
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
ENG 306	VISUAL RHETORIC	3.00
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 315	CREATIVE WRITING: POETRY	3.00
ENG 316	CREATIVE WRITING: FICTION	3.00
ENG 317	CREATIVE NONFICTION	3.00
ENG 318	CREATIVE WRITING: DRAMA	3.00
ENG 319	PROFESSIONAL EDITING	
ENG 376	USER EXPERIENCE DESIGN	3.00
ENG 377	USABILITY AND USER EXPERIENCE	3.00
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP	3.0
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
ENG 491	SPECIAL TOPICS	1.00
<b>Elective Courses (Select at least 18 credits)</b>		<b>12</b>
ENG 352	ENGLISH SYNTAX AND USAGE	3
ENG 412	YOUNG ADULT LITERATURE	3
<b>Total Credits</b>		<b>54</b>

<sup>1</sup> Selected with the approval of the major adviser, two of which must be the American literature sequence at the 200 level (i.e., ENG 210 AMERICAN LITERATURE I (3.00 c.h.) and ENG 212 AMERICAN LITERATURE II (3.00 c.h.)), one of which must be one 200 level course in the British literature sequence (either ENG 231 LITERATURE OF ENGLAND I (3.00 c.h.) or ENG 232 LITERATURE OF ENGLAND II (3.00 c.h.)), while the fourth must be outside of American Literature at the 300 level or above.

<sup>2</sup> Beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.).

<sup>3</sup> Selected with the approval of the major adviser (General Education and World Language requirements may not be double counted).

## Specific Requirements for Secondary & K-12 Education Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT	3.0
PSYC 251	CHILDHOOD AND ADOLESCENCE	3.0
PSYC 342	EDUCATIONAL PSYCHOLOGY	3.0
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY <sup>2</sup>	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY <sup>3,5</sup>	4
Special Methods in Education Areas (Prerequisites - Admission to Education) <sup>5</sup>		
ED 412	TEACHING DIVERSE LEARNERS <sup>4,5</sup>	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
<b>Total Credits<sup>3</sup></b>		<b>37-40</b>

<sup>1</sup> Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

<sup>2</sup> Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

<sup>3</sup> English/Language Arts student must also complete RDG 410 TEACHING READING (c.h.)

<sup>4</sup> Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

<sup>5</sup> GPA of 2.6 required

## Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should

become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in English with a Secondary Teaching Endorsement are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

\*Required for admission to the Teacher Education Program.

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I	3
General Education		10
Credits		16
<b>Spring</b>		
COMR 103	Speaking and Listening (*)	3
ENG 102	Rhetoric & Writing II	3
General Education		10
Credits		16
<b>Year 2</b>		
<b>Fall</b>		
ED 280	Educational Media and Technology	3
ENG 201	Introduction to Theory	3
ENG 210	American Literature I	3
General Education		3
Elective	Must be one of the following: PSYCH 151, 251, 342	3
Credits		15
<b>Spring</b>		
ED 301	Frameworks of Teaching	4
ENG 114 or ENG 305	Introduction to Creative Writing or Technical and Scientific Report Writing	3
ENG 161 or ENG 461	or	
ENG 212	American Literature II	3
ENG 412	Young Adult Literature	3
Elective	Must be ENG course.	3
Credits		16
<b>Year 3</b>		
<b>Fall</b>		
ENG 352	English Syntax and Usage	3
ENG 381		
ENG 385		
RDG 410	Teaching Reading	3
Elective	Must be one of the following: ENG 307, 308, 309, 310, OR first sequence course in English Historical Perspective.	3
Credits		9
<b>Spring</b>		
ENG 303	Advanced Composition	3
ENG 452		
RDG 435	Content Area Literacy	4
Elective	3 credits must be one of the following: ENG 307, 308, 309, 310, OR second sequence course in English Historical Perspective. 3 credits must be English Historical Perspective upper division.	6
Credits		13
<b>Year 4</b>		
<b>Fall</b>		
ED 412	Teaching Diverse Learners	3
ED 447	Teaching English in Secondary Schools	4
ENG 493	Senior Seminar	3
Elective		2
Credits		12

**Spring**

ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
Credits		13
Total Credits		110