ENGLISH TEACHING MAJOR REQUIREMENTS (B.A.)

The English Teaching concentration is a five-year program that prepares prospective teachers of middle- and high-school English (grades 5-12). Undergraduates are registered as majors within the English Department and receive a B.A. in English Teaching upon completion of four years of study. This degree does not provide state certification; students who wish to be certified must apply for admission to graduate study within the Education Department. Certification requires an additional year of course work and internship. Most, or all, of the work for a Master’s Degree may also be completed during this fifth year.

- All prospective English Teaching Majors should enroll in Education 500 as early as possible.
- English 405 ‘Introduction to Linguistics’ is recommended for English Teaching majors as one of their General Education requirements.
- English Teaching majors must have a 2.5 grade point average in the following English courses:

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<th>Course</th>
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<tr>
<td>ENGL 419, Intro to Literary Analysis</td>
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<td>Any English Department course in writing,</td>
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<td>This must be completed with a minimum</td>
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<td>linguistics, critical theory, film,</td>
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<td>grade of ‘C’ within one semester of</td>
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<td>or literature (except ENGL 401 &amp; 403 &amp;</td>
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<td>declaring the major.</td>
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<td>ENGL 514, Brit Lit Survey, 1800-present</td>
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<td>ENGL 657, Shakespeare</td>
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<td>ENGL 516, Amer Lit Survey, Civil</td>
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<td>ENGL 718, English Ling. and Lit. OR</td>
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<td>War to present</td>
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<td>ENGL 791, English Grammar</td>
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Two Literature Courses 600 or above
(One may be satisfied by ENGL 512 or ENGL 513)
(Note: these two courses are in addition to the 600 and 700-level courses above)

One course that addresses race, the construction of race, and racial theories. Choose from: 517, 540, 550, 609, 690, 738, 739, 740, 693R, 797R. (Other courses may count. Please see your advisor if you have questions about other courses that might fulfill this requirement.)

**Teaching majors who intend to get dual certification in English and ESOL may use ENGL/LING 719 (and its pre-req ENGL/LING 405) to satisfy this area.**

ET Majors must also complete one of the following options:

A. ENGL 725
   AND
   ENGL 726
   *Two-semester course, Seminar in English Teaching

OR

B. ENGL 710, Teaching Writing
   AND
   ENGL 792, Teaching Secondary School English
   (Note: EDUC 703 is NOT a substitute for ENGL 792.)

Check here if Education 500 has been completed.
Check here if Writing Portfolio requirement has been completed.

Students in the English Teaching Major are also encouraged to take some of the university’s Education courses as electives. The following education courses are required for state certification and the Master’s degree: Education 700/800, 701/801, 705/805, and 751B/851B. Please note: Education 705/805 is a prerequisite for admission into the year-long teaching internship in the M.Ed./MAT program. A minimum grade of B- is required in most EDUC courses. Please see your advisor for details.

**NOTE:** English Department majors may NOT take ENGL 515 to satisfy a group 4 Gen. Ed. requirement (Historical Perspectives). To graduate, a student must earn a total of 128 credits. E-COURSE RULE: Majors entering the department in Fall 2012 and beyond may only count one online course towards their major requirements.
English Teaching Majors Writing Portfolio Requirement

Please present your completed portfolio to your advisor at the beginning (i.e., by the third week) of your final semester of your baccalaureate program. Your advisor will review the portfolio, return it to you with brief comments, and record that you have completed this graduation requirement.

Part of your preparation work for the English Teaching major will be to prepare a portfolio of writings selected from your undergraduate courses. As we are currently defining it, the purpose of the portfolio is two-fold: first, to present a minimum of six pieces of writing that you believe represent the range of your different writings or projects (electronic publications and visual materials can be included also); second, to reflect critically on your development as reader, writer and discussant in a short essay of three to four pages.

In your reflection, think about the learning processes that have occurred within individual course papers and the progress that you have made as a whole. Consider both successful and problematic, difficult yet significant learning experiences; the purpose of the portfolio is less to showcase your best work than to represent what and how you have learned from your undergraduate studies. Include papers with and/or without your teachers’ comments. You might write about what you see as the validity of a teacher’s grade and comments in relation to what you believe you learned and your own evaluation of the work.

The reflective essay can serve as a valuable, ongoing part of your education, for example, by making sense of your course work, synthesizing understandings, and by connecting what you have learned across the different courses that you have taken. Consider what you have discovered about your own learning styles, your strengths and areas to develop. The writing portfolio also will form a valuable basis for the education portfolio that you will prepare and present in the M.A.T. program.

Although you will present the portfolio in the spring term of your senior year, please save all of your course work during your sophomore and junior years from which you can select representative papers. Provide a table of contents clearly identifying the course number of each piece of writing, the reflective essay double-spaced with one-inch margins, and sample course-work essays/projects.

If you have any questions, please contact Prof. Laura Smith, English Teaching Coordinator.