

ENGLISH TEACHING MAJOR (B.A.)

<https://cola.unh.edu/english/program/ba/english-teaching-major>

Description

Are you passionate about serving your community? Do you enjoy reading, writing, creative thinking and imagination? Are you eager to shape the future? The English teaching major could be a wonderful choice for you!

English teaching majors synthesize knowledge across areas – literature, language, composition, speaking, listening, identity, linguistics and education, just to name a few. We think critically and collaborate. We spark learning and we study it. We evaluate texts and resources, examine literacy skills, consider appropriate media, and design reading and writing opportunities and instruction in a variety of contexts. In particular, the English teaching major focuses on preparing future teachers and educational leaders, but the skills students learn are valuable in many settings, from the classroom to the workplace to the broader world.

The goal of the English teaching major is to prepare informed, thoughtful, and skilled English teachers who will become educational leaders in their own communities and in the teaching profession. In the English Department, students learn about literature, cultural theories of race and identity, composition, grammar, a variety of textual and digital media, and instructional practices appropriate to grades five through twelve. In the Education Department, students learn about human development, the history of schooling, and many philosophical perspectives on learning and education.

The final steps to becoming a teacher are completing a Master's program in the Education Department and applying for New Hampshire teacher certification. Students who choose one of these programs will complete graduate-level coursework and undertake a year-long teaching internship where they will collaborate with a teacher to apply their knowledge in a classroom. Students who complete this program are uniquely well prepared to become leaders in the profession over the long term. State certification is transferable to most other states, and, after five years, 88.7% of UNH master's program graduates report that they are teaching or employed in an education-related job. Join the English teaching major and turn your passion for English into a fulfilling career serving your community!

Requirements

Completion of the undergraduate teaching major does not in itself meet state certification requirements. Students should enroll in the undergraduate major and:

Pass the following courses with an average of 2.5 or better:

Code	Title	Credits
ENGL 419	How to Read Anything	4
ENGL 514W	British Literature III: Revolts, Renewals, Migrations	4
ENGL 516W	American Literature II Money, Migration, and Modernity: Huck Finn to Beloved	4
ENGL 657	Shakespeare	4
Select one of the following:		8
ENGL 725 & ENGL 726	Seminar in English Teaching and Seminar in English Teaching	

ENGL 710 & ENGL 792	Teaching Writing and Teaching Literature and Literacy	
ENGL 791	English Grammar	4
Two additional literature courses numbered 600 or above ¹		8
One course that addresses race, the construction of race, and radical theories (see list below) ²		0-4
Any English department course in writing, linguistics, critical theory, film, or literature ³		4
Complete the Discovery Program capstone for English Teaching majors:		
ENGL 789	Special Topics in English Teaching	4
EDUC 500	Exploring Teaching	4

- ENGL 512 British Literature I Age of Heroes: Beowulf to Dr. Faustus or ENGL 513W British Literature II Age of Revolutions: Shakespeare to Austen may be substituted for one of the two required literature courses numbered 600 or above
- Other courses may count, when relevant and with prior written approval of the student's advisor. The course used to fulfill this requirement may be double counted within the 'Two literature courses 600 or above' OR 'Any English Department course...' requirement area.
- Except ENGL 401 First-Year Writing, ENGL 415s, "Literature and..." courses, and ENGL 444s

Code	Title	Credits
Race, the Construction of Race, and Racial Theory Courses		
ENGL 440A	On Race in Culture and Society	
ENGL #441	On Race and Culture in Society	
ENGL 517	Black Creative Expression	
ENGL 549	In the Groove: African American Music as Literature	
ENGL 550	Introduction to the Literature and Culture of Race	
ENGL 560	Introduction to Latinx Literature and Culture	
ENGL 585R	Introduction to Women in Literature	
ENGL 609	Ethnicity in America: The African American Experience in the 20th Century	
ENGL 650R	I Hear America Singing: Studying American Literature and Culture	
ENGL 690	African American Literature	
ENGL 693	Special Topics in Literature (subtopic R)	
ENGL 693R	Special Topics in Literature	
ENGL #738	Asian American Studies	
ENGL 739	American Indian Literature	
ENGL 743R	American Literature, 1865-1915: The Birth of the American Empire	
ENGL 749R	Major American Authors	
ENGL 758R	Advanced Shakespeare	
ENGL 774R	Modern & Contemporary British Literature: New Departures	
ENGL 778	Race and Gender in Film and Popular Culture	
ENGL 787R	English Major Seminar	
ENGL 797R	Special Studies in Literature (Race & Racial Theories)	

English teaching majors should apply for the fifth-year teaching internship and master's degree program by fall or spring of their senior year (usually September 30 for the internship and November 1 or February 1 for the master's program). Students with a GPA of 3.2 or better can apply for the master's degree program in their junior year. If accepted early, the student can earn graduate credit for up to three undergraduate English or education courses.

Candidates for a degree must satisfy all of the University Discovery Program requirements in addition to satisfying the requirements of each individual major program. Bachelor of Arts candidates must also satisfy the foreign language proficiency requirement.

English teaching majors may use one major-required course to satisfy one Discovery category requirement.

Majors may only count one online course towards their English major requirements.

Students interested in majoring in English teaching should consult Carla Cannizzaro, academic/career counselor, Department of English, 230F Hamilton Smith Hall, (603) 862-1313, or the director of the English teaching program, Prof. Alecia Magnifico.

Student Learning Outcomes

Students will have the opportunity to compare philosophies of English teaching and learning, and to develop their own approaches to writing and literacy instruction in unit plans and lesson plans. In class, we will discuss theoretical and pedagogical ideas centered on student writing, engage in reading and writing exercises, produce and practice instructional activities and assessments, evaluate approaches to teaching writing, and review state-level standards and tests. Overall, the aim of the course is recognition of literacy skills (including reading, writing, listening, speaking, and viewing) and consideration of how they can be used for learning goals including comprehension, analysis, description, and evaluation. Students will:

- Design activities, lessons, and units to meet established standards and objectives in writing and language use.
- Adapt materials for a variety of students' needs, including exceptional learners.
- Identify teaching resources among mentors, professional literature, conferences, organizations (e.g., National Council of Teachers of English [NCTE]), technology, and websites.
- Reflect and write on the theoretical bases for instructional decisions, evaluating professional literature and using appropriate academic conventions.
- Deliver engaging, on-point writing and language instruction appropriate to audience and content; practice a variety of presentation and discussion strategies.