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.

Finally, students who choose to complete our master’s program will complete a yearlong teaching internship where they collaborate with a teacher to apply their knowledge in a classroom and fulfill the requirements for teacher certification in the state of New Hampshire. Students who complete this program are uniquely well prepared to become leaders in the profession over the long term. State certification requirements for teacher certification in the state of New Hampshire.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 419</td>
<td>How to Read Anything</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 514</td>
<td>British Literature III: Revolutions, Renewals, Migrations</td>
<td>4</td>
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<tr>
<td>ENGL 516</td>
<td>American Literature II: Money, Migration, and Modernity Huck Finn to Beloved</td>
<td>4</td>
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<tr>
<td>ENGL 657</td>
<td>Shakespeare</td>
<td>4</td>
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<td>Select one of the following:</td>
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<td>8</td>
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<tr>
<td>ENGL 725 &amp; ENGL 725s</td>
<td>Seminar in English Teaching and Seminar in English Teaching</td>
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<tr>
<td>ENGL 710 &amp; ENGL 792</td>
<td>Teaching Writing and Teaching Literature and Literacy</td>
<td></td>
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<tr>
<td>ENGL 791</td>
<td>English Grammar</td>
<td>4</td>
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Two additional literature courses numbered 600 or above 1

One course that addresses race, the construction of race, and radical theories 2

Any English department course in writing, linguistics, critical theory, film, or literature 3

Complete the Discovery Program capstone for English Teaching majors:

ENGL 789 Special Topics in English Teaching 4

EDUC 500 Exploring Teaching 4

1 ENGL 512 British Literature I Age of Heroes: Beowulf to Dr. Faustus or ENGL 513 British Literature II Age of Revolutions: Shakespeare to Austen may be substituted for one of the two required literature courses numbered 600 or above

2 Choose from a department-approved list (other courses may count, when relevant and with prior written approval of the student’s adviser). 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.

3 Except ENGL 401 First-Year Writing, ENGL 415s, “Literature and...” courses, and ENGL 444s

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, coordinator of the 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.