Major Requirements

All English Teaching majors must complete 10 courses (40 credits). Six of 10 courses must be at the 600-level or above. The English Teaching major prepares prospective teachers of middle- and high-school English (grades 5-12). 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 at the graduate level. The graduate coursework and internship can typically be completed in the 12 months following completion of the B.A. in English Teaching.

- Prospective English Teaching majors should enroll in EDUC 500 Exploring Teaching in their sophomore year, or, if a transfer student, as soon as possible thereafter.
- ENGL 419 How to Read Anything must be completed with a minimum grade of C. All other major courses must be completed with a minimum grade of C-.
- English Teaching majors must have a 2.5 GPA in the following program requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 419</td>
<td>How to Read Anything</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 514W</td>
<td>British Literature III: Revolts, Renewals, Migrations</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 516W</td>
<td>American Literature II: Money, Migration, and Modernity: Huck Finn to Beloved</td>
<td>4</td>
</tr>
<tr>
<td>Select an additional 500/600/700-level English course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select two literature courses 600/700 level</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ENGL 657</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 710</td>
<td>Teaching Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>English Grammar</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 792</td>
<td>Teaching Literature and Literacy</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Diversity Requirement

Students must take one course that focuses on diversity in race, ethnicity, religion, gender, class, and theories concerning them. This course counts toward the ten courses described above. Consult with your advisor about courses that will fulfill this requirement.

Capstone Requirement

Students must take one capstone course during their senior year from any approved ENGL 700-level course in the major. Students must have earned 90 credits before taking the course. Consult with the program coordinator about courses that will fulfill this requirement.

1 Cannot be repeated under different course title.

Degree Plan

This degree plan is a sample and does not reflect the impact of transfer credit or current course offerings. UNH Manchester undergraduate students will develop individual academic plans with their professional advisor during the first year at UNH.

Sample Course Sequence

<table>
<thead>
<tr>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>UMST 401 or UMST 402</td>
</tr>
<tr>
<td>ENGL 401 First-Year Writing</td>
</tr>
</tbody>
</table>
Elective 4
Discovery Course 4
Discovery Course 4

Credits 17-18

Spring
Quantitative Reasoning 4
ENGL 419 How to Read Anything 4
Discovery Course 4
Elective 4

Credits 16

Second Year
Fall
Foreign Language 4
EDUC 500 Exploring Teaching 4
ENGL 516W American Literature II Money, Migration, and Modernity: Huck Finn to Beloved 4
Discovery Course 4

Credits 16

Spring
Foreign Language 4
ENGL #514 British Literature III: Revolts, Renewals, Migrations 4
500/600/700-level English course 4
Discovery Course 4

Credits 16

Third Year
Fall
ENGL 710 Teaching Writing 4
ENGL 657 Shakespeare 4
Discovery Course 4
Elective 4

Credits 16

Spring
600/700-level Literature course 4
Discovery Course 4
Elective 4
Elective 4

Credits 16

Fourth Year
Fall
ENGL 791 English Grammar 4
600/700-level Literature course 4
Discovery Course 4
Elective 4

Credits 16

Spring
ENGL 792 Teaching Literature and Literacy 4
Elective 4
Elective 4

Credits 4

Total Credits 129-130

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.