

ATTACHMENTS

I. Program of Study: Curriculum of the Secondary English Education Program

General Education, Education, and Special English Requirements for Certification as an English Teacher (NCTE standards being met are in bold):

GENERAL EDUCATION REQUIREMENTS

For teacher certification in English (secondary), the following courses must be included in the General Education requirements:

- one U.S. History course in the Arts and Humanities component (B);
- one Geography course in the Social Sciences component (C).

MAJOR REQUIREMENTS

- **ENG 312 Descriptive Grammar (NCTE Standard 3.1-7)**

ENG 312 DESCRIPTIVE GRAMMAR

4 credits

Examination of English grammar and theory, including traditional, transformational-generative, and case grammar. Collateral readings will focus on applied linguistics and American dialects. Students develop skills for teaching grammar through written/oral exercises. Required for secondary English teacher certification. Open only to junior and senior English majors, or by permission of instructor. Prerequisites: ENG 101 and one 200-level English course. Fall

- **One additional course in writing beyond ENG 101 and 209 (NCTE Standard 3.2.1-5, 3.4.1-2).**

Students may choose from among: ENG 202 Expository Writing, ENG 204 Creative Writing, ENG 203 Women's Writing, ENG 208 Topics in Writing, ENG 301 Fiction Workshop, 302 Poetry Workshop, 303 Nonfiction Workshop, 304 Writing for Teachers, 308 Advanced Topics in Writing

EDUCATION REQUIREMENTS (standard 1.0)

- Orientation
ESEC 100 Introduction to Teaching
- Learners
ESEC 150 Development, Exceptionality, and Learning I * (**NCTE Standard 1.2**)
ESEC 250 Development, Exceptionality, and Learning II * (**NCTE Standard 1.2**)
- Fundamentals
This part of the knowledge base is taken within the English discipline.
- Settings
ESEC 320 Education Environments/Practices
- Methodology
ESEC 385 Methods: Secondary (**NCTE Standards 1.1-4, 2.1-6, 3.3.1-3, 3.5.3, 3.6.1-3, 4.1-10**)
ESEC 386 Methods: Field Experience * (**NCTE Standards 1.1-4, 2.1-6, 3.3.1-3, 4.1-10**)
- Systems
ESEC 450 Seminar: Educational Principles* (**NCTE Standards 1.1-4, 2.1-6, 3.3.1-3**)
- Practice
ESEC 460 Student Teaching * (**NCTE Standards 1.1-4, 2.1-6, 3.3.1-3, 3.7.1-2, 4.1-10**)

***Course requires a minimum of one to three hours of field work in the schools or service learning.**

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

English Major 2005-06 Catalogue

English

Bachelor of Arts

Students in the English major will study the historical development of English, American, and European literatures, as well as other literary and rhetorical traditions (**standard 3.5.1**). The department stresses critical thinking, the analysis of texts (**standard 3.3.1**), clear and effective writing (**standard 3.4**), aesthetic appreciation, and theoretical sophistication (**standard 3.5.4**). We value small class sizes and personal contact between faculty and students. English majors and minors can expect to work closely with their academic advisors to plan a course of study, and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad. In addition to fostering a lifelong appreciation of literature and language (**standard 3.3.3**), a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others, to think critically and creatively, to read carefully, and to write with clarity and purpose. KSC English majors have gone on to graduate and professional schools; they are working in the field of teaching; they work as writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

Students majoring in this field must complete a minimum of nine courses (36 credits) in English, in addition to ENG101 Essay Writing and a general education literature course, which do not count toward the major. All English majors must take ENG 209 Literary Analysis, the introduction to the major, before completing 13 credits in English; this course is not open to seniors. Four of the nine required courses must be at the 300 level and three must be at the 400 level (one of which must be a theory course), for a total of seven courses at the 300 and 400 levels. Students must complete one 200-level literature course before taking a 300-level course and one 300-level course before taking a 400-level course. Students must take one course in pre-1789 British literature, and another course must cover pre-1789 in any area.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

GENERAL EDUCATION REQUIREMENTS

(minimum) 43 credits

MAJOR REQUIREMENTS

36 credits

ENG 209 Literary Analysis (**standard 3.5.2**)

You must choose one additional course at the 200 level, four at the 300 level, and three at the 400 level, including a course in theory.

Select two of the following courses in British literature (one from pre-1789 literature):

ENG 220 Readings in English Literature

ENG 321 English Literature: Beginnings to 18th Century

ENG 322 English Literature: 18th Century to Present

ENG 323 Medieval Literature

ENG 324 Chaucer

ENG 326 Shakespeare: Comedies and Histories

ENG 327 Shakespeare: Tragedies

ENG 328 Milton

ENG 329 19th-Century English Literature

ENG 330 Studies in British Literature

Select two of the following courses in American literature:

ENG 210 Introduction to American Studies

ENG 240 Readings in American Literature

ENG 247 Readings in American Indian Studies

ENG 341 Early American Literature

ENG 342 19th-Century American Literature

ENG 343 20th-Century American Literature

ENG 344 Studies in American Literature

ENG 345 Black American Literature

ENG 346 Transcendentalism

ENG 347 Modern American Indian Literature

Select two of the following courses in multicultural, world, or continental literature:

ENG 247 Readings in American Indian Studies

ENG 250 Readings in Continental Literature

ENG 252 Literature of the Holocaust

ENG 260 Readings in World Literature

ENG 261 Classical Literature of Greece

ENG 345 Black American Literature

ENG 347 Modern American Indian Literature

ENG 350 Studies in Continental Literature

ENG 360 Studies in World Literature

ENG 370 Studies in Literatures of the Americas

When appropriate, the following courses may be used to fulfill requirements in any of the three categories listed above:

ENG 280 Cultural Studies

ENG 285 Genre Studies

ENG 290 Topics

ENG 298 Independent Study

ENG 381 Women Writers

ENG 390 Studies

ENG 410 Theory

ENG 490 Advanced Studies

ENG 495 Seminar

ENG 498 Independent Study

Select one course in theory (3.5.4):

ENG 402 Theory and Practice

ENG 410 Theory

DEGREE REQUIREMENTS 120 credits

ADVISING SHEET FOR SECONDARY CERTIFICATION ENGLISH MAJORS

GENERAL EDUCATION REQUIREMENTS

English 101 _____
Intermediate Modern Language (Gen Ed A&H) _____
US History (Gen Ed A&H) _____
Geography (Gen Ed Soc Sci) _____

ENGLISH REQUIREMENTS

My 2 200-level courses are:

- 1) ENG 209 Literary Analysis
- 2) _____

My 4 300-level courses are:

- 1) ENG 312 Descriptive Grammar
- 2) _____
- 3) _____
- 4) _____

My 3 400-level courses are:

- 1) 402/410 Theory
- 2) _____
- 3) _____

I have met my pre-1789 British requirement by taking _____.

I have met my pre-1789 requirement by taking _____.

My two British courses are 1) _____ and 2) _____.

My two American courses are 1) _____ and 2) _____.

My two Multicultural/World/Continental courses are 1) _____ and _____.

My second writing course is _____.

I have met my Theory requirement by taking _____.

EDUCATION REQUIREMENTS

_____ ESEC 100	_____ ESEC 320
_____ ESEC 150	_____ ESEC 385-86
_____ ESEC 250	_____ ESECE 450-60
_____ PRAXIS passed	(GPA 2.5 needed to student teach)
_____ Admitted to Teacher Ed	

II. Program Candidate and Completer Chart

Program: B.A. English Secondary Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ¹
20004-05	25	8
2003-04	29	7
2002-03	28	10

III. Program Faculty Chart

Faculty Member Name	Highest Degree, Field, & University ²	Assignment: Indicate the role of the faculty member ³	Faculty Rank ⁴	Tenure Track (Yes/ No)	Scholarship, ⁵ Leadership in Professional Associations, and Service: ⁶ List up to 3 major contributions in the past 3 years ⁷	Teaching or other professional experience in P-12 schools ⁸
Jan Youga	Ph.D. Rhetorical Theory and Stylistics Univ. of Iowa	Instructor for English Secondary Methods and supervisor for student teaching	Professor	Yes (tenured)	1) “Part of a Noble- -and Dying— Breed” <i>English Journal</i> (May 2003). 2) Secondary Education Coordinator for 5 years 3) Wrote state accreditation report (passed)	Supervisor for Methods field experience and student teaching for 14 years

² e.g., PhD in Curriculum & Instruction, University of Nebraska

³ e.g., faculty, clinical supervisor, department chair, administrator

⁴ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁵ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

⁶ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

⁷ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

⁸ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.