

CURRICULUM REVISION
University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number 33,
Action _____
Date _____

I. TITLE/AUTHOR OF REVISED PROGRAM

COURSE/PROGRAM TITLE English Education: Revised Program

DEPARTMENT: English

CONTACT PERSON: Don Woodworth

II. APPROVALS

Karen Sundstrand
Department Curriculum Committee

Edith Jones
College Curriculum Committee

John B. [Signature]
Dean, College of Education*

James L. [Signature]
Department Chairperson

Robert [Signature]
Dean, Humanities and Social Sciences*

Provost

- * COLLEGE DEAN MUST CONSULT WITH PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY COLLEGE DEAN INDICATES THAT THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, THAT ALL REQUESTS FOR RESOURCES, MADE AS PART OF THE PROPOSAL, CAN BE MET, AND THAT THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted
to UWUCC 11/89

Semester/Year to be
Implemented Fall 1990

Year to be published
in Catalog 1990

IV. Description

1. Catalog description:

Education Program

The English Department offers a program leading to the Bachelor of Science degree in English Education. Graduates are prepared to teach in middle, junior high, and senior high schools.

The English Education majors receive all of the usual professional training, including practical experience in methods courses and student teaching, but they are also graduated with a thorough preparation in the subject matter areas of literature, language, and composition. A personal commitment to teach for at least two years will be helpful.

Program requirements are available at the English department office. Requirements include a portfolio of written work, faculty evaluations, and an annual review of progress. Majors must pass a review board to enter the sophomore level of the program. (See "Admission to Teacher Education.")

from Catalog, 1989-1990, p. 68

Education Program

The English Department offers a program leading to the Bachelor of Science degree in English Education. Graduates are prepared to teach in middle, junior high, and senior high schools. Job opportunities in these areas have risen significantly in the past few years.

The English Education majors receive all of the usual professional training, including practical experience in methods courses and student teaching, but they are also graduated with a thorough preparation in the subject matter areas of literature, language, and composition. Although most students choosing an English Education major will be fitted both by training and desire for the secondary school classroom, those who opt not to teach will find that their speaking and writing skills can be useful to the media, governmental services, and industries.

Program requirements are available at the English department office. Requirements include a portfolio of written work, faculty evaluations, and an annual review of progress.

Pre-Law English

One can hardly imagine a successful lawyer who does not possess excellent skills in writing and speaking and who is not able to analyze a problem and

2.

Since the last program was approved, the National Council of Teachers of English (NCTE) has entered into an agreement with the National Council on Accreditation of Teacher Education (NCATE) to review the structure of all English education programs that are in NCATE accredited universities. NCTE issued specific guidelines that correspond with the Pennsylvania Department of Education (PDE) Standards for Teacher Education Programs in English. It should be noted that the NCTE/NCATE guidelines are significantly more detailed and far-reaching than the PDE Standards. Typically, meeting the NCTE guidelines means that the program will be acceptable to PDE.

The old program only required specific experiences in literary genres, to the tune of 12 credit hours. The new requirements involve genre, literary periods, literary themes, minority literature, major authors, literary criticism, and adolescent literature. The typical graduate of our program will be expected to teach a year-long course in British and another year-long course in American literature at some time in her career. Although the curricula of specific high schools vary, nearly all of them include these two surveys as separate courses in the upper grades. In addition, most high school English curricula include specific emphasis on the works of William Shakespeare throughout the secondary years. The present revision to the program includes literature by minority and women writers as well as the genre, theme, adolescent literature, and criticism courses. In its present form, the literature requirements of the new program should meet the NCTE/NCATE guidelines.

The high school English curriculum has been expanded in the last few years by a number of additions. Traditionally, the curriculum involved literature and composition. Recently language study was added, along with speaking and reading. The NCTE/NCATE guidelines reflect these changes by including requirements for specific training in the teaching of language, from several perspectives, as well as reading and speaking. In effect, these tasks multiply the number of theories that a prospective English teacher must master, along with pedagogical theories for teaching them to students.

All teacher education programs have faced the need to expand their curriculums due to the increasing complexity of training teachers for increasingly complex schools. At some institutions, this process has involved a move toward certification of teachers in five as opposed to the traditional four years. This discussion was also a part of the deliberations around the proposal for the new English education curriculum in this proposal. The faculty have elected to stay within the confines of four years by designing courses that will meet multiple accreditation requirements. The faculty have accepted the necessity of moving from 9 free-elective hours to 6 hours of controlled electives. This change reflects the difficulty faced by faculty and students in meeting the obligations of the secondary English teacher.

ENGLISH EDUCATION
COURSE SEQUENCE

The following chart shows the order of courses that are designed to be sequential. Other courses, both elective and required, should be scheduled with the advice of an advisor.

Semester 1 (Fall 199__)

Semester 2 (Spring 199__)

EN 210 Literary Analysis

Semester 3 (Fall 199__)

Semester 4 (Spring 199__)

EN 314 Speech and
Communication in the
Secondary English
Classroom

EN 330 Structure of English

Semester 5 (Fall 199__)

Semester 6 (Spring 199__)

EN 323 Teaching Literature
and Reading in the
Secondary School

EN 324 Teaching and
Evaluating Writing

Semester 7 (Fall 199__)

Semester 8 (Spring 199__)

ED 452 The Teaching of
English

ED 441 Student Teaching