

**Teacher Education Program
Shepherd University**

**ENGLISH EDUCATION 5-Adult
2015-2016**



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English Education Four-Year Course Progression

English Education, 5-Adult							
FALL		FIRST YEAR		SPRING		FIRST YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
EDUC 150	1	Seminar in Education (FYEX)	1	EDUC 200	2	Foundations of American Education (SO-MD)	3
Core Curriculum	1	ENGL 101	3	Core Curriculum	1	ENGL 102	3
Core Curriculum	1	Choose Science course (LS)	4	COMM 202	2	Fundamentals of Speech (HM) (Req.)	3
Core Curriculum	1	Math (MA)	3	Core Curriculum	1	Choose Science course (LS)	4
Core Curriculum	2	ENGL 208 or 209 (HM)	3	Core Curriculum	1	History	3
		TOTAL	14			TOTAL	16
FALL		SECOND YEAR		SPRING		SECOND YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
ENGL 301	2	Introduction to Literary Study (WM)	3	EDUC 320	2	Social and Psychological Conditions of Learning	4
EDUC 360	2	Survey of Exceptional Children (SO-MD)	3	ENGL 307		Teaching Reading and Young Adult Literature	3
PSCI 101 or ECON 123 OR 205	2	Choose PSCI 101 or ECON 123 OR 205 (SO-CK)	3	ENGL 311		British Literature 1660-1900	3
Core Curriculum	2	Choose Arts course (AR) (Recommended: ENGL 215)	3	ENGL 313		Literature in English from 1900	3
GSPE 210	2	Fitness for Life (WE)	3	ENGL 421		Shakespeare	3
		TOTAL	15			TOTAL	16
FALL		THIRD YEAR		SPRING		THIRD YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
ENGL 310		British Literature to 1660	3	EDUC 370		Creating Learning Environments	3
ENGL 312		American Literature to 1900	3	ENGL 370		Structure and Evolution of English	3
ENGL 377		Peer Tutoring and Composition Theory	3	ENGL Elective		Choose with advisor	3
ENGL 356 or ENGL 358		Appalachian Culture OR Appalachian Lit. OR other approved elective	3	ENGL 355		American Ethnic Literature	3
ENGL 400		Greek Mythology OR		ENGL 360		Literature, Gender, & Sexuality OR	3
ENGL 402		Bible as Literature	3	ENGL 366		Women in the Arts & Lit.	3
		TOTAL	15			TOTAL	15
FALL		FOURTH YEAR		SPRING		FOURTH YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit

EDUC 443***		Reading in the Content Area	3	EDUC 400	3	Inclusion in the Regular Classroom (WM-CP)	3
EDUC 380		Technology in 21st-Century Teaching and Learning	3	EDUC 456		Student Teaching, Grades 5-Adult	9
EDUC 421***		Special Methods of Teaching English	3	EDUC 486		Capstone	1
Elective		Choose with advisor	3			TOTAL	13
Elective		Choose with advisor	4				
		TOTAL	16			DEGREE TOTAL	120
***EDUC 421 must be taken contiguously with either EDUC 370 or EDUC 443.							
10/12/15							

UNOFFICIAL
PLEASE SEE YOUR ADVISOR
ENGLISH EDUCATION 5-ADULT
 REQUIREMENTS BEGINNING FALL 2015
 MUST HAVE 120 HOURS TO GRADUATE

Name:	Date Entered:
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CORE CURRICULUM (Minimum of 42 hours)

TIER ONE (21 Hours)	TIER TWO (21 Hours)	TIER THREE
WRITTEN ENGLISH (6-7 Hours) IF ACT (ENGLISH) BELOW 18 OR SAT (VERBAL) BELOW 450 TAKE: _____ ENGL 100A Basic Writing I (2) C or better AND _____ ENGL 100B Basic Writing II (2) C or better OR _____ ENGL 101 Writing and Rhetoric I (3) C or better AND _____ ENGL102 Writing and Rhetoric II (3) C or better	HUMANITIES (TOTAL: 6 Hours) _____ COMM 202 Fundamentals of Speech (3) (Required) _____ ENGL 208 or 209 (3) (Required)	EDUC 400 (WM)
MATHEMATICS (MA) (3-4 Hours) IF ACT (MATH) BELOW 19 OR SAT (QUANTITATIVE) BELOW 460 TAKE: _____ MATH 101A Fundamentals of Math I (2) and _____ MATH 101B Fundamentals of Math II (2) OR _____ MATH 101, 105, 108, 154, 155, 205, 207, or 314 (3-4 CR)	ARTS (3 hours) _____ ART 103 Introduction to the Visual Arts (3) _____ ENGL 215 The Art of Literature (3) (RECOMMENDED) _____ MUSC 111 Introduction to Music (3) _____ MUSC 312 World Music (3) _____ THEA 204 Introduction to Theater (3)	EDUC 456 (Capstone)
HISTORY (3 Hours) Select one of the following: _____ HIST 100, 101, 102, 103, 110, 120, 124, 128, or 130 _____ HNRS 102 Honors First Year History	SOCIAL SCIENCES (9 hours) _____ EDUC 200 Foundations of American Educ (3) (Required) (C or better) (Counts toward major) _____ EDUC 360 Survey of Exceptional Children (3) (Required) (C or better) (Counts toward major) _____ * MUST HAVE A CK FOR GRADUATION - CK COURSES IN THE SOCIAL SCIENCES AREA (SO) ARE PSCI 101, ECON 123, AND ECON 205.	
SCIENCES (8 Hours) _____ BIOL101, 208, CHEM101, 120,207, ENVS 201, GSCI101, 103, PHYS201, 221 (4) _____ BIOL102, 209, CHEM102, 122,209, ENVS 202, GSCI102, 104, PHYS202, 222 (4) A lab must be taken with the science courses – 8 hours total	WELLNESS (3 hours) _____ GSPE 210 Fitness for Life (WE) (3) _____ FACS 120 Food for Wellness (WE) (3)	
FIRST-YEAR EXPERIENCE (Counts toward major) _____ EDUC 150 First-Year Experience (1)	Up to 8 credits within the CC can be used toward the major. EDUC 150, 200 and 360 = 7 hours. Total CC for EE = 35 credits	

SPECIALTY STUDIES FOR ENGLISH (43 hrs)

PROFESSIONAL STUDIES CORE (35 hrs)

	ENGL 301 Introduction to Literary Study (3)		EDUC 150 Seminar in Education (1) (CC Tier 1)
	ENGL 307 Teaching Reading & Young Adult Lit (3)		EDUC 200 Foundations of American Educ (3) (CC Tier 2)
	ENGL 310 British Literature to 1660 (3)		EDUC 360 Survey of Exceptional Children (3) (CC Tier 2)
	ENGL 311 British Literature, 1660-1900 (3)		
	ENGL 312 American Literature to 1900 (3)		EDUC 320 Social and Psych. Conditions of Learning (4)
	ENGL 313 Literature in English from 1900 (3)		EDUC 370 Creating Learning Environments (3)
	ENGL 355 American Ethnic Literature (3)		EDUC 421 Special Methods of Teaching English (3) w/370 or 443
	ENGL 360 Lit., Gender & Sexuality		EDUC 443 Reading in the Content Area (3)
	OR ENGL 366 Women in the Arts and Lit. (3)		EDUC 380 Technology in 21 st Century Tchg/Lrng (3) w/EDUC 443
	ENGL 370 Structure and Evolution of English (3)		EDUC 400 Inclusion in the Regular Classroom (3)
	ENGL 377 Peer Tutoring & Composition Theory (3)		EDUC 456 Student Teaching – Grades 5-Adult (9)
	ENGL 400 Greek Mythology		
	OR ENGL 402 Bible as Literature (3)		
	ENGL 421 Shakespeare (3)		
	ENGL 486 English Education Capstone (1)		
	Select two of the following (6 hours)		**ELECTIVES (7):
	ENGL 356 Appalachian Culture (3) OR		Choose with advisor
	ENGL 358 Appalachian Literature (3)		
	ENGL 3xx Any other approved English elective (3)		
	ENGL 3xx Any other approved English elective (3)		

**English Education Required Content Courses Projected Rotation
Fall 2015-Spring 2019**

NOTE: These are ONLY the required content classes. Several other courses (which can count towards your ENGL electives) will be offered every semester. These projections are subject to revision.

<p>Fall 2015 ENGL 301: Introduction to Literary Studies ENGL 307: Teaching Reading & Young Adult Lit. ENGL 310: British Lit. to 1660 ENGL 312: American Lit. to 1900 ENGL 377: Peer Tutoring & Composition Theory ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>	<p>Spring 2016 ENGL 301: Introduction to Literary Studies ENGL 311: British Lit. to 1900 ENGL 313: Lit. in English Since 1900 ENGL 400: Greek Mythology ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>
<p>Fall 2016 ENGL 301: Introduction to Literary Studies ENGL 310: British Lit. to 1660 ENGL 312: American Lit. to 1900 ENGL 355: American Ethnic Lit. ENGL 366: Women in the Arts & Lit. ENGL 370: Structure and Evolution of English ENGL 377: Peer Tutoring & Composition Theory ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>	<p>Spring 2017 ENGL 301: Introduction to Literary Studies ENGL 307: Teaching Reading & Young Adult Lit. ENGL 311: British Lit. to 1900 ENGL 313: Lit. in English Since 1900 ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>
<p>Fall 2017 ENGL 301: Introduction to Literary Studies ENGL 310: British Lit. to 1660 ENGL 312: American Lit. to 1900 ENGL 377: Peer Tutoring & Composition Theory ENGL 402: Bible as Lit. ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>	<p>Spring 2018 ENGL 301: Introduction to Literary Studies ENGL 311: British Lit. to 1900 ENGL 313: Lit. in English Since 1900 ENGL 355: American Ethnic Lit. ENGL 360: Lit., Gender, & Sexuality ENGL 370: Structure and Evolution of English ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>
<p>Fall 2018 ENGL 301: Introduction to Literary Studies ENGL 307: Teaching Reading & Young Adult Lit. ENGL 310: British Lit. to 1660 ENGL 312: American Lit. to 1900 ENGL 377: Peer Tutoring & Composition Theory ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>	<p>Spring 2019 ENGL 301: Introduction to Literary Studies ENGL 311: British Lit. to 1900 ENGL 313: Lit. in English Since 1900 ENGL 400: Greek Mythology ENGL 421: Shakespeare ENGL 486: English Education Capstone</p>

NCTE STANDARDS

1.0 Structure of the Basic Program

Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service English language arts teachers.

2.0 Attitudes for English Language Arts

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.

2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning

3.0 Knowledge of English Language Arts

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and non-print media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

3.3 Candidates demonstrate their knowledge of reading processes.

NCTE STANDARDS

3.4 Candidates demonstrate knowledge of different composing processes.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

3.6 Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

4.0 Pedagogy for English Language Arts

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of

English language arts, students, and teaching.

4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

4.6 Candidates engage students in critical analysis of different media and communications technologies.

4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

4.8 Candidates engage students in making meaning of texts through personal response.

NCTE STANDARDS

4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.

4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.