



SHEPHERD
UNIVERSITY

ENGLISH EDUCATION SPECIALIZATION HANDBOOK

FOR SPECIALIZATIONS LEADING TO
WEST VIRGINIA CERTIFICATION
Teaching Field Grades 5-Adult

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The National Council of Teachers of English (NCTE) and International Reading Association collectively suggest the following standards to define what P-12 students should know about language and be able to do with language. The joint goal of the [NCTE and IRA](#) “is to define, as clearly and specifically as possible, the current consensus among literacy teachers and researchers about what students should learn in the English language arts—reading, writing, listening, speaking, viewing, and visually representing. The ultimate purpose of these standards is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life's goals, including personal enrichment and participation as informed members of our society.”

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

In addition to developing our candidates' understanding of the above standards, the Secondary English Education program at Shepherd University seeks to help prepare students to live and teach in a complex, technological, and diverse world by introducing them to varying perspectives offered by a thorough study of literature and language. Through these perspectives, sociological and personal barriers may be broken down, and the possibilities as well as the paradoxes of human existence may be better understood and taught. The primary objectives of the program include the following:

1. To encourage Secondary Education majors with a concentration in the English Education Teaching Field to think critically and to communicate their thoughts effectively by helping them develop the skills necessary to understand and utilize the English language;
2. To contribute to the liberal arts education of these majors by exposing them to the diversity and richness of the world's best literature;
3. To prepare Secondary Education majors with a concentration in the English Education Teaching Field to become reflective problem solvers, capable of teaching English on the middle or secondary levels, in a country as ethnically diverse as ours; and
4. To give these majors a knowledge of the basic tools of effective written communication, technology, and an understanding of literature that will enable them to pursue any vocation and function in a diverse and global work world.

For policies and procedures related to all teacher candidates within the EPP at Shepherd, review the [EPP Student Handbook](#) and/or the [Practicum Manual](#) and/or [School of Education website](#). For more specific information regarding your program and its requirements, contact your advisor/specialization coordinator.

English-Language Arts Grades 5-12 (YRL Residency) Four-Year Course Progression – Fall 2025 Catalog

FALL					SPRING			
Sub./Course No.	Tier	First Year Title	Credit		Sub./Course No.	Tier	First Year Title	Credit
Core Curriculum	1	ENGL 101	3		Core Curriculum	1	ENGL 102	3
Core Curriculum	1	Choose Science (LS)	4		Core Curriculum	1	Choose HIST with Advisor	3
Core Curriculum	1	Choose Math (MA)	3		Core Curriculum	1	Choose Science (LS)	4
ENGL 215	2	Art of Literature	3		Core Curriculum	2	Choose HM or SO (CK)	3
EDUC 150*	1	Seminar in Educ (FYEX)	1		COMM 202	2	Fundamentals of Speech (HM) (Req).	3
Take Praxis I CASE (See below.)*		TOTAL	14					TOTAL
								16
FALL					SPRING			
Sub./Course No.	Tier	Second Year Title	Credit		Sub./Course No.	Tier	Second Year Title	Credit
WELL 201	2	Lifetime Wellness (WE)	3		ENGL 307		Young Adult Literature	3
Core Curriculum	2	Choose HM or SO (CK)	3		ENGL 3XX/4XX		Language / Writing Course	3
EDUC 200*	2	Foundations of Educ (SO-MD)	3		EDUC 360*		Survey of Exceptional Children (SO-MD)	3
ENGL 301		Intro to Literary Study	3		ENGL 3XX/4XX		British, American, or World Lit	3
ENGL 270	2	Traditional Grammar	3		ENGL 3XX/4XX		British, American, or World Lit	3
Take Praxis I CASE (See below.)*		TOTAL	15		Take Praxis I CASE (See below.)*		TOTAL	15
FALL				JUNCTURE I / ADMISSION TO EPP REQUIRED TO PROCEED	SPRING			
Sub./Course No.	Tier	Third Year Title	Credit		Sub./Course No.	Tier	Third Year Title	Credit
EDUC 320*		Social/Psyc Cond of Learning	3		EDUC 370		Creating Learning Environments	4
ENGL 3XX/4XX		British, American, or World Lit	3		ENGL 421		Shakespeare	3
ENGL 3XX/4XX		British, American, or World Lit	3		ENGL 3XX/4XX		Language / Writing Course	3
ENGL 377		Peer Tutoring & Comp Theory	3		ENGL 3XX/4XX		British, American, or World Literature	3
FREN 101/GERM 101/SPAN 101		Elementary French 1, German 1, or Spanish 1	3		FREN 102, GERM 102, or SPAN 102		Elementary French 2, German 2, or Spanish 2	3
ENGL Elective		Choose with advisor	2		Take Praxis II (REQUIRED)			TOTAL
Apply for Juncture 1*		TOTAL	17					16
FALL					SPRING			
Sub./Course No.	Tier	Fourth Year Title	Credit		Sub./Course No.	Tier	Fourth Year Title	Credit
ENGL 3XX/4XX		British, American, or World Lit	3		EDUC 463	2	Residency II (5-Adult) (CP)	9
EDUC 380		Innovative Technology	3		EDUC 461**	3	Clinical Experience Seminar (WM)	3
EDUC 400		Inclusion in the Reg Classroom	3					TOTAL
EDUC 443		Literacy in the Content Areas	3					12
EDUC 421		Special Methods of Teaching English	3					
EDUC 375		Secondary Educ Residency I	0					
Apply for Juncture 2		TOTAL	15					DEGREE TOTAL
								120
**EDUC 461 is designated as the Writing in the Major [WM] course for Education.						English Education (Grades 5-Adult), B.A.		

Juncture I (Admission to EPP) Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- *Must have passed the PRAXIS I CORE/CASE or provided proof of exemption as determined/required by the State of West Virginia. *Please speak with your advisor regarding the exemptions/requirements/deadlines regarding the PRAXIS I CORE/CASE exams.*
- Contact your advisor with any questions about any additional course work or requirements that must be completed before applying for Juncture I.

Juncture II (Admission to ST / Residency II) Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- Must have an overall 2.75 GPA in Specialty and Professional Courses (speak with your advisor).
- You must pass all PRAXIS II Content exams before you will be permitted to student teach or enter Residency II. *Please speak with your advisor regarding the deadlines for passing the PRAXIS II Content exams.*

Secondary Education: English Specialization

Required Courses from the Core

- **ENGL 215 - The Art of Literature (3 cr)** This course explores the art of literature, specifically how a deeper understanding of form, genre, and style enhances our appreciation of literature and language and our understanding of artistic theory/aesthetics. Through a careful study of literature, students will understand the creative thinking of great writers and sharpen their own creative thinking skills.
- **COMM 202 - Fundamentals of Speech (3 cr)** A required course for all students with focus upon the skills of sending and receiving clear messages. Audience analysis, the organization of the message, listening awareness, and the management of communication apprehension are foremost among the course objectives. Students participate in communication exercises and deliver a variety of speeches of different formats.

English Language Arts Specialization Course Requirements

- **ENGL 270 - Traditional Grammar and Standard English Usage (3 cr)** This course will focus primarily on the study of traditional grammar and English structures (parts of speech, phrases, and clauses), noting additionally the practical application of standard English usage as apparent in publication and print. Prereq: [ENGL 101](#).
- **ENGL 301 - Introduction to Literary Study (3 cr)** This course introduces English majors to the discourse, practices, and protocols associated with the study of literature. Emphasis is placed on writing, research, and critical theory (including but not limited to feminism/gender theory, psychoanalysis, deconstruction, New Historicism, and postcolonial theory). The course is the gateway to all English classes above the sophomore-level surveys and must be completed with a C or higher before taking any upper-division classes in the major. Prerequisites: Successful completion of [ENGL 101](#) (Written English) and [ENGL 102](#).
- **ENGL 307 - Young Adult Literature (3 cr)** This course introduces students to young adult literature. With an emphasis on pedagogy, students will read texts reflecting varying backgrounds and subject matters, including writers and characters reflecting diversity of nationalities, races, ethnicities, classes, and genders. *Previously titled Teaching Reading and Young Adult Literature*. Prerequisites: [ENGL 301](#) or permission of instructor.
- **ENGL 377 - Peer Tutoring and Composition Theory (3 cr)** The course will provide a solid theoretical foundation in composition in order to enable students to improve their own writing as well as that of their peers. Students will receive practice in reading, commenting on, and assessing written work from many disciplines. Prerequisites: [ENGL 301](#) or permission of instructor.
- **ENGL 421 – Shakespeare (3 cr)** A study of selected plays and the sonnets. Minor emphasis on Shakespeare's biography and Elizabethan background. Prerequisites: [ENGL 301](#) or permission of instructor.

Pick two of the following Language/Writing Courses

[ENGL 370 - Structure and Evolution of English \(3 cr\)](#)
[ENGL 371 - Introduction to Creative Writing \(3 cr\)](#)
[ENGL 372 - Advanced Composition \(3 cr\)](#)
[ENGL 375 - History of the English Language \(3 cr\)](#)
[ENGL 382 - Technical Editing \(3 cr\)](#)
[ENGL 405 - Seminar in Language/Writing \(3 cr\)](#)

[ENGL 471 - Creative Writing: Fiction \(3 cr\)](#)
[ENGL 472 - Creative Writing: Poetry \(3 cr\)](#)
[ENGL 473 - Creative Writing: Nonfiction \(3 cr\)](#)
[ENGL 474 - Creative Writing: Drama \(3 cr\)](#)
[JOUR 316 - Magazine Writing \(3 cr\)](#)

Pick Two of the following courses in British literature (6cr):

[ENGL 310 - British Literature to 1660 \(3 cr\)](#)
[ENGL 311 - British Literature, 1660-1900 \(3 cr\)](#)
[ENGL 315 - Medieval Literature \(3 cr\)](#)
[ENGL 316 - Medieval Drama \(3 cr\)](#)
[ENGL 320 - Renaissance Prose and Poetry \(3 cr\)](#)
[ENGL 321 - Renaissance Drama \(3 cr\)](#)
[ENGL 322 - Hamlet in Context \(3 cr\)](#)
[ENGL 330 - Restoration and Eighteenth-Century British Literature \(3 cr\)](#)

[ENGL 331 - Restoration and Eighteenth-Century Drama \(3 cr\)](#)
[ENGL 332 - The British Novel \(3 cr\)](#)
[ENGL 340 - British Romantic Literature \(3 cr\)](#)
[ENGL 341 - The Victorians, Seeds of Modernism \(3 cr\)](#)
[ENGL 406 - Seminar in British Literature \(3cr\)](#)
[ENGL 415 - Chaucer \(3 cr\)](#)
[ENGL 423 - Milton \(3 cr\)](#)
[ENGL 425 - Major British Authors \(3cr\)](#)

Pick two of the following courses in American literature (6cr):

[ENGL 312 - American Literature to 1900 \(3 cr\)](#)
[ENGL 346 - American Fiction \(3 cr\)](#)
[ENGL 347 - American Poetry \(3 cr\)](#)
[ENGL 355 - American Ethnic Literature \(3 cr\)](#)
[ENGL 357 - Contemporary American Poetry \(3 cr\)](#)

[ENGL 358 - Appalachian Literature \(3 cr\)](#)
[ENGL 407 - Seminar in American Literature \(3 cr\)](#)
[ENGL 426 - Major American Authors \(3cr\)](#)
[ENGL 445 - Studies in American Literature \(3 cr\)](#)

Pick Two of the following courses in world literature (6cr):

[ENGL 313 - World Literature in English from 1900 \(3 cr\)](#)
[ENGL 333 - Satire \(3 cr\)](#)
[ENGL 360 - Literature, Gender, and Sexuality \(3 cr\)](#)
[ENGL 361 - Short Story \(3 cr\)](#)
[ENGL 362 - Modern Novel \(3 cr\)](#)
[ENGL 363 - Modern Dramatic Literature \(3 cr\)](#)
[ENGL 365 - Contemporary Literature \(3 cr\)](#)

[ENGL 366 - Women in the Arts and Literature \(3 cr\)](#)
[ENGL 367 - Film Studies \(3 cr\)](#)
[ENGL 400 - Greek Mythology \(3 cr\)](#)
[ENGL 402 - The Bible As Literature \(3 cr\)](#)
[ENGL 408 - Seminar in World Literature \(3cr\)](#)
[ENGL 427 - Major World Authors \(3cr\)](#)

6 Credits of a Single Foreign Language or Placement Equivalent (Currently, Shepherd is offering only Spanish.)

Pick 5 credits of upper-level English electives with your advisor

Visit the following link for detailed description of these programs and course choices:

[English Education Teaching Field Grades 5-Adult, B.A.](#)