

English Major: English & Language Arts Teaching

Major Codes: Comprehensive 540-006

Total Credits: 62

Required English Core (11 Credits)		LE Designation and Notes
Engl 210 Intro to Crit Studies (Intro to Texts) (5 cr)		K3, R1
Engl 221 Introductory English Linguistics		K2; take before the end of your sophomore year
Engl 284 Intro to Theory and Criticism		Take Engl 284 AFTER Engl 210
Required English Teaching Emphasis (18 Credits)		
Engl 268/368 Survey of/Topics in American Ethnic Literature		Engl 268 is K3, R1-DD
Engl 212 or CJ 207 Histories and Theories of Rhetoric or Intro to Rhetoric & Society		Engl 212 is K3 and CJ 207 is K3, R3
Engl 319 Intro to English Education Methods		Take with or after ES 212; offered fall; must earn a B- or higher
Engl 419 Sem in English Education Methods		Take after admission to Ed prog; offered spring; must earn a B- or higher
Lmed 306 Literature for Adolescents		Min. sophomore standing
ES 385 Social Foundations: Human Relations		R1
Required Communication/Media (9 Credits)		LE Designation and Notes
CJ 105 or 206 Communication in Contemporary Society or Human Communication Theory		CJ 105 is K3
CJ 184 Multimedia Communication		S3
CJ 203 Fundamentals of Human Communication		S1

Choice Literature, Culture, Theory, and Film Courses: Min. 15 Credits

NOTES: At least one course from five of the following categories; at least one of which must be at the 400 level.

American Literature before 1865 Engl 243 Am Lit to 1865 ^{K3} Engl 340 Topics in Am Lit to 1865		American Literature after 1865 Engl 440 Am Lit before 1865 ^{S3,11} Engl 244 Am Lit 1865-1945 ^{K3} Engl 245 Am Lit since 1945 ^{K3} Engl 348 Topics in Am Lit 1865-present Engl 448 Sem in Am Lit since 1865 ^{S3,11}	
British Literature before 1790 Engl 252 Persp on Pre-1790 Brit Lit ^{K3} Engl 257 Representative Shakespeare ^{K3} Engl 351 Chaucer and His Age		British Literature after 1790 Engl 352 Topics in Brit Lit pre-1790 Engl 357 Shakespearean Topics Engl 452 Sem in Early British Lit ^{S3,11} Engl 259 Persp on Brit Lit after 1790 ^{K3,R2} Engl 359 Topics in Brit Lit after 1790 Engl 362 Studies Transatl. Romanticism Engl 459 Sem in Brit Lit after 1790 ^{S3,11}	
American Ethnic Literature Engl 142 Intro to Am Indian Lit Lit ^{K3,R1-DD} Engl 242 Am Indian in Lit & Film ^{K3,R1-DD} Engl 268 Survey of Am Ethnic Lit ^{K3,R1-DD} Engl 345 Am Indian Autobio		Theory, Film, and Popular Culture Engl 346 Major Wks Am Indian Lit Engl 368: Topics in Am Ethnic Lit Engl 468 Sem Am Ethnic Lit ^{S3,11} Engl 181 Making Sense of the Movies ^{K4} Engl 272 Persp in Popular Texts ^{K3} Engl 281 Critical Persp on Film ^{K3} Engl 372 Top in Pop Culture Engl 381 Topics Film, Video Engl 384 Studies Theory & Crit Engl 481 Sem Film, Video... ^{S3,11} Engl 484 Sem Theory & Criticism ^{S3,11}	
World/Post-Colonial Literature Engl 130 Intro to World/Post-Co Lit ^{K3,R2} Engl 230 Survey of World/Post-Co Lit ^{K3,R2} Engl 330 Topics World/Post-Co Lit		Women's Literature Engl 332 Women in African Lit Engl 430 Sem World/Poco Lit ^{S3,11} Engl 296 Persp on Women's Lit ^{K3,R1} Engl 396 Studies in Women's Lit Engl 496 Sem Women's Lit ^{S3,11}	
Additional Courses in Literature/Culture Engl 150 Intro to Literature ^{K4} Engl 273 Creative/Narrative Nonfict ^{K4} Engl 274 The Short Story ^{K4} Engl 275 The Novel ^{K4} Engl 276 Poetry ^{K4} Engl 277 Drama ^{K4}			

Choice English Electives (6 credits) from above categories or other emphasis options including:

- Creative Writing
- Linguistics.
- Rhetorics of Science, Technology, Culture
- Any other ENGL course (e.g. ENGL 384, 397, 399, 498, 499)

24 Upper-Division Credit Minimum: the above courses must meet the following level minimums

- 12 credits at the 300 or 400 level in the English teaching emphasis (met by fulfilling the required ETE courses listed above)
- 12 credits at the 300 or 400 level in the categories of Literature, Culture, and Film and/or English Electives

Choice Communication/Media Electives (3 credits)

CJ 111 Gender, Race, Class, and Comm: The Social Construction of Identity ^{R1-DD,11}	CJ 280 Visual Communication
CJ 205 Listening ^{S1}	CJ 301 Intercultural Communication ^{R1-DD,R3}
CJ 222 Beginning Journalism	CJ 306 Topics in Advanced Interpersonal Communication
CJ 241 Audio and Video Production Process	CJ 307 Small Group Communication ^{R3,S1}
CJ 260 Introduction to Integrated Strategic Communication	CJ 317 Diversity & Comm: Organizational & Media Contexts ^{K3,R1-DD}
CJ 272 Social Media and Communication ^{K2,11}	

BACHELOR OF ARTS, COLLEGE OF EDUCATION & HUMAN SCIENCES UNIVERSITY, COLLEGE, AND LIBERAL EDUCATION (LE) REQUIREMENTS

Requirement:

Service Learning (SL): 30 hours via projects or courses: www.uwec.edu/sl/index.htm

- ES 385: Social Foundations: Human Relations meets SL
- Other English Department SL Courses: Engl 394 Academic Apprenticeship, Engl 397 Tutoring Academic Writing, or Engl 498 Internship in Writing

Knowledge Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world. *7 experiences*

- K1. Collection and analysis of data—2 exp, K2. Social Sciences—2 exp, K3. Humanities—2 exp, K1. Arts—1 exp
- PSYC 260 (Educational Psychology) is required for Education majors; it is K2
- Engl 221 is K2
- Engl 210 is K3/R1
- Engl 212 is K3

Skills Goal: Develop intellectual and practical skills. *3 experiences*

- S1. Write, read, speak, & listen effectively—2 exp, S2. Mathematical, computational, statistical reasoning—1 exp, S3. Create, perform, interpret original work—1 exp
- The university writing requirement (WRIT) will meet one S1 experience provided you earn a C (not C-) or higher. We recommend that you meet the university writing requirement by the end of the sophomore year.
- The university math requirement will meet the S2 experience provided you earn a C (not C-) or higher. We recommend that you meet the university math requirement before the end of the sophomore year
- CJ 184, Engl 220 and Engl 421, 430, 440, 448, 452, 455, 459, 468, 481, 484, 496, ES 497 are S3

Responsibility Goal: Apply personal and social responsibility for active citizenship. *4 experiences*

- R1. Use critical/analytical skills to foster equity and inclusivity—2 exp, R2. Evaluate the impact of systems in local and global contexts—1 exp, R3. Use critical and creative thinking to address civic, social, environmental challenges—1 exp
- One R1 experience must satisfy UW system's "Design for Diversity" requirement (DDIV) which address the following groups: African American, Hispanic American, American Indian, or Asian American. ES 385 meets this requirement; Engl 210, 242, 268, and 296 also carry R1 designations.

Integration Goal: Integrate learning across courses and disciplines. *2 experiences*

- ES 497 and senior English seminars will meet the integration goal (i.e., Engl 421, 430, 440, 448, 452, 455, 459, 468, 481, 484, and 496) and so will other opportunities like study abroad, bundled courses, and immersion experiences.

A minimum of 46 credits must be taken to fulfill the LE core

120 CREDITS NEEDED TO GRADUATE

39 CREDITS (OF THE TOTAL 120) MUST BE UPPER DIVISION (I.E., 300-400 LEVEL)

ADVISING TIPS

- **Try to include courses each semester from** (1) University/Liberal Education (LE) and (2) English Teaching major; do NOT work to finish all your LE courses first.
- **Consider taking a foreign language:** It's great to have competency in another language AND if you decide education isn't right for you and want to graduate with another English major, the College of Arts and Sciences has a foreign language requirement.
- **Consider Study Abroad:** a great way to enhance your perspectives, which will serve you well as a teacher.
- **Prior to admission to the Ed program, try to have work and/or volunteer experiences with adolescents.** Consider local after school programs, tutoring, volunteer programs like Big Brothers Big Sisters or Boys & Girls Club, etc.
- **Consider tutoring in Center for Writing Excellence (Engl 397), a Writing Internship (Engl 498), and/or being an Academic Apprenticeship (Engl 394):** all are great ways to obtain professional experience, enhance your communication skills, fulfill your service learning, and build your resume.
- ****Certificate programs do not grant licensure****

EDUCATION PROGRAM REQUIREMENTS

REQUIREMENT:

ES 212 Initial Teaching Experience in Elementary, Middle, and High School: 1 lecture + 1 lab

- Pre-reqs: 2.50 GPA; University writing requirement; min. 14 earned credits; & passed Basic Skills Test
- You will participate in middle school and/or high school classrooms. You will meet with your discussion section at the designated lab times.
- Materials from this class will be part of your application to the program.

ES 385 Social Foundations: Human Relations

- Can take before or after admission to the education program.
- Complete 15 hours of service learning after entering UWEC and before taking this course.
- Service learning must constitute significant, direct interaction with other cultures; looking back on it, you should feel that you learned something about a person or group of people that you didn't know before.
- Written reflection & filing with the Service Learning office will take place in ES 385.

APPLICATION TO EDUCATION PROGRAM (GATE 1): Application form is in the kiosk outside the English Department office, Cent 4102

- Apply with 2-3 semesters remaining (including student teaching); see Applying to College of Education on p. 4.
- Must have completed: ES 212; Psych 260 (formerly Psych 261); the English core (210, 221, and 284); a 200 level literature course; one 300-level literature course; Engl 319 (may be in progress)
- Education Studies Teaching Portfolio/Application
- English Education Program Application

Content-Area Competency: Major GPA of at least 3.0 OR Passing score on Praxis II test.

- **Praxis II:** Test Code 5038: English Language, Literature, Composition: Content Knowledge; Report scores to UWEC-EDUC. Register at <http://www.ets.org/praxis> *Fee waivers may be available for those with financial need. Check website above for eligibility—at least one semester before taking the exam.

Block/Cohort: Must be admitted to Education Program to register for block/cohort

- ES 312 General Methods of Teaching (2 cr.)
- ES 317 Middle-Level Methods & Curriculum (2cr.)
- ES 318 Teacher Assisting (1 cr.)
- ES 328 Content Area Reading & Study Strats (2 cr.)

ES 490 Foundations of Education (3 cr.) Take with or after block/cohort

SPED 300 Inclusive Prac for Secondary Ed (2 cr.) Take with or after block/cohort

APPLICATION & ADMISSION TO THE PROFESSIONAL SEMESTER (GATE 2): STUDENT TEACHING ES 445 Student Teach in Middle-Level Educ (6 cr.), ES 470 Student Teach in Secondary Educ (6 cr.), ES 497 Field Experience Seminar (2 cr.)

- Teaching Portfolio, including a teaching philosophy that will be sent out to local teachers for student teaching arrangements, and approval of English Education faculty.
- Content-Area Competency (see above)
- Students may also elect an internship option
 - ES 446 Internship Teaching in Middle-Level Educ (6-12 crs.)
 - ES 475 Internship Teaching in Secondary Educ (6-12 crs.)
 - ES 497 Field Experience Seminar (2 cr.)

APPLICATION FOR LICENSURE (GATE 3)

- Education Teacher Performance Assessment (EdTPA) **All student teachers must complete the EdTPA during student teaching semester.**

English & Language Arts (ELA) Teaching Major Application to Program

Content Major Specific Accompaniment to the [Early Adolescence-Adolescence](#)

Admission to Program within Education Studies

Prerequisites for Application:

- Completion of ES 212
- Completion of or Concurrent Enrollment in ENGL 319
- Minimum GPA of 2.5¹
- Completion of the English Core Classes (210, 221, and 284)
- Completion of 6 credits in Literature, Cultures, Theory & Film
- Completion of one 200 level and one upper level (300 or 400) ENGL course
- Pre-application advising meeting² with an English department faculty member to discuss your plan for degree completion and reasonable timeline for application, Education Studies professional block (ES 312, 317, 318, & 328), and student teaching.

Directions for Application Materials:

1. **Initiate English Faculty Evaluations eforms:** Ask 4 of your English professors to complete a confidential evaluation form³ and initiate the eform request for those professors: [English Education Faculty Evaluation Admission](#). Ideally, you should ask for these evaluations at the end of the semester you take the class so the professor best remembers you. If asking them for a recommendation from a previous semester, please provide them with your assignments or other reminders from their class to help them remember you. Professors may ask for a meeting with you as well. ***The following are the required 4 professors⁴ from whom you must get your evaluations⁵:***
 - a. Professor from English 210
 - b. Professor from English 221 or 284
 - c. Professor from 200 level English course
 - d. Professor from 300 or 400 level English course
2. **Compile Degree Audit and Degree Completion Outline Documents:** You will need to submit with your application the following digital documents. It is recommended that you meet with your ARCC advisor to discuss this plan and the creation of these documents if needed:
 - a. Unofficial Transcript & Degree Audit
 - b. Realistic Course Outline for your remaining semesters (aka My Planner in CampS): This outline should make clear when you plan to take all remaining course requirements for degree completion including the semester in which you plan to take your professional block, your student teaching semester, and any extra clean-up semesters to complete minors/certificates. Students may be denied acceptance to the program if it appears the requirements they have remaining for degree completion do not necessitate their acceptance to professional block at this time.

¹ Even if admitted to the major/program, students with Major GPAs under 3.0 will be required to take and pass the Praxis II English Content Test. Students who graduate with Major *or* Total GPAs under 2.75 will not be able to receive their teaching license within the state of Wisconsin.

² Please schedule this meeting no later than the first month of the semester you hope to apply.

³ Faculty/staff may know these as “blue forms.”

⁴ When the choice is possible, avoid relying on the same professor for multiple course evaluations.

⁵ Transfer students who fulfilled any of these course requirements outside of UWEC may be asked to obtain faculty evaluations from their previous university via email. See your faculty advisor or the ELA Teaching Committee chair to discuss options for meeting this requirement.

3. **Create a Professional Resume:** Create a professional resume tailored for the English & Language Arts Teaching profession. Make sure to highlight your relevant skills, training, and experiences. Please list and provide brief descriptions of these experiences; do not write a narrative about your experiences:
- Experiences/work/volunteering in **educational settings** (e.g., assisting in the UWEC Center for Writing Excellence; mentoring at a school; K12 teacher's assistant roles, including service learning and practicum/observation placements; camp counselor; etc.)
 - Experiences/work/volunteering with **adolescents, 5th-12th** grade age (Boys & Girls Club; Big Brothers/Big Sisters; Best Buddies; Special Olympics; etc.)
 - Experiences/work/volunteering in fields that will serve you within an **ELA classroom or related subject material** (copyediting/proofreading jobs; communications, forensics, drama, creative writing, digital media, or multiliteracies experiences; etc.)

For assistance creating your resume, please reach out to UWEC Career Services, including their [Resume + Cover Letter page](#) or schedule an appointment with [UWEC Handshake](#) for a resume consultation.

4. **English Course Artifacts and Reflections⁶:** The purpose of this portion of the application is for you to demonstrate your ability to reflect upon your growth during your time as UWEC student. "Artifact" is defined as a text you created or assignment you completed for the course. When possible, please provide copies of the artifacts along with any professor grades or comments. Please explain in your reflection how your learning experiences within your English classes have helped make you a more **capable, caring, critical, and culturally responsive English & Language Arts Teacher**.

Reference when possible direct examples from the artifact or your experience in class that support this reflection. You are required to choose artifacts from the following courses:

- Artifact from English 210
- Artifact from a 200 level English course
- Artifact from a 300 or 400 English course

For each of your submitted artifacts, please include the following in your reflection:

- Contextual Information:** Course, instructor, what educational year you were in (1st, 2nd, etc.) when the artifact was created, and a brief description of the assignment. If possible, include a copy of the original assignment description; otherwise, describe the assignment as fully as you can recall.
- Past Completion Narrative:** Tell the ELA committee the narrative of events for your completion of the assignment up to receiving your grade for the assignment.
- Present Reflection Points:** Your reflection may include any of the following:
 - Your insights into your own development as a learner and how this informs your understanding of your own future students as learners.
 - How this artifact represents and/or demonstrates your learning and growth as an English & Language Arts scholar **and** future teacher.
 - How the learning experience surrounding this artifact inform your own teaching methods and philosophy.
 - How the learning experience surrounding this artifact helped develop your critical awareness of diversity, equity, and inclusion within the English & Language Arts Teaching profession that will help you best serve all of your future students.
 - How this artifact and the narrative of your learning experience with it show you are working towards becoming a critical, ethical, and responsible English & Language Arts Teacher.

For extra guidance, keep in mind the rhetorical situation for these reflections:

- Audience:** The English & Language Arts Teaching Committee (made up of UWEC ENGL faculty)

⁶ Students who are minoring in ELA Teaching and applying to their primary Major content area for program acceptance do not need to complete step 4. Please make clear in your email and resume that this is the case.

- b. *Purpose*: To show how your learning experiences within your English classes have helped make you a more **capable, caring, critical, and culturally responsive English & Language Arts Teacher**
- c. *Genre/Text Conventions*: A reflective narrative, professional in tone; each artifact reflection approximately 2-3 paragraphs of focused, well-developed writing.

For assistance composing your critical artifact reflections, please reach out to the [UWEC Center for Writing Excellence \(CWE\)](#) and schedule an appointment to look over drafts.

5. **Send the above documents, listed in 2-4, as attachments to the ELA Teaching Program App email address:** ELATeachingProgramApp@universityofwieuclaire.onmicrosoft.com The email address can also be found in Microsoft Outlook by typing the name "ELA Teaching Program App."
6. **That's it! Congrats, you're done!:** Now, you wait! The ELA Teaching Committee will reach out to you if we have questions or need extra information. You will be notified of your admission status via email approximately one month from the application deadline.

Want More Advice?:

Successful ELA Teaching Program applicants have provided helpful tips/hints to the process. Select students have even offered to provide extra assistance through individual communication with current applicants. For this contact and application information, see the following link: [EAA/ELA Teaching Major Application Peer Support Contacts and Availability](#)

Questions?:

Please contact your ENGL department faculty advisor or Chair of the ELA Teaching Committee, Dr. Karly Marie Grice (gricekm@uwec.edu)

Please also make use of the ARCC advising team members who specialize in ELA Teaching Majors, especially if you need help with your Degree Audit or preparing your My Planner documents for submission

- Nichole Miller nmiller@uwec.edu
- Kelly Berg-Schwartz bergscks@uwec.edu
- Signe Matson MATSONSB@uwec.edu
- Linda Carlson CARLSOL@uwec.edu