

## B.A. in ENGLISH – Teacher Certification

(32 credits required for graduation with a minimum cumulative GPA of 2.00)

**NOTE:** This guide is not meant to replace the degree audit; it is subject to change and represents actions approved by Faculty to date. Students are encouraged to run their degree audit at the end of each term of enrollment. Please refer often to the *2020-2021 Online Catalog & Student Handbook* <http://catalog.berea.edu/en/current/catalog>, which will be updated with the most current information.

### GENERAL EDUCATION PROGRAM

No single transfer course can meet more than one General Education requirement.

#### Core Courses

(Developmental math courses may be waived on basis of test scores.)

MAT 010 Pre-Algebra  
MAT 011 Elementary Algebra  
MAT 012 Elementary Algebra II

GSTR 110 Writing Seminar I: Critical Thinking in the Liberal Arts (Transfer students may waive if College Composition was taken as a degree-seeking student at another college and earned a grade of B or higher.)

GSTR 210 Writing Seminar II: Identity and Diversity in the U.S.

GSTR 310 Understandings of Christianity

GSTR 410 Seminar-Contemporary Global Issues

#### Scientific Knowledge and Inquiry

GSTR 332 Scientific Origins **OR**

Two (2) approved science courses, from two different disciplines, one of which must be an approved lab course. The following courses have been approved to meet this requirement: ANR 110, BIO 100, 101, 110, CHM 113, 131, PHY 111, 127, 221

#### Wellness & Fitness

WELL 101 Principles of Wellness I

WELL 102 Principles of Wellness II

Two (2) ¼-credit HHP activity courses (HHP 200 will satisfy both the SWIM requirement and one of the activity course requirements)

#### Practical Reasoning (PR & PRQ)

Two (2) courses, at least one firmly grounded in math or statistics (PRQ); the other can be an approved practical reasoning (PR) course or another PRQ course.

#### Perspectives (Six areas required)

One (1) course in **each** of the six areas is required. Individual courses may be approved to satisfy more than one perspective, but no single course may satisfy more than two perspective areas.

- 1) Arts
- 2) Social Science
- 3) Western History
- 4) Religion
- 5) African American/Appalachian/Women
- 6) International (choose one option):
  - A) Two (2) courses in the same non-English language, one of which may be waived through testing; **OR**
  - B) Two (2) world culture courses, one of which must be grounded in a non-western culture

#### Active Learning Experience

An approved experience, taken for credit or non-credit (e.g. internships, undergraduate research experiences).

### MAJOR COURSES

A minimum GPA of 2.0 in the major is required for graduation.

#### Core Courses

ENG 200E Historical Survey A  
ENG 200L Historical Survey B  
ENG 270 Intro to Methods in English  
ENG 470 Advanced Methods in English

#### Capstone Course (Must be taken in senior year)

ENG 485 Seminar in English

#### Required Distribution Courses (Five total credits)

Three (3) course credits, at least two of which must be at the 300 level, chosen from at least two other Literature categories listed below. One course from the Language category and one additional English course credit.)

#### Authors

ENG 210 Studies in Authors  
ENG 310 Seminar in Authors

#### Cultures

ENG 205 Studies in Cultures  
ENG 305 Seminar in Cultures

#### Genre

ENG 225 Studies in Cultures  
ENG 325 Seminar in Cultures

#### Questions

ENG 240 Studies in Questions  
ENG 340 Seminar in Questions

#### Language Category (One credit)

ENG 330 Seminar in Language  
ENG 387 The Study of Language  
LAT 117 Classical Etymology  
Any foreign language through the 103 level

#### English Elective (One credit)

One ENG course chosen in consultation with academic advisor

Continued on next page

### **Teacher Certification Core Courses** *(Count outside the major)*

EDS 150 Introduction to Education  
EDS 228 Adolescent Dev & School Structure  
EDS 325 Methods I: High School  
EDS 338 Methods II: Teaching in Humanities  
EDS 346 Literacy in the Content Area  
EDS 349 Education and Culture  
EDS 479 Methods III: Learning & Assessment

### **Professional Year Sequence** *(Count outside the major)* *(Students must meet all criteria stated in the College Catalog to be admitted to the Professional Terms.)*

EDS 480 Students with Special Needs - Secondary  
EDS 481 Student Teaching Seminar  
EDS 482 Student Teaching (3 credits)  
EDS 484 Capstone Teaching Practicum (½ credit)

### **Electives**

20 credits outside the major

**Required English Major Portfolio:** The Major Portfolio of course work and study reflects the student's progress through the course categories (Literature, Language, and Writing—see next page), an interdisciplinary focus, as well as with written and oral communication. The portfolio must include an approved Declaration of Focus, written within one term of acceptance into the major, and if the declaration has been revised since being approved, a concise description of the updated Declaration of Focus is also required. This Portfolio should be maintained throughout the major and evaluated regularly by the student's Academic Advisor and/or other Program faculty. Final compilation and submission of the Portfolio occurs in ENG 485, the Senior Seminar.

**Admission Requirements:** Students must at least be in the term in which they will complete 15 course credits and have: 1) Satisfactory completion of ENG 110 and/or ENG 124; 2) an earned minimum GPA of 2.0; 3) an earned combined minimum GPA of 2.3 in ENG courses, GSTR 110, and GSTR 210; and 4) satisfactory completion of an interview for admission to the major.

### **LITERATURE CATEGORIES:**

**Authors**—These courses focus on a specific author or group of authors, guided by an organizing principle that may be centered on concepts, styles, themes, or related influences shared among the works to be studied. These courses may consider authors from different historical eras or nations (including those whose writing is treated in translation). A course in this category might emphasize a single author, or consider significant combinations of authors. See course descriptions for ENG 210 and 310.

**Genres**—Courses in this category focus on literature and writing based on types of literary and visual texts—prose (fiction and nonfiction), poetry, or drama, or experimental literary or visual forms—or particular audiences. In addition to investigating individual genres, these courses will examine the concept of genre in film as well as literature. See course descriptions for ENG 225 and 325. Or ENG 220 and 320.

**Times**—These courses focus on literary developments in a specific historical era, or compare/contrast the literature of different eras, or of different cultures. This category is called "Times" because all literary "times" do not present themselves in tidy century-long packages, and all courses involving literary periods do not confine themselves to one particular chronological time. See course descriptions for ENG 200 and 300.

**Cultures**—Courses in this category will introduce students to traditionally under-represented literatures. Regular offerings include ENG 135 (also AFR); ENG 140 (also APS); ENG 141 (also AFR); ENG 212 (also AFR and WGS); ENG 237 (also WGS); and ENG 242. This category also can be fulfilled with any 300-level literature course offered by the Foreign Languages program. Also see course descriptions for ENG 205 and 305.

**Questions**—Courses in this category focus on a specific major question in literary and cultural studies. They are guided by a principle of organization that may be centered on concepts, problems, themes, or related concerns shared among the works to be studied. These courses may take a variety of approaches, including (but not limited to) inquiries based on: history, adaptation and appropriation, aesthetics, and critical appreciation, cultural studies, translation, new media, and narrative.

**LANGUAGE CATEGORY**—These courses focus on English as a modern language, and may take a variety of perspectives: linguistic; cultural; aesthetic; and historical. Emphasis is on language as a system of meaning. Regular course offerings include ENG 330, 387, and LAT 117. This requirement also can be met by taking foreign-language courses through the 103 level.

### **WRITING CATEGORIES:**

**Creative Writing**—These courses focus on the art of imaginative writing. Emphasis is on the study of particular genres of writing—poetry, fiction, non-fiction, and drama—as well as the practice of those genres. See course descriptions for ENG 282 and 382.

**Professional Writing**—These courses focus on writing in diverse professional situations. Emphasis is on the study and practice of writing in such fields as journalism and media, law and public policy, science, technology, business, and grant writing, among others. See course descriptions for ENG 280 and 380.

**Composition/Rhetoric**—These courses focus on academic writing, including classical rhetoric, literacy studies, composition theory/processes, persuasion, the use of research, and the many forms of the academic essay. See course descriptions for ENG 284 and 384.

***Learning Goal 1: Through the reading and study of literature, students will cultivate their imaginations and abilities to discern connections, think about topics and issues from multiple perspectives, and develop insight into the meanings and values of human experience.***

Learning Outcome 1.1: Interpret the literary past and present through attention to genre, period, authors, traditionally underrepresented literatures, language, and/or important questions in literary theory and cultural studies.

Learning Outcome 1.2: Articulate understandings of human diversity as expressed in literature by considering race, gender, class, religion, sexuality, language, and culture, among other categories.

Learning Outcome 1.3: Generate skillful readings and synthesize a broad range of texts into cogent and meaningful arguments.

Learning Outcome 1.4: Demonstrate knowledge of literary theory and the complex intersections between literature, criticism, and audience.

***Learning Goal 2: Students will gain advanced skills in expository writing and critical analysis.***

Learning Outcome 2.1: Compose sophisticated essays of varying lengths featuring a range of textually-based persuasive arguments and research from both primary and secondary sources.

Learning Outcome 2.2: Create skillful close readings of a variety of literary texts.

Learning Outcome 2.3: Produce complex writing projects appropriate for a variety of professional and academic situations.

Learning Outcome 2.4: Articulate an increasing awareness of audience and rhetorical purpose in writing.

Learning Outcome 2.5: Reflect critically on writing and reading processes.

***Learning Goal 3: Students will develop their abilities to write creative pieces that are compelling, nuanced, and voiced.***

Learning Outcome 3.1: Define distinct creative writing genres and the particular demands and opportunities of each.

Learning Outcome 3.2: Demonstrate a working knowledge of writing craft and practice appropriate to the diverse genres and audiences.

Learning Outcome 3.3: Evaluate the writing of others and give and receive constructive feedback on work in progress.