

UNIVERSITY OF WASHINGTON

ENGLISH LANGUAGE ARTS ENDORSEMENT

For those who will begin the UW College of Education's Master in Teaching (MIT) program in Spring 2016 and later

Students who plan to apply to the UW College of Education's Teacher Education Program (TEP) for Secondary Education certification through the Masters in Teaching (MIT) should attend a TEP information session. To sign up for an information session, please visit the Teacher Education Program web site at <http://education.uw.edu/programs/teacher>.

An essential part of the secondary TEP application is the Endorsement Evaluation Form. To obtain a signature on this form verifying completion of the requirements below, English Language Arts candidates must submit official transcripts and documentation of other related learning experiences to the Humanities Academic Services Center (HAS). These completed requirements, however, do not constitute an English major for the purpose of earning a BA degree from the University of Washington, nor do they, by themselves, provide teacher certification. Matriculated UW undergraduate English majors should work with a HAS adviser to coordinate their English major course work with English Language Arts endorsement requirements. HAS is located in A-2-B Padelford and can be reached by phone at (206) 543-2634 or by e-mail to has-center@uw.edu.

50 quarter credits (or equivalent semester credits) distributed among the four core areas below. At least 20 credits must be completed at the upper-division (junior or senior) level. (Note: All credits completed at junior or community colleges are considered lower-division.) Each course contributing to the endorsement must present a grade of 2.0 ("C") or above.

I. LINGUISTICS / ENGLISH LANGUAGE STUDY: One Course (approx. 5 credits)

- Linguistics Foundations: ENGL 370, English Language Study, including an introduction to syntax, phonology, semantics, and sociolinguistics.

II. COMPOSITION THEORY & RHETORIC: Two Courses (approx. 10 credits)

- Composition Theory & Pedagogy: ENGL 471, Theory and Practice of Teaching Writing (designed for secondary-level teaching)
- Rhetoric/Advanced Composition: An approved course in advanced comp/rhetoric, such as ENGL 206, 270, 281, 282, 306, 369, 371, 372, 373, 374, 375, 381, 382, 478, 481, Community Literacy Program courses (see <https://english.washington.edu/community-literacy-program>), COM 329, 330, 331, 332, 333, 431

III. LITERATURE: Six Courses (approx. 30 credits)

Six courses in approved literature taught by an English or language and literature department (in translation or in the original language). (Courses from other disciplines, such as History or Anthropology, are generally not approved since they do not focus on literature or introduce students to discipline-based purposes and methods.) **At least one course from the list below must focus on texts written prior to 1900:**

- American Literature: An approved broad survey course, such as ENGL 250, 350, 351, 352, 353, 354, 355.
- British Literature: An approved broad survey course, such as ENGL 210, 211, 212, 228, 229, 230, 320, 322, 325, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 339.
- Diverse (Non Western) World or Multicultural Literatures: Works representing authors from a range of non-Western cultures and ethnicities globally and within the United States. (examples: ENGL 257, 258, ENGL 311, 312, 316, 317, 318, 319, 357, 362, 367, 368, 466, ENGL/AFRAM 358, ENGL 359/AIS 377, AAS 401, 402, 403, AES 212, AES 321, AFRAM 320, AFRAM 340, and all non western world literature courses).
- Histories of Language & Literature: An approved course in historical literary periods, such as ENGL 315, 316, 319, 322, 327, 330, 335, 336, 339, 340, 351, 352, 353, 354, 355, 360, 361, 373, 380.
- Genre Studies: An approved course in the study of genre, such as ENGL 318, 329, 341, 343, 344, 345, 346, 347, 348, 349, 374, 375, 379.
- Literary Theory and Criticism: An approved course, such as ENGL 302, 303, 304, 305, 306, 307, 308, 309, 367, 369, 378, 470, C LIT 400, DRAMA 302.

IV. ELECTIVE COURSE(S) IN ENGLISH LANGUAGE ARTS TO TOTAL 50 QUARTER CREDITS (or equivalent):

Additional approved course(s) in literature and linguistics, as well as courses that focus on English language learners, gender studies, cultural studies, media and film studies, communications, journalism, and drama are especially recommended.

ENGLISH LANGUAGE ARTS ENDORSEMENT Requirements Worksheet

Student Name: _____

Date: _____ Adviser: _____

I. LINGUISTICS / ENGLISH LANGUAGE STUDY: 1 course (approx. 5 credits)

1. _____ GRADE? _____

II. WRITING: 2 courses (approx. 10 credits)

ENGL 471 Theory & Practice of Teaching Writing

1. _____ GRADE? _____

Rhetoric/Advanced Composition

2. _____ GRADE? _____

III. LITERATURE: 6 courses (approx. 30 credits)

- American Literature _____ GRADE? _____
- British Literature _____ GRADE? _____
- Literary Theory and Criticism _____ GRADE? _____
- Non Western/Multicultural Literatures _____ GRADE? _____
- Histories of Literature _____ GRADE? _____
- Genre Studies _____ GRADE? _____
- Pre-1900 Literature (may overlap) _____ GRADE? _____

IV. Additional approved elective course(s) to bring the total to at least 50 quarter credits:

_____ GRADE? _____

_____ GRADE? _____

20 CREDITS COMPLETED IN UPPER DIVISION COURSES? _____

_____ CREDITS REMAINING AFTER _____ QUARTER, 20__

The College of Education also requires a course in the Education of an Ethnic Group (from courses listed in the EDC&I curriculum). See MIT prerequisites on the College of Education website. Students must also complete 40 hours of documented classroom experience in public schools in a high-needs classroom with the age group they intend to teach before applying. This can be accomplished in a number of ways, including service learning attached to ENGL 471 and other courses. More details on the College of Education website.

Adviser Comments: _____

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SUGGESTIONS FOR FUTURE ENGLISH LANGUAGE ARTS TEACHERS

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Talk with English faculty. All of your English professors are, after all, teachers themselves, and many have been involved with the K-12 system in one role or another. They will have excellent ideas and suggestions for you as you explore your career choices and can provide essential guidance as you prepare yourself to apply to a graduate teacher certification program. We have additional suggestions on our website at <http://depts.washington.edu/engl/advising/teaching/>.

Make the most of your English course work. If you believe that secondary teaching is in your future, consider talking with your English professors now about your assigned papers and projects: ask if it's possible for you to complete an alternative paper or project that is related to your teaching goals. This may not be feasible for all English classes, but you'll find that many of your professors are happy to work with you to accommodate your goals.

Examples:

- An English major who has been assigned a paper in a Shakespeare class may, for example, ask the professor if it's possible to design a syllabus for teaching a unit on Shakespeare to high school students, then writing a paper that discusses the syllabus, the proposed teaching methods, the learning objectives, the assessment process, etc.
- A student taking ENGL 370 (English language study) may ask the professor for permission to set up some service learning with English Language Learners (ELL) and complete a project on his or her experiences with the linguistics concepts taught in ENGL 370 as applied in a tutoring/writing center or a multi-lingual classroom.
- A student in, for example, ENGL 257 (Asian American Literature), may choose to ask if it's possible to write a paper that considers particular Asian American texts for high school teaching in terms of their ability to engage and be accessible to a particular age group, then designs lessons around those texts and treats larger questions of multi-ethnic literatures, social and political questions, historical marginalization of writers of color, and so forth.

Go beyond the minimum requirements in English. Rather than seeing the English Language Arts endorsement and English major requirements as simple checklists, strive to put together, every quarter, a schedule that is meaningful to your future teaching goals. The endorsement requirements are designed as a bare-bones set of options to provide future teachers with a broad basis in English teaching competencies as determined by the State of Washington. For example, the endorsement requires one course in linguistics, or diverse literature, or genre studies, but taking additional courses in these areas will strengthen your teaching ability. **Imagine the kinds of texts and situations you'll likely encounter in a high school classroom.** Do you feel confident enough in your background in, say, second-language learning and varieties of English? Contemporary poetry? African American literature? Think of your BA electives as opportunities to enhance your content knowledge in English.

Consider courses outside your major requirements that provide tools and perspectives on K-12 teaching. Many of these courses fulfill UW General Education requirements (e.g., VLPA, I&S, DIV).

Some examples are

- AES 340, Race, Ethnicity, and Education
- AES 345, Ethnographic Methods in School Communities

- AIS 431, History of American Indian Education
- ANTH 207, Class and Culture in America
- ANTH 467, Anthropology of Education
- EDUC 305, The Purpose of Public Schools in a Democracy
- EDUC 310, Current Issues in Education
- EDC&I 351, Teaching as a Profession
- EDC&I 352, Teaching to Change the World
- EDPSY 405, Adolescents and Media: Challenges in the 21st Century Classroom
- LING 234, Language and Diversity
- LING 449, Second-Language Learning
- SOC 292, Who Gets Ahead? Public Schooling in America
- SOC 492, Sociology of Education

ENGAGE, ENGAGE, ENGAGE! Although the UW Seattle College of Education requires applicants to spend 40 hours observing in a high school language arts classroom in a high-needs, racially and ethnically diverse public school, you will want to go beyond this minimum. Service learning and volunteering while you're still an undergraduate will make you a stronger applicant to the graduate teacher preparation program, and, ultimately, will make you a better teacher. There are many ways you can engage with young people and confirm your commitment to a teaching career.

Here are some examples:

- **UW Community Literacy Program:** an 8-credit intensive writing and service-learning opportunity with local public schools:
<http://english.washington.edu/community-literacy-program>
- **UW Pipeline Project:** a K-12 outreach program connecting UW students with local public schools:
<http://expd.washington.edu/pipeline/>
- **UW Dream Project:** a program providing outreach and mentorship to low-income and first generation students to prepare for higher education: <http://www.washington.edu/dreamproject/>
- **ENGL 471 Optional Service Learning Component:** when taught during the academic year, ENGL 471, The Theory and Practice of Teaching Writing, offers an optional, for-credit service learning opportunity in the public schools. (This option is not available in summer quarter.)
- **Design-your-own volunteer engagement:** you can earn ENGL 491 credit for experiences you develop on your own working with youth, for example, volunteering in classrooms, serving as a mentor, working with community programs such as the YMCA, boys and girls clubs, public libraries, cultural organizations, literacy programs, homework centers, tutoring centers, etc. **You can also design a specific service-learning project to pair with one of your English classes:** for example, you may wish to tutor ELL students at a community organization such as El Centro de la Raza or the Horn of Africa Services ELL classes while you are taking a linguistics/language study course such as ENGL 370 or ENGL 478.