MAJOR IN ENGLISH - SECONDARY EDUCATION CONCENTRATION

Please visit the Department of Secondary and Middle School Education (http://catalog.towson.edu/undergraduate/education/secondary-education/#admissionstext) catalog page for admission requirements.

English majors must complete 42 units, and each course must be completed with a grade equivalent of 2.00 or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 221</td>
<td>BRITISH LITERATURE TO 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>BRITISH LITERATURE SINCE 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 238</td>
<td>SURVEY OF AMERICAN LITERATURE</td>
<td>3</td>
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<tr>
<td>ENGL 300</td>
<td>METHODS AND RESEARCH</td>
<td>3</td>
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</tbody>
</table>

Students are strongly encouraged to take ENGL 300 prior to taking other 300-400 level literature courses in the major.

Shakespeare
Select one of the following:

- ENGL 426 TOPICS IN SHAKESPEARE STUDIES
- ENGL 427 SHAKESPEAREAN COMEDY
- ENGL 428 SHAKESPEAREAN TRAGEDY

Electives
Two 300- or 400-level ENGL courses, at least one of which must be a literature course.

Capstone Experience
Select one of the following in the final year:

- ENGL 485 CAPSTONE SEMINAR IN ENGLISH STUDIES
- ENGL 498 CAPSTONE INTERNSHIP IN ENGLISH
- ENGL 499 CAPSTONE HONORS THESIS IN ENGLISH

Tracks/Concentration
Complete a Track or Concentration.

Total Units 42

1 ENGL 498 is not open to students in the Secondary Education Concentration.

English Secondary Education Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENGL 233</td>
<td>SURVEY OF AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
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<tr>
<td>ENGL 234</td>
<td>MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE</td>
<td></td>
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<tr>
<td>ENGL 235</td>
<td>ETHNIC-AMERICAN LITERATURE</td>
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<tr>
<td>ENGL 236</td>
<td>AMERICAN INDIAN LITERATURE, 1772-PRESENT</td>
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</tr>
<tr>
<td>ENGL 239</td>
<td>MODERN JEWISH LITERATURE</td>
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</table>

Linguistics and Grammar
ENGL 251 APPLIED GRAMMAR 2 3

Select one of the following:

- ENGL 350 ANALYTICAL GRAMMAR
- ENGL 351 HISTORICAL LINGUISTICS
- ENGL 352 STRUCTURE OF THE ENGLISH LANGUAGE
- ENGL 457 HISTORY OF THE ENGLISH LANGUAGE TO 1500
- ENGL 458 HISTORY OF THE ENGLISH LANGUAGE SINCE 1500
- ENGL 459 OLD ENGLISH
- ENGL 475 TOPICS IN LINGUISTICS

World Literature/Non-Western Literature
Select one of the following:

- ENGL 243 INTRODUCTION TO CLASSICAL MYTHOLOGY
- ENGL 244 WORLD FOLKLORE
- ENGL 248 LITERATURE OF GLOBAL EXPERIENCE
- ENGL 341 HISTORY AND LITERATURE OF THE OLD TESTAMENT
- ENGL 342 FOLKLORE AND LITERATURE
- ENGL 343 MYTH AND LITERATURE
- ENGL 347 WORLD LITERATURE WRITTEN IN ENGLISH
- ENGL 471 TOPICS IN WORLD LITERATURE

Advanced Writing
Select one of the following:

- ENGL 310 WRITING ARGUMENT
- ENGL 313 ACADEMIC ESSAY
- ENGL 316 WRITING ABOUT LITERATURE
- WMST 333 WOMEN'S WORDS, WOMEN'S LIVES

Textual Analysis
ENGL 463 SEMIOTICS: THE STUDY OF SIGNS

Total Units 18

1 Depending on specific content, ENGL 473, ENGL 476, and ENGL 477 may satisfy this requirement, with the approval of the student's Secondary Education Advisor

2 Students who place out of this course through departmental examination are to take in its place an upper-division elective in literature.

Students in the Secondary Education concentration should be aware of the formal admission requirements for Secondary Education, including specified Core Curriculum requirements, and must determine what courses are required and permitted before formal admission. (See the Department of Secondary Education section of this catalog.) Students pursuing Secondary Education should visit the Department of Secondary
Education in Hawkins Hall 404 as early as possible to declare their SCED track and obtain a Secondary Education adviser.

Students who decide not to complete all secondary education requirements must select and complete a different concentration/track in the major in order to graduate.

The Portfolio
Students will be asked in their senior year to submit portfolios of a few papers that cover their years in the major. These portfolios are used anonymously to learn how well the major is working for its students. Students themselves will not be assessed; their standing will not be affected in any way. The English program will be assessing itself through what it finds students are learning.

Course Prerequisites
Course prerequisites are noted in the course descriptions. The department strictly enforces prerequisites.

Meeting Core Curriculum Requirements/Competency
All students in the university must fulfill the Core Curriculum requirements.

Every student in the university must complete ENGL 102 or ENGL 190 with a grade equivalent of 2.00 or higher to satisfy the English Composition Core Curriculum requirement.

Students may take additional courses to complete Core Curriculum requirements. Many 200-level and some 300-level courses fulfill Core Curriculum requirements.

Philosophy, art, history, speech and theatre Core Curriculum courses provide especially effective background for an English major. Students are encouraged to select elective courses in these areas in addition to those which fulfill Core Curriculum requirements.

Students may select any of the following advanced writing courses to fulfill the Advanced Writing Seminar:

<table>
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<tr>
<td>ENGL 310</td>
<td>WRITING ARGUMENT</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>ACADEMIC ESSAY</td>
<td>3</td>
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<tr>
<td>ENGL 316</td>
<td>WRITING ABOUT LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>WRITING FOR BUSINESS AND INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 318</td>
<td>TECHNICAL AND SCIENTIFIC WRITING</td>
<td>3</td>
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Students may, of course, take additional elective units in English.

Some students will be required to complete special competency courses in language and writing in addition to meeting Core Curriculum requirements in English. See the Tutoring & Learning Center section in Academic Resources. Students for whom English is not a native language may be required to complete courses in English as a Second Language as a prerequisite to enrollment in ENGL 102: Writing for a Liberal Education (see International Undergraduate Admissions).

Secondary Education Requirements
In addition to majoring in one of the certification subject areas as well as satisfying the University Core Curriculum requirements, students must complete the courses listed below. A minimum grade equivalent of 2.00 or higher is required for all courses. A cumulative grade point average (GPA) of 2.75 is required, and a GPA of 3.00 is required in the professional education requirements.

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<thead>
<tr>
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<tbody>
<tr>
<td>ENGL 102</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (Core 10)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
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<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
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<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE (Core 14)</td>
<td>3</td>
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Secondary Education Professional Education Requirements
(44-47 Units)

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<tr>
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<tbody>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING THE INTERNSHIP EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN EDUCATION</td>
<td>6</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
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Methods Requirement
Select one of the following based on major:

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<tr>
<td>SCED 353</td>
<td>TEACHING MODERN FOREIGN LANGUAGE</td>
<td>3</td>
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<tr>
<td>SCED 355</td>
<td>TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL</td>
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<tr>
<td>SCED 357</td>
<td>TEACHING ENGLISH IN THE SECONDARY SCHOOL AND YOUNG ADULT LITERATURE</td>
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Internship Requirement
Select one of the following based on major:

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<tr>
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<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
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<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN FRENCH EDUCATION</td>
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<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
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<tr>
<td>SCED 394</td>
<td>INTERNSHIP IN SPANISH EDUCATION</td>
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<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
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Total Units 56-59

1. Students in the English major with a Secondary Education concentration will complete the Secondary Education Requirements with 47 units of professional education courses and 59 units of Secondary Education requirements total.
2. Taken concurrently with SCED 341 and shares a required field experience.
Major in English - Secondary Education Concentration

3 Taken concurrently with SCED 499.
4 Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461.
5 Some methods courses are offered spring or fall only. Check with your adviser.

The Professional Year and Full Time Internship
All teacher candidates conduct their internship in Professional Development Schools (PDS). These are schools in which there is a partnership between the schools and the Department of Secondary and Middle School Education (SMED) in the College of Education (COE). All students wishing to enroll in their internship courses must meet with their Secondary School advisor to receive permission to register. Students will not be admitted to the internship without prior approval of an advisor.

Students must meet the minimum GPA requirement of 2.75 in order to enter the full time internship semester.

English Major - Secondary Education Concentration Suggested Four-Year Plan
Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

First Year
Term 1 Units Term 2 Units
EDUC 202 (Core 10) 3 EDUC 203 (Core 13) 3
Core 1 (or Core 2) 3 HIST 145 or 146 (Core 11) 3
Core 3 3 Core 2 (or Core 1) 3
Core 5 3 Core 4 3
Core 6 3 Core 7 3-4

15 15-16

Second Year
Term 1 Units Term 2 Units
ENGL 238 3 Diversity in American Literature (Select one of the following:)

ENGL 300 3 ENGL 233, 234, 235, 236, 239, 434, 473, 476, or 477
ENGL 310, 313, 316, or WMST 333 (Core 9) 3 Shakespeare (Select one of the following:)
SCED 304 (Core 14) 3 ENGL 426, 427, or 428
Core 8 3-4 ENGL 221 3
ENGL 251 3
SCED 305 3
SCED 419 3

15-16 18

Third Year
Term 1 Units Term 2 Units
ENGL 222 3 Linguistics and Grammar (B) (Select one of the following:)
ENGL 463 3 ENGL 350, 351, 352, 457, 458, 459, or 475

ENGL Upper-Level Elective 3 World Literature/Non-Western Literature (Select one of the following:)
ISTC 301 3 ENGL 243, 244, 248, 341, 342, 343, 347, or 471
SPED 301 3 ENGL Upper-Level Elective 3
Core 12 3 SCED 341 4
SCED 460 4

18 17

Fourth Year
Term 1 Units Term 2 Units
ENGL Capstone Experiences (Select one of the following:)
ENGL 485, 498, or 499 3 SCED 383 12
SCED 357 3
SCED 401 3
SCED 461 3
SCED 499 6

18 12

Total Units 128-130

1. READ: Interpret written materials flexibly; understand that although multiple meanings are possible, textual evidence needs to support individual interpretations of the literature being read as well as the implications drawn from it.
2. WRITE: Write in a variety of forms (e.g. expository, argumentative, imaginative, business/technical) as appropriate to audience, purpose, and occasion, using evidence to support interpretations.
3. RESEARCH: Use research skills that include understanding of methods, technology, and conventions.
4. REFLECT: Be reflective and lifelong learners.
5. INFORMATION LITERACY AND TECHNOLOGICAL COMPETENCE: Use software as appropriate to writing and research.
6. GLOBAL AWARENESS: Engaging intellectually in the experiences and views of people with different cultural backgrounds and beliefs.