

GENERAL EDUCATION REQUIREMENTS

- Composition I (usually fulfilled via RHET 105 credit)
- Advanced Composition (ENGL 350)
- 6 hours of Humanities & Arts (will fulfill via ENGL and EDUC 202)
- 6 hours of Natural Science & Technology
- 6 hours of Social & Behavioral Science (PSYC 100, EPSY 201)
- Western/Comparative Cultures (will fulfill via ENGL major)
- Non-Western Cultures (*may* fulfill via ENGL major)
- US Minority Cultures (EDUC 201)
- Two Quantitative Reasoning courses (QRI and QRII)
- Language other than English (LOTE)
(4th level of one language or 3rd level of two different languages)

General education courses are a VITAL part of a well-rounded degree program. It is wise to complete the LOTE requirement as early as possible, and pre-teaching students should try to complete PSYC 100, EPSY 201, EDUC 201, and EDUC 202 within the first two years.

ENGLISH TEACHING REQUIREMENTS

(39 CREDIT HOURS)

CORE COURSES

- ENGL 200: Introduction to the Study of English (pre-req for 300-level English courses)
- ENGL 301: Introduction to Critical Theory
- ENGL 350: Writing About Literature, Text, and Culture

SURVEYS AND PERIOD COURSES

- ENGL 209: Early British Literature and Culture
- ENGL 255: Early American Literature and Culture
- One Shakespeare course (ENGL 218 or 418)
- Another pre-1800 course from any one of the following categories:
 - Medieval Literature and Culture
 - Early Modern Literature and Culture
 - Eighteenth-Century Literature and Culture
- One Nineteenth-Century Literature and Culture course
- One Twentieth-Century Literature and Culture course
- One Contemporary Literature and Culture course

For lists of courses that will satisfy these period requirements, contact an English department advisor or visit EB 200.

Of the 39 hours required for the major, a minimum of 15 hours must be taken at the advanced level (300-400 level courses). ENGL 301 and 350 do count toward this total.

LANGUAGE, COMPOSITION, AND PEDAGOGY COURSES

- ENGL 402: Descriptive English Grammar
- ENGL 481: Composition Theory and Practice
- At least one of the following courses:
 - ENGL 310: Intro to the Study of the English Language
 - ENGL 311: History of the English Language
 - ENGL 380: Topics in Writing Studies
 - ENGL 482: Writing Technologies
 - ENGL 485: Literature for the High School
 - BTW 490: Special Topics in Professional Writing
- At least one of the courses above must be a Difference and Diaspora course.

Difference and Diaspora courses focus on disability, ethnicity, gender, indigeneity, post-coloniality, race, and/or sexuality.

ADDITIONAL INFORMATION

The English teaching program consists of **two distinct parts**: the **English Teaching concentration** (within the English major in the College of Liberal Arts & Sciences) and the **Secondary Education minor** (in the College of Education). *Students pursuing high school teaching licensure thus remain in LAS during their time as undergraduates but should expect to work closely with the College of Education throughout.*

At the point of application to the Secondary Education minor, students **must** have completed (or be enrolled in): ENGL 200, ENGL 209, ENGL 255, and ENGL 301. Students **should** also aim to have completed (or be enrolled in): PSYC 100, EPSY 201, EDUC 201, EDUC 202; at least two or three additional required ENGL classes; and most or all Gen Eds, including Language other than English.

Students must earn a grade of C- or better in all courses counting toward certification (that means all courses in the major or the minor). Any of these courses falling below a C- must be re-taken in order to meet the minimum grade requirement for licensure.

The spring semester of senior year is set aside for student teaching. All other courses required for graduation and/or certification **MUST** be completed by the end of the fall semester of senior year.

Teacher Education Minor Courses

- EDUC 201: Identity and Difference in Education
- EDUC 202: Social Justice, School, and Society
- EPSY 201: Educational Psychology (PSYC 100 is prerequisite)
- CI 401: Introduction to Teaching in a Diverse Society
- CI 403: Teaching a Diverse High School Student Population
- CI 404: Teaching and Assessing Secondary School Students
- CI 473: Disciplinary Literacy
- EPSY 485: Assessing Student Performance
- SPED 405: General Educator's Role in SPED
- EDPR 442: Education Practice (Student Teaching)

Some students will pursue additional endorsements, allowing them to be certified to teach subjects other than Language Arts. These extra endorsements are completely voluntary, but they can be helpful if you want to increase your range and thus your ability to find a job. Unlike the requirements for graduation (Gen Ed, major, minor, etc.), endorsements can be started during your time as an undergraduate and then completed later, after you graduate. For a complete list of possible endorsement areas, contact Jeff Buck at jbuck@illinois.edu.

For more information about the licensure process in general, visit the Council on Teacher Education's website at www.cote.illinois.edu.

Students may apply to the minor no later than the fall term of the junior year. Once they are admitted, the **professional education sequence** is as follows:

Spring Junior Year:

CI 401 (3 hours)

CI 473 (3 hours)

Fall Senior Year:

CI 403 (3 hours)

SPED 405 (3 hours)

EPSY 485 (3 hours)

Spring Senior Year:

CI 404 (3 hours)

EDPR 442 (12 hours)

Any remaining Gen Ed or major coursework will have to fit in around these required professional education courses, which is why we encourage students to have completed their Gen Eds and as much coursework in the major as possible before they start the minor.

For help planning out coursework, please consult with an English department advisor.