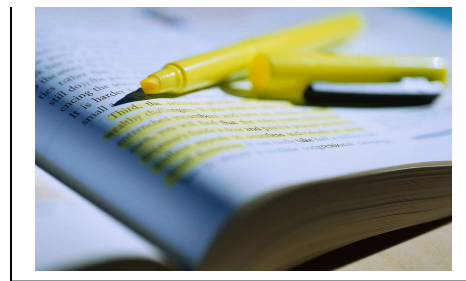


MASTER OF SCIENCE
WITH CERTIFICATION
IN ENGLISH
(GRADES 7-12)

GRADUATE STUDENT HANDBOOK
AN OVERVIEW OF *SAILS* &
THE FOUR GATES

SOUTHERN CONNECTICUT STATE UNIVERSITY

PREFACE



Welcome to the Master of Science with Certification program at Southern Connecticut State University. We are confident that you will find the program intellectually stimulating and flexible, as you prepare yourself for a career in the secondary English classroom. In addition to this handbook, SCSU's School of Graduate Studies publishes several materials to help you navigate your journey through graduate school. You should especially be familiar with the *School of Graduate Studies Catalog*, which describes general university requirements and standards, as well as those requirements specific to this program. Faculty assume that graduate students, with the guidance of advisors, become knowledgeable about their program, requirements, and standards as they proceed through their coursework.

The intention of this handbook is to ensure that you are well informed about the combined requirements of the School of Graduate Studies, the English Department, and the School of Education's Four-Gate system for teacher preparation. Please keep this handbook in a convenient place and use it to plan your sequence of courses. Though the information here is helpful, please remember to consult frequently with the Coordinator of Graduate Studies or the Secondary English Education Coordinator if you have questions about your program of study.

We wish you the best of success in your academic pursuits and in your future teaching career!

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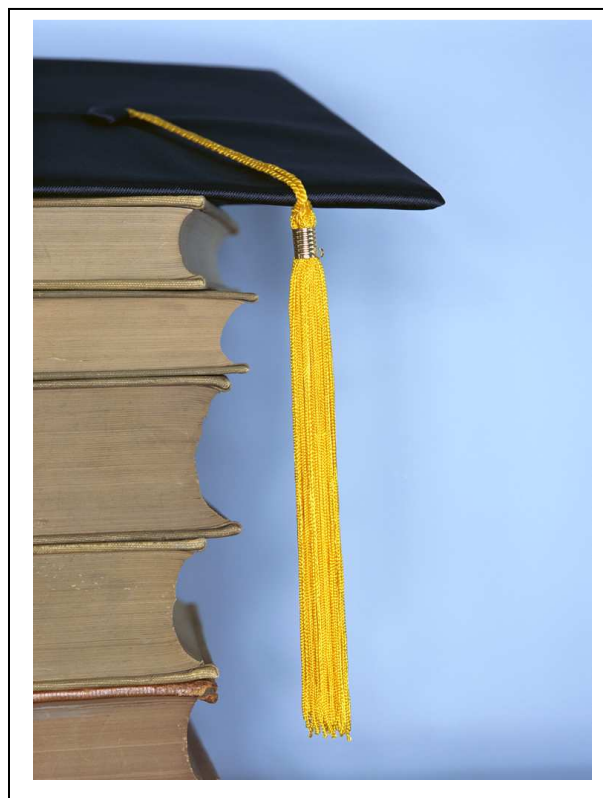


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SAILS is an acronym that stands for **S**cholarship, **A**ttitudes and dispositions, **I**ntegrity, **L**eadership, and **S**ervice. These five categories represent the conceptual framework developed by the School of Education at Southern Connecticut State University. Every teacher certification program at SCSU is guided by *SAILS* and is organized by a four-gate system. Each gate addresses the five *SAILS* categories, and every teacher candidate must meet certain competencies at each gate.

***SAILS* COMPETENCIES FOR ENGLISH CERTIFICATION**

The following explanations detail how each *SAILS* category is defined within the field of English Education:

Scholarship

Scholarship refers to the demonstration of content and pedagogical knowledge in English. According to NCTE (National Council of Teachers of English), “candidate knowledge” refers to “knowledge about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings” (*NCTE/NCATE Program Standards*, p. 6). These competencies are conveyed through a strong academic record in English and other courses, as well as through major assignments in the program coursework. Passing Praxis I and II also reflects candidate knowledge.

Attitudes and Dispositions

Teacher education programs at SCSU expect candidates to be self-reflective and to value the diversity of students. In addition, NCTE expects that candidates attend to the affective needs of students, design instruction that validates students’ cultures, recognize connections between the real world and English/Language Arts curriculum, and integrate the arts into learning.

Integrity

SCSU expects candidates to behave in an honest, professional, and ethical manner. Candidates must be reflective practitioners—aware of both strengths and weaknesses—who are invested in personal and professional growth in all their coursework and fieldwork, as they collaborate with peers, professors, university supervisors, and local, experienced teachers in order to improve their work as beginning teachers.

Leadership

Leadership refers to candidates' willingness to become leaders among students, parents, peers, teachers, and other members of the school community. They must serve as models for literacy and critical thinking skills in the classroom.

Service

Service refers to candidates' involvement in and collaboration with the school community and wider professional community. Joining organizations that work toward common goals, volunteering to help with extra-curricular activities, and getting to know students outside of the classroom are considered service activities. Involvement in professional development opportunities and professional organizations, such as NCTE, is desirable for a pre-service teacher.

THE FOUR GATES in the MS with CERTIFICATION PROGRAM: A BRIEF OVERVIEW

Each certification candidate, regardless of subject area, must pass through a set of four gates to complete his/her certification program. Every department has developed its own set of gates for its certification candidates. The gates provide “checkpoints” within major content-area courses to track candidates' progress and growth in their teacher training. The gates also ensure that candidates complete the program requirements in the optimal order, working toward the culminating experience of student teaching.

In the MS with Certification program, the four gates, in brief, are . . .

Gate 1: Entry into the School of Graduate Studies, the MS with Certification program, and the School of Education

Gate 2: Field experience and instructional planning in ENG 492, *Teaching Literature to Adolescents*

Gate 3: ENG 493, *English (Secondary School)*, the methods course for teaching English

Gate 4: Student teaching and portfolio

At each gate, certification candidates will be assessed according to the five *SAILS* categories and will be allowed to proceed to the next gate if they demonstrate competency in all categories.

Juggling Certification and English Classes:

AN IMPORTANT NOTE ABOUT PROGRAM SEQUENCE

In this handbook, we will explain each of the four gates in detail, which should help with planning a sequence of courses. It is also important to note that because MS in English with Certification candidates are meeting course requirements for both teacher certification and the master of science in English, many candidates choose to complete their certification requirements before finishing their master's degree requirements. After all of the certification courses and student teaching are successfully completed, candidates may apply for certification, obtain a teaching position, and then return to finish the graduate English course requirements for the MS degree. This sequence is desirable for many students who would like to obtain a job as soon as possible and begin earning money before they complete the remainder of the program.

Reminder: Always consult with your advisor or the Secondary English Education Coordinator if you have questions.



GATE 1: ENTRY INTO THE PROGRAM

In Gate 1, candidates first apply to the School of Graduate Studies. See the School of Graduate Studies website or catalog for further information. The following items should be must be submitted:

- Official application
- Official transcripts
- Proof of passing Praxis I or a CT State Praxis I waiver

In addition, there is a separate process for applying to the MS with Certification program and the School of Education. To do so, candidates must submit the following materials directly to the English Department's Coordinator of Graduate Studies:

- Two letters of recommendation
- A completed application form to the School of Education, found on the School of Education website: <http://www.southernct.edu/education/professionalprogramrequirements/>
- Statement of purpose
- 5-6 pages of a non-fiction writing sample
- Proof of passing Praxis I or a CT State Praxis I waiver

The application portfolio, along with the interview with the English Department's English Education faculty, offers candidates the opportunity to reflect the competencies necessary for admission into the program. Below is a list of these competencies:

GPA Requirements

While the School of Education requires that candidates have a minimum overall GPA of 2.7, the English Department requires an overall undergraduate **GPA** (grade point average) **of 3.0**. The English Department also requires that candidates have a **GPA of 3.2** in undergraduate English courses, including those taken at other institutions.

Degree Requirements

Candidates must possess a BA degree from an accredited institution, with a minimum number of 24 credits of English. While it is preferred that applicants hold an undergraduate degree in English, consideration is given to applicants with related degrees, such as journalism or theater.

Passing PRAXIS I

PRAXIS I is a state-required examination for candidates wishing to pursue certification in any subject area. All candidates must pass PRAXIS I in order to be admitted into the program and School of Education. The PRAXIS I exam can also be waived, if the candidate meets requirements based on SAT,

ACT, or GRE scores. To download the waiver form, go to

http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf. More information about registering for the PRAXIS I can be found at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321260>.

Note: It takes approximately four weeks, sometimes longer, to receive test results for PRAXIS I. If applying for a waiver, it may take four to six weeks to receive a confirmation letter from the State of Connecticut. Therefore, it is imperative that you plan ahead to meet this requirement for application to the program.

Letters of Recommendation

Each candidate must submit two letters of recommendation indicating the candidate's potential as a graduate student and future teacher.

Statement of Purpose

Each candidate must submit a statement of purpose explaining why s/he wants to enter this graduate program. This statement should speak to the candidate's interest in the subject of English, as well as the desire to work with middle and/or high school students.

Academic Writing Sample

Each candidate must submit a sample of academic, non-fiction writing. It is recommended that candidates consider this an opportunity to showcase their abilities as a student of English.

Department Interview

Each candidate must meet with members of the English Department's Secondary Education faculty. The interview will only be scheduled once we have a candidate's complete application portfolio.

The Review Process

Once submitted, each application portfolio is reviewed by members of the Graduate Admissions Committee, who are looking for competencies in each of the SAILS categories. In Gate 1, the committee is looking for the following characteristics:

Scholarship: excellent performance in English courses as reflected on transcripts; evidence of analytical thinking, written communication skills, and control of language conventions in the writing samples; strong overall academic record

Attitudes and Dispositions: desire to work with students, an interest in social justice and educational equity, developing awareness of the diverse needs of students, passion for learning and teaching, clarity about personal and professional goals

Integrity: a sense of pride in one's work and accomplishments, self-awareness of strengths and weaknesses, sense of responsibility and dependability

Leadership: evidence of leading others, working with students, or being involved in organizations; confidence to serve as a model for students

Service: desire to help others; prior experience with helping others, working on a team, or in organizations working toward common goals

Given these *SAILS* standards, the committee considers the application materials and interview, and either recommends or denies a candidate's admission to the program and the School of Education. Once a candidate is accepted, application materials are sent to the Graduate Studies Office and to the School of Education, where files are kept as the candidate's official records throughout the program. Some weeks after this time, each successful candidate will receive an official acceptance letter from the Dean of Graduate Studies and the Dean of the School of Education.

At this point, a candidate has successfully passed through Gate 1 and is given permission to take the professional education courses required for certification. **Until a student has been admitted to the School of Education, he/she may not take more than 2 professional education courses.**

Below is a complete list of the **professional education courses** required for certification in English:

Professional Education Courses

One course in US History (HIS 110 or 112)

SHE 203—School Health

PSY 370—Educational Psychology

EDF 520, 521, 522, or 523—Educational Foundations course

RDG 517 or 565—Content Area Literacy in Middle and Secondary Schools

IDS 471—English Language Learners in the Classroom

SED 482—Teaching Exceptional Students in the Secondary Education Classroom

ENG 492—Teaching Literature to Adolescents

ENG 505—Applied English Linguistics

ENG 510—History of the Language
ENG 493—English (Secondary School)
EDU 455—Secondary School Student Teaching in English
EDU 453—Student Teaching Seminar

Individualized Planned Programs

Part of the application process includes meeting with the Coordinator of Graduate Studies who will work with each applicant to design a Planned Program, a course of study that takes into consideration undergraduate or graduate coursework. In some cases, applicants will have met some of the requirements, which will reduce their number of required courses. In other cases, the Coordinator might recommend or require certain courses—even undergraduate courses—in order to ensure that a student addresses any academic gaps, particularly in the study of literature.

Suggested Course Sequence for Professional Education Courses

As candidates advance through the program, it is recommended that the professional courses be taken in the following gates:

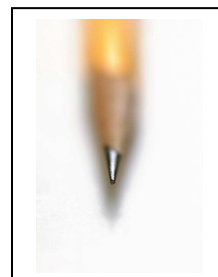
Gate 1: SHE 203, US History, EDF course, PSY 370, SED 482

Gate 2: ENG 492, RDG 517 or 565, ENG 504, ENG 505, ENG 510,

Gate 3: ENG 493—English (Secondary School), IDS 471

Gate 4: EDU 455*, EDU 453*

*Taken concurrently, after **all** professional education courses have been completed.



GATE 2: FIELD EXPERIENCE AND INSTRUCTIONAL PLANNING

In Gate 2, candidates' progress in the program is assessed through their performance in ENG 492, *Teaching Literature to Adolescents*. Although there are several other Gate 2 courses, this course covers major understandings in the teaching of English. The following competencies must be met before a candidate can complete this gate:

Course Requirements

All candidates must take EDU 492—*Teaching Literature to Adolescents*.

GPA Requirements

The School of Graduate Studies requires that students maintain a **GPA of 3.0** in their graduate planned program courses. Any course in which a student earns less than a C will not count toward the planned program. If a candidate's GPA does not meet these standards, the candidate is placed on **Academic Probation** and has one semester to raise the GPA to satisfy the program's standards. If, after one semester, the candidate's GPA does not meet the standards, the candidate will be suspended from the program.

Field Experience Portfolio

As part of the course work in ENG 492, candidates complete a field experience with a local secondary English teacher, after which they submit a portfolio containing observation reports, original lesson plans, reflective self-evaluations, and teachers' evaluations.

Adolescent Literature Unit

As part of the course work in ENG 492, candidates provide evidence of their understandings of teaching methods by creating an instructional unit for a work of adolescent literature. This unit should convey understandings about adolescent readers, instructional objectives, backwards design curriculum model, frontloading, reader response theory, reading instruction, and assessment methods.

The field experience portfolio and the instructional unit are evaluated, along with candidates' performance in ENG 492, according to the SAILS categories:

Scholarship: evidence of pedagogical knowledge in the teaching of literature and of students' reading processes; knowledge of young adult readers and literature; excellent performance in English courses; evidence of analytical thinking, written communication skills, and control of language conventions in coursework; strong overall academic record

Attitudes and Dispositions: ability to create a supportive learning environment; ability to participate as an active member of a learning community; ability to take criticism and use it for self-improvement; desire to work with students; an interest in social justice and educational equity; developing awareness of the diverse needs of students; passion for learning and teaching; clarity about personal and professional goals

Integrity: a sense of pride in one’s work and accomplishments; self-awareness of strengths and weaknesses; sense of responsibility and dependability to self and others

Leadership: evidence of leading others, working with students, and/or being involved in organizations; confidence to serve as a model for students

Service: ability to collaborate; desire to help others; prior experience with helping others, working on a team, or in organizations working toward common goals



GATE 3: THE METHODS COURSE, ENG 493

In Gate 3, the following competencies must be met:

Course Requirements

All candidates enroll in ENG 493—*English (Secondary School)*.

GPA Requirements

The School of Graduate Studies requires that students maintain a **GPA of 3.0** in their graduate planned program courses. Any course in which a student earns less than a C will not count toward the planned program. If a candidate’s GPA does not meet these standards, the candidate is placed on **Academic Probation** and has one semester to raise the GPA to satisfy the program’s standards. If, after one semester, the candidate’s GPA does not meet the standards, the candidate will be suspended from the program.

Educational Philosophy

In this class, candidates formally communicate the philosophical stances that will inform their pedagogy.

Fieldwork

Candidates spend 30 hours observing, planning, and teaching during their fieldwork experience. Candidates also write formal, focused observations.

Unit Plan

All candidates must complete an instructional unit demonstrating their pedagogical knowledge.

These requirements are evaluated, along with candidates' performance in EDU 490, according to the SAILS categories:

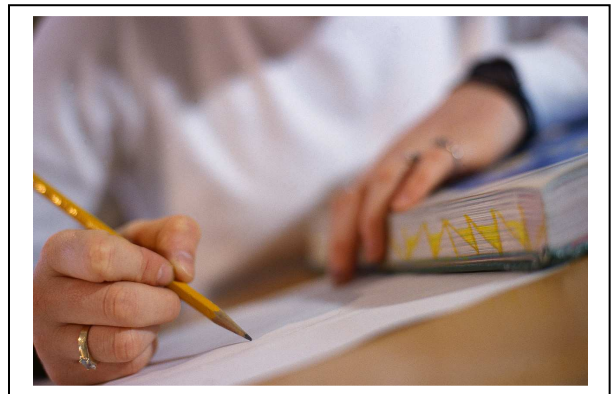
Scholarship: evidence of pedagogical knowledge, including multiple literacies and technology; excellent performance in English courses; evidence of analytical thinking, written communication skills, and control of language conventions in coursework; strong overall academic record

Attitudes and Dispositions: ability to create a supportive learning environment; ability to participate as an active member of a learning community; ability to take criticism and use it for self-improvement; desire to work with students; an interest in social justice and educational equity; awareness of the diverse needs of students; passion for learning and teaching; clarity about personal and professional goals

Integrity: a sense of pride in one's work and accomplishments; self-awareness of strengths and weaknesses; sense of responsibility and dependability to self and others, particularly in the school community; an interest in growth

Leadership: evidence of leading others, working with students, or being involved in a professional organization, such as NCTE; confidence to serve as a model for students

Service: ability to collaborate; desire to help others; prior experience with helping others, working on a team, or in organizations working toward common goals



Successful performance in GATE 3 allows a candidate to continue to Gate 4.



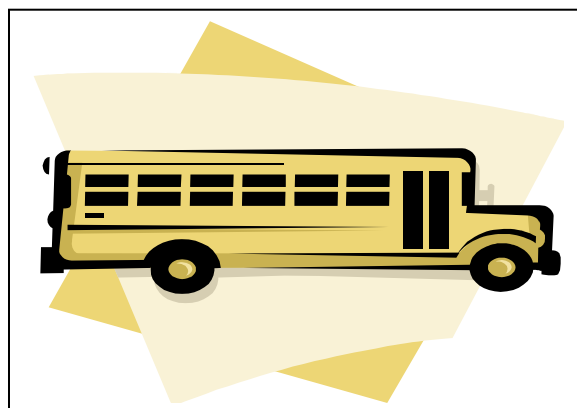
Application to Student Teach

As candidates approach the completion of all Gate 3 courses, candidates apply for Student Teaching. Successful performance of the Gate 3 requirements allows candidates to continue to Gate 4 of the program, student teaching. In order to apply to student teach, candidates must be in good academic standing, meeting all program GPA requirements established by the School of Graduate Studies (3.0 GPA in graduate planned program courses) and School of Education (2.7 GPA overall). Candidates will not be accepted to student teach if these GPA requirements are not met. Student teaching candidates must also have completed **all** other professional education courses before applying to student teach; only EDU 455 and EDU 453 should remain, in addition to any other English course requirements to finish the master's degree (12 elective credits in English).

The student teaching application process occurs early in both the spring and fall semesters. Informational meetings are held by both the Director of Student Teaching and by the Secondary English Education Coordinator. Candidates should attend both meetings. **Candidates must submit an application in the semester before their planned student teaching semester. For example, if a candidate plans to student teach in the fall, he/she must submit an application during the preceding spring semester.**

The application includes a Student Teaching Application form, along with three copies of the Personal Data Sheet. These items must be submitted directly to the Secondary English Education Coordinator, who will then forward the forms to the Director of Student Teaching, who will later notify candidates once a school placement has been made for the following semester.

These forms are available online at <http://www.southernct.edu/education/studentteaching>.



GATE 4: STUDENT TEACHING AND CERTIFICATION

In Gate 4, candidates complete Student Teaching and the Student Teaching Seminar, and apply for certification. The following competencies must be met before a candidate can apply for certification and complete this gate:

Course Requirements

All candidates enroll concurrently in EDU 455 (*Secondary School Student Teaching in English*) and EDU 453 (*Student Teaching Seminar*). Students must successfully earn “P’s” (for passing) in EDU 452 and EDU 455.

GPA Requirements

The School of Graduate Studies requires that students maintain a **GPA of 3.0** in their graduate planned program courses. Any course in which a student earns less than a C will not count toward the planned program. If a candidate’s GPA does not meet these standards, the candidate is placed on **Academic Probation** and has one semester to raise the GPA to satisfy the program’s standards. If, after one semester, the candidate’s GPA does not meet the standards, the candidate will be suspended from the program.

Student Teaching

Both the candidate’s cooperating teacher and University Supervisor will evaluate his/her teaching performance throughout the semester. Evaluations are measured according to SCSU, NCTE, and Connecticut State standards for English/Language Arts teachers.

Final Portfolio

Each candidate will present a portfolio containing work samples and reflective writing indicating successful completion of the program, with particular emphasis on the student teaching experience.

PRAXIS II

Before the completion of student teaching, candidates must pass PRAXIS II, a state-required content examination for certification. This exam cannot be waived. Candidates applying for certification in English must pass two exams: *English Language, Literature, and Composition: Content Knowledge* (0041) and *English Language, Literature, and Composition: Essays* (0042). Information about this exam can be found at www.ets.org, or <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321262>

A candidate who does not pass PRAXIS II by the end of student teaching will receive an I+ (for incomplete) until the candidate has passed PRAXIS II. This will delay obtaining certification. Once a

candidate passes the exam, he/she must present proof of the scores to the Secondary English Education Coordinator and the Director of Student Teaching.

These requirements are evaluated according to the SAILS categories:

Scholarship: evidence of the application of pedagogical and content knowledge—including the integration of multiple literacies and technology—during student teaching; excellent written and oral communication skills, as evidenced through lesson/unit planning and execution of lessons

Attitudes and Dispositions: ability to create a supportive learning environment; ability to participate as an active member of a learning community; ability to reflect on teaching practice, accept criticism and use it for self-improvement; desire to work with students; an interest in social justice and educational equity; awareness of the diverse needs of students, including the use of the arts; passion for learning and teaching; clarity about personal and professional goals

Integrity: a sense of pride in one's work and accomplishments; self-awareness of strengths and weaknesses; sense of responsibility and dependability to self and others, particularly in the school community; an interest in growth; a strong sense of professionalism

Leadership: evidence of leading others, working with students, or being involved in a professional organization, such as NCTE; confidence to serve as a model for students

Service: ability to collaborate; desire to help others; prior experience with helping others, working on a team, or in organizations working toward common goals

Applying for Certification

Upon completion of all the certification requirements (professional education courses), candidates may apply for state certification by submitting an application (found at the back of the Student Teaching Handbook) to the Director of Student Teaching in Davis 103. Once the Director verifies that the certification coursework has been successfully completed, she returns the form to candidates, who then send the form to the Connecticut Department of Education.

Completing MS in English Coursework

Most candidates in the program plan to finish their certification requirements first, so that they may be gainfully employed while they finish the English courses needed for the MS degree. While that is not required, it may be a plan to consider as you plan out your sequence of courses. It is recommended that candidates take ENG 517—Research Methods—as soon as possible, since one of the standards of English teacher preparation is that candidates are knowledgeable about literary theory and its application in the secondary classroom.

MS in English with Certification Special Project

All graduate programs at SCSU include a capstone experience (i.e., a thesis, comprehensive examination). MS plus Certification candidates must complete a Special Project as part of their Master of Science degree planned program. The Special Project is meant to build upon the student teaching semester, the culminating teacher preparation experience for candidates. Thus, to maximize the opportunity to use student teaching as a springboard for teacher research, candidates are encouraged to begin thinking about the project during the semester before student teaching, and then complete the Special Project during the semester following student teaching. Candidates work with English Education faculty to build a proposal, set timelines and a deadline, and gain final approval upon completion.

Since the Special Project is a master's degree requirement, candidates are encouraged to obtain teaching certification prior to finishing the project and their English electives. Candidates may not, however, graduate before successfully completing their Special Project.

Project Ideas:

Janice Lauer (1988) claims that all good research arises from a “motivating dissatisfaction”—an awareness of something that is not quite right. This might be an issue you noticed during student teaching, or perhaps an awareness of a weakness in an area of teaching for which you feel largely unprepared.

To begin your graduate Special Project, identify a “motivating dissatisfaction”—either from student teaching or from your own English education training—and thoroughly research this topic. Become knowledgeable about how theoretical backgrounds and current research offer perspectives and strategies for dealing with this issue. Then, use this newfound knowledge to apply to the teaching situation you just experienced. Conclude your research with a plan of action for how you would “deal” with this issue in your teaching future.

Another project idea might be to focus on addressing a burning question you have that can only be answered by doing in-field research in a classroom with students. For example, you might return to your

student teaching classroom to investigate an issue further, or you might complete a case study of a student or a small group of students. Depending on what level of participation you imagine from students, you may need to obtain IRB (Institutional Review Board) approval for using human subjects.

The important thing about the Special Project topic is that it comes from you—something you want to know more about. At the master’s degree level, you must exhibit your academic and professional competence with exploring beyond the paths of your program’s coursework. This is the opportunity to do so.

Requirements:

- A detailed proposal of your topic and how you plan to answer the question(s) your project raises, and a complete, formatted bibliography of sources (MLA or APA). This proposal must detail your research process and the final product of your work, and receive final approval from your Special Project advisor before proceeding.
- A timeline of how you plan to complete your project, including dates for drafts and a final copy to be submitted to your advisor. It is imperative that ample time be given for the faculty review process after submitting a final copy. Faculty recommendations might require revision(s) and resubmission(s) before the project is finally approved. Once English Education faculty approve of your project, a letter of completion is sent to the Graduate Records Office and you are cleared for graduation.
- Proper approval by IRB or school authorities if you are researching in a classroom or with students in some context.

Scheduling a Sequence of English Courses

Though most of the courses required for certification (professional education courses) are offered in both the fall and spring semesters, several of the English courses required in this program are offered only one semester during the year. Making note of this course rotation is essential to planning a program wisely. Below is a list of these courses:

COURSES TO BE OFFERED EVERY SEMESTER

- Eng 502/3—Prose Fiction Writing I and II
- Eng 506/7—The Writing of Poetry I and II
- Eng 508—Contemporary Critical Theory
- Eng 517—Research Methods

COURSES TO BE OFFERED EVERY FALL

Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 580—Chaucer
Eng 519—Teaching College Writing

COURSES TO BE OFFERED EVERY SPRING

Eng 510—History of the English Language
Eng 522—Wright, Ellison, and Baldwin

COURSES TO BE TAUGHT EVERY THIRD SEM. BEGINNING SPRING 2004

Eng. 584—Milton

COURSES TO BE TAUGHT EVERY OTHER FALL

Eng 523—Contemporary African American Literature (even years)
Eng 524—Harlem Renaissance (odd years)
Eng 536—The Early Victorians (odd years)
Eng 555—18th Century Literature (even years)
Eng 568—The American Novel 1900-1945 (even years)

COURSES TO BE TAUGHT EVERY OTHER SPRING

Eng 537—The Later Victorians (even years)
Eng 538—The Victorian Novel (odd years)
Eng 542—Shakespeare (odd years)
Eng 557—The Romantic Period (odd years)

COURSES TO BE TAUGHT EVERY THIRD FALL

Eng 567—Twain, Howells, and James (2003)

COURSES TO BE TAUGHT EVERY THIRD SPRING

Eng 514—Medieval Literature (2008)
Eng 564—Poe, Hawthorne, and Melville (2007)
Eng 565—Emerson, Thoreau, Whitman (2008)
Eng 566—20th Century American Poets (2006)
Eng 581—Medieval Women (2008)
Eng 583—Arthurian Literature (2006)

COURSES TO BE TAUGHT EVERY FIFTH SEMESTER

Eng 552—The English Renaissance (Beginning Spring '06)

SCHEDULED IRREGULARLY

Eng 515/16—Writing the Novel I and II
Eng 521—Feminist Theory
Eng 559—Twentieth Century English Literature

FALL 2007

Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 506/7—The Writing of Poetry I and II
Eng 515/16—The Writing of the Novel I and II

Eng 517—Research Methods
Eng 519—Teaching College Writing
Eng 524—The Harlem Renaissance
Eng 536—The Early Victorians
Eng 567—Twain, Howells, James
Eng 580—Chaucer

SPRING 2008

Eng 502/3—Prose Fiction Writing I and II
Eng 506/7—The Writing of Poetry I and II
Eng 510—History of the English Language
Eng 514—English Medieval Literature
Eng 517—Research Methods
Eng 522—Wright, Ellison, and Baldwin
Eng 538—The Victorian Novel
Eng 565—Emerson, Thoreau, Whitman
Eng 581—Medieval Women

FALL 2008

Eng 502/3—Prose Fiction Writing I and II
Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 506/7—The Writing of Poetry I and II
Eng 517—Research Methods
Eng 519—Teaching College Writing
Eng 523—Contemporary African American Literature
Eng 536—The Early Victorians
Eng 559—20th Century English Literature
Eng 580—Chaucer
Eng 584—Milton

SPRING 2009

Eng 502/3—Prose Fiction Writing I and II
Eng 506/7—The Writing of Poetry I and II
Eng 508—Contemporary Critical Theory
Eng 510—History of the English Language
Eng 517—Research Methods
Eng 522—Wright, Ellison, and Baldwin
Eng 538—The Victorian Novel
Eng 542—Shakespeare
Eng 552—The English Renaissance
Eng 566—20th Century American Poets
Eng 569—The American Novel Since 1945
Eng 583—Arthurian Literature

FALL 2009

Eng 502/3—Prose Fiction Writing I and II
Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 506/7—The Writing of Poetry I and II

Eng 508—Contemporary Critical Theory
Eng 517—Research Methods
Eng 519—Teaching College Writing
Eng 523—Contemporary African American Literature
Eng 555—18th Century Literature
Eng 567—Twain, Howells, and James
Eng 568—The American Novel: 1900-1945
Eng 580—Chaucer

SPRING 2010

Eng 502/3—Prose Fiction Writing I and II
Eng 506/7—The Writing of Poetry I and II
Eng 508—Contemporary Critical Theory
Eng 510—The History of the English Language
Eng 517—Research Methods
Eng 522—Wright, Ellison, Baldwin
Eng 537—The Later Victorians
Eng 542—Shakespeare
Eng 557—The Romantic Period
Eng 564—Poe, Hawthorne, and Melville
Eng 584—Milton

FILING FOR THE MASTER'S DEGREE

As you near the completion of your degree requirements, you will receive a letter from the Graduate School about your eligibility to graduate. If all of your requirements are complete, you should obtain and fill out a “Graduate Degree Application” form from the Records Office and return it by the appropriate deadline. Students who do not fill out this form can not graduate. Degrees are issued in January, May, and August, so check with the Records Office for the deadline dates.



COMMENCEMENT PARTICIPATION

Students wishing to participate in the graduate commencement ceremony must complete a commencement survey (attached with the letter from the Graduate School) and return it by the stated date. Students who have completed the survey will receive a “Commencement Participation” form; submission of this form serves as a formal statement of your intent to participate in the ceremony.

If you do not plan to participate in the ceremony, you need only submit the “Graduate Degree Application” form to the Records Office. Please note that there is a separate form needed to state your wishes to take part in the graduation ceremony.

FINAL WORDS

The best advice we can offer teacher candidates is to stay informed—about your progress through the four gates and certification requirements. It *is* possible that the State of Connecticut could add certification requirements that would necessitate changes to this program. So, stay in touch with your advisor and the Secondary English Education Coordinator. We’re happy to answer your questions and address your concerns as you work your way toward a rewarding career. Best of luck!