

ENGLISH EDUCATION (7–12, B.S.)

Bachelor of Science Program

Program Code: BS-AS

Major Code: ENS

English Department

Ketchum Hall 208

(716) 878-5417

english.buffalostate.edu/ (<http://english.buffalostate.edu/>)

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The English B.S. degree program in secondary education leads to a New York State Initial Certificate for teaching English in grades 7–12.

Freshmen with a high school GPA below 85 and transfers with fewer than 30 credits or a GPA below 3.0 are admitted into the English major and may switch to English Education upon meeting departmental requirements. Freshmen with a high school GPA of 85 or above and transfers with more than 30 credits and a GPA of 3.0 or above can be admitted directly into English Education.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops> (<https://teachercertification.buffalostate.edu/seminars-and-workshops/>)

Admission Requirements

30 credits of college coursework; mandatory meeting with the English Education coordinator; a 3.0 GPA and/or a strong indication of the professional disposition required to be a successful teacher. Evidence of professional dispositions can be indicated in a variety of ways:

- faculty recommendations,
- completed professional disposition forms,
- interview with English Education Committee, and/or
- evidence of relevant extracurricular activities.

Program Requirements

Code	Title	Credit Hours
General Education 23 Requirements (http://ecatalog.buffalostate.edu/undergraduate/collegewide-degree-requirements-baccalaureate-degrees/#IF_Courses)		
33 credit hours		33
Total English Credits (81 credit hours)		
Required Courses (12 credit hours)		
<i>Literary Analysis</i>		
ENG 190	INTRODUCTION TO LITERATURE	3
<i>Culturally Diverse Literature</i>		
ENG 254	CULTURALLY DIVERSE AMERICAN LITERATURE IN MIDDLE AND HIGH SCHOOLS	3
ENG 385	GENDER AND SEXUALITY IN LITERATURE	3
ENG 461	YOUNG-ADULT LITERATURE	3
Major Course Areas (24 credit hours)		
<i>British Literature (6 credit hours)</i>		6
ENG 317	SHAKESPEARE FOR FUTURE TEACHERS	
Select any one of the following courses (3 credit hours):		
ENG 210	BRITISH LITERATURE TO 1700	
ENG 211	BRITISH LITERATURE 1700-1914	
ENG 212	BRITISH LITERATURE SINCE 1914	
ENG 252	BRITISH MODERNISM	
ENG 313	MILTON	
ENG 314	CHAUCER	
ENG 315	SHAKESPEARE I	
ENG 316	SHAKESPEARE II	
ENG 415	SEVENTEENTH-CENTURY BRITISH LITERATURE	
ENG 416	EIGHTEENTH-CENTURY ENGLISH LITERATURE	
ENG 417	BRITISH NOVEL TO 1800	
ENG 418	THE BRITISH NOVEL, 1800-1900	
ENG 419	ROMANTIC MOVEMENT IN BRITISH LITERATURE	
ENG 420	EARLY VICTORIAN LITERATURE	

ENG 421	LATER VICTORIAN LITERATURE	
ENG 422	JAMES JOYCE AND HIS CONTEMPORARIES	
ENG 455	THE BRITISH NOVEL AFTER 1900	
<i>American Literature (6 credit hours)</i>		6
ENG 354	ETHNIC AMERICAN MINORITY LITERATURES	
Select any one of the following courses (3 credit hours):		
ENG 147	INTRODUCTION TO DIVERSE LITERATURES	
ENG 220	AMERICAN LITERATURE TO 1865	
ENG 221	AMERICAN LITERATURE SINCE 1865	
ENG 240	AFRICAN AMERICAN LITERATURE TO 1940	
ENG 241	AFRICAN AMERICAN LITERATURE SINCE 1940	
ENG 243	INTRODUCTION TO LATINX LITERATURE	
ENG 353	AMERICAN INDIAN LITERATURE	
ENG 441	THE ROMANTIC MOVEMENT IN AMERICAN LITERATURE	
ENG 442	THE AMERICAN NOVEL TO 1900	
ENG 443	AMERICAN POETRY AFTER 1900	
ENG 444	THE AMERICAN NOVEL AFTER 1900	
ENG 445	AMERICAN REALISM	
ENG 447	SELECTED TOPICS IN DIVERSE LITERATURE	
<i>World Literature (3 credit hours)</i>		3
Select one from the following:		
ENG 345	WORLD LITERATURE AFTER 1945	
ENG 346	NON-WESTERN LITERATURE AFTER 1945	
<i>Creative Writing (3 credit hours)</i>		3
Select one from the following:		
ENG 305	CREATIVE WRITING: NARRATIVE	
ENG 306	CREATIVE WRITING: POETRY	
<i>Linguistics, Literature, Theory or Writing Electives (6 credit hours)</i>		6
Select two from the following (6 credit hours):		
ENG 130	BIBLICAL AND CLASSICAL LITERATURE	
ENG 131	MEDIEVAL AND RENAISSANCE LITERATURE	
ENG 147	INTRODUCTION TO DIVERSE LITERATURES	
ENG 160	INTRODUCTION TO LITERATURE AND FILM	

ENG 170	INTRODUCTION TO CREATIVE WRITING	
ENG 201	THE CRAFT OF WRITING	
ENG 205	HISTORY OF CINEMA I	
ENG 206	HISTORY OF CINEMA II	
ENG 210	BRITISH LITERATURE TO 1700	
ENG 211	BRITISH LITERATURE 1700-1914	
ENG 212	BRITISH LITERATURE SINCE 1914	
ENG 220	AMERICAN LITERATURE TO 1865	
ENG 221	AMERICAN LITERATURE SINCE 1865	
ENG 230	COMPARATIVE LITERATURE	
ENG 231	WOMEN IN LITERATURE	
ENG 240	AFRICAN AMERICAN LITERATURE TO 1940	
ENG 241	AFRICAN AMERICAN LITERATURE SINCE 1940	
ENG 243	INTRODUCTION TO LATINX LITERATURE	
ENG 245	WRITING ABOUT THE ARTS	
ENG 247	NATURE WRITING	
ENG 252	BRITISH MODERNISM	
ENG 253	TWENTIETH-CENTURY LITERATURE II	
ENG 255	THE SHORT STORY	
ENG 266	THE PERSONAL ESSAY	
ENG 300	WRITING FOR THE PROFESSIONS	
ENG 301	ADVANCED COMPOSITION	
ENG 302	TECHNICAL WRITING	
ENG 303	LITERATURE IN FILM	
ENG 304	FORMS OF FILM	
ENG 305	CREATIVE WRITING: NARRATIVE	
ENG 306	CREATIVE WRITING: POETRY	
ENG 313	MILTON	
ENG 314	CHAUCER	
ENG 315	SHAKESPEARE I	
ENG 316	SHAKESPEARE II	
ENG 320	AUTOBIOGRAPHY AND MEMOIR	
ENG 322	REPRESENTATIVE WRITERS	
ENG 325	CREATIVE NON-FICTION	
ENG 330	LITERATURE OF THE BIBLE	
ENG 331	FRENCH LITERATURE IN TRANSLATION	
ENG 332	RUSSIAN LITERATURE IN TRANSLATION	
ENG 335	MEDIEVAL AND RENAISSANCE EUROPEAN LITERATURE	
ENG 337	MODERN EUROPEAN LITERATURE	
ENG 340	PLAYWRITING	
ENG 345	WORLD LITERATURE AFTER 1945	

ENG 346	NON-WESTERN LITERATURE AFTER 1945
ENG 350	TWENTIETH-CENTURY DRAMA I
ENG 351	TWENTIETH-CENTURY DRAMA II
ENG 353	AMERICAN INDIAN LITERATURE
ENG 356	SPECULATIVE FICTION
ENG 361	CONTEMPORARY LITERATURE
ENG 362	CHILDREN'S LITERATURE
ENG 380	THE HISTORY OF THE PRINTED BOOK
ENG 390	LITERARY CRITICISM AND THEORY
ENG 402	ADVANCED CREATIVE WRITING: NARRATIVE
ENG 403	ADVANCED CREATIVE WRITING: POETRY
ENG 409	WRITING GRANTS AND PROPOSALS
ENG 410	COMPOSITION AND RHETORICAL THEORY
ENG 415	SEVENTEENTH-CENTURY BRITISH LITERATURE
ENG 416	EIGHTEENTH-CENTURY ENGLISH LITERATURE
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ENG 444	THE AMERICAN NOVEL AFTER 1900
ENG 445	AMERICAN REALISM
ENG 447	SELECTED TOPICS IN DIVERSE LITERATURE
ENG 450	STUDIES IN POETRY
ENG 451	STUDIES IN FICTION
ENG 452	STUDIES IN DRAMA
ENG 454	TWENTIETH-CENTURY NOVEL I
ENG 455	THE BRITISH NOVEL AFTER 1900
ENG 499	INDEPENDENT STUDY

General Teacher Education (12 credit hours)

EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SPF 403	HISTORICAL AND PHILOSOPHICAL FORCES INFLUENCING SECONDARY EDUCATION	3
<i>English Education (33 credit hours)</i>		
ENG 200	FIELD EXPERIENCE IN SECONDARY ENGLISH EDUCATION	3
ENG 309	TEACHING AND EVALUATING WRITING	3
ENG 311	LANGUAGE, LITERACY AND CULTURE IN ENGLISH TEACHING	3
ENG 329	DIGITAL LITERACIES IN THE 7-12 ENGLISH CLASSROOM	3
ENG 463	METHODS, MATERIALS, AND PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH	6
ENG 464	STUDENT TEACHING IN MIDDLE SCHOOL/JUNIOR HIGH SCHOOL ENGLISH	6
ENG 465	STUDENT TEACHING IN SENIOR HIGH SCHOOL ENGLISH	6
ENG 466	SEMINAR IN STUDENT TEACHING FOR ENGLISH EDUCATION	3
All College Electives		0-6
Total Credit Hours		120

- Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student

identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

- Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.