

ENGLISH EDUCATION HANDBOOK

Application Requirements:

Candidates for the English Education Degree must apply and be accepted to the Department of Humanities as well as the Department of Education. Before you can apply to the Department of Education, you must meet the following requirements:

- A 2.5 GPA in your major for Math, Science and English, or a 2.75 GPA for Social Studies, Economics and Business majors. A 2.5 GPA is also required for your education courses and certification minor.
- Recommendation from the Dean of Students, or if a post graduate, two letters of references.
- Completion of the Conviction Statement form authorizing release of all records and information pertaining to any convictions for criminal offenses or penalties for violation of University regulations to the Department of Education. This information may be on file either at the Dean of Students' Affairs office of the University, the Michigan State Police, or any other criminal justice agency. Through this form, students consent to the use and communication of such information by the faculty and administration of teacher education in assessing compliance with admission requirements. Teacher education reserves the right to refuse admission based on any criminal record that indicates the student might have an adverse affect on the teaching profession. Any misrepresentation by a student concerning a matter governed by teacher education requirements shall itself constitute a failure to comply.

Please note that students not meeting these criteria may appeal in writing citing reason(s) for the appeal with supporting documentation to the Department of Education Admission Appeal Committee.

Approval from the Education Department is required prior to registration for all Education courses. Please see Judy Anderson.

Retention:

A student will be dismissed from the teacher education program if one or more of the following conditions occur:

- Any misrepresentation by a student concerning a matter governed by teacher education admission requirements.
- Any violation of University regulations that indicates that the student might have an adverse affect on the teaching profession.
- Lack of professionalism including, but not limited to, withdrawing from student teaching, behavior in schools not consistent with the policies and practices of that school, and public behavior not consistent with professional teacher norms.

- A failing grade in any education/methods course required for certification.

Certification:

In order to be recommended by the University for State of Michigan Certification you must:

- Successfully complete the secondary school teacher certification program.
- Must be certified in First Aid and CPR.
- Passed the MTTC Basic Skills & subject area tests.
- Received a baccalaureate degree in appropriate field with a GPA Major and Minor of 2.5 for Math, Science & English or a 2.75 GPA for Social Studies, Business & Economics. The candidate will be recommended for a Michigan Secondary Provisional Certificate valid in grades 7 through 12 for a period of six (6) years. (During that six-year period, each holder of the secondary provisional certificate must qualify for a Professional Certificate by earning 18 semester credits in a planned program at a university and by presenting evidence of three years of successful teaching experience at the secondary level.) Candidates must consult with advisors in the Department of Education as early as possible in order to schedule the necessary courses.

English Education Major:

A Teaching certification in English requires a BS in Liberal Arts. Liberal Arts and Humanities majors take classes in British, American, and world literature as well as writing, rhetoric, linguistics, communication, fine arts, speech, modern languages, technology, and the visual and performing arts. Students with an interdisciplinary concentration also take classes in philosophy and study the relationships between science and humanities.

There are three streams of courses necessary to complete the English Education Degree:

General education courses

General Education courses are required of all students at MTU, regardless of major, because a university degree is designed to provide a broad education that includes the following:

- The development in each student fundamental scholastic habits of careful reading, critical reasoning, balanced analysis and argument.
- The habit of applying multiple disciplinary perspectives in interpretation, analysis, and creative problem solving.
- Respect for diversity and awareness of complex contexts of their study and their work.
- Knowledge of a broad range of topics and disciplines complementary to the major.

English Language Arts

These courses are required because English teachers must be knowledgeable in a wide variety of the English language arts. These courses meet the following standards of the Michigan Department of Education:

- An understanding of the English language arts, including language acquisition and development, the history of language, English grammar, and dialects and levels of usage.
- An understanding of the reading process, including student response to literature and different reading purposes.
- An understanding of an extensive range of literature, including British, American, and world literature, adolescent literature, works by female writers, works by writers of color and/or ethnic diversity, works of theory and criticism.
- An understanding of composing processes, oral, visual and written discourses, and audience analysis.
- An understanding of nonprint media, including the relationship between nonprint and print media and the relationship between media and other aspects of culture.

Education Courses

These courses are required for teacher certification in the state of Michigan. They include such areas as methods of teaching, psychological foundations of learning, literacy studies, and student teaching. These courses meet the following standards of the Michigan Department of Education:

- Appropriate skills in instruction, planning, and the teaching of English language arts, including employing suitable objectives, strategies, and materials for the English language arts program; the ability to use instructional strategies that help students explore and relate personal experiences and develop interpretation; selecting and using materials that are appropriate to diverse cultural groups and individual learning styles; and applying research findings in studying and in teaching the English language arts.
- An understanding of instructional assessment, including the ability to design varied assessment instruments and procedures, as well as the ability to interpret assessment data and provide assessment results to students, parents, and others.

Teaching Minor:

Please remember that one of the requirements for a secondary teaching major at MTU is a minor in a second field. It requires 20-24 credits, and you will need to be working on it along with your English Education classes. See the Department of Education for details.]

Course descriptions for a Liberal Arts Degree with Teaching Certification:

Core Courses (15 Credits)

		<u>Credits</u>	<u>Semester</u>
HU2520	Cultural Diversity in American Literature	3	
S			
	Study of short stories, plays, novels, and literary non-fiction by authors of the Americas (e.g. Latin America, South America, Mexico, the United States, Canada, and the Caribbean). Emphasis will be placed on works by authors of historically underrepresented groups (e.g., Latino, Native American, Latin American, Canadian, African-American, and Caribbean).		
HU2548	Adolescent Literature	3	F
	Reading, responding to, and reflecting on a range of literary fiction and literary non-fiction appropriate for adolescents. Works will include authors from different cultures, races, historical periods, and genders.		
HU2644	Computer Applications in Communication	3	F S
	Introduction to computer systems, programs, and applications that support communication projects. Students work through a series of core modules that acquaint them with network operations, network information systems, capture technologies, word-processing, graphic and drawing packages, and document-design programs. Students will also analyze and evaluate hardware and software systems.		
HU3605	Grammar and Usage in Society	3	F
	Description and analysis of current standards of grammar and usage in the US. Students acquire an understanding of the structures of American English as well as an understanding of the social forces underlying standardization and the processes of language change.		
HU4630	Online Environment for Learning and Communication	3	F
	Designed to explore the following questions: In what productive ways can online environments be used to improve communication skills and the learning of content information in both educational and professional contexts? How should such environments—and the communication-rich learning activities conducted within them—be designed, implemented, and assessed?		

Linguistics (3 credits)

HU2910	Language and Mind	3	F
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HU3120 Technical and Scientific Communication 3 F S
A study of written and oral communication in technical and scientific environments: emphasizes audience, writing processes, genres of scientific and technical discourse, visual communication, collaboration, professional responsibility, clear and correct expression. Students write and revise several documents and give oral report(s).

HU3621 Introduction to Journalism 3 F
Introduction to the history and practice of journalism. Includes critical analysis of journalistic coverage, journalistic style and editing, and ethical issues in journalism.

Film or Applied Media (3 credits)

HU2324 Introduction to Film 3 S
An introduction to the concepts, terminology, history, and criticism of film. Emphasis is on a critical examination of film within its social, cultural, and historical contexts. Assignments may include essays, short writings, or exams in which students demonstrate their knowledge of concepts and issues introduced through readings, screenings, and discussions.

HU2645 Graphic and Information Design 3 F
A computer-intensive introduction to the principles for creating clear, effective graphic communication. Students critique the work of other designers in terms of the work's audience and intended effect, and they construct and critique their own design projects as well.

HU3324 Visual Media Analysis 3 S
Introduction to selected topics in contemporary visual media. Topics may include genre studies, national cinema, independent film and video, auteur approaches, and other contemporary issues. Students are expected to examine critically the theoretical, industrial, cultural, and aesthetic challenges posed by particular visual media and the contexts from which they emerge.

HU3642 Introduction to Multimedia Development 3 F
A hands-on and theoretical introduction to multimedia development. Students construct a prototype multimedia project: they plan a project:construct a project team: design an effective interface integrating color, sound, and graphics: and test. Students analyze multimedia projects and writings about multimedia.

Speech (3 credits)

FA2090 Speech Communication 3 F S
Students will learn presentation skills. Emphasis on verbal and physical expression by learning techniques of presentation. Students will engage in improvisational speeches,

interviews, reports, speeches to inform, and speeches to persuade in front of the class. Students will learn to use visual aids effectively.

HU2830 Introduction to Speech Communication 3 F
Introduction to the diversity of theories and methodologies in speech communication studies. Explores patterns and dynamics of communication across situational contexts and critically examines common assumptions and contemporary issues in communication.

World Literature (3 credits)

HU2547 World Drama 3 S
Study of the forms of dramatic literature from around the world as they appear within the context of theatre, with particular attention to thematic and dramatic development. Emphasis is on the performance as well as the literary aspects of the plays covered to assure some understanding of the theatrical experience.

HU3252 Literature in Translation 3 *
Study of non canonical literature in English translation of Western and Non-Western authors.
* (Offered on demand.)

HU3501 Medieval Literature 3 F
Study of such topics as King Arthur, mystery plays, the epic, and Dante's Divine Comedy as part of the literature of the Middle Ages. Selected topics are offered every other year by individual instructors.

HU3502 World Mythologies 3 S *
Survey of the major mythological systems of the world with particular attention those areas of commonality between the various civilizations. *
(Offered alternate years beginning with the 2002-2001 academic year.)

HU3504 Novels from World Literature 3 F
Comparative approach to selected novels of western and non-western authors, excluding English and North American, and including works by non-European writers.

HU3554 20th Century British Authors of Fiction and Fantasy 3 S
Close study of the work of one or more major British authors of the twentieth century with attention to the writer's style, methods, and genre usage. Will regularly focus on authors of historical fiction and fantasy.

HU4545 Topics in World Literature 3 F
Study of literary genres, themes, and movements, with emphasis on comparing and contrasting ideas, perspectives, and cultural aspects presented or reflected in world literature.

British and American Literature (9 credits)

- HU2501 American Experience in Literature I** 3 *
- A survey of writings and the oral tradition from the earliest explorers, Native Americans, and African-Americans to about 1850. Readings in such genres as histories, diaries, sermons, poetry, and short stories.
*(Offered alternate years beginning with the 2003-2003 academic year.)
- HU2502 American Experience in Literature II** 3 S *
- An historical survey of American Literature from about 1850 to the present, focusing on such themes as nature, the individual, democracy, race, optimism, and science.
* (Offered alternate years beginning with the 2003-2004 academic year.)
- HU2538 British Experience in Literature I** 3 F *
- A survey of major works of British literature from Beowulf to the Restoration with special focus on the stages of the developing English language as represented in the works of Chaucer, the Gawain poet, Margery Kempe, Shakespeare, Spenser, Marlowe, Donne, Jonson, Milton, Aphra Behn, Dryden, and Pope.
*(Offered alternate years beginning with the 2002-2003 academic year.)
- HU2539 British Experience in Literature II** 3 S *
- A survey of major works of British literature of the nineteenth and twentieth centuries including such authors as Wordsworth, Byron, Mary Shelley, Coleridge, Keats, Elizabeth Barrett Browning, Tennyson, Hardy, Dickens, Yeats, D.H. Lawrence, Virginia Woolf, T.S. Eliot, Katherine Mansfield, W.H. Auden, and Doris Lessing.
*(Offered alternate years beginning with the 2002-2003 academic year.)
- HU3510 The American Novel** 3 F
- Examination of the novel in America with special attention to the historical, sociological, and personal contexts within which the author is writing.
- HU3541 Major American Authors** 3 S
- Reading in depth of the works of one or more major American writers.
- HU3512 Shakespeare I** 3 F
- Study of selected plays by Shakespeare including comedies, histories, and tragedies.
- HU3513 Shakespeare II** 3 S
- In-depth study of a limited number of Shakespearean plays with special attention to dramatic structure, character development, theme presentation, and theatre history. Extensive study of Renaissance influences and examination of current critical theories are included.
- HU3551 Renaissance Literature** 3 S *
- Study of important figures and genres in English literature from the late seventeenth century through the eighteenth century.
*(Offered alternate years beginning with the 2000-2001 academic year.)
- HU3552 Restoration and 18th Century Literature** 3 S

courses. This course is one component of the teacher education early block. Admission to teacher education required. Prior standing only;

ED3410 Clinical Experience 1 F S
Observation, tutoring, and classroom teaching in an area elementary school classroom. This course is one component of the Teacher Education Early Block. Requires admission to Teacher Education program.

Late Block (12 credits)

ED4910 Directed Teaching 12 F S
Knowledge of human growth and learning theories, methods and materials, and individual differences applied to classroom settings conducted under the supervision of an experienced middle or secondary school teacher. Requires admission to teacher education program.

Additional Education Requirements (10 credits)

ED2100 Instructional Technology 2 F S
Provides the development of knowledge and skills required to make use of information and communication technologies as instructional tools. Use of instructional technology will be considered within a context of relevant research and theory pertaining to human learning. Examines various technologies used to produce, present, and distribute instruction.

HU4140 Methods of Teaching English 4 F
Application of learning theories and national and state professional standards to the teaching of English. Emphasizes methods, materials, and media used to teach adolescents. Requires admission to teacher education program or permission of instructor.

HU4150 Literacy in the Content Areas 4 F S
Introduction to literacy processes and methods for improving content understanding that focus on language. Designed for pre-service secondary teachers. Includes emphasis on strategies for comprehending and interpreting texts and a close examination of cultural and learning differences. Field experience involves tutoring in secondary schools.

Standards for Professionalism:

In addition to knowledge of content and pedagogy, English teachers must be committed to high ideals of professionalism. As you pursue your education, both in and out of the classroom, be conscious of how your learning connects to the following Standards for Professionalism, as outlined by the Michigan Department of Education, and of the need to make these goals your own.

English teachers demonstrate professional practices when they:

- Respect the worth, contributions, abilities, and language of all learners.
- Help students understand their own and others' cultures, abilities, and language.
- Develop students' effective use of oral, written, and visual literacy in their daily lives.
- Develop students' effective use of critical thinking.
- Promote students' appreciation of and engagement in a wide variety of media and genre.
- Engage regularly in professional growth through participation in conferences and other professional development opportunities.
- The reading and/or writing of professional materials as well as the reading, writing, or performing of literary pieces.
- Work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the English language arts.
- Join and participate in professional organizations, such as the Michigan Council of Teachers of English, the National Council of Teachers of English, the Michigan Reading Association, the International Reading Association, the Michigan Association of Speech Communication, the Journalism Education Association, the Whole Language Umbrella, and the Michigan Association for Media in Education.

Managing your Education:

The most successful students are active managers of their educations. Here are some tips on how they do it:

- Have clear goals and both long-range and short-range plans laid out in order to achieve them. Try imagining your life as you would like it to be five years from now and list the steps you will need to take to reach your ultimate goal. Ask yourself what you can do in just one hour today that will start you on the path to success.
- Take a few minutes every day to reflect on your progress and be willing to change your behaviors if you aren't meeting your goals. At the end of the week, check what you have accomplished and plan what you need to do next.
- Develop effective study habits. Besides helping you to become a great student, learning a variety of study strategies will prepare you to teach your future students how they, too, can be successful in school.

- Network with other students. They can be one of your most valuable resources and a powerful support system. They'll also become lifelong friends.
- Work with your advisor. She or he will keep you informed of degree requirements, university policies and procedures, current developments in the program, and opportunities you won't want to miss. She or he will also serve as a guide in helping you to make plans and solve problems. Take the responsibility to see your advisor at least once a semester.
- Talk to your professors. Not only are your teachers experts in their subject areas, they are also expert teachers, and they want to help you to succeed both as a student and as a professional educator.
- Take advantage of MTU's most popular resource, the learning centers. Coaches will help you master course content and develop your best study strategies.
- Visit the University Career Center. It's never too early to take advantage of their array of resources, including information on general careers and specific jobs, professional career counseling, assistance in writing a resume, and training in interview skills.
- Develop a portfolio of your best work. You must have a portfolio on file with the MTU Department of Education when it comes time to apply for student teaching positions, and you won't be able to put one together at the last minute. See "Preparing a Teaching Portfolio" in this handbook for suggestions for creating an effective portfolio.
- Write a resume. Assessing your qualifications is a great exercise in self-awareness. Start a resume in your first year so that you can see where you need to strengthen your qualifications while there is still time. Continue to develop your resume as your education progresses, and you'll be in good shape to apply for a job when the time comes. A coach in the MTU Writing Center can help you write an effective resume and show you a collection of sample resumes.

Portfolios:

All English education students are required to prepare and submit a portfolio of work to the Department of Education. Your portfolio will serve both as an application for student teaching and, later, as an application for MTU certification.

The Department of Education defines a portfolio as "a multidimensional collection of educational work and life experiences." A portfolio should provide evidence of satisfactory

professional progress. Although MTU's Department of Education requires a hard-copy portfolio, you may also prepare a web-based or CD-based portfolio to demonstrate your computer skills. Make sure to talk to your advisor about your own portfolio and how best to tailor it to your needs and to the requirements of MTU's Department of Education.

The Department of Education's minimal requirements for your portfolio are described on a handout available from Academic Office Building, Rm. 204. The following sections will help you think about how to prepare your portfolio.

What might go in your portfolio?

In addition to the required elements listed on the Department of Education handout, your portfolio should include any work you have done which demonstrates evidence of "satisfactory professional progress." Among the things you might include in a teaching portfolio are the following items:

- Your resume, with teaching/coaching/tutoring experiences emphasized
- A statement about your teaching philosophy
- A list of your classroom or your professional goals
- Papers for courses you have taken that are related to your major
- Lesson plans and teaching materials you have developed
- Newspaper and yearbook articles providing evidence of journalism expertise
- Brochures and reports providing evidence of expertise in desktop publishing
- URLs or CDs for web sites you have developed or annotated
- Research papers and reflective essays you have written about educational issues and teaching
- Book reviews and book lists you have developed for adolescent literature
- Teaching activities you have created
- Logs of your tutoring or coaching experiences
- Any evaluations you have received from students or supervising teachers
- Any evaluations you have received in tutoring/coaching situations
- Letters from students, teachers, supervisors
- Examples of student work
- Copies of observation forms you have written or that have been written about your teaching
- Your response to (or evaluation of) samples of student work

Are there any good online sources about portfolios?

The following web sites focus on pre-service teaching portfolios, although you should be prepared to interpret the advice to fit the goals of your own particular portfolio and the requirements of the Department of Education:

<http://www.teachnet.com/how-to/employment/portfolios/index.html>

http://www.brown.edu/Administration/Sheridan_Center/

http://teachingperspectives.com/html/tpi_frames.htm

<http://www.abcteach.com/Portfolios/portfolioTOC.htm>

http://teacher.scholastic.com/professional/futureteachers/professional_port.htm

Can I see some portfolios?

Yes. To see hard copies of student portfolios in the Department of Education, go to the Academic Office Building, Rm. 204, and see Judy or Kim.

To see some copies of online portfolios, try the following web sites:

http://www.geocities.com/hoffbe1974/teaching_portfolia.htm

http://www.brown.edu/Administration/Sheridan_Center/publications/teacport.html

<http://www.d.umn.edu/~lmillerc/TeachingEnglishHomePage/Portfolios/LMC-Sample.html>

http://education.uoit.ca/EN/main/13686/25548/digport_samples.php

How many copies of my portfolio should I create?

We recommend that you save at least five copies of key documents so that you can give some samples away when you have interviews with school districts hiring teachers. This is also a good reason to create an electronic copy of your portfolio so that you can store it on a CD and give a copy of that CD to school districts that invite you in for an interview.

What do I need to be saving/writing/creating for my portfolio?

Save everything that will help you demonstrate progress toward your professional goals as a teacher of English and language arts. And start early to draft versions of your teaching philosophy, resume, and teaching goals.

When do I start saving/writing/creating materials?

We advise you to start saving materials right away! Students who wait until their junior or senior year often regret that they don't have copies of their earlier work so that they can demonstrate evidence of their professional progress.

How do I present my teaching portfolio?

You must submit a hard copy of your teaching portfolio in a three-ring binder to the Department of Education. In addition to this hard copy, you can also have a web-based or CD based portfolio—we suggest this latter approach as many schools now expect

English teachers to be able to teach composition on conventional paper and in electronic contexts. Plan early to take courses in computer applications, teaching and learning in online environments, and multimedia design. These courses will help you develop the skills you need to develop your portfolio.

Put your portfolio in a container that is easy to display. A loose-leaf notebook is required for the portfolio you hand in to the Department of Education at MTU, but for interviewing outside of MTU, you might also want to consider creating a portfolio in a larger format. Artists' or graphic designers' portfolios (often called presentation cases or designers' portfolios), for instance, come in leather, plastic, cardboard, nylon, and canvas. Most of them contain removable plastic or acrylic sleeves to protect your work. Because these portfolios are large, they allow for creative formats. You can buy these over-sized portfolios in most artist supply stores and on the web. Try the following sites:

<http://www.officeworld.com>
<http://www.dickblick.com/>
<http://www.artsuppliesonline.com>
<http://www.artresource.com>

You may also wish you design your own portfolio. Use design elements to make sure the various parts of your portfolio hang together and seem like coherent elements of a whole work. To create a sense of design coherence, select an attractive speciality or hand-made paper and mount each of your exhibits on that same paper. For specialty papers and handmade paper see the following web sites:

<http://www.lcipaper.com>
<http://www.japanesepaperplace.com/>
<http://www.thepapercatalog.com>

Also, decide on a consistent set of graphic elements (e.g., rules or lines, colors, fonts, labels, headers) to use throughout your portfolio. You can also use a ribbon, border, or combination of paper colors to create coherence throughout your portfolio.

Organize your portfolio. Provide readers with a table of contents, section dividers, and other elements that will help them find their way through your portfolio. Place all exhibits on the right-hand side of a two-page spread. On the left-hand side of the spread, include an exhibit card that has the following subtitles: Title, Description and Purpose, Level/Audience, Points to Consider. Under these subheads, point out the most salient aspects of each entry—use this information to focus your reader's attention on what you think is important.

Be selective with your material by only including key documents that really demonstrate your professional progress. You may also wish to excerpt sections of longer works to focus more precisely on the professional abilities you want to demonstrate. For instance, if you are trying to show evidence of your editing and proofreading skills, select one page of a longer document and mark it with professional proofing symbols in a contrasting color of ink. Or, to illustrate the kinds of remarks you make on student papers, excerpt one or two paragraphs from a student paper and the accompanying responses you made.

Because you are going to be an English teacher, people who look at your portfolio will be screening it for correctness. Make sure to proof your portfolio meticulously.

Think creatively in terms of media. More and more English teachers are being asked to help students work on computers, in video, and with multimedia. If you have these skills (and we suggest you develop them while at Michigan Tech), highlight them by including different media exhibits in your portfolio: videos, multimedia, or Web sites archived on a CD.

Professional Experience Outside the Classroom:

The most successful college students learn quickly that only a small part of their education at Michigan Tech takes place within the formal setting of a classroom. A great deal of what most students learn at college happens outside the regular college curriculum.

At Michigan Tech, English Education majors have a number of opportunities to engage in the kinds of activities that extend beyond the walls of a classroom. These activities can help future teachers hone their instructional skills and their confidence. Moreover, such activities look terrific on a resume. Certainly, engaging in a range of these activities will make you a more attractive candidate for any middle or high school who is trying to hire a capable English teacher.

Most of these opportunities—because they exist outside the regular curriculum—don't come looking for you. Instead, you must *decide* to pursue them, choosing according to your interests and abilities. They are available at all times of the year and involve students at every level of study.

To encourage you, we have listed a few of these opportunities below, along with contact information for each:

- **Coach in the Writing Center:** The MTU Writing Center employs undergraduate coaches who work with students on their assignments and papers. Coaches—all of whom must interview for their jobs—attend regular training meetings, read and talk about teaching approaches, and get to watch expert teachers at close range. Coaches work individually with students and lead small groups, such as World Cultures Study Teams and language practice sessions with international students. Writing coaches gain experience working with international Englishes, cultural and regional communication differences, learning disabilities, and effective motivational and strategic approaches to literacy tasks. Preference in hiring is given to students who have used the campus system of learning centers and can translate this experience into developing effective working relationships with students.
Contact: Dr. Nancy Grimm, Walker 103, 487-3265.
- **Coaching in the other learning centers around campus:** Michigan Tech offers learning centers in Physics, Math, Engineering, Computer Science, Chemistry, and Biology.

Many of these centers depend on student coaches and some pay a salary to their coaches. For more information, contact the department in which you'd like to coach.

- **Consult in the Center for Computer-Assisted Language Instruction (CCLI):** The CCLI is known across the country as a trend-setting educational facility. Students can volunteer as consultants in this computer lab. After a self-paced training program and apprenticeship, CCLI consultants teach other students and faculty how to use computers for the purpose of communicating. Consultants get twenty-four access to the CCLI, increased storage space on the departmental computers, and plenty of valuable teaching practice in electronic environments.

Contact: Dr. Dickie Selfe, Walker 138, 487-3225.

- **Work for the Michigan Tech Lode:** The Michigan Tech Lode, Michigan Tech's weekly student newspaper, was elected Michigan Tech's Most Improved Student Organization in 2000, and Michigan Tech's Student Organization of the Year in 2001. In the Michigan Press Association's 2001 College Newspaper Contest for Division II (four-year schools with papers published once a week or less), the Lode won three first-place awards, four second-place awards, and five third-place awards.

The Lode regularly recruits students for staff positions (go to <http://www.mtulode.com/employment.php> for an online employment application). Because many English teachers are involved in running their high-school newspapers, this journalistic experience is both instructive and valuable. Students are responsible for all aspects of producing the print and online versions of the Lode, including reporting, photography, design, copy editing, section editing, advertising, and business management.

Contact: Dr. Craig Waddell, 487-3261.

- **Work for *TechnoBabe Times*:** This campus newsletter focuses on women's issues. Student staff members attend regular meetings, write articles, do research on news stories, and conduct interviews with professional women who visit the MTU campus. For future teachers who care about women's issues and who plan to work with student publications in their high schools, the *TechnoBabe Times* provides an outstanding opportunity for learning journalistic skills.

Contact: Dr. Anne Wysocki, Walker 137, 487-3271.

- **Participate in Dramatic Productions:** The Michigan Tech Fine Arts Department puts on a number of dramatic productions every year—from smaller readers' theater to main-stage musicals. Students can audition for acting roles, serve on the stage crew, or work on set and scene construction. Because many English teachers are expected to help with their school's dramatic productions, this experience can serve them well in their future. English education students may also be interested in the Fine Arts minor, which allows an emphasis in theater, music, or art.

Contact: Richard Blanning, Walker 209C, 487-3286.

- **Volunteer in the Local Schools:** Several local schools have volunteer programs for individuals who want to serve as tutors; assistants in specialized programs like the yearbook, the school newspaper (experience required), and the High School Bowl competition. You will need access to reliable transportation to take advantage of these

opportunities.

Before you consider volunteering, please make absolutely certain that you have the time to commit on a regular basis and that you can fulfill your obligations to these youngsters. If you miss a scheduled visit, young students become disappointed and this attitude may adversely affect their performance in class. These programs need people who are committed to helping youngsters. So, if you are considering becoming a volunteer, make sure you can be *reliable* and *scrupulous* about your attendance. For further information about volunteering in the local schools, call the following individuals:

- Houghton High School, Ms. Cass Simila (482-0450)
- Hancock Middle School, Mr. Rich Krznarich (487-5923/487-9030)
- Houghton Middle School, Ms. Sierra Bishop (487-4871)
- Hancock High School, Karen Ruohonen (483-2540, ext. 111)

Please make sure that 1) you mention any special skills you may have to contribute, 2) you identify the specific time and dates on which you can volunteer, 3) you carefully schedule your time so that you do not miss appointments, and 4) that you fulfill all obligations.

- **Volunteer for other organizations, especially those that focus on community service:** There are a number of organizations both on the Michigan Tech campus and in the surrounding community that offer you the opportunity to develop characteristics useful for teachers, such as organizational skills, leadership qualities, public relations experience, and interpersonal skills. Check out such organizations as Little Brothers, Friends of the Elderly, Habitat for Humanity, Circle K, local church groups, the Human Society service sororities and fraternities, academic and professional organizations, sporting clubs, ethnic and cultural groups, student government, and media and programming organizations.
- **Work for the Summer Youth Programs:** The Summer Youth Programs offer a great way of getting to know the Copper Country during a beautiful time of the year and involving yourself with young people—as a teacher, leader, counselor, and staff member.
Contact: Chris Anderson, Alumni House 104, 487-3539.
- **Join the National Council of Teachers of English (NCTE):** The NCTE is the national professional organization for teachers of English at all levels. Students can join the NCTE for only \$20.00/year (professional teachers pay \$40.00/year). As members, students have access to the NCTE web site <<http://www.ncte.edu>>, where they can subscribe to e-mail lists that provide regular updates about the world of education, exchange ideas and materials with other teachers, access policy statements on a variety of topics (e.g., class size, teaching literature, teaching writing), receive discount prices on education books, attend national conferences at members' prices, apply for educational grants, buy affordable insurance tailored to teachers' needs, and purchase books and journals designed specifically for the level of teaching they want to do.
Contact: <<http://www.ncte.edu>>.

- **Join the Society of English Educators (SEE):** This organization is devoted to informing students about educational issues and teaching opportunities; helping students interact with teachers, children, and administrators; and assisting them as they become knowledgeable about real classroom settings. This group offers a wonderful way of meeting other students who are interested in the same career as you.
Contact: Jean Blanning, Walker 102, 487-3058..
- **Study Abroad:** MTU's Center for International Education offers a variety of possibilities for studying abroad. Such visits will give you the chance to gain a competitive edge in the job market, learn a modern language, meet new friends, and gain credit toward graduation.
Contact: Dr. James Cross, Administration Building 131, 487-2160.

Hints and Tips:

Here are a few hints and tips to keep in mind as you begin your work in English Education:

- Contact Jean Blanning, your advisor, first. She is your resource for accomplishing this degree and can help you plan out your schedule and meet the English Education requirements. You should meet with her each semester.
- If you are transferring from another major, see Jean Blanning right away so that she can see what requirements you have already met and help you get on track to graduate.
- It is advisable to take math your first semester here at Tech. If you choose not to take math your first semester here at Tech, you will have to wait until the following year to meet the math requirement. And if math isn't your thing, be sure to take advantage of the math lab for additional support.
- Remember that some courses are offered only every other year.
- You can take summer courses like Speech, Revisions, or courses in your minor here at MTU or at other colleges and universities. Be sure you know what will transfer and what will not. Again, see Jean Blanning for help in this area. Summer courses in some cases can help you graduate in four years rather than five.
- You might want to consider taking a foreign language. You can get started on a language with the World Cultures general education requirement without "wasting" any time and get an international view of world cultures. Keep in mind that in this global world, knowing another language can often help you get a teaching job.

- Before you can take any Education courses, you have to have completed (Psy 2000) Psychology 2000. It might be best for you to take PSY2000 your sophomore year here at MTU.
- You should take Education 2010 or 2020. These courses can help you get meet education professionals, network with other teachers, and give you a quick insight into teaching.

Frequently Asked Questions:

Why teach?

Most teachers like to teach because they feel they are doing something to help young people. But teachers also often enjoy being part of a profession that allows so much room for intellectual and creative work. Finally, people often like to teach because they get three months off in the summer. These summer months provide teachers the opportunity to travel, to engage in professional development, and to teach in other venues like community literacy programs, city athletic programs, etc.

What if I *might* be interested in teaching English, but I'm not sure?

You should enjoy taking English courses and have a relatively strong grade-point average in them. You should also enjoy working with young people.

There is also a course in the Department of Education—ED2020 Field Study in Education—that allows you to observe an experienced teacher of English in a secondary school classroom and to participate in that classroom. This is a good opportunity to help you clarify your career goals.

You can also meet with one of the career counselors at the Career Center to discuss your interest or see Ms. Jean Blanning, the English Education Advisor (Walker 102, 487-3058).

You might also want to talk to one of your current or former English teachers to discuss your general interest.

Why get my English Education Certificate from Michigan Tech?

Many students come to Michigan Tech expecting to pursue a major other than English Education. Some students may discover, however, that they enjoy English classes a great deal and do very well in them. They may also discover that they have a talent for teaching and a love for this complex art.

If you are one of these students, you may want to major in English Education. If so, there is no need for you to transfer from Michigan Tech to pursue a degree in this area. MTU has an accredited program in English Education leading to certification in the State of Michigan.

MTU also offers a particularly rich curriculum in the area of computer-supported learning environments for English and language arts and a cadre of outstanding professors who are well versed in literature, poetry, drama, journalism, multimedia, linguistics, composition, and rhetoric.

Finally, MTU offers students the opportunity to work with other highly qualified students who are committed to a career in teaching English.

What can I do with my degree?

When you graduate from MTU with a degree in English Education, you could choose to teach in public or private high schools and middle schools (with a teaching certificate), become a writer or editor, teach in literacy programs, or become a corporate trainer—depending on your interests and the experiences you have accumulated in college.

You could also—again depending on your interest and your ability—apply for graduate school in an area related to English studies.

How long will it take me to get my degree?

The answer to this question depends on your individual circumstances, that is, how many courses you can successfully complete each term, how much planning you can do in advance with your advisor, what prerequisites you need to take, and what minor you choose. For some minors, courses can be double counted with general education requirements.

We recommend that you put together a 4-5 year schedule for yourself—with the help of your advisor—and that you adjust this schedule each term. See the sample model schedule we have included in this advising handbook (in the “Curriculum” section).

What kind of grades do I have to get?

A student in good standing at MTU must maintain at least a 2.0 for their overall grade-point average, their most recent semester grade-point average, and their major grade-point average.

However, a 2.5 G.P.A is required in order to be recommended for a teaching certificate. Thus, we encourage you to aim for a 3.0 G.P.A. or better.

What courses do I need to take?

These courses are listed in the “Curriculum” section of this handbook.

Can I take courses in the summer? Can I take them from other schools?

Yes, MTU offers a variety of summer offerings. However, not all courses are offered in the summer and you need to work with your advisor to plan your schedule accordingly.

You can also take summer courses at other institutions, but before you decide to do so, check with the Transfer Office (Administration Building 130A).

Can I study abroad?

This is a wonderful idea—studying abroad helps to expand your cultural horizons and provides you the opportunity to travel. However, study abroad opportunities should be planned carefully. To explore study-abroad opportunities see the Office of International Education (Administration Building, 131).

Will any of the coursework I have done already count toward my degree?

It is very possible, but your advisor will help you to determine this.

General Education requirements, for example, are the same for all majors at MTU. So all of these courses will count toward your major.

In addition, transfer credits that you bring to MTU may count toward your degree. However, these courses must be evaluated by the Transfer Officer in the Admissions Office (Administration Building, Rm. 130A).

Why do I have to take classes in so many different areas?

The requirements for the English Education major can be divided into three categories.

First, Michigan Tech requires all students to take a series of General Education requirements so that they acquire a broad base of knowledge at the university level. Second, the Michigan Department of Education requires English/Language Arts courses to assure adequate knowledge in the specific content area of English. Finally, the State of Michigan requires a series of education courses that provide the general skills you need as a classroom teacher.

Do I have to take grammar?

Yes. The Department of Humanities requires a course—HU3605: Grammar and Usage in Society—that is designed to help you learn and practice correct grammar and mechanics. If you are concerned about your grammar skills, you can get help from the MTU Writing Center, and you will have the opportunity in many of your courses to practice formal grammar and usage.

Why do I need a minor?

The MTU Department of Education requires students to have a teaching minor—in part, to make graduates increasingly employable. After passing the State's certification exams, MTU education graduates are certified to teach in two entirely different disciplines.

To select a teaching minor, be sure to seek the help of the Department of Education.

Who is my advisor?

All students in English Education have two advisors to support them as they make their way through MTU's program.

Your major advisor is Ms. Jean Blanning in the Department of Humanities (Walker 102, 487-3058). You should consult Ms. Blanning when inquiring about the specific requirements associated with the English Education major.

You may also consult the advisor in MTU's Department of Education, Ms. Judy Anderson (Academic Office Building 203, 487-2460), to inquire about the procedures and requirements of the Department of Education.

Do I really need to see my advisor if I already know what other students are doing?

Although your fellow students can provide you with valuable information, only your advisors keep track of all the requirements for your major and only they can help you avoid costly errors in scheduling.

You should schedule a regular appointment—at least once a term—with both your English Education advisor (Ms. Jean Blanning, Walker 102, 487-3058) and your MTU Department of Education advisor (Ms. Judy Anderson, Academic Office Building 203, 487-2460).

What do my professors know about teaching in public schools?

Many of the professors in the Humanities department at Michigan Tech have taught in the public schools and at a variety of levels. All of your teachers have also been secondary students themselves and many are parents of secondary-aged children.

Moreover, in some ways there are commonalities in teaching English at the secondary and college levels—even though there are also differences. We suggest that you identify teachers you find to be positive role models and consult them about your career plans.

What about directed teaching/student teaching?

At Michigan Tech, student teaching is called “directed teaching.” Your directed teaching experience is arranged by the Department of Education. You should let the Department of Education and your own departmental advisor know when you plan to schedule your directed teaching experience as far in advance as possible.

Directed teaching is generally undertaken in your final semester at Michigan Tech—although it is possible to take one or two courses *outside* your major *after* you complete our directed teaching.

Directed teaching counts for 12 credits, but you cannot take any other courses during the semester you complete directed teaching. Directed teaching is a full time job, and you are expected to treat it that way.

Directed teaching is generally done in the local area, but the Department of Education can also arrange to allow individuals to do their directed teaching in other areas of the state if they so request.

How do I get more teaching experience?

Many of the opportunities to gain valuable teaching experience exist outside the formal curriculum at MTU. See “Making the Most of Your Time at MTU.”

Don’t overlook the opportunity to teach outside of English courses—coaching, teaching a craft to a cub scout group, volunteering at your local library, among many others. Often, such opportunities can provide you with valuable teaching experience.

What do I need to do to be certified as a teacher in the State of Michigan?

The State of Michigan requires that you take the Michigan Test for Teacher Certification. This test will allow you to teach in grades 7-12 in the State of Michigan. To find out about this test, its timing, and its content, see MTU’s Department of Education.

Will I be able to get a job when I graduate?

Depending on the courses you take and the experience base you build when you are in school, you could be prepared to seek any number of jobs that include teaching, tutoring, corporate training, or instruction. Each of these jobs, however, has specific requirements that you need to research. Teaching, for example, requires licensure in the state where you work. Each state has different licensure requirements set by the State Board of Education.

Nationally there is a projected shortage of qualified teachers—but this varies by region and by discipline. Jobs in the local area around Michigan Tech, for example, may be hard to come by given the relatively small population and the numbers of qualified applicants.

Your success at job hunting will also depend on the extent to which you have built a base of appropriate experiences outside the formal university curriculum. See “Making the Most of Your Time at Michigan Tech.”

Will my teaching credentials be good in other states?

Certification requirements in many states are very similar to those established in Michigan, but important differences often exist. Confer with an advisor in the Department of Education to see what credentials are required in the state where you plan to teach.

How much does teaching pay?

Teaching salaries vary by disciplines, state, and experience. You can get some idea of how much teachers earn by looking at the following web sites:

<http://www.nea.org/publiced/edstats/salaries.html>

<http://www.aft.org/research/salary/home.htm>

Also, the MTU Career Center can provide you with some salary figures in your discipline. Don't forget that teaching salaries are figured on a 9-month basis.