EduCAtion, BS: Early Adolescence-Adolescence level: English

The Early Adolescence through Adolescence (EA-A) Program in English Education is available for students who plan to teach English to students from ages 10-21. English Education candidates participate in hands-on, classroom based field and student teaching experiences in urban area middle and high schools. Candidates who satisfactorily complete the program requirements also meet the Wisconsin teacher certification requirements for teaching English subject areas in grades 6-12.

Requirements

General Education Requirements (GERs)

UW-Milwaukee has General Education Requirements (http://catalog.uwm.edu/policies/undergraduate-policies/#generaleducationcontext) that must be met in order to earn a bachelor’s degree. Some of the requirements of your program may fulfill the campus GERs. Please review the requirements and consult with your academic advisor.

Program Admission Requirements (p. 3)

Program Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRINS 300</td>
<td>Introduction to Teaching: Colloquium and Fieldwork (fulfilled prior to program admission)</td>
<td>3</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTHRO 213</td>
<td>American Indian Peoples of Wisconsin (GER-CD, GER-SS)</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 276</td>
<td>Introduction to American Indian Literature: (GER-CD, GER-HU)</td>
<td></td>
</tr>
<tr>
<td>AIS 203</td>
<td>Western Great Lakes American Indian Community Life of the Past (GER-CD, GER-SS)</td>
<td></td>
</tr>
<tr>
<td>HIST 263</td>
<td>North American Indian History Since 1887 (GER-CD, GER-SS)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 6

1 Non-Western History or Contemporary Culture and Minority Group Relations (Act 31) statutory requirements can both be met by taking one class. Program may allow fulfillment of Act 31 with a 1-day workshop.

Content Area

Choose one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 201</td>
<td>Strategies for Academic Writing (GER-OWCB)</td>
<td></td>
</tr>
<tr>
<td>CURRINS 234</td>
<td>Teachers as Writers (GER-OWCB, HU)</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 212</td>
<td>Grammar and Usage</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 215</td>
<td>Introduction to English Studies (OWC-B, GER-HU)</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Writing

ENGLISH 430 | Advanced Writing Workshop (GER-OWCB)                       | 3       |

CURRINS 547 | Curricular Applications of the Internet                     | 3       |

Advanced Linguistics

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 400</td>
<td>or LINGUIS 350</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>ENGLISH 401</td>
<td>History of the English Language</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 403</td>
<td>Survey of Modern English Grammar</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 404</td>
<td>Language, Power, and Identity</td>
<td>2</td>
</tr>
<tr>
<td>CURRINS 542</td>
<td>History and Politics of Second Language Education</td>
<td></td>
</tr>
<tr>
<td>CURRINS 543</td>
<td>Developing Biliteracy</td>
<td>2</td>
</tr>
</tbody>
</table>

Advanced Literature

Survey I: Periodization/Historical, Genre, Focus (choose one of the following) 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 301</td>
<td>Survey of English Literature, Beginnings to 1500</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 302</td>
<td>Survey of English Literature, 1500-1660</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 303</td>
<td>Survey of English Literature, 1660-1798</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 304</td>
<td>Survey of English Literature, 1798-1900</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 305</td>
<td>Survey of English Literature: 1900 to the Present</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH 306  Survey of Irish Literature
ENGLISH 307  Survey of American Literature to 1865
ENGLISH 308  Survey of American Literature, 1865-1965
ENGLISH 309  Survey of Contemporary American Literature
ENGLISH 326  The Development of the Novel:
ENGLISH 327  The Development of the Short Story
ENGLISH 328  Forms of Experimental Literature:
ENGLISH 329  Film and Literature
ENGLISH 332  Gay and Lesbian Literature: (GER-HU)
ENGLISH 341  The Development of Drama:
ENGLISH 346  Writers in English Literature, 1500-1660:
ENGLISH 347  Writers in English Literature, 1660-1798:
ENGLISH 348  Writers in English Literature, 1798-1900:
ENGLISH 349  Writers in English Literature, 1900 to the Present:
ENGLISH 350  Writers in American Literature, 1500-1900:
ENGLISH 351  Writers in American Literature, 1900 to the Present:
ENGLISH 360  Survey of Medieval and Early Modern Literature:
ENGLISH 361  The Development of Poetry:
ENGLISH 362  Seminar in Literature by Women:
ENGLISH 363  Seminar in African-American Literature:
ENGLISH 364  Seminar in American Indian Literature:
ENGLISH 365  World Literatures Written in English:
ENGLISH 450  Haiku
ENGLISH 451  The Development of Drama:
ENGLISH 452  The Development of the Short Story
ENGLISH 453  The Development of the Novel:
ENGLISH 454  Forms of Experimental Literature:
ENGLISH 455  Film and Literature
ENGLISH 456  Writers in English Literature, 1500-1660:
ENGLISH 457  Writers in English Literature, 1660-1798:
ENGLISH 458  Writers in English Literature, 1798-1900:
ENGLISH 459  Writers in English Literature, 1900 to the Present:
ENGLISH 460  Writers in American Literature, 1500-1900:
ENGLISH 461  Writers in American Literature, 1900 to the Present:
ENGLISH 500  Studies in Medieval and Early Modern Literature:
ENGLISH 501  Studies in Literature, 1500-1660:
ENGLISH 504  Studies in Literature, 1660-1800:
ENGLISH 505  Studies in Literature, 1800-1900:
ENGLISH 507  Studies in Literature, 1900 to the Present:
ENGLISH 530  Studies in Shakespeare:
ENGLISH 621  Seminar in the Literature of England:
ENGLISH 623  Seminar in American Literature:
ENGLISH 624  Seminar in Modern Literature:
ENGLISH 625  Seminar in Literary History:
ENGLISH 685  Honors Seminar:

Survey II: Literature and Culture (choose one of the following) 3
ENGLISH 332  Gay and Lesbian Literature: (GER-HU)
ENGLISH 372  Survey of American Indian Literature (GER-CD, GER-HU)
ENGLISH 373  Survey of Ethnic Minority Literature (GER-CD, GER-HU)
ENGLISH 374  Survey of U.S. Latino/a Literature (GER-CD)
ENGLISH 375  Seminar in Literature and Sexuality:
ENGLISH 376  Seminar in African-American Literature (GER-CD)
ENGLISH 377  Seminar in American Indian Literature (GER-CD)
ENGLISH 378  Seminar in Literature and Culture:
ENGLISH 379  Seminar in Literature and the Other Arts:
ENGLISH 381  World Literatures Written in English:
ENGLISH 463  Writers in African-American Literature: (GER-CD)

ENGLISH 465  Women Writers:

Young Adult Literature 3

CURLRNS 650  Reading Interests of Adolescents 3

Literary Critical Theory (choose one of the following) 3

ENGLISH 378  Survey of Current Literary and Cultural Theory

ENGLISH 545  Studies in the History of Literary Criticism:
ENGLISH 547  Studies in Theory and Criticism:
ENGLISH 626  Seminar in Critical Theory:

Literature and Culture Capstone (choose one of the following) 3

ENGLISH 514  Literature in Context:
ENGLISH 515  Literature and the Other Arts:
ENGLISH 517  Studies in African-American Literature:
ENGLISH 518  Studies in Irish Literature:
ENGLISH 520  Studies in American Indian Literature:
ENGLISH 521  Studies in Ethnic Minority Literature:
ENGLISH 522  Studies in World Literature Written in English:
ENGLISH 523  Studies in U.S. Latino/a Literature:
ENGLISH 524  Studies in Asian-American Literature:
ENGLISH 627  Seminar in Literature and Culture:
ENGLISH 628  Seminar in Literature by Women:
ENGLISH 629  Seminar in Literature and Sexuality:
ENGLISH 630  Seminar in Literature and the Other Arts:
ENGLISH 631  Seminar in African-American Literature:
ENGLISH 632  Seminar in American Indian Literature:

Total Credits 54

2  Meets Reading Teacher Proficiency 3.
3  Meets Reading Teacher Proficiency 6.

Professional Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED POL 375</td>
<td>Cultural Foundations of Education or Urban Education: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 330</td>
<td>Introduction to Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>CURRINS 545</td>
<td>Reading in the Content Areas: Middle, Junior, and Senior High School</td>
<td>3</td>
</tr>
<tr>
<td>CURRINS 659</td>
<td>Teaching and Assessing Grammar to Enrich Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

After Admission to School of Education (2 courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEDUC 531</td>
<td>Inclusion for Secondary Educators: Humanities, the Arts, Foreign Language 5</td>
<td>3</td>
</tr>
<tr>
<td>CURRINS 510</td>
<td>Cooperative Strategies for Pre and Early Adolescents (English-only spring section)</td>
<td>1</td>
</tr>
<tr>
<td>CURRINS 657</td>
<td>Approaches to Teaching and Assessing Texts in the Secondary Schools 6,7,8</td>
<td>3</td>
</tr>
</tbody>
</table>

Block Taken in Fall of Final Academic Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRINS 658</td>
<td>Teaching and Assessing English (prerequisite CURRINS 657)</td>
<td>3</td>
</tr>
</tbody>
</table>
visit the Office of Clinical Experiences website at uwm.edu/education/academics/clinical-experiences/.

To be approved for placement, you must meet the following criteria:

• Be admitted to the School of Education.
• Completion of all required coursework.
• Minimum 2.5 cumulative GPA.
• Minimum of 2.75 GPA in all content area and professional education courses.
• Passing scores reflected on your transcript for the Praxis II exam: English Language Art: Content Knowledge #5038.
• Removal of all F or I (incomplete) grades.
• TB test results submitted to the Office of Clinical Experiences.
• Criminal Background Check submitted to the Office of Clinical Experiences.
• Completion of CURRINS 316, CURRINS 415, CURRINS 510, CURRINS 650, CURRINS 657, CURRINS 658, and CURRINS 659 with a C+ or better.

Undergraduate Advising

Our purpose is to provide collaborative, mentoring relationships which promote educational, career, and professional development. We value a student-centered, holistic, and ethical approach to advising based on strong partnerships with students, faculty and staff, and the larger campus community. We are committed to creating a respectful and supportive environment. We encourage students to be self-reliant through informed decisions and choices based upon dissemination of accurate information. We value our own continuous professional development to enhance the quality of the advising experience.

How to Prepare for an Advising Meeting

• Review your Advisement Report in PAWS (http://uwm.edu/registrar/academic-unit-services/paws-academic-advisement/).
• Come prepared with questions or topics for discussion.
• Make a list of courses you think you should take.
• Investigate opportunities to prepare for the job you want.
• Keep a record of your academic progress.
• Understand you are ultimately responsible for creating your educational, life, and career plans.
• Maintain honest and open communication with your advisor.
• Take responsibility for choices you make as a student and member of the UW-Milwaukee community.

Scheduling an Appointment

Office of Student Services
Enderis Hall, Room 209
(414) 229-4721
soeinfo@uwm.edu

Graduate Advising

If you are a School of Education graduate student, you may schedule an appointment with your faculty advisor by contacting your faculty advisor directly. Faculty contact information can be found in the People Directory (https://uwm.edu/education/people/). Your faculty advisor will be listed in your PAWS account.
Honors in the Department of Teaching and Learning

Departmental Honors are granted to students who have achieved a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester.

Honors in the School of Education

Dean's Honor List

GPA of 3.750 or above, earned on a full-time student's GPA on 12 or more graded credits in a given semester.

Honors College Degree and Honors College Degree with Distinction

Granted to graduating seniors who complete Honors College requirements, as listed in the Honors College (http://catalog.uwm.edu/opportunities-resources/honors-college/) section of this site.

Commencement Honors

Students with a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester, will receive all-university commencement honors and be awarded the traditional gold cord at the December or May Honors Convocation. Please note that for honors calculation, the GPA is not rounded and is truncated at the third decimal (e.g., 3.499).

Final Honors

Earned on a minimum of 60 graded UWM credits: Cum Laude - 3.500 or above; Magna Cum Laude - 3.650 or above; Summa Cum Laude - 3.800 or above.