Request to Offer an English Education Endorsement

Starting Fall 2009

Dixie State College

Prepared for
Commissioner William A. Sederburg
By
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SECTION I: The Request

Dixie State College of Utah requests approval to add an endorsement in English Education, effective Fall semester 2009.

SECTION II: Program Description

Complete Program Description: This request is to add an English Education Endorsement to the English program at Dixie State College of Utah (DSC). DSC currently has an English Education emphasis as part of its English baccalaureate degree program. In addition to granting a baccalaureate degree, the existing English Education program leads to Utah State certification to teach secondary English. This component of the English program would satisfy Utah State Office of Education requirements for an endorsement to teach English at the secondary level.

This endorsement would have two components:

- **Courses:**
  - One writing course (Choose from 2140, 3030, 2100, 3360)
  - Two methods courses (ENGL 4500 and 4510)
  - A survey course in British literature (choose ENGL 2500 or 2510)
  - A survey course in American literature (choose ENGL 2400 or 2410)
  - SCED 3720 (Reading & Writing in the Content Area)
  - EDUC 2500 (Technology for Educators and Electronic Portfolios (K-12))
  - ENGL 3520 (Young Adult Literature)
  - A multicultural literature course (choose ENGL 3400 or 3220)
  - Grammar and language: Choose ENGL 1410 or 3810
  - Three or more upper division elective credits in English (1 course)

  Total number of required credits: 33

- Score of 168 or higher on Praxis II for English

**Admission Requirements:** Students will be admitted to the English Education endorsement if they meet the following requirements:

1. They are in good standing with the College. Transfer students will be admitted if they have a 2.5 GPA.
2. A score of 4 or higher (on a scale of 1-5) on a polished writing sample and an impromptu writing sample submitted to the department, to be evaluated by 2 English faculty members.
3. A score of 4 or higher (on a scale of 1-5) on an interview with 2 English faculty members (See Appendix B for interview questions).

**Purpose of Program:** One of the central roles assigned to DSC is to meet the educational needs in Washington and Kane Counties. Given the rapid growth of this area and the infusion of public school age students combined with retirements projected in the Washington County School District, the need for public school teachers is critical and growing. English teaching throughout the county, state and nation is one of the largest disciplines being hired in secondary education. Potential teachers come from many walks of life, and many are recruited from other careers and fields. This endorsement would serve those non-traditional and returning students who may already have degrees with or without teacher licensure, allowing them to complete state
requirements to become highly qualified English teachers as described in the No Child Left Behind Act. The endorsement, in combination with English education graduates from DSC and SUU, aims at meeting that need, in Iron, Washington, and Kane counties, as well as throughout the state of Utah.

**Institutional Readiness:**

DSC has developed baccalaureate programming at a measured pace of program development that has allowed the College time and resources to develop infrastructure to support the programs that DSC has added. During 2004-05, DSC restructured its General Education Requirements and in the process reduced a required literature course to a choice of options under the humanities requirement. That change significantly increased the availability of English faculty to teach upper-level courses for the English Baccalaureate degree. The Board of Regents granted the English baccalaureate degree to DSC in August of 2006 and the English Education emphasis in April of 2007.

As of Spring 2009 there were approximately 100 declared English majors at Dixie State College. One third of these have chosen to pursue the English Education Emphasis. All courses required for the initial certification of secondary English teachers are available, established, and currently being offered. In addition to traditional students (those seeking their first degree), there are ten degreed individuals seeking licensure to teach English who are either currently taking courses at Dixie State College or will begin taking courses in Summer or Fall of 2009. In addition, the English Department has been receiving several requests per week for information about certifying in English.

The proposed English Endorsement would impact enrollment in multiple classes, but DSC doesn’t anticipate the need for extra sections of these courses. See Appendix G for information regarding average class size in the courses involved and the number of students that can be included without additional expenditure of funds.

**Faculty and courses:** The courses necessary for this endorsement are already in place and are already being offered as part of the English baccalaureate program. No additional staff will be necessary.

**Library and Information Resources:** Resources and databases are already in place to support the needs of both English and Education.

**Student Advisement:** The English Department currently has an advisor in place who is qualified to advise English Education students.

**SECTION III: Need**

**Program Need:** For the last year the English Department has been receiving several requests per week for this endorsement program. Secondary institutions throughout Washington County, the state of Utah, and the nation are constantly seeking secondary English faculty, and students at DSC are able to pursue a career in English secondary education by earning a traditional English Education degree. DSC serves a large number of non-traditional students, as well, and this endorsement would serve the needs of these students. Teachers currently certified in other subjects would also have the option of obtaining an English endorsement through this program.
Labor Market Demand: While in general, training in English offers students many opportunities in a wide range of positions, most positions for English graduates are not in English specific careers. However, the English Education degree does prepare students to work in an English specific career. Nationwide, the third top hiring occupation with only a bachelor’s degree in English is English Education. (See Appendix C, Top 10 Occupations that Employ Persons with Only a Bachelor’s Degree in English.) Demand for English teachers is brisk both nationally and regionally. Twenty-seven percent of graduates in English are employed in education. (See Appendix D, Percentage Distribution of Employed Persons with Only a Bachelor’s Degree in English, by Major Sector of Economic Activity.) In fact, the regional demand for secondary teachers is such that the Washington County School District included English as one of three specially requested Degrees. (See Appendix F, Letter from Washington County School District.) Hires in the Washington County School District over the past eight years show that English hires make up the second largest category of hires in secondary education. While current numbers indicate that WCSD student projections are down from the numbers anticipated, they are still projecting large demands for English educators in the years ahead. Given the proficiency requirements in Utah high schools in English, such teacher needs will continue to be reflected throughout the years ahead.

Student Demand: Nationally, the area of education ranked third while “English and Languages” ranked as the fifth most popular baccalaureate degree offerings in colleges and universities, facts which underscore student interest in these two areas. (See Appendix E, Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges.)

Because of ongoing student interest in educational careers at most state colleges and universities, the colleges of education have the institutions' largest number of annual graduates. Data from a joint survey conducted by Dixie State College and the Washington County School District during Spring of 2006, indicate a respectable population in the county that is interested in pursuing a degree in education. Many in this population already possess a baccalaureate degree and desire secondary licensure. From fall 2008- spring 2009 our English advisor received almost weekly requests for information on this kind of program. Because of current market demand for English educators, it is anticipated that many degreed individuals would choose to complete an endorsement in English at DSC, if offered. According to the Bureau of Labor Statistics “employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 479,000 additional teacher positions, more than all but a few

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1 One source notes that “An English Degree isn't 'job training', but an education in the English language and what's been created from it. Your education will develop important research and critical thinking skills. You determine where more information is needed and learn to discern what is important and then synthesize the information for the use of others. While you are learning to read with a critical eye, you're also polishing your own writing skills. If you think those book reports you wrote in school were a waste of time, you'll change your mind when your manager asks you to quickly summarize the lengthy report he didn't have a chance to read. When you're asked your opinion of radically differing approaches to a business problem, thank the many "compare and contrast" essays you wrote. And you'll appreciate the obsession for spelling, grammar, and syntax when it comes time to do an edit for a critical marketing piece before it's sent to the printers” (Guide to College Majors in English, available at http://www.worldwidelearn.com/online-education-guide/arts-humanities/english-major.htm).


4 Study dated June 6, 2007, sent to DSC from WCSD via e-mail on June 6, 2007.
The No Child Left Behind Act sets rigorous standards for required qualifications for teaching. This endorsement would provide a means for teachers in our area to satisfy the demands of becoming a “highly qualified teacher” according to NCLB in the area of English. Those who obtain additional certifications (such as the endorsement proposed here) are also rewarded with pay raises here in Utah, which provides additional motivation for teachers to seek this kind of program.

Collaboration with and Impact on Other USHE Institutions: Careful comparison and review of similar English Education endorsements at USHE institutions has been completed as a means of preparing this proposal. It is essential that DSC offer a rigorous and academically sound English education endorsement. Recognizing the critical teacher shortage facing USOE in secondary education in the years ahead, it is imperative that DSC contribute to the efforts of all USHE institutions in meeting that shortage. Providing an English Education endorsement at DSC is unlikely to adversely affect any USHE institution but is likely to provide important assistance in meeting the educational needs within the state of Utah.

Benefits to DSC and to the USHE: The English Education endorsement will, as noted in the section above, assist in the burden placed on USHE to provide the teachers needed in the state of Utah. It will be particularly beneficial to potential students living in Southern Utah who are already established and employed in the area and who are seeking to augment their employability in education.

Consistency with Institutional Mission: Secondary education is currently DSC’s number one priority (which includes Secondary Education Certification and the two degrees of English Education and Biology Education). This endorsement merely extends DSC’s ability to provide teacher training and teacher education.

SECTION IV: Program and Student Assessment

Program Assessment and Expected Standards of Performance: Endorsement completers not only have to pass exams and write, but must pass the English PRAXIS exam. The proposed course offerings have been structured to cover the essential content knowledge for those exams. Additionally, each course in the curriculum of this emphasis will have identified the appropriate learning outcomes that a student must achieve upon completion of the course. A pre- and post-test will be given as a part of each course’s offering with exam questions linked to each of the learning objectives. The results will be compared to each learning objective and the test questions growing out of it.

In addition to these basic assessments of academic achievement, the department will assess student satisfaction. When majors complete their final course, they will be asked to complete a written assessment of the program, evaluating whether the program’s objectives have been met.

5 http://www.bls.gov/oco/ocos069.htm
Finally, each department at DSC goes through a program review process prescribed in policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives. Each department is reviewed on a five-year rotation.

SECTION V: Finance

**Budget and Funding Sources:** Courses and advisement needed for the English Education endorsement are already in place. No additional funding will be necessary.

**Reallocation:** No current reallocation of program funds is planned.

**Impact on Existing Budgets:** No other programs will be affected by this program.
Appendix A: Program Curriculum

**English Education Endorsement:** The English education endorsement permits students to meet the State of Utah requirements to teach English in grades 6-12. Requirements would include the following:

- **Courses:**
  - 1 writing course (Choose from 2140, 3030, 2100, 3360)
  - 2 methods courses (ENGL 4500 and 4510)
  - A survey course in British literature (choose ENGL 2500 or 2510)
  - A survey course in American literature (choose ENGL 2400 or 2410)
  - SCED 3720 (Reading & Writing in the Content Area)
  - EDUC 2500 (Technology for Educators and Electronic Portfolios (K-12))
  - ENGL 3520 (Young Adult Literature)
  - 1 multicultural literature course (choose ENGL 3400 or 3220)
  - Grammar and language: Choose ENGL 1410 or 3810
  - 3 or more upper division elective credits in English (1 course)

  Total number of required credits: 33

- **Recency:**
  - No course older than 20 years
  - Teaching Methods courses not older than 5 years
  - Computer course not older than 5 years

- Current Utah teaching license or completion of Dixie SET requirements

  Score of 168 on Praxis II for English

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<tr>
<td>• ENGL 3030, Advanced Writing</td>
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<td>ENGL 2010 (C or better)</td>
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<td>• ENGL 2100, Technical Writing</td>
<td>3</td>
<td>ENGL 2010 (C or better)</td>
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<td>• ENGL 3360, Writing for Magazines and Trade Journals</td>
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<tr>
<td>• ENGL 4510, Methods in Teaching Literature</td>
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<td>ENGL 2010 (C or better)</td>
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<tr>
<td>• ENGL 2410, American Literature II (Civil War to Present)</td>
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<tr>
<td>• ENGL 2500, British Literature I (Anglo-Saxon Period to 18th Century)</td>
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<td>or</td>
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<tr>
<td>• ENGL 2510, British Literature II (Romantic Period to Present)</td>
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<th>Multicultural Literature (choose one)</th>
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New Courses to Be Added:  None

All Course Descriptions:

ENGL  - 1001    Orientation/English Major

English 1001 is designed to help entering students make a smooth transition into college life. Students will complete placement and assessment activities, choose a major emphasis (either literary studies or professional and technical writing), develop a degree plan, brush up on study skills, understand campus support systems, plan for their senior capstone course, participate in seminars, attend designated arts events, observe in the Writing Center, and submit written reports of their activities. This course is recommended for all freshman English majors.

2 lecture hours per week.

ENGL  - 1010    Intro to Writing *EN

Required of all students. The objective of this course is to improve students' abilities to read, analyze, and write expository papers. Satisfies one of the composition requirements for AA/AS/AAS degrees. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Prerequisite: LIB 1010 (can be taken concurrently); English placement score of 19 (ACT writing score or equivalent) or a grade of C or better in ENGL 0990 (and 0991 if taken); and reading placement score of 17 (ACT reading score or equivalent) or a grade of C or better in ENGL 1470.

3 lecture hours per week.

ENGL  - 1410    Elements of Grammar

Required of English majors and recommended for other students interested in improving their knowledge of basic English grammar. This course engages students in the study of English grammar to facilitate writing, editing, and an
understanding of the relationship between language, formal rules, and meaning. The course will focus on the study of sentence structure, the terminology and definitions of traditional grammar, and the conventions of usage and punctuation. Students will analyze written examples, diagram sentences, edit written work, and practice constructing original sentences according to the principles outline.
3 lecture hours per week.

ENGL - 1800-1820 English Work Experience

Cooperative Education relates the classroom to the employment community. Those with a designated major and a vocational or career interest may be assisted in locating employment that relates to classroom studies. If a student has approved employment, they may be eligible for academic credit based upon the completion of structured learning objectives. Cooperative Education is available in all divisions. Permission must be obtained from the director of cooperative education before registration. Students are limited to four cooperative education credit courses or 12 cooperative education credits.

ENGL - 2010 Intermediate Writing: Selected Topics *EN

Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: "C" or higher in English 1010 and LIB 1010 (can be concurrently enrolled).
3 lecture hours per week.

ENGL - 2100 Technical Writing

For students in the science and technical disciplines who would like to increase their proficiency in writing. This course provides students with opportunities to develop skills useful in professional, workplace settings. The course introduces students to technical formats, brevity and clarity strategies, and visual elements such as headings, lists and graphics. Prerequisite: ENGL 1010 with a grade of C or higher. 3 lecture hours per week.

ENGL - 2130 Intro to Science Fiction & Futurism *HU

For students in all disciplines with an interest in the literature of science fiction and futurism. This course fulfills a literature requirement in the general education humanities section. Sharpens students’ literary skills, enhances self-knowledge, and increases understanding of the literature of the genre. Helps students to see how science and technology have shaped the modern world and how they may transform the future. The course covers classic and contemporary science fiction novels and uses class discussions and guest lecturers. 3 lecture hours per week.
ENGL - 2140  Creative Writing

For students in all disciplines with an interest in developing expressive skills through the writing of poetry, short stories, and dramatic presentations on stage and in film. Increases students' understanding of literature, other people, and their own ideas and feelings. Uses class discussions, guest lecturers, and an optional writing lab. Successful students will master material which includes figurative language, alliteration, assonance, rhythm in poetry and prose, dialogue, plot, setting, theme, and the critical vocabulary of the genres mentioned above. 3 lecture hours per week.

ENGL - 2200  Intro to Literature *HU

For students in all disciplines who would like to increase their enjoyment of literature. This course fulfills a literature requirement in the general education section. The course provides students with a basic understanding of novels, short stories, poems, plays, and essays. Students will learn to read analytically and write critically. 3 lecture hours per week.

ENGL - 2230  Intro to Mythology *HU

For students in all disciplines with an interest in the myths of the Greeks, Romans, Vikings, and Celts. This course fulfills a literature requirement in the general education humanities section. The course provides students with a brief look at the historical backgrounds of the above peoples and their myths and some of the ways in which myths have been used in literature from Homer to contemporary fantasy and science fiction. Includes lectures, class discussions, and films. 3 lecture hours per week.

ENGL - 2270  Intro/World Literature I *HU

Appropriate for students in all disciplines with an interest in improving their enjoyment of world literature. This course fulfills a literature requirement in the general education section. The course will introduce students to representative masterpieces from ancient, medieval, and Renaissance literature. Students will survey a variety of literature, from writers such as Homer, Sophocles, Virgil, Li Po, Dante, Machiavelli and Shakespeare as well as selections from literary masterpieces such as Gilgamesh, the Bible, the Bhagavad-Gita, the Koran, and The Thousand and One Nights. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2280  Intro/World Literature II *HU
Appropriate for students in all disciplines with an interest in improving their enjoyment of world literature. This course fulfills a literature requirement in the general education section. The course will introduce students to representative literary masterpieces from the eighteenth century to the present. Students will survey a variety of literature from writers around the globe. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2330  Children's Literature *HU

For all students who love children and reading or who have an interest in elementary education, child development, or parenthood. Teaches the historical development of children's literature; examines literary elements, such as characterization, plot, and style; focuses on a broad spectrum of literary genre in children's literature, such as realistic fiction, picture books, poetry, and informational books; and acquaints students with major authors and illustrators of children's literature, past and present. Students will create a personal card file of all books and stories read, in addition to tests, quizzes, and papers on the textbook readings. Satisfies general education literature requirement in the humanities section as well as program requirements in some elementary education programs. 3 lecture hours per week.

ENGL - 2400  Intro to American Lit I *HU

(Colonial Period to the American Renaissance) This course will introduce students to some of the major writers and works in American literature. Students will survey a variety of literature, from the sermons and poetry of the early Puritans to the seminal essays, poetry and fiction of the American Renaissance. The course will introduce students to common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2410  Intro to American Lit II *HU

For students in all disciplines who would like to increase their enjoyment of Western American Literature. This course fulfills a literature requirement in the general education humanities section. This course provides students with a basic understanding of the historical contexts and thematic concerns of major western authors, such as Cather, Clark, Guthrie, Waters, London, and Steinbeck. Students will learn to read analytically and write critically. 3 lecture hours per week.

ENGL - 2500  Intro to British Lit I *HU
For students in all disciplines who would like to increase their enjoyment of British Literature. This course fulfills a literature requirement in the general education section. The course provides students with a basic understanding of the historical contexts and thematic concerns of major authors from Chaucer to T.S.Eliot. Students will learn to read analytically and write critically. 3 lecture hours per week.

ENGL - 2510 Intro to British Lit II *HU

This course will introduce students to some of the major writers of the British Isles through careful study of a variety of literary works from the Romantic period to the present. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2600 Critical Intro to Lit *HU

For students in all disciplines, but required for English majors who want a bachelor's degree from a Utah school. Introduces literary appreciation. Teaches criticism and terminology as applied to various types of literature, including fiction, poetry, and drama. Requires critical analysis of prose, poetry, and drama. Acquaints students with basic literary terminology, provides a brief survey of pertinent literary theories, and surveys pivotal critical texts. Students respond to texts to understand how meaning is created through transactions among writings, readers and cultures. 3 lecture hours per week.

ENGL - 2790 Writing Center Tutoring

For all students interested in learning how to tutor writing for either personal satisfaction or professional needs. Required for tutors in the College's Writing Center. This course will cover a variety of writing specific topics, such as grammar, organization, rhetorical invention, revision strategies, and the writing process in general. It will also cover principles of tutoring, including using the Socratic method of teaching, tutoring to various learning styles, and dealing with writer's anxiety, as well as the use of computers while tutoring. Students who complete the course will be able to diagnose writing problems, provide instruction, and interpret course assignments. 2 lecture hours per week.

ENGL - 2791 Writing Center Tutoring

A second course for all students interested in learning how to tutor writing for either personal satisfaction or professional needs. Required for tutors in the College's writing center. This course will cover a variety of writing specific topics like grammar, organization, rhetorical invention, revision strategies, and the writing process in general. It will also cover principles of tutoring like, using the Socratic method of
teaching, tutoring to various learning styles, and dealing with writer's anxiety, as well as the use of computers while tutoring. Students who complete the course will be able to diagnose writing problems, provide instruction and practice, and interpret course assignments. 1 lecture hour per week.

ENGL - 2890 Spec Proj/Creative Writing

For students in all disciplines who wish to work with the "Southern Quill," Dixie College's literary magazine, and who want to pursue projects in creative writing such as poetry, short stories, plays, and essays. Students must attend weekly "Southern Quill" meetings (see instructor for day and time) and produce works in the genre(s) of their choice. Available for one, two, or three credits. Prerequisite: Instructor permission Required.

ENGL - 2990-2999 Seminar in English

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission required.

ENGL - 3010 Writing in the Professions

This course is for students who have been accepted into a baccalaureate program at Dixie State College of Utah. If enrollments permit, students who need business writing for transfer purposes and other interested students may also register for English 3010. Learning from business communication theory and through practical application, students will be able to effectively recognize and model diverse professional writing styles by analyzing various business audiences, writing purposes, and documents (including extensive formal research reports). Students will also learn about matters of business ethics, international business, and the Internet's impact on business communication. Prerequisite: ENGL 2010 and acceptance into baccalaureate program or departmental consent. 3 lecture hours per week.

ENGL - 3030 Advanced College Writing
This is an upper division composition course intended for English majors and for students who wish to expand and deepen their skills in critical reading, critical thinking and integrated analysis within a variety of rhetorical contexts. The students will be asked to write several persuasive, argumentative and expository essays. Learning from rhetorical theory and through practical application, students will be able to effectively recognize and model diverse writing styles by analyzing various audiences, writing purposes, and documents. Prerequisite: English 2010 (with an earned grade of C or better). 3 lecture hours per week.

**ENGL - 3120 Document Design**

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students who wish to create effective professional documents for the workplace. Successful students will demonstrate competence in all aspects of document design, including (but not limited to) the following: overall organization and layout; usability theory, application and testing; data organization and display; visual rhetoric (the use of color, size and white space); and theories of writer-based and reader-based writing. Students will also examine existing research on how different readers process information in different ways. In order to apply the knowledge learned in class, students will write their own technical documents, for both print and online contexts. 3 lecture hours per week.

**ENGL - 3130 Grant and Proposal Writing**

Required of English majors emphasizing Professional and Technical Writing, and open to students who want to learn about grant and proposal writing. Students in this course will focus on techniques for writing effective grants and proposals, learning about the processes that lead to successful grant and proposal writing, generating and focusing on an idea, writing in a variety of formats, and providing supporting information. Successful students in this class will demonstrate they understand the qualities of an effective proposal through their critiques of funded and non-funded proposals and by writing a proposal. 3 lecture hours per week.

**ENGL - 3180 Writing for Interactive Media**

Required of English majors pursuing on emphasis in Professional & Technical Writing, and open to other interested students. Explores writing and editing for visual, audio, and interactive media—how to choose appropriate format and delivery mechanisms for news, Web sites, kiosks, and CD/DVD, etc. Topics include accessibility, copyright law and information ethics. Students will understand differences in writing for linear and non-linear media; develop an audience-focused, communication-oriented approach to writing; and create text-based documents that communicate effectively across different media. 3 lecture hours per week.
ENGL - 3201  Genre Studies: Folklore

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. Provides students with an understanding of folklore as a genre, as well as folk themes and motifs in other forms of literature. Toward that aim, the course focuses on folklore in novels and stories and on folk narratives themselves. Designed to introduce students to methods and practices of folklore field research and folklore criticism. The course is also designed to expand the student's critical reading and writing skills. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3202  Genre Studies: Poetry

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. This course covers the rudiments of poetic expression—including word choice, syntax, figuration, rhythm and meter, lineation, sound, imagery, and form—as it engages students with representative examples of poetry from the western and world traditions. Through close readings and analysis, students learn to appreciate the artistic value of language and to produce competent and convincing interpretations of poetry. The course also covers various theoretical and critical perspectives as they influence the reading of poetry. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

ENGL - 3211  Period Studies: Victorian Literature

Required of all English majors, and for other students interested in improving their enjoyment of British Victorian literature, including the historical and cultural contexts of the period. Students will engage with the work and ideas of major writers of the period, such as Browning, Tennyson, Arnold, Swinburne, Dickens, Thackeray, Carlyle, and Ruskin. The class requires students to read and respond to a number of key readings, participate in small-group and class discussions, produce a substantial critical paper, and complete both a mid-term and final exam. Successful students will demonstrate skill in reading different types of literature; in understanding narrative and figurative devices in using a variety of critical perspectives based on literary theory; and in sharing what they understand through both written and oral discussion. The course provides opportunities for developing greater skill in the critical reading and appreciation of literature. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3212  Period Studies: Crime Fiction & Film Noir

For students in all disciplines who wish to learn about the "hard boiled" school of detective fiction and the influence it has had upon American
This course fulfills a requirement in the English major. The course will introduce students to the themes, motifs and other narrative elements that distinguish the novels of Depression-era crime writers like Dashiell Hammett, James M. Cain, and Raymond Chandler. Students will analyze cinematic adaptations of these authors' works, especially those which have been cited by critics as examples of film noir. Course includes texts, film screenings, standard lectures, class discussions, writing assignments, and exams. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

ENGL  - 3220   Multi-Ethnic Am Literature

Required of all English majors, and for other interested students. The course examines multi-ethnic literature by American authors and studies the contributions to American literature by African-Americans, Asian-Americans, Latinos and Native Americans. It focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class, and gender. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL  - 3230   Literature and Culture

Required of English majors pursuing an emphasis in Literary Studies, and recommended for other students curious about the relationship between the literary arts and other cultural forms. This is an interdisciplinary course that will introduce students to a broad selection of American literary, cinematic, artistic, and cultural works that investigate the relationship between American culture and literature. Students will be introduced to the ways in which texts and artifacts are closely tied to the geographical and cultural space as well as the historical period in which they emerge. Prerequisite: ENGL 2010 (with a grade of C or better). 3 lecture hours per week.

ENGL  - 3260   Major American Authors

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major writer or group of writers. Topics and time periods vary among American authors according to instructor expertise and might include, for example, Jefferson, Douglass, Melville, Dickenson, Cather, Hemingway, Silko, or Morrison, among others. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.
ENGL - 3340  Rhetoric of Science

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining rhetoric within the professional sciences. This course focuses on rhetorical principles that influence writing in scientific professions. Students will study the writings of influential scientists-rhetoricians. Successful students in this course will demonstrate through theory and application an understanding of these principles through theses types of scientific writing: environmental impact statements, the scientific report, and articles from contemporary scientific journals. Students also will examine current controversies in scientific debate. 3 lecture hours per week.

ENGL - 3350  Writing/Professional Contexts

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining writing in complex corporate contexts. Introduces students to the study of written communication in complex human organizations. Course relates written communication to values, leadership and power in such organizational contexts as media, business, professional, social, educational, and political groups. Successful students will be able to understand how writing functions in basic types of organizations, critique the effectiveness of written organizational communication practices, and develop their own writing skills. 3 lecture hours per week.

ENGL - 3360  Writing/Magazine/Trade Journals

Required of English majors pursuing an emphasis in Professional and Technical Writing, and open to students interested in this type of writing. Students who complete this course will be able to understand the development of the magazine market and the current landscape of magazine publishing: generate ideas, pitch stories, research, report and write articles suitable for publication in a magazine; and initiate and complete the feature or long-form article for magazines or other markets. 3 lecture hours per week.

ENGL - 3400  World Literature

Required of English majors pursuing an emphasis in Literary Studies, but also open to those interested in international literature. Students will examine works by major authors in various genres from Asia, the Middle East, the Indian subcontinent, Africa, the Caribbean, Australia, Latin America, and Europe. Thus, the class enable students to appreciate culture and literary traditions beyond those of Britain and the United States. Course topics will vary according to instructor emphasis. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.
ENGL - 3510 Shakespeare

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. Students can expect to do close readings of at least six plays and to study such secondary materials as literary criticism, historical background, and film and theatrical representations of the plays. As perhaps the single most important cultural icon in our society, Shakespeare also offers an excellent opportunity to look at the nature of literary reputations, national competitiveness in cultures, and the shifting map of such issues over time. Students will learn to incorporate these materials into their own class discussions and will also produce papers that reflect their new knowledge. Additional class evaluation will come through tests. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3520 Period Stu: Young Adult Lit

Required of English majors pursuing secondary certification, and recommended for others interested in literature. Students will explore in depth contemporary adolescent literature, including content, structure, diversity issues, and critical evaluation. The course is also designed to provide strategies for teaching young adult readers. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3600 Literary Theory

Required of English majors pursuing an emphasis in Literary Studies. The course covers the major branches of contemporary literary theory. Theoretical perspectives will include structuralism, reader-oriented theory, feminist theory, new historicist and materialist critique, post-colonialist critique, and deconstruction. Topics may also include foundational problems such as canonicity, class, consumerism, gender, ideology, race, sexuality, and textuality. Prerequisites: ENGL 2010 (with a grade of C or better) and ENGL 2600. 3 lecture hours per week.

ENGL - 3720 Editing

Required of English majors pursuing an emphasis in Professional and Technical Writing, and open to students interested in editing. Students learn to work productively with other people's print and online documents, using specialized vocabulary and such editing tools and proofreaders' marks, style guides, and standard editorial reference material. Also, students practice how to identify and correct common problems. Includes copy editing, the study of style manuals, and an overview of the production process. 3 lecture hours per week.
ENGL - 3810 Hist/Structure/English Lang

Required of English majors and recommended for other students interested in the ways English has developed over time. This course will explore the origins and evolution of the English language by focusing on social, political, and linguistic developments over time. The course will follow these developments through the Old, Middle and Early Modern periods and into the present. Prerequisite: ENGL 2010 (with a grade of C or better). 3 lecture hours per week.

ENGL - 4500 Methods of Teaching Writing

Required of English majors pursuing secondary certification, and recommended for others interested in teaching writing to young adult learners. Students will learn how to design and assess writing assignments. They will also explore different pedagogical strategies and theoretical concepts about writing instruction. 3 lecture hours per week.

ENGL - 4510 Methods of Teaching Literature

Required of English majors pursuing secondary certification, and recommended for others interested in teaching literature to young adult learners. Students will learn how to teach a variety of literary genres from diverse writers. They will also explore different pedagogical strategies and theoretical approaches to literature instruction. Prerequisite: English 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 4900 Senior Capstone

Required of all English majors. Must be taken in the student’s senior year, preferably during the final semester. Asks students to synthesize and reflect on their learning and experience in the major, allowing them to integrate their study of literature, writing, and theory as well as examine the discipline of English itself. Also, asks students to look forward to careers and/or graduate school, and may include guest speakers, previous English majors, and others who discuss career and graduate school options. Includes a series of culminating assessment projects, including a senior thesis, aimed at measuring student outcomes and at assisting the department to improve its program. 3 lecture hours per week.
Appendix B: Rubrics for assessing student writing samples and student interviews

I. Candidate interview

As we interview candidates for the English Education Program, we could ask questions that help us gain insight into the following:

- the candidate's perceptions of high school students and his/her ability to relate to those students
- the candidate's commitment to teaching English
- the candidate's adaptability, resourcefulness, problem-solving ability
- the candidate's attitudes and beliefs about how students acquire skills in reading, writing, and language

Some possible questions:

1. What would you do to promote students’ interest in the topic or concept you’re teaching?

2. What do you see as the purpose of literature study (or writing or language study) in the high school?

3. How demanding do you think teaching is, compared to other types of jobs—on a scale of 1 to 10, with 1 being “not demanding” and 10 being “very demanding”)

4. Tell us about a situation in which you took initiative beyond what was expected.

5. What makes you think you will like a career in teaching English?

6. What are the most important or worthwhile qualities of a good teacher?

7. Can teachers reach really difficult students, or are there students that we just have to give up on? What would you do with the student who has no interest in English and seemingly no desire to do anything in class?

8. Why do you want to teach English?

9. Do you think of yourself as wanting to be (a) a teacher of literature, (b) a teacher of language, (c) a teacher of writing, (d) a teacher of literacy, (e) a teacher of English language arts?

10. What do you take to the beach or a mountain retreat for pleasure reading?

(Adapted from Radford University Department of English)
II. Rubric for evaluating interviews and writing samples

*Dixie State College English Education Endorsement*

*Application Selection Process: Assessment*

**Student’s Name:** __________________________________________ Year of Application: _______

**Evaluator’s name:** __________________________________________

**Impromptu Writing Sample Score:** __________

6=high degree of competence; 5= clear competence; 4=competence; 3=some competence; 2=seriously flawed; 1= fundamental deficiencies

**Polished Writing Sample Score:** __________

6=high degree of competence; 5= clear competence; 4=competence; 3=some competence; 2=seriously flawed; 1= fundamental deficiencies

**Interview**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High degree of competence</th>
<th>Clear competence</th>
<th>Competence</th>
<th>Some competence</th>
<th>Seriously flawed</th>
<th>Fundamental deficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Knowledge of content (NCTE 3.1-3.7)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall Knowledge of content pedagogy (NCTE 4.1-4.10)</td>
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<tr>
<td>Predisposed to be student centered (NCTE 2.1)</td>
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<tr>
<td>Predisposed to accept and value all students (NCTE 2.1, 2.2)</td>
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<tr>
<td>Commitment to lifelong learning</td>
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<tr>
<td>Communicates clearly</td>
<td></td>
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</tr>
<tr>
<td>Models professionalism (NCTE 2.3)</td>
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</tr>
</tbody>
</table>

**Overall Interview Score:** __________

6=high degree of competence; 5= clear competence; 4=competence; 3=some competence; 2=seriously flawed; 1= fundamental deficiencies

For Office Use: To aid in Departmental Review of Applicants, please rank the student on competence in specific content knowledge

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High degree of competence</th>
<th>Clear competence</th>
<th>Competence</th>
<th>Some competence</th>
<th>Seriously flawed</th>
<th>Fundamental deficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of language (high competence would demonstrate knowledge of language acquisition, dialects, of history of language, of English grammars) (NCTE 3.1)</td>
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<tr>
<td>Knowledge of extensive range of literature (high competence would demonstrate knowledge of US, British, world, multicultural, and young adult literature) (NCTE 3.5)</td>
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<tr>
<td>Knowledge of composing processes (NCTE 3.2.3)</td>
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</tr>
</tbody>
</table>

(Adapted from Radford University Department of English)
Appendix C: Top 10 Occupations that Employ Persons with Only a Bachelor's Degree in English

Noting that “Employment among English Majors is dispersed across a variety of occupations,” Fogg, Harrington and Harrington provide the following tabulation of English majors’ employment:

<table>
<thead>
<tr>
<th>Top 10 Occupations</th>
<th>All</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Artists, broadcasters, writers, editors, entertainers, public relations specialists</td>
<td>10.7</td>
<td>11.5</td>
<td>10.3</td>
</tr>
<tr>
<td>2. Top- and mid-level managers, executives, administrators</td>
<td>10.6</td>
<td>17.3</td>
<td>7.0</td>
</tr>
<tr>
<td>3. Teachers, secondary school</td>
<td>10.6</td>
<td>9.0</td>
<td>11.4</td>
</tr>
<tr>
<td>4. Insurance, securities, real estate, business services</td>
<td>5.9</td>
<td>10.0</td>
<td>3.7</td>
</tr>
<tr>
<td>5. Secretaries, receptionists, typists</td>
<td>5.1</td>
<td>1.4</td>
<td>7.1</td>
</tr>
<tr>
<td>6. Sales occupations, including retail</td>
<td>4.9</td>
<td>6.3</td>
<td>4.2</td>
</tr>
<tr>
<td>7. Other management-related occupations</td>
<td>4.8</td>
<td>5.5</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Other administrative (e.g., records clerks, telephone operators)</td>
<td>4.8</td>
<td>2.0</td>
<td>6.2</td>
</tr>
<tr>
<td>9. Teachers, elementary school</td>
<td>3.5</td>
<td>1.1</td>
<td>4.7</td>
</tr>
<tr>
<td>10. Other service occupations, except health</td>
<td>3.2</td>
<td>4.4</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Appendix D: Percentage Distribution of Employed Persons with Only a Bachelor’s Degree in English, by Major Sector of Economic Activity

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Employed</td>
<td>14%</td>
</tr>
<tr>
<td>Nonprofit</td>
<td>7%</td>
</tr>
<tr>
<td>Private For-Profit</td>
<td>42%</td>
</tr>
<tr>
<td>Education</td>
<td>27%</td>
</tr>
<tr>
<td>Government/Military</td>
<td>10%</td>
</tr>
</tbody>
</table>

Appendix E: Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges

The Ten Most Popular Bachelors Degrees Have Changed Little over the Last 20 Years and Still Account for More than 80% of Degrees Awarded.

Source: NCES - Historical summary of faculty, students, degrees, and finances in degree-granting institutions: Selected years, 1869-70 to 2001-02

Note: Computer Science, Liberal Arts and Physical Science are 11, 12 and 13 on the list respectively.

September 14, 2005

Joe Peterson/Dean
Arts, Letters & Sciences
Dixie State College of Utah
225 South 700 East
St. George, Utah 84770

Dear Mr. Peterson,

As Dixie State College of Utah considers adding new degree offerings to its curriculum, the Washington County School District requests that you consider teacher preparation degrees that will help us with some of our critical needs for new teachers. In particular, we urge Dixie State College to consider adding degrees in biology, English, math and Special Education.

It cannot be understated how important it is to Washington County School District to have educational opportunities in our community that will train new teachers and provide a convenient resource to enhance the quality of our educators.

In closing, we wish to thank you for the continued support that you have shown the students of Washington County School District in such areas as scholarship, Concurrent Enrollment, Advanced Placement classes, The Arts and athletics.

Thank you for your consideration of this request to provide additional degrees that will enhance our educational base.

Sincerely,

[Signature]
Dr. Max Rose/Superintendent

[Signature]
Marshall Topham/Assistant Superintendent/Secondary Education

[Signature]
Rox Wilkey/Assistant Superintendent/Elementary Education

[Signature]
Lyle Cox/Director of Human Resources
Appendix G: Classes impacted by the endorsement

**Endorsement Courses:**
- 1 writing course (Choose from 2140, 3030, 2100, 3360)
- 2 methods courses (ENGL 4500 and 4510)
- A survey course in British literature (choose ENGL 2500 or 2510)
- A survey course in American literature (choose ENGL 2400 or 2410)
- SCED 3720 (Reading & Writing in the Content Area)
- EDUC 2500 (Technology for Educators and Electronic Portfolios (K-12))
- ENGL 3520 (Young Adult Literature)
- A multicultural literature course (choose ENGL 3400 or 3220)
- Grammar and language: Choose ENGL 1410 or 3810
- 3 or more upper division elective credits in English (1 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Scheduled</th>
<th>Average enrollment</th>
<th>Enrollment cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2140—Creative Writing</td>
<td>Fall and Spring</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 3030—Advanced Writing</td>
<td>Fall and Spring</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 2100—Technical Writing</td>
<td>Fall</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 3360—Writing for trade journals</td>
<td>Fall</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 4500—Methods of Teaching Writing</td>
<td>Fall</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 4510—Methods of Teaching Literature</td>
<td>Spring</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 2500—British Literature I</td>
<td>Fall</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 2510—British Literature II</td>
<td>Spring</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 2400—American Literature I</td>
<td>Fall</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 2410—American Literature II</td>
<td>Spring</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>SCED 3720—Reading in content area</td>
<td>Fall</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 2500—Technology for Educators</td>
<td>Fall, Spr, Sum.</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>ENGL 3520—Young Adult Literature</td>
<td>Spring</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>ENGL 3400—World Literature</td>
<td>Spring</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 3220—Multi-ethnic American Lit.</td>
<td>Fall and Spring</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 1410—Grammar</td>
<td>Fall and Spring</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>ENGL 3810—History of English</td>
<td>Fall and Spring</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>
Institutional Signatures

Institution Submitting Proposal: Dixie State College of Utah

School in Which Program Will Be Located: Arts and Letters

Division in Which Program Will Be Located: Humanities and Social Sciences

Department in Which Program Will Be Located: English

Program Title: English Education

Recommended Classification of Instructional Programs (CIP) Code: 13.1305

Certificate, Diploma and/or Degree(s) to be Awarded: English Endorsement

Proposed Beginning Date: Spring 2010

Institutional Signatures (as appropriate):

________________________________
Dr. Stephen Nadauld, DSC President

________________________________
Dr. Donna Dillingham-Evans, DSC CAO

________________________________
Dr. Donald Hinton, Dean
School of Arts and Letters

________________________________
Dr. Sue Bennett, Chair and Associate Dean
Humanities and Social Science Division

________________________________
Dr. Brenda Sabey, Chair and Associate Dean
Education Division

Date: August 20, 2009