English Education

Program Mission Statement

The UNF English Education program is built upon the premise that the English Language Arts are essential to helping 6-12 students learn to become effective readers who are able to critically analyze a variety of texts (written, visual, verbal, electronic, etc.) and who are able to express their ideas via multiple modes of expression (including multi-genre writing, use of technology, and effective public speaking). Faculty in the program posit that the job of the ELA teacher is not merely to present specific literature and writing opportunities to the 6-12 student; rather, truly effective ELA teachers connect literature and nonfiction texts to students' lived experiences in order to help make such materials culturally relevant and meaningful, thereby creating lifelong readers. Furthermore, program faculty believe that a thoughtful examination of a variety of texts (classic, contemporary, young adult, and nonfiction texts) and a strong focus on effective writing result in students who are better prepared for success in other content areas and for a future beyond middle and high school. Inherent in the ELA program is the notion that literacy should empower students; such empowerment requires a critical lens and a focus on social justice.

The goal of the program is to provide candidates with discipline specific knowledge that covers a wide variety of materials (geared toward the content that candidates will teach in their own 6-12 ELA classrooms), pedagogical knowledge (how to effectively translate that content to a diverse group of 6-12 grade learners), and practical managerial knowledge (how to manage a classroom, how to assess student learning and behavior, etc.). The program attempts all of these things within the credit hour limits dictated by the State of Florida.

The program itself consists of a mix of university core courses (1000-2000 level) that give students a wide general background on any number of issues. Many of our program students (roughly 40-50%) complete this portion of their studies at one of Florida's state college campuses and transfer to UNF for their junior year. Whether transfer or resident student, all students admitted to the English Education program must meet College of Education and Human Services entrance requirements: a 2.5 GPA or higher, have passed the General Knowledge Test--a state requirement for teacher certification--and a criminal background check). Candidates must also have successfully completed 18 hours of prerequisite courses prior to entry into the college.

Candidates must then complete six hours of courses focusing on diverse populations and issues, thirteen hours of "core" requirements (that include classroom management, assessment, educational psychology, and field experiences), and 42 hours of major requirements (a mix of upper-level education courses focused on TESOL, reading, and ELA methods and English/literature courses). Finally, all candidates must successfully demonstrate teaching effectiveness through a 12 credit hour internship at a local public school. In internship they must demonstrate mastery of each of the Florida Educator Accomplished Practices (FEAPs). For the complete course of study, please visit http://www.unf.edu/coehs/fse/English.aspx).

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills

- Know and be able to use proper elements of grammar, usage, syntax (sentence structure), punctuation, capitalization, and modes of composition and demonstrate ability to explain these concepts to 6-12th grade English Language Arts students.
- Explain the writing process.
- Explain the reading process, especially in the content areas, and learn appropriate ways to help content area students develop reading proficiency.
- Understand the content, format, and pedagogical applicability of different technologies that have the potential to enhance reading, writing, speaking, thinking and collaboration. Demonstrate appropriate uses of these technologies and media in K-12 ELA classroom settings.
- Develop knowledge and skills to design, assess, and implement instruction that is inclusive of special needs learners and speakers of other languages.
- Use readability formulas and graphs to ascertain the reading levels of texts, newspapers, magazines, and other print sources and resources and be able to correlate readability levels to student abilities.
- Develop a unit of study in language and literature that utilizes a central theme, emphasizes the integrative and reciprocal nature of the English language arts, and presents a variety of instructional formats for presentation of materials.

Communication Skills

- Describe the integrative and reciprocal nature of the English language arts and the process of communication, both of which encompass writing, reading, speaking, listening, illustrating, and viewing.
Assessment Approaches

UNF graduates of the B.A.E program in English Education will demonstrate mastery of content knowledge and teaching skills through proficiency on course embedded assessments, activities, and critical task assessments in core, major, and clinical experiences at a proficiency level expected of a teacher candidate. It is expected that teacher candidates apply knowledge throughout the program by demonstrating understanding, competence, and effective implementation. Assessment strategies include:

Assignments and other formal formative, summative, and authentic assessments

Successful completion of critical tasks in specific courses

Engage in class discussions, reflections, and critiques that provide a dynamic forum for developing ideas and demonstrating knowledge

Analysis of teaching performances in field experiences and methods courses