

## **Section 2: Program Summary**

### **English (BA): Secondary and Elementary Major and Minor**

The University Detroit Mercy (UDM), a Catholic institution whose mission flows from the educational traditions of the Sisters of Mercy of the Americas and the Society of Jesus, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of students. It emphasizes the worth of the individual. Further, the University expects its diverse graduates to be distinguished world citizens, community members, and leaders who:

- Reflect on the meaning of their lives.
- Think and communicate clearly, imaginatively, and effectively.
- Process the skills and competencies of a college education.
- Understand diverse cultural heritages.
- Have a sense of social responsibility and a desire to serve society.

*(2003-2005 Undergraduate Catalog, 89-91)*

UDM's Core Curriculum consists of a set of requirements (48 hours) based on six objectives that express, in further detail, this academic purpose. The list of approved core courses is published in the *Schedule of Classes* issued for each term. Education students must complete the same Core Curriculum as all UDM students with specific recommendations from Core options in Objectives 5 and 6. The following objectives remain the same: 1-Communication Skills, 2-Mathematical and Computer Skills, 3-Scientific Literacy, 4-Meaning and Value. Objective 5-Diverse Human Experiences meets the same requirements as the general Core outline plus two additional courses in history, literature, aesthetic experiences, or comparative experiences. Objective 6—Social Responsibility meets the same requirements as the central Core except that a capstone seminar (inside the major or interdisciplinary seminar) is another option for completing three of the six credits in this objective. English majors seeking and Education certificate are encouraged to select as one of their electives ENL 490 Senior Seminar to complete their English program. Minors may select it as a course beyond their program's elective requirements.

The College of Liberal Arts and Education (CLAE) offers baccalaureate, post-degree, and master's degree teacher education programs with State of Michigan certification in three areas: Elementary Education, Secondary Education, and Special Education. Each program requires the completion of coursework in three areas:

- University core curriculum.
- A teaching major and minor in approved academic areas.
- Professional education, including student teaching.

In addition to these programs, UDM Education Department delivers the same graduate and postgraduate certification programs to cohorts of K-12 Detroit Archdiocese teacher candidates through Experience Plus. All programs may be completed on a full or part-time basis either during the day, late afternoon, evening, or weekend. UDM majors and minors in Elementary, Special Education, and/or secondary education are completed in the following colleges and appropriate departments:

- College of Business Administration

- College of Engineering & Science (Includes Mathematics) and
- College of Health Professions
- College of Liberal Arts

The Department of Education, therefore, works closely with the faculty members throughout the University to ensure that each student is effectively advised and assisted to complete her/his Education program with a quality major and/or minor.

UDM offers teacher certification with endorsement in English (BX) for students who wish to teach in elementary or secondary schools. The English major is a flexible one that is organized around the English areas: writing; language; literature genre—fiction, film, drama; literature—English, American, diversity. The English minor follows a similar plan, but separates American literature from British literature and requires the minor to select one from each list. Further, the minor requires students to take ENL 245 Study of Poetry and requires students to select one course from a list composed of diversity literature, folklore, children’s literature, and young adult literature. This flexibility complements the needs of teachers preparing to teach in the elementary and secondary schools. At the elementary level the teacher will be expected to know the theories behind reading, composing, speaking, and analyzing all genre of literature for a variety of grade levels. The will teach all the English areas probably in a self-contained classroom for the early grades, but more departmentalized in the later and middle grades. At the secondary level, the teacher may be called upon to teach separate classes in composition and literature—even reading, speaking, journalism, and multi-media content may be taught as part of an English course in composition and literature or in a separate course. As the English courses do require students to demonstrate skills in every area, they graduate well grounded in the basics of English.

**A. Philosophy, Rationale, and Objectives Philosophy:**

The philosophies of the English and Education Departments complement the mission of UDM and its Core Curriculum objectives. Both departments share the common belief that knowledge and understanding begin with a strong foundation in the academic content and in the principles of inquiry inherent in the discipline of English. In all of its courses, programs, and projects, the fundamental goal of the English Department is to provide Education majors with a rich understanding of the profound role that language plays in the personal, political, social, ethical, and moral arenas of their lives. The English and Education instructors inculcate in them the mastery of language they need to influence those arenas—both in their own lives and in the lives of others—and to do so with a high level of discernment and a strong commitment to service. Not only are they prepared to meet the objectives of the Michigan Test for Teacher Certification, but they are also ready to go out into the world as confident, knowledgeable, and committed teachers who will be shining exemplars of the English Department and its commitment to its students. In order to teach students from diverse backgrounds, socio-economic status, and abilities in urban, suburban, and rural settings, UDM Education and English faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

**Rationale:** Literacy expectations continuously accelerate. To participate in today’s and tomorrow’s global society and workplaces, students must be able to engage successfully in reading a variety of texts for multiple purposes, discovering, creating, and analyzing spoken,

written, electronic, and visual texts which reflect multiple perspectives and diverse communities. They must be able to make connections with other fields, some of which are not yet known. To accomplish the above goals, the English program offers a wide array of literature and writing courses to help students think, read, listen, and write critically and effectively.

**Objectives:** The specific objectives for the Teacher Education program in English follow the standards recommended by the National Council of Teachers of English and are aligned with the English MTTC objectives. The general objectives for the preparation of all elementary and secondary teacher education candidates are delineated in the *Conceptual Framework of the Education Department*, which is published annually along with the “Education Department’s Code of Ethics” in its *Teacher Education Handbook*. This *Framework*, which complements the Michigan Department of Education’s Standards for English programs and the Entry-Level Standards for Michigan Teachers (ELSMT), identifies three dimensions of the role of teacher:

- A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and sciences disciplines.
- An *inquirer* who is skilled in decision-making based on ethical, critical, and reflective thinking.
- A *moral agent* who values and acts according to the UDM values and the “Department of Education Professional Code of Ethics.”

A more detailed explanation of these objectives is found in the *Teacher Education Handbook* and in the *Conceptual Framework of the Education Department*. Both are on the website.

These general objectives, in addition to complementing the University mission and the English department philosophy, reflect the key ideas expressed by the Michigan State Board of Education 2000 Content Guidelines/Standards, the K-12 *Michigan Curriculum Framework*, and the 2003 MTTC English test.

Sub-area	Test Objectives Approximate Percentage of Questions on Test
Meaning and Communication	20%
Literature and Understanding	26%
Genre and Craft of Language	30%
Skills and Processes	24%

- **MEANING AND COMMUNICATION**  
Understand the integrated nature of the English language arts.  
Understand that English is a dynamic language shaped by cultural, social, and historical influences.  
Understand concepts relating to the acquisition and use of language.  
Understand how language use reflects culture and affects meaning in all modes of communication.

Understand the complementary nature of listening and speaking.  
Understand listening and speaking strategies used for effective communication for different purposes.

- **LITERATURE AND UNDERSTANDING**

Understand the distinctive features of various genres and recognize recurrent themes in all genres.

Understand the variety of purposes for studying literature.

Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history.

Understand various aspects of North American literature, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Understand various aspects of world literature in English, exclusive of North American literature, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Understand various aspects of world literature in translation, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Understand the characteristics of literature written for children and adolescents.

Understand varied critical approaches to textual analysis and criticism.

- **GENRE AND CRAFT OF LANGUAGE**

Understand concepts relating to the structure of language.

Apply approaches to reading for literary response.

Understand the forms, techniques, and stylistic requirements of writing to impart and explain information.

Understand the forms, techniques, and stylistic requirements of writing for literary response and analysis.

Understand the forms, techniques, and stylistic requirements of persuasive writing.

Understand the forms, techniques and stylistic requirements of writing for personal and artistic expression and social interaction.

Understand the writing process.

Understand processes and purposes of revising and editing written texts.

Understand the active and constructive nature of viewing and visually representing information.

- **SKILLS AND PROCESSES**

Apply reading strategies for the acquisition, interpretation, and application of information.

Understand the use of metacognitive techniques in reading comprehension.

Apply techniques of critical analysis and evaluation.

Understand strategies for eliciting and using readers' responses to texts.

Understand the connection between writing and learning across the curriculum.

Understand the influence of the mode of representation on the content of communication.

Understand techniques for the critical evaluation of information, media, and technology.

## **B. Sequence of Courses and/or Experiences**

The sequence of courses listed in Form XX for English Majors provides a systematic study of the principles, terminology, methodology, and fields of study inherent in the English discipline. First, through its 100-level composition courses and 200-level core courses, the Department acts as the primary socializer of Education students into the conventions of the academic discourse community. These courses provide Education students with the foundation of academic writing and critical reading and thinking skills that they need to participate in a university-level education. Second, the Department provides all Education majors with the solid background in literary history and studies that they need to take the State of Michigan teaching examination and to teach at any level, from kindergarten to the twelfth grade. In both ENL 130 and ENL 131, Education students receive a rigorous classroom education that puts them through the paces of readings, quizzes, and tests, as well as the writing of expository, comparison/contrast, and persuasive essays; students in ENL 131 must also meet the demands of the research paper. As Education majors proceed through our varied offerings in literary studies, professional writing, film studies, and other endeavors, they discover that mastering the written word is a liberating experience. Indeed, enabling Education students to free themselves of constraining clichés and unexamined stereotypical thinking is an important antidote to certain forms of economic, racial, and spiritual inequities, thus allowing them as fledgling teachers to “spread the word” to their own charges. For example, the study of poetry teaches students the nuances of language, how the tools of that “trade,” images and metaphors, can give them the mastery of language they need to shape and enrich their own lives and the lives of others. The study of drama sharpens students’ abilities in moral and ethical discernment by exposing them vicariously to the situations faced by characters struggling with issues involving moral choices, ethical dilemmas, and the spiritual desire to find meaning beyond the everyday condition. Education majors gain a familiarity and love for the great books and authors that have defined both Western civilization and, increasingly, the civilizations constituting a global community. While we do not mandate the nature of any particular student’s faith, we can and do encourage the natural inclination in human beings to seek higher levels of social and personal awareness, and to grow morally and spiritually.

Our 200-level Writing courses offer students the opportunity to try their hands at various forms of writing such as the journal or the writing of fiction or poetry (ENL 201 and 205). In ENL 202, students have the opportunity to learn about the terminology, methodology, and assumptions of diverse disciplines, from biology to anthropology. They also have a chance to engage in these disciplinary practices through research, oral presentations, and written productions. Our 200-level Literature-Genre courses introduce students to the various genres of literature (fiction, poetry, drama), instructing them in the critical vocabulary and concepts necessary for discussing and writing about literary works while also introducing them to various critical approaches to these works (New Criticism, structuralism, psychoanalytic criticism, among others). Diversity and Literature courses

introduce students to previously marginalized writers and, as in ENL 295, provide Education students with the ethnographic tools to explore various modes of written and oral discourse. Courses in Writing and Language provide students a workshop environment in which they can try their hands at various forms of creative writing, writing for web-based environments, or professional writing. ENL 326 and ENL 409 give Education majors the necessary background for understanding the historical roots of language as well as the contemporary issues surrounding the evolution of language and language practices.

Literature offerings at the 300-level give Education students a thorough grounding in English and American literature through surveys of recognized periods and movements in both. Education students wishing to teach at the elementary and middle school levels also have an opportunity to study Children's Literature and Young Adult Literature (ENL 390 and 391 respectively). These courses ensure that Education students have a strong foundational knowledge of authors, periods, and themes as required by MDE Standards.

Electives at the 400-level allow Education majors to pursue more specific, "Topics" approaches to literary texts. Enriching the curriculum, Topics courses engage students in a variety of approaches, ranging from studies in race, gender, or class to studies in religion or world literature. Electives at the 400-level both deepen Education students' awareness of the field of literary study and encourage them to think beyond the individual text or the chronological arrangement of texts to consider how literature shapes and is shaped by the cultural and social forces of everyday life. ENL 490, the Senior Seminar, provides students with a capstone experience in which they may pursue creative writing ventures or work closely with a professor on the most contemporary issues in literary studies.

While we hope our students follow this sequence and move from basic writing courses to the comprehensive literature review courses and to the advanced topic and specific areas of English study, the reality is that student schedules and University scheduling may not allow this direct path. After their English 130 and 131 writing courses, the sequence does become very individualized.

### **C. Varied Instructional Approaches**

The English faculty and the Education faculty prepare students to utilize a variety of instructional approaches by modeling creative, logical, and effective teaching practices in their classes. A review of the English course syllabi reveals the range of teaching methods used by that faculty to instill the skills and knowledge of the discipline: lectures, discussion, simulations, debates, critical analysis of fiction and non fiction. student lead classes, creation of community of learners, essays, journal keeping, interactive collaboration/teams, reflective inquiry and writing, video/film, on-line discussion boards, oral readings, labs/workshops, in-class exercises/activities, field projects, and service learning. In the English 200-, 300-, and 400-level courses, interconnections between words and the world have generated several pedagogies and curricula based on a collaborative model of education. This collaborative model can best be described as "project-based learning," and it has three key pedagogical features that facilitate student and faculty involvement in, and contributions to our surrounding communities:

Learning by doing.

Learning by doing real-world projects.

Learning by doing real-world projects for large public audiences.

The close working relationships many of the faculty members establish with their students through project-based learning further set our Department apart from other English Education programs. Faculty and students frequently work together both inside and outside the classroom on scholarly and creative projects that promote students' mastery of the texts, ideas, and social and ethical implications of the discipline of English. Our Dudley Randall Center for Print Culture engages students in the editing, designing, and publishing of arts journals, newsletters, and chapbooks. Education students find opportunities to plan and design websites, as in ENL 312, where students both edited and put on the web a previously unpublished nineteenth-century manuscript, or ENL 491, where students created a companion website for *Paradise Valley Days*, an award-winning cross-disciplinary project of Detroit poetry, photography, music, and history created by the Detroit Writers' Guild. Through participation in such projects, Education majors have many opportunities in our curriculum to develop and enhance the technological skills specified in the Core Curriculum. Working closely with professors--in the classroom, in individual conferences, and in outside activities—Education majors observe and learn first-hand a rich range of pedagogical practices and interpersonal skills necessary for them to go on to become excellent teachers themselves.

A review of the Education Syllabi on the website of this report reveals a similar range of teaching methods practiced by the Education faculty with elementary, secondary, and special education teacher candidates. In EDU 401/402 Introduction to Elementary and Secondary Education, the students are engaged in a semester long project of observing an English classroom and writing up the findings as a case study. Through lecture, reading, discussion, a variety of in-class exercises and activities, guest lectures, and collaborative work, EDU448 Methods and Materials of Instruction for Reading and Language Arts in Elementary and Middle Schools plus EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: concentrate on giving students the theory behind instructional methods uniquely effective for learning English language arts and the opportunities to observe them in K-12 classrooms as well as to practice methods within the college classroom and K-12 classes. EDU 443 and EDU 478/578 provide instruction in a variety of methods for teaching reading to elementary, middle, and secondary students across the curriculum. In addition to a variety of technology methods being used and demonstrated in all the Education courses, EUD 459 Instructional Technology and EDU 600 Computer Use in Education both teach a variety of instructional approaches for using many kinds of technology to assess various learning styles of students and to accommodate those learning styles. These courses also develop the candidates' knowledge, skills, and attitudes for applying technology in education settings. These courses were developed to address the Seventh Standard of the Entry Level Standards for Michigan teachers. Student teaching, EDU 489 for elementary and middle school candidates and EDU 490 for secondary (7-12 grades), as well as SED 474 and SED 489 for Special Education candidates, provide students with a full semester of K-12 real teaching experiences with both K-12 Cooperating Teachers and College Supervisors. Observations early in those courses and eight seminars complement their

experiences and encourage self reflection and feedback about their instructional methods in collaboration with K-12 Co-operating Teachers and UDM College Supervisors.

#### **D. Elementary and Secondary Level Preparation Differences**

The Elementary and Secondary English Education programs are essentially the same and provide elective choices that allow Elementary candidates to select ENL 390 Children's Literature and ENL 391 Young Adult Literature as part of the Literature requirements and Secondary candidates to elect ENL 391. They are both advised in the College of Liberal Arts and Education.

#### **E. Gender Equity, Multi-cultural, and Global Perspectives**

The issues of gender equity, multicultural and global perspectives are addressed throughout the English and Education courses. Students taking courses in this program read and analyze a variety of texts to seek information, ideas, enjoyment, and understanding of the individuality, common heritage, humanity, and the rich diversity in their society. Students read both contemporary and traditional literature that incorporate both multicultural and global perspectives. Instructors in the various courses in the English major and minor programs have taken great care to include the perspectives of groups whose voices in the past have been stifled. The roles of women and minority groups have been brought to the center stage, not only through the integration of relevant issues into most course work, but through the creation of specialized courses as well.

#### **F. Multiple Methods of Student Assessment**

The English Education program maintains a system of evaluation that includes demonstration and documentation (e.g. an English comprehensive portfolio) of learning processes, abilities, and teaching skills. All students undergo a number of evaluative standards so that instructors may assess their understanding of material and provide feedback to the students. Quizzes, tests, essays, oral and visual presentations, email interactions, and grading rubrics returned with essays all constitute a developed system of evaluative feedback for students in the English program. Conferencing with the students about their work provides the opportunity for both intervention and revision processes prior to the summative evaluation. In-class workshops, peer review sessions, faculty-student conferences, and written commentary on essays are all part of the regular and on-going collaborative assessment of student work in English courses. Such experiences provide the candidates with understanding of assessment that is easily adapted to their own teaching and assessment procedures.

The Education instructors continue these types of assessment procedures; plus, in the methods courses they teach candidates how to design, apply, and use assessment results to help K-12 grade students learn and to inform their teaching. The Elementary methods courses that are particularly valuable to English language arts assessment are: EDU 443 Reading, EDU 448 Reading and the Language. For Secondary, they are: EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, EDU 474 Communication Arts, and EDU 478/578 Reading in the Content Areas. EDU 459/600 Technology and Education focuses on examining multiple strategies for evaluating technology-based student products.

