ENGLISH ENDORSEMENT
(grades 7-12)

The goals of language arts education are to develop competence in the use of language, including writing, reading, viewing, speaking and listening, necessary for continued lifelong learning. Specifically, the English language arts teacher will be able to assist students in developing the skills necessary to produce written language that can be read and interpreted by various audiences; to read for comprehension, interpretation, evaluation, and appreciation; to use, read, and view media and technology and analyze spoken, written, and visual texts accurately; to express ideas orally; and to listen actively. Becoming a teacher is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective English teacher knowledge and skills to accomplish the following:

A. Emphasize the social, philosophical, aesthetic, and historical dimensions of literature.
B. Understand regional, colloquial, cultural, and national diversity in language and literature.
C. Know a wide range of literature from many periods and various genres and relate that knowledge to class reading and class writing.
D. Make connections among various literary selections and between literature and other fine arts.
E. Relate a wide range of print and visual texts, both classical and contemporary, to students’ lives.
F. Write in a variety of modes for different audiences, purposes, and viewpoints and teach these skills.
G. Teach stages of the writing process as they apply to a variety of writing tasks.
H. Plan a sequence of writing tasks appropriate to the development of students.
I. Know traditional grammatical concepts and teach them in an integrated context.
J. Continue to develop reading strategies—such as pre-reading, questioning, predicting, accessing prior knowledge, and vocabulary development—in order to improve comprehension.
K. Identify and recommend contemporary literature appropriate to the interests and abilities of young people.
L. Use effective oral communication techniques to foster inquiry and interaction in the classroom.
M. Demonstrate and teach the skills of listening and speaking.
N. Know the development and structure of the English language.
O. Have basic knowledge of a language other than English in order to improve understanding of one’s own language.
P. Support the ongoing English language development of students whose first language is not English.
Q. Teach students to apply English language arts skills across the curriculum.
R. Teach students to communicate persuasively orally and in writing.
S. Incorporate questioning techniques that emphasize critical thinking, such as inference, evaluation, comparison, contrast, analysis, synthesis, criticism, and appreciation.
T. Use a variety of formal and informal assessment techniques including observations, seminars, portfolios, writing samples, journals, original literary works, scoring rubrics, teacher-made tests, performance tasks, group collaboration, projects (including electronic and printed media projects), student self-assessment, and standardized tests to evaluate students’ progress and modify instruction.

The teacher of English will have completed the following study:

_____ 1. A total of 30 hours of study in English beyond the freshman requirements
   COMMENT: ________________________________________________________________

_____ 2. Comprehensive study of English literature
   COMMENT: ________________________________________________________________

_____ 3. Comprehensive study of American literature
   COMMENT: ________________________________________________________________

_____ 4. Study of Shakespeare
   COMMENT: ________________________________________________________________
Subject Audit for English Endorsement

5. Study of world literature
   COMMENT: __________________________________________________________

6. Study of young adult literature
   COMMENT: __________________________________________________________

7. Study of reading in secondary schools
   COMMENT: __________________________________________________________

8. Study of linguistics (i.e., history of the English language, English grammar, introduction to linguistics)
   COMMENT: __________________________________________________________

9. Experience in advanced composition
   COMMENT: __________________________________________________________

10. Basic knowledge of a language other than English
    COMMENT: __________________________________________________________

DEFICIENCIES: _______________________________________________________
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Adviser Approval: ____________________________________________________  Date