

# **A Guide for the UNG English Education Major, 2020-21**

S. K. Brehe, English Department

This Guide will answer many of your questions, help you decide which courses to take, and explain the English Department's Plan of Study for Teacher Certification. You'll probably need to read this guide more than once and refer to portions of it now and again.

This Guide contains these sections:

- Getting Started**
- Core Courses (Areas A through F)**
- The English Major**
- Education Courses**
- Exams: The Regents' Exam and GACE II**
- Frequently Asked Questions**
- Summary: Year by Year**
- Post-Baccalaureate and Graduate Programs**
- Useful Information for Undergrads and Grads**
- Courses for Specific Semesters**

## **Getting Started**

Pursuing the English Education major is hard work. Take it seriously.

First, find the right online version of the [\*Undergraduate Catalog\*](#) on UNG's website. Although our programs change often, you'll typically have to fulfill the requirements as they're described in the version of the *Catalog* that was current in the year when you began your program. You can search the *Catalog* for answers to many of your questions.

The School of Education Advisement Office (Dunlap 111 or Nesbitt 5168) will have other important documents and forms, including the *Teacher Education Handbook*, available on the Teacher Education web page.

While you're on the Education web page, **read the Admission section** for the Teacher Education Program and contemplate the implications of these. (For example, are you willing to give the University permission to conduct a background check on you?) You'll also find requirements and other pertinent information in the *Undergraduate Catalog*, early in the chapter on the Teacher Education program.

*continued*

## Getting Started *continued*

Online in [Banner](#), go to the **DegreeWorks** program, which can help you work out which courses you need, avoid mistakes, and locate information and services.

You may also find it helpful to get a copy of your appropriate **Plan of Study** form, called the “Plan of Study for BA Degree in English with Teaching Certification.” It’s online at the [English department’s web page](#).

With the help of DegreeWorks and your advisor, you can use your plan of study like a to-do list. (But you can ignore the military courses.) Check off everything you already have credit for. (Credit typically means an A, B, or C grade – but some courses require a B or higher for Education majors.)

If you don’t remember all your courses or grades, use your Tranguid in Banner to guide you. (In Banner, follow the menu items Student, Student Records, and Student Tranguid.) Everything left unchecked is what you still must complete to graduate.

**Start planning future semesters.** Use the planning sheet later in this guide for that. Remember to give yourself a *balanced* workload and pay attention to any **prerequisites**. In particular, before you can take any upper-division (3000- and 4000-level) English courses, you must have completed these three prerequisites:

- ENGL 2050 (Standard English Grammar),
- ENGL 2230 (Intermediate Composition), and
- a literature survey course at the 2100 level.

**You must pass these courses with a B or better.** You should finish these courses by the end of your sophomore year.

The English and Education departments offer required upper-division courses on a rotating schedule. Cross classes off of your plan of study as you go. When you have crossed everything off, your plan is complete. Use your tentative schedule to fill out another plan of study to make sure you’ve got every requirement plotted. (DegreeWorks does much of this for you.)

As you’ll see, the English Education major requires **over 130 academic hours** of required courses; many students take more. For example, the major doesn’t include – or require – **a minor**. If you want to add a minor or take other courses that aren’t required, you’ll take more courses than those in the Plan. And courses cannot be counted twice. (The only exceptions, where courses may be counted twice, are Area F and a minor.)

With or without a minor, many English Education students take more than four years to complete their degrees. If you want to finish your degree in four years, you’ll need to take more than 15 hours many semesters, or attend school one or more summers, or do some of each.

*continued*

## Getting Started *continued*

If you're **transferring coursework and credits** from another school, the University Registrar evaluates your transcript and decides if a transferred course meets our requirements.

If you disagree with the Registrar's decisions, you may appeal by submitting, to the chairperson of the relevant department, the following:

- a memo presenting your case, including documentation about the course (e.g., a syllabus or a letter from the instructor)
- the course description from the other school's catalog

If your appeal is accepted by the department, the University Registrar must then approve it. (See, on the University website, the Registrar's documents on ["Transfer Credit."](#))

Many transfer students find that they have taken some courses that do not apply to their UNG degrees.

In Banner, the DegreeWorks facility can be helpful, but it's less helpful for transfer students, because of the number of variables involved. Transfer students often require individual attention and decisions that cannot easily be encoded into DegreeWorks.

## Your Core Courses (Areas A through F)

This section is for those pursuing an English degree with teacher certification as their first degree. If you're a post-baccalaureate and graduate students need not worry about Areas A through E; just take the English and Education courses in Area F (unless you have equivalents in transfer credits).

Searching the online [Undergraduate Catalog](#), find the document entitled "Core Curriculum." (You'll find the "Core Curriculum" page in the "Programs" section.) Here you will find information about Core requirements, including lists of all the courses that fulfill these requirements.

These courses are usually offered both fall and spring, and many are offered in summers.

You'll probably need to refer to the "Core Curriculum" pages often, and you may find it helpful to print this section out: Use the print button at the bottom of the "Core Curriculum" page to access a printer-friendly version, which is only about five pages long.

If you completed your Core at another school in the University System of Georgia and haven't changed majors, your Core is considered completed at UNG (except for the required courses in Area F).

You can get answers about the core courses you need from the Registrar's online documents on transfer credits, your transcript evaluation on your Banner account, and DegreeWorks.

*continued*

## Your Core Courses (Areas A through F) *continued*

**Area A:** You must pass ENGL 1101 and 1102 and your first Math course with a grade of C to be admitted to the Teacher Education program. MATH 1101 or 1111 are acceptable, and higher level courses are, too.

**Area B:** For this area, you'll take **a course on a global topic**, along with your 1001 **or** 1002 course in a modern language. If you have experience in a **modern language**, consider taking a CLEP or FLATS exam through the testing center to get credit for the course which then applies to your plan of study.

Alternatively, you may take a placement test through the Department of Modern Languages (Dunlap 322), though this will not give you course credit for the class. Be aware that your program requires completion through level 2002 of a modern language, which for most students means four language courses.

If you have no prior modern language experience, you will need to begin with the 1001 level. You can list either your 1001 or 1002 class in Area B on your plan of study, but not both. The other class *will be an elective*. Consult with Financial Aid about the role of electives in your course program.

**Area C:** This area includes the first of *five* required **English 2100-level survey courses**; the other four survey courses count in other parts of your Plan of Study. (All the available survey courses are listed in the "Core Curriculum" section of the *Catalog* and described later in the *Catalog*.) You need a grade of B or better in your first survey course to take upper-level English courses. You need a grade of B or better in this course (and in ENGL 2050 and 2230) to qualify for upper-division English courses.

For the second course in Area C, there are several good choices in **arts and philosophy**. Because English teachers will sometimes teach speech, one particularly good option is COMM 1110, Public Speaking. The "Core Curriculum" section of the *Catalog* lists other options.

**Area D:** See the "Core Curriculum" section of the *Catalog* for a list of acceptable courses. Take two lab-based **science courses** (each includes a three-hour lecture and a one-hour lab) and a third three-hour course. For English Ed. majors, MATH 2400, elementary statistics, is recommended, because you will take a course on statistics-based research (SCED 3540) during your internship.

*continued*

## Your Core Courses (Areas A through F) *continued*

**Area E:** Take one of the listed courses for each of the three Area E subsections. Remember, courses cannot count in multiple sections. For English Ed. majors, PSYC 1101 is the recommended behavioral science course.

This next point is **important**: The University System of Georgia requires all undergraduates to take course work in **U.S History and the Constitution, and in Georgia history and the state constitution.**

To meet that requirement, you should choose one of these courses for Area E: HIST 2111, HIST 2112, or POLS 1101. If you've completed one of these courses through AP or IB credit, or at an out-of-state school or a private school, it *does not* meet some of these requirements.

In that case, to meet the requirements fully, you'll need to take *either* an additional course (one of the three listed above) *or* some subset of four exams given through the Testing Center. (For further information, refer to [this page](#) on U.S. and Georgia Constitutional Requirements.)

Ignoring this requirement can cause you trouble later on in your university career.

**Military Science:** If you choose to be in the Corps of Cadets, you'll complete *additional* hours in this area. Otherwise, you don't have to take these courses.

**Area F:** Refer to the "English with Teaching Certification" section within the "programs" section of the *Catalog* for a [list of courses](#) you can take for this area.

An **important** point: **You must pass the following courses with a B or better** before you can take upper-division (3000- and 4000-level) English courses. **You should finish these courses by the end of your sophomore year:**

- At least one ENGL 2100-level literature survey course,
- ENGL 2050, Standard English Grammar, and
- ENGL 2230, Intermediate Composition.

You may be able to replace the 2100-level survey course with ENGL 2270, Introduction to **Creative Writing**, but only with permission.

*continued*

## Your Core Courses (Areas A through F) *continued*

Typically, students take twelve hours in a **modern language** for their English degrees, completing at least a 2002 course. It's a good idea to finish this requirement as soon as possible to build on your previous language courses.

You may want to consider study abroad to fulfill the modern language requirement. It's an expensive option, and it requires a summer, but immersion in a foreign culture and language can lead to greater fluency, and you'll benefit from the cross-cultural experience. See the website [of the Center for Global Engagement](#), which offers scholarships to make the experience more affordable.

Some 2100-level literature survey courses (discussed in **Frequently Asked Questions**) also apply in Area F.

Also see Courses for Specific Semesters on the last page of this Guide.

## The English Major

**You may take English courses in any order**, except for prerequisites. You must pass all of them **with a C or better** – except for ENGL 2050, 2230, and your first 2100-level literature survey course, which require a B or better, as explained in a previous section.

On the *Undergraduate Catalog* web page, the web pages on the Department of English have more information on the major, including course descriptions. English offers several upper-division courses every summer.

While you're working on your Core, finish more 2100-level survey courses. Also, as soon as possible, take:

- ENGL 2050 (Standard English Grammar),
- ENGL 2230 (Intermediate Composition), and
- ENGL 3050 (Advanced English Grammar).

You must take Advanced Grammar by the end of your junior year. **All coursework except that designated for the senior year must be completed by then.** ENGL 3050 is a prerequisite for English 4901, Teaching English, which you will take in the fall of your senior year.

Take either ENGL 4411 (Chaucer) or 4441 (Milton).

Take a **Shakespeare** course: ENGL 4431 (tragedies, romances), 4432 (histories, comedies), or 4435 (selected plays and poetry).

*continued*

## **The English Major** *continued*

Take one of these **genre** courses:

- ENGL 3220 (poetry),
- ENGL 3230 (novels),
- ENGL 3240 (short stories),
- ENGL 3250 (world drama),
- ENGL 3260 (creative nonfiction), or
- ENGL 3300 (mythology).

Because English majors are typically strong in prose fiction, they often need to study one (or more) of the other genres.

Choose an upper-division British literature course, numbered somewhere from 3400 to 3499 or 4400 to 4499.

Choose an upper-division American literature course, numbered somewhere from 3600 to 3699 or 4600 to 4699.

Courses that fill some of these requirements are offered each summer. But **consider your options carefully**: A course in Victorian literature will prepare you much better for your career than a course in Tolkien. That Victorian course will also prepare you better for your GACE exams.

No matter how you plan your coursework, all of it **must be completed** by the beginning of Fall of your senior year, with the exception of ENGL 4901 (Teaching English), and the following Education courses: SCED 4002, 4003, 4005, 4403, 4404, 4405/4405L, and 3540.

Work hard, plan ahead, and **finish most or all of your other coursework, including your English courses, before you begin your senior year**. You need to know your subject matter as well as possible by then.

Use the planning sheet later in this Guide to help you register for the required English and Education courses in the right semesters. Talk to your advisors in English and Education every semester for more guidance.

Also see Courses for Specific Semesters on the last page of this Guide.

## Education Courses

In the [Teacher Education website](#), see the page on the English Education program for much more information about that part of your major.

Read closely the several sections on the School's policies and expectations. Also read the pages on student teaching (the "field experience"). These and other documents will be on the Education website under "Secondary (6-12) and P-12 Teacher Education Programs."

Take EDUC 2110 as soon as possible: Then take 2120 and 2130 in any order or concurrently, but you *must* pass these courses with a C or better to be admitted to the Education program.

**If you take 2120 and 2130 in the fall that you apply for admission, you must pass them before you can take other Education courses in the spring.** After admission, you must also pass all your later Education courses with a C or better to earn your degree and receive certification.

You can **apply for admission to the Teacher Education program** in the semester in which you will complete your eightieth hour of course work, assuming all those courses apply to your degree. You should begin preparing your application in advance — it is *crucial* that you apply before the deadline. The School of Education is not able to make exceptions.

After you have been admitted, **you'll take Education courses in a prescribed sequence** with your cohort (i.e., with the other students admitted when you were), because Education typically offers the courses only once a year. (See the Education web page for course rotations.)

If you can't take a course during the term it's offered to your cohort, you'll be behind, and you may have trouble getting in when the course is offered again.

As of this writing, you'll take these courses in this order, grouped by semester:

READ 3106, Teaching Reading  
SCED 3000, Curriculum

You should take ENGL 4950, Composition Studies for English Teachers, now, if you haven't already.

SCED 4002, Assessment  
SCED 4003, Characteristics of Students with Mild Disabilities for Secondary Education  
SCED 4005/4005L, Secondary Internship and Classroom Management  
ENGL 4901, Teaching English

SCED 4403, 4404, 4405, Internship (your student teaching)  
SCED 3540, Applied Data Analysis

Also see Courses for Specific Semesters on the last page of this Guide.

*continued*



## **Education Courses** *continued*

As part of ENGL 4901, you'll build a professional portfolio, a project that is useful to the University (for reasons of accreditation) as well as to you.

A portfolio can be an effective way of presenting yourself during job interviews. Your later Education courses will give you more information.

See the Education website and the page on *Field Experience*. Be sure to attend the Field Experience seminars, offered by Education before, during, and after your internship.

## **The GACE II Exam**

To qualify for teacher certification, you must take and pass two GACE II tests, the English Test I (020) and II (021). No pedagogy test is necessary. You'll take these in your next-to-last semester. Learn more at the [Education webpage](#).

GACE II enables the state to determine if prospective teachers know their subject matter well. (GACE scores also help universities evaluate how well their departments prepare their students.) GACE II does *not* exempt students from any courses.

All the GACE tests include multiple-choice questions and essay questions. At [the GACE site](#) there is information about the kinds of knowledge and skills assessed on each test, along with advice and materials on preparing.

## **Frequently Asked Questions**

### **When do I register?**

Follow the Registrar's instructions [here](#) to find that information in your Banner account.

### **Can you recommend an alternate path?**

Yes. If you can devote the time to it, take a B. A. degree in English with either a Literature Concentration or a Writing and Publication Concentration, or in a closely related field. Then do a Post-baccalaureate in English Education to get certification.

Or take a B. A. in English and then earn a Master of Arts in Teaching (MAT).

Either route takes longer than an English Ed. degree by a year or so, but if your first degree is in English, you'll finish with a stronger preparation in your field, and with the second degree you'll have certification to teach. Scheduling will also be easier because you're not completing two majors (English and Education) at once.

This arrangement makes it possible for you to be paid for your first teaching, instead of interning at no salary. However, students who graduate with teaching experience may be more marketable than those seeking a teaching position without teaching experience.

*continued*

## Frequently Asked Questions *continued*

### **Which 2100-level surveys should I take?**

You're required to take *at least one* World Literature course. You may take any of the other survey courses listed under Area C in the "Core Curriculum" section of the *Catalog*, for a total of *five* survey courses.

With the Common Core curriculum, you will teach multicultural, world, American, and European literature; choose your surveys with that in mind.

Also keep in mind that early literature (ancient and medieval) is often the most difficult for new teachers, so you should probably take *at least one* early World or early British survey to help you understand and teach these works.

Many literature surveys are offered both fall and spring; some are offered in the summer.

### **What will *this* course be like?**

The best way to learn about a specific course is to talk to the professor who teaches it; ask for a copy of a recent syllabus. Also talk with students who have taken it.

### **How can I learn more about the Education side?**

See [the College of Education's web page](#) for much more information. Upper-division Education courses are offered on both the Gainesville and Duhon campuses.

### **Which upper-division electives should I take?**

Consider your future responsibilities: As an English teacher, you will constantly teach writing. You'll also teach a good deal of nineteenth- and twentieth-century literature. You'll teach many short stories, many poems, some drama (including Shakespeare), and some novels.

With that in mind, we'd strongly recommend that you take **another writing course** if possible, especially ENGL 3130, Advanced Composition. The better your own writing is, the more likely you are to teach it well. And, should you decide to leave teaching (as some teachers do), your writing will be one of your most marketable skills.

*continued*

## **Frequently Asked Questions** *continued*

### **Which genre courses should I take?**

Evaluate your own knowledge and take a course or two in areas you've identified as weaknesses. For example, if you aren't very good at analyzing poetry, take Poetry and Poetics (ENGL 3220), even if you've already taken a genre course. If you're weak in British or World literature, take one or more courses in those subjects.

Remember, no one leaves school knowing it all. As you discover your weak areas, you can take courses in the evenings and the summer (and spend time in the library) to learn more. Good teachers never stop learning, and you will be well prepared for lifelong learning.

### **Can I test out of any modern language requirements?**

If your high school work enables you to test out of 1001, then you only have to take nine hours. See the Modern Language Department about placement tests. Be aware that placement tests may not give you course credit – you will need to take substituted electives to fill these spots.

You can consider taking CLEP or FLATS exams through the UNG testing center to receive courses credit *which will count* for your program. CLEP and FLATS exams give students the opportunity to earn credit through the 2002 level with one exam. Please refer to the Testing Center's [website](#) for more information.

### **Can I take courses online?**

In some cases, yes, depending on what's available currently, but check carefully first: Talk with the Registrar (and see Course Transfer Equivalencies on our website) if you're taking courses from other schools.

The University System's eCore courses (that is, online courses for the Core Curriculum) will all transfer. But you should remember that online courses may require skills and aptitudes (e.g., considerable persistence in working independently) that may not be required in your classroom courses. See the catalog for [a list of available courses](#).

*continued*

## **Frequently Asked Questions** *continued*

### **Why is the Teacher Education portion of my program so much more regimented than the content portion?**

Teacher Education has a much bigger job, wrangling many more students who are preparing for many different careers (administration, early childhood, middle school, and others), and coordinating that with a number of public school systems, all while making sure each student meets the state's specific and frequently changing requirements.

That's no simple task, and, as a result, making allowances for individual circumstances is usually difficult and often impossible.

### **What's this portfolio I've heard about?**

The edTPA Portfolio, required by the State of Georgia, is used to evaluate your performance as a student teacher. You will submit video clips of yourself in the classroom, along with lesson plans and other documents, to demonstrate your competence. Education will tell you more.

### **Why does UNG require so many courses for an English degree with teacher certification?**

For decades, the American public has complained about ill-prepared teachers who don't know their content areas well. As a result, many universities (but certainly not all of them) have raised standards. The fact is that the English Department would require you to take *more* English courses if we could, and we hope to require more in the future.

### **What is a Plan of Study and how do I use one?**

Your plan of study is a guide to all of the requirements you must meet in order to graduate with your degree in English with Teacher Certification. You should keep up with your plan of study beginning your very first semester. As you progress through your program, check off classes and requirements you have completed and use this resource (along with others) to help choose appropriate classes.

If you meet with an advisor to discuss course options, your academic plans, and concentration goals, you should bring a plan of study filled out with everything you have done and are doing with you.

Your teachers do not have your specific background memorized, so if you bring a completed plan of study, that can help highlight where you are in your program and what you still need to do – providing necessary information for your conversation with your advisor.

### **How do I get my Plan of Study approved?**

This will be done by the Registrar through the DegreeWorks program. You'll be informed if anything requires fixing.

*continued*

## **Frequently Asked Questions** *continued*

### **What is an advisor? Who is my advisor? Why should I bother seeing them? I know what I'm doing.**

An advisor is, typically, a faculty member with experience in the field you are wanting to explore. Advisors are excellent resources for you to answer questions, help you choose appropriate courses, and help you stay on track for meeting graduation requirements. Your assigned advisor will be listed on your Tranguid in your Banner account. (Go to Banner and follow menu items for Student, Student Records, and Student Tranguid.)

It is *strongly recommended* that you check in with your advisor every semester – even if you are certain that you know what you are doing. In the best case, your advisor will simply review your plan and tell you that you're doing a good job. Much more frequently, your advisor will ask why you have certain classes planned and, when necessary, make recommendations which may help to keep you on track.

Be aware, if you are also pursuing a minor (despite the English Education program not requiring one), that you should also contact a minor advisor to help you get the most out of your minor.

### **Why is pursuing this Education degree so complicated?**

You're getting the equivalent of two majors, one in English, one in Education. You have to meet the general requirements of the University system (the core curriculum), and also meet the expectations of two academic departments, the state government, the accrediting agencies, and (in some cases) the federal government.

### **If I already have a bachelor's degree, but it's not in English Education, how long will it take me to earn certification?**

This is difficult to generalize about. Much of the answer depends upon your major field in your first degree and upon your GPA. If you have a degree in English, you may only have to take Education courses, but we may also ask you to take some pertinent English courses to better prepare you for teaching, especially in writing, grammar, and the literature that is often taught in high schools.

Or, if your first degree is not in English, you will have to take courses for both the English major and for certification, which may amount to an additional 70 hours or more. A low GPA in your first degree may complicate matters further.

We have to evaluate these cases on an individual basis, keeping in mind University standards, state standards, and practical matters like passing your GACE tests. Begin by speaking with a secondary education advisor in the School of Education or to the Graduate advisor in English. (See the list of phone numbers near the end of this Guide.)

*continued*

## Frequently Asked Questions *continued*

### **I can't take it any more! I'm bailing!**

See this page

<http://faculty.ung.edu/jyang/PlanStudy/UNG%20Transition%20of%20Degree%20Request.pdf>

to change your campus or major.

## Summary: Year by Year

### **First Year:**

Complete as many of the prerequisites for admission to Teacher Education as soon as possible, including the three Area A courses (ENGL 1101 and 1102, and your Math course), and take EDUC 2110.

In the spring or summer, take a 2100-level survey (several are offered in the summers), so you can take upper-division English courses in the Fall. In Fall or Spring, start your modern language courses.

### **Second Year:**

In the Fall, take ENGL 2050 and 2230, more 2100-level English courses, and EDUC 2120 and 2130. Take ENGL 3050 immediately after 2050. Prepare to apply for admission to Teacher Education before Fall of your third year. Continue your modern language courses.

### **Third Year:**

By this time, you've probably been admitted to the Education program. Try hard to finish up your core and major courses by the end of the year, as indicated elsewhere in this guide.

Take SCED 3000 and READ 3106 in the Spring. Your Plan of Study will be approved by the Registrar through DegreeWorks.

Finish your core, including your modern language requirement. Also finish your required upper-division courses in English.

Remember that before your fourth-year courses, you *must* complete all your other courses, including your upper-division English courses, except for ENGL 4901, even if you have to put in more than two semesters doing it.

*continued*

## **Summary: Year by Year** *continued*

### **Fourth Year (and beyond):**

In the Fall, take ENGL 4901 and more Education courses. In Spring, take ENGL 4950, the Internship. Finish your major requirements. Get professional liability insurance. (Education will tell you more about that.)

Apply early for your teaching internship, which you'll take in the spring, **along with SCED 3540, 4403, 4404, and 4405**. Find out about deadlines for applying for graduation and ordering your diploma – these deadlines arrive early.

Also during your first semester of this year, apply for and take GACE II. Apply for certification. Line up your professional recommendations. Update your résumé. Begin your job search. Complete your internship. Complete your teaching portfolio. Get a job. Graduate. Teach. Sing. Dance. Make merry.

Remember:

**See your English advisor *at least once a semester***, beginning with your very first semester. (Have we said this before?) Students who do not are sometimes rudely surprised to learn that they have not met one qualification or another.

You should finish *all* your English courses except ENGL 4901 *before* you start your senior year. Your courses that year (especially your student teaching) will be more demanding than you may realize, and you should not be taking other courses (except SCED 3540).

**Keep** your English textbooks, especially the anthologies from your literature survey courses. They will be invaluable references while you teach. And you don't get that much money back by selling them.

**Plan** ahead. Consult your advisor regularly. Really.

## Post-Baccalaureate and Graduate Programs

### Post-Baccalaureate Programs:

If you have a bachelor's degree in English or a related field, you can earn certification in English Education by completing course work in Education. See the Teacher Education web page. You can also talk with the English Ed. advisors.

### Graduate Programs:

If you have a previous bachelor's degree in English with no certification, you have the option of earning a Master of Arts in Teaching degree. See the Teacher Education web page and the English department graduate advisor for more information.

## Useful Phone Numbers and Other Information

**The English Department:** Our office on the Gainesville campus is located at 4168 Nesbitt (678-717-3935, fax 678-717-3832). Dr. Shannon Gilstrap ([shannon.gilstrap@ung.edu](mailto:shannon.gilstrap@ung.edu)) is the department head.

On the Dahunega campus our main office is at Dunlap 207 (706-864-1775, fax 706-864-1485). Dr. Wendy Kurant-Rollins is the associate department head.

**Advisors** for English Education majors include these faculty on the Gainesville campus:

Prof. Anita Turlington (678-717-3429), [anita.turlington@ung.edu](mailto:anita.turlington@ung.edu)  
Prof. Crystal Matey, [crystal.matey@ung.edu](mailto:crystal.matey@ung.edu)

**Advisors** for English Education majors include these faculty on the Dahunega campus:

Prof. Steven Brehe (706-864-1349), [steven.brehe@ung.edu](mailto:steven.brehe@ung.edu)  
Prof. Austin Riede (706-864-1961), [austin.riede@ung.edu](mailto:austin.riede@ung.edu)

You can contact Dr. Dana Turner (706-867-3271), [dana.turner@ung.edu](mailto:dana.turner@ung.edu), about admissions to the School of Education. About requirements within the school, contact Dr. Chantelle Grant (706-867-2969), [chantelle.grant@ung.edu](mailto:chantelle.grant@ung.edu).

You can also contact [COEadviseDAH@ung.edu](mailto:COEadviseDAH@ung.edu) or [COEadviseGVL@ung.edu](mailto:COEadviseGVL@ung.edu) for information about the education side.

*continued*



## **Useful Phone Numbers and Other Information** *continued*

**Applying to Teacher Education:** See the UNG web page on Teacher Education, especially the page on Admissions and Certification.

**Endorsements:** Endorsements are additional certifications in related subjects, such as Reading or Teaching English as a Second Language (which, by the way, are valuable additions to your credentials). You can add endorsements to your education degree if you take more courses, which are often available in the summers. See the University web site for more information on these.

**Search State Job Openings** for teachers at <http://www.teachgeorgia.org>.

### **Graduate Studies:**

The office is located at the Chestatee Building, Room 348, 110 South Chestatee Street, Dahlonega (706-864-1543; e-mail [grads@ung.edu](mailto:grads@ung.edu)). See the University web site for more information on graduate programs.

### **Graduate advisor in English:**

Speak to Dr. Donna Gessell (706-864-1528), or e-mail [donna.gessell@ung.edu](mailto:donna.gessell@ung.edu).

### **The GRE or MAT test for entrance to Graduate Studies:**

See [www.ets.org](http://www.ets.org).

*See Courses for Specific Semesters on the following page.*

## Courses for Specific Semesters

This page lists <i>only</i> the important English and Education courses that should be taken in specific semesters. If you intend to finish in four years, <i>follow the plan on this page</i> . You should of course take additional courses in Fall and Spring semesters (and in the Summers if you choose), except in Year 4.			
	Fall	Spring	Summer
Year 1	ENGL 1101 3 credits	ENGL 1102 3 credits EDUC 2110 3 credits	
Year 2	ENGL 21__ 3 credits ENGL 2050 3 credits EDUC 2120 3 credits EDUC 2130 3 credits ENGL 2230* 3 credits	ENGL 3050 3 credits	
Year 3		EDUC 3000 4 credits READ 3106 3 credits ENGL 4950 3 credits	All coursework, other than that listed for Year 4, <i>must</i> be completed before Fall of your internship year. No additional coursework can be taken during the Spring internship, other than SCED 3540.
Year 4	SCED 4002 3 credits SCED 4003 3 credits SCED 4005 3 credits ENGL 4901 <u>3</u> credits 12 credits	<b>Internship:</b> SCED 4403 3 credits SCED 4404 3 credits SCED 4405 3 credits  <b>Classroom data analysis:</b> SCED 3540 <u>3</u> credits 12 credits	

\* Currently ENGL 2230 requires the prerequisite of a 2100-level English survey course. To take both courses concurrently, you *must* obtain permission from the English department *before* registering. Contact Prof. Shannon Gilstrap (Gainesville) or Prof. Wendy Kurant (Dahlonega).