



COLLEGE OF LETTERS AND SCIENCES

BACHELOR OF ARTS IN ENGLISH

WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CA)

Share Your Love of Literature in the Classroom

As a middle or high school English teacher, you'll use the training in literature, reading, and writing gained from this program to inspire, motivate, and encourage students while ensuring that they meet established educational standards. The Bachelor of Arts in English with a Preliminary Single Subject Credential program provides a rigorous education to prepare you for all aspects of teaching, from planning and delivering lessons to evaluating student work and assessing progress. To prepare to teach the subject of English, you'll dig deep into literary analysis and expand your critical thinking, written, and oral communication skills through an engaging curriculum of literature, composition, language and linguistics, and communication studies. When completed, you'll be ready to take on the professional work as a single subject teacher in California.

Program highlights:

- Learn solid teaching strategies to accomplish educational goals
- Create a positive learning environment that ensures educational growth
- Discuss major writers, works, movements, and literary traditions
- Apply technology to meet the educational needs of all students
- Recognize the impact of marginalized voices in the evolution of literature
- Explore literary works with an eye towards history and culture
- Use reading and research to compose unique written works

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MAJOR IN ENGLISH WITH AN INSPIRED TEACHING AND LEARNING AND A PRELIMINARY SINGLE-SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: John Miller; (714) 429-5146; jmiller@nu.edu

The Bachelor of Arts in English with Inspired Teaching and Learning and a Preliminary Single-Subject Credential (California) provides a rigorous education preparing candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as an English teacher. It is designed for teacher candidates who will be dedicated to inspiring all K-12 learners by ensuring for them: social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single-Subjects Teaching Credential.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) prior to starting the single credential area method courses.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

Degree Requirements

To receive a Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single-Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of the University General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

Preparation for the Major

(1 course; 4.5 quarter units)

LIT 100* Introduction to Literature
Prerequisite: ENG 100 and ENG 101

* May be used to satisfy a General Education requirement.

Requirements for the Major

(25 courses; 108 quarter units)

English Requirements

(11 courses; 49.5 quarter units)

Any **four (4)** of the following **five (5)** survey courses:

LIT 311 British Literature I
Prerequisite: ENG 240 and LIT 100

LIT 312 British Literature II
Prerequisite: ENG 240 and LIT 100

LIT 321 American Literature I
Prerequisite: ENG 240 and LIT 100

LIT 322 American Literature II
Prerequisite: ENG 240 and LIT 100

LIT 360 History of Literary Theory
Prerequisite: ENG 240 and LIT 100

Any **one (1)** of the following **three (3)** courses:

LIT 410 African American Literature
Prerequisite: LIT 100 and ENG 240

LIT 420 U.S. Latino Literature
Prerequisite: LIT 100 and ENG 240

LIT 460 Gender and Literature
Prerequisite: ENG 240 and LIT 100

AND ALL OF THE FOLLOWING:

ENG 350 Fundamentals of Linguistics
Prerequisite: ENG 100 and ENG 101

LIT 338 Shakespeare
Prerequisite: ENG 240 and LIT 100

LIT 365 Literary Theory
Prerequisite: ENG 240 and LIT 100

LIT 463 20th Century World Literature
Prerequisite: ENG 240 and LIT 100

LIT 498 English Capstone Course
Prerequisite: Satisfactory completion of 8 upper-division LIT courses

AND

Any **one (1)** additional upper-division Literature (LIT) course from available offerings.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

Students are required to take the courses in this sequence.

Prior to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet includes, but is not limited to, a background clearance and Negative TB test. To better understand these requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Prior to beginning any of the Single-Subject Methods courses, the candidate must have completed all Foundation courses, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test). There is an application process for applying to student teaching (clinical practice).

Each credential course (ITL) below, includes a required 4-hour field experience in one or more (grades 7-12) classrooms representing the candidate's single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

This coursework will not transfer as graduate-level credit to National University or any other university as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate grade point average.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.