

# *English Education*

September 2007

Dear Student:

Thank you for your interest in the English Teaching Major. In order to ensure quality, to improve advisement, and to stay within the bounds of existing university resources and quality student teaching sites, acceptance to the English Teaching Major is now by application only.

In order to be considered, you must complete and submit the attached application materials. The submission deadlines are listed below. When you are notified of acceptance into the program, you may then register for Secondary Education 276R, Section 01.

Advisors in English Education are assigned by the letter of the alphabet of students' last names. The advisor list is posted outside the English Department office, 4198 JFSB. If you have questions about the application process, you may contact the appropriate advisor. Inquiries may also be directed to the English Education secretary in 4168 JFSB. She can be reached by phone at 422-3398.

<u>Entry Semester</u>	<u>Packet Submission Deadline</u>	<u>Students Notified By</u>
Fall	January 15	February 5
Winter	September 15	October 5

(Note: This schedule will be maintained for following semesters. Any deadline that occurs on a Saturday or Sunday will be extended to the following Monday. Any deadline that falls on a holiday will be extended to the next school day.)

We are pleased that you want to be a part of the education profession.

Sincerely,

Chris Crowe, Director  
English Education  
Department of English

**Brigham Young University  
DEPARTMENT OF ENGLISH  
Application, English Teaching Major**

Semester Applied For \_\_\_\_\_ Date Submitted \_\_\_\_\_

\_\_\_\_\_  
Last Name                                      First Name                                      Middle/Maiden                                      BYU ID #

**Current mailing address:**

\_\_\_\_\_  
Number and Street

\_\_\_\_\_  
City    State                                      Zip Code                                      Current Telephone

**Permanent mailing address:**

\_\_\_\_\_  
Number and Street

\_\_\_\_\_  
City    State                                      Zip Code                                      Permanent Telephone

**Email address:** \_\_\_\_\_

Please list all colleges or universities you have attended:

\_\_\_\_\_  
\_\_\_\_\_

FOR OFFICE USE ONLY	
Received by:	Date:
Complete      Incomplete	ABC:      Yes      No
Cum GPA:	BYU GPA:
Cum Hours:	BYU Hours:
Major:      English      Humanities-English	
Essay on Article:      Yes      No	Auto State:      Yes      No
Conditions of enrollment:      Yes      No	Reflect Ques:      Yes      No
Fee Card:      Yes      No	Prints:      Yes      No

## CHECKLIST FOR ENGLISH TEACHING MAJOR APPLICATION

### INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED

Complete applications will include all of the items listed below. Candidates must have an overall GPA of 2.85 or higher to apply. Preference will be given to applicants with higher grade point averages and with more general education requirements completed. *Students must enter the program the semester for which they apply.* A maximum of two applications will be considered for any individual.

- [ ] Include most recent and complete, fully readable ABC Report of all university credits. Transcripts may be submitted if you are applying from another university.
- [ ] Be a **declared** English Teaching Major.
- [ ] You must have completed or currently be enrolled in Eng 251, and two of these three courses: ENGL 291, ENGL 292, ENGL 293.
- [ ] Autobiographical statement (typed, double spaced)
- [ ] Reflective Questions (typed, double spaced)
- [ ] Essay analyzing an article from the last six years of the English Journal. You must attach a copy of the article to your essay. (typed, double spaced)
- [ ] Conditions of Continuing Enrollment (signed)
- [ ] A seven- to ten-minute video tape of you teaching a concept related to English teaching at the secondary level. You must use materials that would be used in an English class, and you must have an audience.
  - a. You may make your video in the McKay Video Recording Studio located in 274 MCKB. Call 422-2229 to reserve a time to make your recording. You need to use the standard VHS cassette or DVD. We cannot accommodate other sizes. Also, we now have a fairly good supply of cassettes from past semesters that can be used for your taping. These can be checked out in the English Education office: 4168 JFSB.
  - b. You may also make your tape in some other classroom setting. You may use friends or family as “students” for your video teaching.
  - c. Write a “lesson plan” for your video taped lesson that includes the objective of your lesson (the reason why what you are teaching is important or what you want students to learn); what you are going to teach; what questions you are going to ask to involve your students; what you will have them do to show that they understand what you are teaching. Place the lesson plan and the video tape inside a large manilla envelope, write your name on the envelope and “English Education” under your name. Turn

this in with a separate manilla folder, not an envelope, containing the rest of the application requirements.

An additional note: Since the movie *Legally Blonde* came out, we have been receiving a few very creative videos. This approach is not what we are looking for in the video presentation. We want to see what your idea of good teaching is.

Applicants will be called in for a personal interview with a member of the admissions committee.

**IMPORTANT:** Submit all application materials in an 8 ½ x 11 manilla folder to English Education secretary in 4168 JFSB by the deadline date. Place this on top of the envelope containing the videotape. You will be notified of the committee's decision by letter approximately 20 days from the deadline date.

**Note: If you are not accepted into the program as an English Teaching Major, you cannot be accepted as an English Teaching Minor.**

All written work needs to be typed and double spaced on one side of the paper. All pages need to be stapled together. The following three sections should be marked by headings.

**AUTOBIOGRAPHICAL STATEMENT**  
(Approximately 500 words, total)

Respond to each of the following prompts:

1. What experiences have contributed to your decision to become a teacher?
2. In your past educational experience you have most likely had some wonderful teachers and some who should not have been in the classroom. As you look at these two extremes, what qualities will you attempt to incorporate into your own teaching that will result in your being an excellent teacher? What qualities will you avoid?
3. In terms of a teaching career, what do you see yourself doing in five years after graduation?

**REFLECTIVE QUESTIONS**  
(Approximately 300 words for each question)

1. When you see yourself as a professional teacher, where do you think you want to teach? At what grade level do you see yourself as being most effective? What kinds of classes do you want to teach?
2. Have you ever taken a class in junior high school, high school, or at BYU where you were treated or graded unfairly? Describe the situation and how you handled it.
3. How would your roommates or spouse (the people you currently live with) describe your strengths and weaknesses?
4. As you reflect upon your professional choice, what is the one thing you need to work on before becoming a teacher?
5. Is there anything else that you would like us to know about you as we evaluate your choice to become a teacher in a subject matter that is vastly important to the development and future of young people?

**ESSAY ANALYZING AN *ENGLISH JOURNAL* ARTICLE**  
(Approximately 500-1000 words)

1. Select an article from any of the last 6 years of English Journal (call number: PE 1 .E5). The article needs to be at least 5 pages long. Copy the article and attach it to your essay.
2. In your essay, tell why you selected this particular article. What significance does it have for you as you think of yourself as a teacher?
3. Discuss the content in terms of the most important ideas. You may use personal opinions and experiences in your discussions, but you must go beyond that. When you quote from the article, be certain that you use proper citation.
4. In your essay, you may use personal opinions and experiences as part of your analysis. However, be sure that your final essay shows us the following qualities:
  - Your ability to pick out and focus on the important ideas of the article.
  - Your ability to analyze critically the argument of the article, its strengths and its weaknesses.
  - Your ability to think substantively about the ideas in the article and their implications for teaching.
  - Your ability to use the article's ideas to substantiate your own conclusions.
  - Your ability to write effectively and engagingly.

### Conditions of Continuing Enrollment

On condition of being accepted into the BYU Secondary Education, English Teaching Program:

- I agree to adhere to all applicable University and program policies and procedures.
- I agree to enter the program the semester I am accepted.
- I understand that if my overall GPA drops below 2.85 or if I receive a grade below a B- in any of my program classes, I may be advised to leave the program, and may not be allowed to student teach.
- I understand that I will be evaluated academically and in my field experiences. If the faculty with whom I work ultimately determine I am not qualified to teach in the public schools, I will not be allowed to continue in the program.

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

**Note: Secondary Education 276R, English 329R, 420R, 423R, 377R, and 378R are program classes. English 377 and 378 should be taken as close to student teaching as possible.)**