New York University Bulletin

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology
Art
Education
Health
Media
Music
The Interaction of Language and Learning

Language is our most important tool for spoken communication, but it is much more than that. Through a poem, novel, or play, we can experience, understand, and express feelings ranging from joy to sadness, from love to alienation. Through metaphor and narrative, we develop our sense of tradition and our social, ethical, and moral concerns. Language that is sensitively and intelligently shaped can help us learn who we are and who others are, too. In the truest sense of education—to lead a student to the knowledge of self in the world—the teaching of language and literature offers exceptional opportunities and personal rewards.

Our Reputation Continues to Grow

Our Bachelor of Science Program, Teaching English, Grades 7-12, in the Department of Teaching and Learning, has long been regarded as among the finest in the country. Our international reputation has grown through our continuing graduate summer abroad program in Oxford, England, and our sponsorship of the Conference of the International Federation of Teachers of English, held at the Steinhardt School of Culture, Education, and Human Development. Undergraduate students also have an important opportunity to observe secondary schools in London, England, as part of their semester abroad in either their sophomore or junior year. As one of our recent students commented on this experience, “This was one of the most beneficial experiences I’ve had at NYU. Seeing these differences firsthand is not only fun but it changes my perspective on our own educational system. Observing classrooms in London gave me so much more insight than I would have had from just reading about the British system in a book—it is something that every education major should experience.”

Distinguished Faculty

Students majoring in English education may work with Professors Joseph McDonald, Sarah Beck, Glynda Hull, and David Kirkland. The specialties of these gifted English education faculty members range from the teaching of writing and literature to developing new approaches to school reform. They are committed to helping all students from diverse populations gain access to the skills of literacy that are necessary for full participation in our democratic society. Further, their interests range widely, whether it is digital media and the new technologies, sound ways of assessing student progress in the language arts, or the use of protocols to advance successful student group work. These are professors who combine research with teaching in ways that invigorate the curriculum, while remaining committed to being available to all students.

Relationships Provide the Key

Many other programs in English education tend to isolate the different aspects of learning and teaching, but in our program they are inseparable. We integrate all aspects of English education—theories of language and literature, literature’s content and meaning, and methods for teaching adolescents. You study the relationship among the reader, the literary work, and the
writer. You learn how to develop, apply, and evaluate teaching materials and strategies. And you learn how teacher, student, school, and community interact with each other in the educational process. In effect, you build two concentrations in one—deepening your understanding of language, composition, and literature while becoming skilled in reflective teaching.

In Touch with the Latest Ideas
The undergraduate program is enriched by our graduate programs and the ongoing research and curriculum development of the faculty in the Steinhardt School of Culture, Education, and Human Development’s Department of Teaching and Learning. As a result, you are in contact with and benefit from the latest thinking and practice in the field of English education.

Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad in one of NYU’s many study abroad sites in Paris, Madrid, Florence, Berlin, Prague, Buenos Aires, Shanghai, Accra, or Tel Aviv. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Pursuing a Special Interest
We encourage small-group collaboration in learning, and you may negotiate with your professors concerning the kinds of projects and other learning experiences relevant for a particular course.

You will have frequent opportunities to develop your creative potential through writing poetry, short stories, and plays within your courses. There are, in addition, numerous
campus literary publications that welcome your interest and participation.

**Your Teaching Internship**

You begin your field experience as early as your freshman year by observing secondary school teachers and their students in the classroom. During each semester of your senior year, under the guidance of your supervising teacher, you assume responsibility for teaching an entire class, first at the middle school level and then at the high school level. Teacher education is a collaborative effort involving you, the experienced cooperating teacher in whose classroom you will be working, and a member of our faculty responsible for your supervision.

**Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

**Other Programs to See:**

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Educational Theatre
- Media, Culture, and Communication

**YOUR CAREER OPPORTUNITIES**

Our graduates have a wide range of opportunities in schools as well as in other fields. You are prepared to teach English in grades 7 through 12. To qualify for initial certification in New York and most other states, you take the New York State Teacher Certification Examinations in the last semester of your senior year.

Recent graduates have obtained teaching positions at such schools as the Satellite Academy (New York City alternative school), Hunter College High School, and East Falmouth (Massachusetts) High School.

Other graduates have pursued careers in publishing, corporate communications, technical writing, and journalism. For example, a recent graduate accepted a position in children's television at CBS, and another became an editor at a publishing house.

Most graduates also go on for their master's or doctoral degrees in English education or a related field.

**HELPING YOU START YOUR CAREER**

Student teaching placements are often sources for employment after graduation. The New York City Department of Education recruits on campus as do other employers through NYU's Wasserman Center for Career Development.
TEACHING ENGLISH, GRADES 7-12

The 129-point program in teaching English, grades 7-12, offers students the opportunity to explore the meanings and messages of literary works and the ways in which they are imparted to others. Through an integrated curriculum, the theories of language and literature are examined, as is the relationship among the reader, the literary work, and the writer. In addition to a content core that provides for exploration in literature (including British, American, and multicultural works) and composition, students are required to take a minimum of 60 points in liberal arts courses. In the pedagogical core, students are introduced to the theories and applications of integrating reading and writing in the adolescent educational process and are taught to develop, apply, and evaluate teaching materials and strategies. The student’s program of study culminates in two semesters of teaching opportunities in a public school setting, one at the middle school level and the other at the high school level.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 33 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Texts and Ideas. V55.04•• .4
Writing the Essay. V40.0100 .4
Foreign Language I .4
Mathematics Course by Advisement .4

MAJOR
New Student Seminar. E03.0001 .0
Field Observations in Schools and Other Educational Settings. E27.0005 .1

TOTAL 17

SPRING SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Cultures and Contexts. V55.05•• .4
The Advanced College Essay. E52.0110 .4
Foreign Language II .4

MAJOR
Inquiries into Teaching and Learning I. E27.0001 .4

TOTAL 16

Sophomore Year 32 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06•• .4
Natural Science. V•••• .4
Liberal Arts Elective .4

MAJOR
Literature as Exploration. V41.0071 .4

TOTAL 16

SPRING SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Expressive Culture. V55.07•• .4
Natural Science. V•••• .4
or
Nutrition and Health. E33.0119 .4

MAJOR
Integrating English and History with Adolescents. E27.1020 .4

TOTAL 16

Junior Year 32 Points

FALL SEMESTER

LIBERAL ARTS
A Mathematics Course
or
Quantitative Reasoning. V55.0101 .4

MAJOR
English Content Core. E11.***** .8
Integrating Reading and Writing with Adolescents I. E11.1600 .4

TOTAL 16

SPRING SEMESTER

LIBERAL ARTS
Speech Communication. E21.0033 .4
(If exempt by exam—substitute will be a liberal arts concentration course.)

MAJOR
Integrating English and History with Adolescents. E27.1020 .4

TOTAL 16

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
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<tr>
<th>Senior Year</th>
<th>32 Points</th>
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<td><strong>FALL SEMESTER</strong></td>
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<td>English Content Elective.</td>
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<td>Teaching English in a Multidialectal Society.</td>
<td>E11.1589</td>
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<td>Teaching Students with Disabilities in General Education Classrooms.</td>
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<td>Literature Seminar for English Education.</td>
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