

ABSTRACT

LANGUAGE ARTS TEACHER PREPARATION AND THE RELEVANCY OF COMPOSITION STUDIES IN ENGLISH UNDERGRADUATE PROGRAMS

A gap is widening between the type of Language Arts teachers secondary education schools desire, ones who can teach reading and writing across the curriculum, and the English major who intends on being one of these teachers, but who has studied literature nearly exclusively at the expense of composition, rhetoric, and pedagogy. This gap is the result of the historical circumstances in which the English department and the field of composition were formed. To legitimate the professionalism of their work, scholarship was privileged over teaching, a hegemony that is replicated in the undergraduate courses offered to English majors who intend on teaching. To breach this gap, the English department must recognize and embrace the fact that it does produce teachers for the school system and that it has a responsibility to design an undergraduate program that will adequately prepare its students who are headed in that direction for that end.

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