



Bard MAT

MASTER OF ARTS IN TEACHING PROGRAM

Teaching What Matters

Bringing together work in the content area and education.

Frequently Asked Questions: English

Quick Facts About Studying English with the Bard MAT

1

Literature students take four content courses during the year-long program.

2

Comparable to a Master's thesis, the ARP provides a comprehensive view into a single literary question. Recent ARPs have included studies of Asian-American graphic novel superheroes and father-daughter relationships in Shakespeare's *Othello* and *King Lear*.

3

Small seminars and close interactions with faculty foster a cooperative and supportive learning environment.

What will I learn in the content classes?

MAT literature courses follow essential models in the discipline: an author study, a period or genre study, a survey of world literature, and a seminar in literary research and critical writing. Sample courses include Poetic Voices, American Realisms, Byron & Austen, World Literature.

How will I learn it?

In small, seminar settings, you will analyze literary and critical texts with an awareness of the diverse models of close reading that literary theory has generated. You also produce a range of written assignments that give you insight into how composition facilitates understanding and encourages complex thinking.

What is the academic research project (ARP)?

The ARP is conducted in connection with the course in Literary Research/Critical Writing: you will read widely in the subject under study, design a research program that extends the work done in that course, and write an annotated bibliography plus a series of analytical essays over a period of several months.

How will I learn to teach my subject?

Course designs and individual lessons are intended to be models for future teachers, while the practices, strategies, and habits of mind learned in class will also be resources for future teaching. MAT students meet weekly throughout the program in a three-hour teaching lab where we experiment with teaching practices and answer pedagogical and practical questions that spring from our reading and your apprenticeship in the public schools.

The Bard MAT English program is offered at all three campuses in New York City, NY; Hudson Valley, NY; and California.

Frequently Asked Questions: Education

Quick Facts About Studying Education with the Bard MAT

1

You will apprentice in public school classrooms throughout the entire year, gaining more responsibility for teaching over time.

2

The four-course teaching lab sequence will support your work, applying what you have learned in discipline and education courses to your classroom apprenticeship.

3

Bard MAT graduate faculty and students work side by side with public school teachers and students-teaching, learning, and learning to teach well.

What will I learn in the education classes?

Education courses in the Bard MAT program address those issues most central to teachers' success in the middle or high school classroom. As an apprentice, you will learn how to plan and develop curriculum and promote the literacy development of students across academic disciplines. You also learn about adolescent development and how young people's identities, cultures, and languages may impact their performance in school. Finally, you learn about both the historical and social contexts of the teaching profession to understand the unique roles you can play as an agent of change.

How will I learn it?

Like the discipline courses, education courses are taught in small, seminar-like settings intended to foster graduate students' active involvement in their own learning. Because the MAT is a pre-professional program, much of the learning in the education courses focuses on practical applications, and you will have opportunities to make close connections between the material you are learning in the graduate classroom and fieldwork in the schools.

What is the Classroom Research Project (CRP)?

All MAT students complete a classroom research project in which they investigate a pressing dilemma arising from their classroom practice. With the support of your mentor teachers, you will identify a research question, collect and analyze data from your apprenticeship classrooms, and discuss how your findings might influence teaching and learning. The goals are two-fold: first, that apprentices develop and strengthen the inquiry skills that will allow them to continue to improve their practice once they begin their teaching careers; secondly, that they should come to see themselves, even during the student teaching phase, as a professional who is capable of adding to the knowledge base of their discipline.



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A Path for Career Teachers.
A Community of Educators.
A Passion for Learning.

Literature Faculty

Raphael Allison, Ph.D., New York University

Specialization: 20th- Century American Poetry, Philosophy & Poetry, Modernism & Performance

Jaime Alves, Ph.D., University of Maryland, College Park

Specialization: 19th- Century American Literature & Culture, Gender, Disability Studies

Julia Bloch, Ph.D., University of Pennsylvania

Specialization: 20th- Century North American Poetry, Women & Gender Studies

Derek Furr, Ph.D., University of Virginia

Specialization: Romantic & Modern Poetics, Reception Study, Reading Assessment & Instruction

Adrienne Walser, Ph.D., University of Southern California

Specialization: Transnational Modernism, 20th-century Literature & Culture, Travel Writing

Education Faculty

BC Craig, Ed.D., Columbia University

Specialization: Demographics & Quality of Public School Teaching Force, Student Resistance & Failure

Susan Cridland-Hughes, Ph.D., Emory University

Specialization: Critical Literacy

Kelly Gaddis, Ph.D., Cornell University

Specialization: Mathematics Education

Stephen Mucher, Ph.D., University of Michigan

Specialization: History of American Education

Jie Park, Ph.D., University of Pennsylvania

Specialization: Adolescent Literacy & Youth Cultures, School, Family, & Community Partnerships

Logan Robertson, Ph.D., University of California, Santa Barbara

Specialization: Out-of-School Learning, Cultural Contexts of Education

Michael Sadowski, Ed.D., Harvard University

Specialization: Influence of Sexuality, Ethnicity, Race, & Gender in Adolescent Identity Formation

Laura Salas, M.A., California State University, Northridge

Specialization: Reform-Oriented Math Curriculum

Adam Sawyer, Ed.D., Harvard University

Specialization: Culture, Identity, & Schooling for Immigrant & Minority Adolescents in the U.S.

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