

## **Undergraduate Certificate in Teaching ELL Language Learners**

### **Program Learning Goals**

Undergraduate students gain the theoretical and practical knowledge needed to teach English as a second/other language. They learn and practice professional genres of writing, including the journal article, conference abstract and presentation essay, literature review and curriculum plans. Through their own writing and intellectual development, they become aware of themselves as engaged teachers of ELL students. They familiarize themselves with scholarly resources and professional opportunities. Students recognize ethical protocols concomitant with their professional responsibilities.

Whereas the categories of assessment remain the same for split level undergraduate and graduate level courses, their criteria differ. The research essay/final project provides the standard for evaluation.

1. **Reading and Analysis:** Students practice close reading, analysis, and interpretation of discourses and media. Through classroom discussions and written assignments, students practice rigorous and sustained close readings of texts, sharpening their interpretative skills. Students are attentive to words, meaning, nuance, and contradictions in texts that allow them to expand their interpretations and contribute to scholarly and professional conversations.
2. **Critical Inquiry and Context:** Relying on their area of specialization, students engage with current scholarship in order to locate their arguments in specific and relevant contexts, identifying the generic, cultural, historical, and intellectual influences that shape meaning and implications. Students learn to think of texts and individuals as being enmeshed in particular histories, cultures, and critical conversations. Students work to apply the material they are reading to classroom practice.
3. **Written Communication:** Students write persuasively and analytically across genres and modes. Presenting their arguments clearly and succinctly, they identify and distinguish among disciplinary conventions, evaluate sources using discipline-specific theories and methods. They utilize critical reading skills to evaluate, apply, and synthesize evidence and/or sources in support of a claim, analyzing assumptions and bias. Students reach conclusions based on research, revise and edit their work to meet scholarly standards. Students also learn to develop research-based curricula.
4. **Content:** Students learn to create and develop ideas within the context of texts and current scholarship. Students demonstrate appropriate nomenclature in analytical/ theoretical analyses. They learn to apply scholarly protocols of methodology and evaluate sources in their research.