

## **Graduate Certificate in Teaching College-Level Language and Literacy**

### **Program Goals**

Graduate students learn to teach and to practice professional genres of writing, including the academic essay, the literature review, the journal article, and the conference abstract and presentation. Through their own writing and intellectual development, they become aware of themselves as thinking, creative members of a profession. 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 undergraduate and graduate level courses, their criteria differ. The research essay/final project provides the standard for evaluation. In split level courses, graduate assignments differ from undergraduate ones in requiring research and writing at a professional standard. Graduate level course requirements usually include a demonstration of teaching.

1. **Reading and Analysis:** Students practice close reading, analysis, and interpretation of discourses and media. Through classroom discussions and written assignments, students attend to the rhetorical strategies at play in written, visual, and auditory texts. Students analyze texts' words, meaning, nuance, contradictions, and audiences, so that they can expand their interpretations and contribute to scholarly conversations.
2. **Critical Inquiry and Context:** Students recognize texts as rhetorical responses to historically, politically, and culturally specific contexts. They identify the generic, cultural, historical, and intellectual influences that shape meaning, implications, and effects on audiences and consequent policy. Relying on their background in rhetorical theory, they engage with current scholarship in order to locate their arguments in relation to those in an ongoing conversation. Students learn to think of texts and individuals as being enmeshed in particular histories, cultures, and critical conversations.
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.
4. **Content:** Students demonstrate knowledge of major rhetorical genres and awareness of historical movements as shapers of rhetoric. They learn to create and develop ideas within the context of current scholarship. Students acquire appropriate nomenclature for performing rhetorical analyses and for using theory to support their analyses. They learn to apply scholarly protocols of methodology and evaluate sources in their research.