

Graduate Certificate in Teaching College-Level Literature and Film

Program Learning Goals

Graduate students learn and practice professional genres of writing, including the journal article, conference abstract and presentation essay; synopsis, book review, literature review. 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 literary and cinematic texts. Through classroom discussions and written assignments, students practice rigorous and sustained close readings of texts, sharpening their interpretative skills. Students are attentive to artistic form in film, poetry, and literary narrative. They analyze words, meaning, nuance, and contradictions in texts that allow them to expand their interpretations and contribute to scholarly conversations.
2. **Critical Inquiry and Context:** Students recognize texts as artistic responses to historically, politically, and culturally specific contexts. They identify the generic, cultural, historical, and intellectual influences that shape meaning and implications in literature and film. Relying on their background in literary and film criticism, students 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 genres in literature and film, and an awareness of the role that historical movements play in shaping literary/cinematic texts. They learn to create and develop ideas within the context of current scholarship. Students acquire appropriate nomenclature for analyzing literature and film, and using theory to support their analyses. They learn to apply scholarly protocols of methodology and evaluate sources in their research.