B.A. & B.S. in Secondary Education (English)

Learning Outcomes

Students should:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of the English language.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of the practices of oral, visual, and written literacy.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of the communication processes and the importance of effective communication including adapting communication to the listener(s), situation and/or setting.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of communication in relation to ethical issues, including issues of diversity.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of listening skills and identification and management of barriers to listening.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of evaluation of oral messages, uses of oral messages, and management of anxiety.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of reading processes.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of different composing processes.
- Demonstrate knowledge of an extensive range of literature.
- Demonstrate the capabilities, and dispositions to organize and provide instruction of an extensive range of literature.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of the range and influence of print and nonprint media and technology in contemporary culture.
- Demonstrate knowledge of research theory and findings in English language arts.
- Adopt and strengthen professional attitudes needed by English language arts.

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teachers.

- Understand how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate to the discipline.
- Understand and use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

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