

Composition Studies
Graduate Certificate Program

**Online Certificate
Program in English**

**Indiana University East
Department of English**

Composition Studies

Graduate Certificate Program

Online Graduate Certificate in English

The Graduate Certificate in Composition Studies Program offers graduate level education in composition studies for those who teach English at the high school or post-secondary level or for those who wish to teach writing at the community college or university level that do not hold an M.A. in English.

The purpose of the graduate Certificate in Composition Studies is to offer students a focused certificate in the teaching of reading and writing. The certificate provides structured learning and a supportive atmosphere for students who do not wish to pursue a traditional master's degree in English or who wish to pursue certification in Composition Studies prior to or after completion of an MA. degree.

The certificate's courses, offered 100% online, provide flexibility in format and scheduling. Our online courses offer individualized instruction by shaping courses to individual student needs. The certificate also provides further professional development at the graduate level for licensed teachers already teaching academic writing at the high school level. The certificate does not lead to Indiana teacher licensure.

Certificate Coordinator

Edwina Helton, Whitewater Hall, Room 269

Phone: 765-973-8219 E-mail: edhelton@indiana.edu

Certificate Advisor

Mary Ange Cooksey, Whitewater Hall, Room 259

Phone: (765) 973-8438 E-mail: mcooksey@iue.edu

Certificate Major Requirements

A. Students must complete 15 credit hours selected from the courses listed below.

B. 12 hours of the certificate must be earned from IU East courses.

C. Students are required to obtain a grade of B or better for all courses used in the certificate.

D. Students may include one independent study in their course plan. Independent studies must be approved by the certificate advisor.

E. Courses for the certificate: 15 credit hours

Core Courses (12 credit hours)

ENG W500 Issues in Teaching Writing (3)

In this course, you will be engaged in the study of writing theory, writing practice, with special attention to the teaching of writing at the college and secondary education. While much of the course centers on you reading and responding to the course texts in your response portfolios, you will also gain practice in writing by completing a number of writing projects. Your projects in writing will help you gain practical experience with advanced writing by putting into practice what you learn from your reading. As you are working on your reading, responding, and writing, I will be available to help in any way that I can. I will help with making choices on topics, clarifying your writing projects, and providing feedback on your course work.

ENG G660 Stylistics (3)

Stylistics engages students in the advanced study of grammar and style. Offered as an independent study course, you will be able to shape reading and writing to your own needs. After exploring the role of grammar in writing instruction, you will select additional readings that relate to areas of grammar and style which meet your learning goals for the course. While much of the course centers on you selecting, reading, and responding to the course texts in your response portfolios, you will also gain practice in writing by completing a number of writing projects including lesson plans and writing activities. Your projects in writing will help you gain practical experience with grammar by putting into practice what you learn from your reading.

ENG W501 Teaching College Writing (3)

In this online workshop format course, we will engage in the study of teaching reading and writing. The course begins with focus on composition and rhetoric research methodologies. Following, the course centers on researching a range of teaching technologies, you will also gain practice in writing by completing a number of writing projects grounded in your completed research such as including lesson plans, writing assignments, a seminar paper. Students shape reading and writing to their individual learning goals developed in consultation with the professor.

ENG W620 Advanced Argumentative Writing (3)

The course engages students in the advanced study of rhetorical theories of argument. Students explore the history of rhetorical theories of argument and its' application to the teaching of writing, use writing to reflect on argument theories, writing strategies, and classroom practice, and gain application of composition research methods to argumentation projects. While much of the course centers on studying theories of argument, you will also gain practice in argumentative writing through a number of writing projects including a seminar paper.

Final Capstone Course (3 credit hours)

ENG W682 Special Topics: Rhetoric & Composition (3)

In this online workshop format course, we will engage in the advanced study of teaching reading and writing. While much of the course centers on studying scholarship, you will also gain practice in connecting reading and writing through a major seminar paper on a topic developed in consultation with your professor. Students shape reading and writing activities to their interests and learning goals.

Note: Other courses may apply toward the certificate as approved by your certificate advisor.

Scheduling Plans

The Graduate Certificate in Composition Studies offers flexible completion times. Students may complete the program over one or two years. Sample schedule plans are offered below. Your certificate program advisor can assist you in creating a plan specific to your goals.

Two Year Plan:

Year One

Fall: W620

Spring: W682

Year Two

Summer: W500

Fall: W501

Spring: G660

One Year Plan:

Summer: W500

Fall: W501, W620

Spring: G660, W682

Advising and Mentoring

In addition to working with the Graduate Certificate advisor, a faculty member from English will serve as your mentor for the Graduate Certificate in Composition Studies. Those students planning to complete a certificate should obtain an application from the advisor. The form should be completed, signed by the advisor, and given to the student records office.

Certificate Learning Objectives

- A. To gain knowledge of the history of composition studies.
- B. To gain familiarity and experience with a growing body of research focused on the learning process in acquiring literacy.
- C. To experience composition and rhetoric as a multidisciplinary field by completing reading in linguistics, rhetorical theory, genre theory, and cognitive psychology as well as gaining practice with applying theory to real-life contexts such as teaching, work, and everyday life.
- D. To ground students in the scholarship of rhetorical theory, research, and practice.
- E. To equip students with knowledge needed to support literacy learning, to implement effective teaching strategies, and/or to begin a graduate degree program in composition.

Certificate Learning Outcomes

On completion of the certificate, students will demonstrate the ability to:

- A. Apply theoretical issues related to rhetoric and composition to writing.
- B. Select and use appropriate strategies for the development and practice of teaching writing.
- C. Prepare products in a range of genres such as writing assignments and lesson plans for the teaching of writing.
- D. Demonstrate knowledge of the theory and history of academic literacy that informs an understanding of writing.

Assessment

It is important to the Certificate faculty that students achieve their greatest potential for success as they complete the program. In order to ensure success, progress toward the completion of the certificate will be monitored in a number of ways:

A. Students must obtain a "B" or better in all courses applied to the certificate.

B. Student papers will be evaluated for the performance-based composition knowledge and skills.

C. Students will compile a portfolio of 3 projects of different focuses completed for courses and write a reflective essay of introduction. The portfolio will be reviewed by at least two English faculty members. The student's advisor will coordinate the portfolio review process.

1. Procedures for program evaluation and assessment

a. Overview: The English Department will oversee the performance, progress, and timely completion of requirements by students and actively oversee student transition to further graduate education or to a professional career. Students will have a faculty advisor as well as certificate coordinator who will monitor the program. The IU Graduate School monitors all of its programs and periodically holds extensive program reviews in cooperation with the Office of Planning and Institutional Improvement.

b. Procedures: i) Individual students in the Graduate Certificate in Composition Studies Program will have at least two meetings with the Certificate Coordinator each semester and be available during the summer. Student planning for coursework, selection of electives, and progress to date in the program will be addressed formally in meetings as well as informally on an ongoing basis. Students will have a program file where documentation of progress will be maintained. Results will both assist in assessing and improving courses along with overall program delivery and assist with the assessment of individual student progress. ii) Completion of course evaluation forms for each course will be tabulated and reviewed by the Certificate

Coordinator. Results will assist in improving courses and overall program delivery. iii) Students complete an exit survey and interview as they complete the program to assess individual courses and overall program delivery. Results will assist with the improvement of the courses and the program delivery.

c. Assessment Outcomes: Outcomes will be assessed largely through seminar papers, homework activities, and projects in the student's courses. Individual courses have specific evaluation and criteria in a syllabus that has been reviewed and approved by the Graduate School. Five major overarching learning competencies will be assessed in a program portfolio. The attached table outlines the general outcomes, objective findings, methods for imparting and measuring the outcomes, assessment expectations, and potential improvements based upon the assessment findings.

The assessment goal is to offer a mentoring system of assessment as well as a programmatic one. Particularly with this program being delivered online, intervention and individual assessment will greater ensure programmatic quality and integrity.

The program assessment focus on both student level and program level offers a two-tier system of ensuring that students succeed to the best of their ability. By having not only a program focused assessment, but also individual focused assessment throughout tenure in the program, faculty are able to intervene with greater effect on student success.

Faculty Mentors

Alisa Clapp-Itnyre, Associate Professor

Ph.D., University of Illinois—Champaign (1996).

Specializations: Victorian Literature, Nineteenth-Century British Fiction, Children's Literature, Young Adult Literature, Literary Criticism, Women's Studies, Professional Writing, Literature into Film, and Writing.

Office: WZ264 **Phone:** (765) 973-8531 **E-mail:** aclappit@iue.edu

Mary Ange Cooksey, Senior Lecturer in Humanities

M.A. English and M.A. Philosophy, Ball State University (1982).

Specializations: Introduction to Philosophy, Ethics, Logic, Business and Computer Ethics, World Religions, Religion in America, Religion and Culture, Composition and Rhetoric, Shakespeare Studies

Office: WZ259 **Phone:** (765) 973-8438 **E-mail:** mcooksey@iue.edu

Mary Fell, Professor

M.F.A., University of Massachusetts (1981).

Specializations: Creative Writing, Poetry Writing, American Poetry, Minority Literatures, African-American Literature, World Literature, and Writing.

Office: WZ257 **Phone:** (765) 973-8229 **E-mail:** mfell@iue.edu

Jean Harper, Associate Professor of English

MFA, Emerson College (1991)

Specializations: Creative nonfiction, Documentary Writing, Creative Writing, Literature of Work, American Literature.

Office: WZ267 **Phone:** (765) 973-8571 **E-mail:** jeharper@iue.edu

Edwina Helton, Professor and Writing Program Director

Ph.D., Miami University (1995).

Specializations: Teaching Writing and Literature, Rhetoric and Composition, Research Methods, Multicultural Theory and Literature, and Sociolinguistics, and 19th Century Literature.

Office: WZ269 **Phone:** (765) 973-8460 **E-Mail:** edhelton@iue.edu

Laverne Nishihara, Associate Professor

Ph.D., University of Virginia (1989).

Specializations: Commonwealth and Postcolonial Literature, Minority Literatures, Twentieth-Century British Literature, Women's Literature, World Literature

Office: WZ274 **Phone:** (765) 973-8414 **E-mail:** lnishiha@iue.edu

Frances Peacock, Senior Lecturer Writing

M.A. in English, Ball State University (1997).

Teaching Areas: Fundamentals of English, Principles of Composition, Elementary Composition 1 and 2, and Professional Writing.

Office: W270 **Phone:** (765) 973-8523 **E-Mail:** fpeacock@iue.edu

T. J. Rivard, Professor of English

M.F.A., Indiana University—Bloomington (1989).

Specializations: Creative Writing, Fiction Writing, Literary Criticism, Twentieth-Century American Literature, Film Studies, and Writing.

Office: WZ254 **Phone:** (765) 973-8243 **E-Mail:** trivard@iue.edu

Beth Slattery, Senior Lecturer of Writing

M.A., Miami University (1994).

Teaching Areas: First-Year Composition, Creative Writing, Professional Writing, and Irish Literature.

Office: WZ273 **Phone:** (765) 973-8549 **E-Mail:** eslatter@iue.edu

Margaret Thomas Evans, Senior Lecturer of Writing

M.A., Wright State University (1989).

PhD, Miami University (2009).

Teaching Areas: Advanced Technical Writing, Rhetoric, Women's Literature.

Office: WZ275 **Phone:** (765) 973-8614 **E-Mail:** margevan@iue.edu

**Graduate Certificate in Composition Studies
Advising Form**

Student Name _____ Date _____

Address _____ Daytime Phone _____

_____ Evening Phone _____

ID # _____

Certificate Advisor _____

Courses:	Date Completed	Grade	Cr. Hours
Core Curriculum of Required Courses (12 cr.)			
ENG W500 Issues in Teaching Writing (3)	_____	_____	_____
ENG G660 Stylistics (3)	_____	_____	_____
ENG W501 Teaching College Writing (3)	_____	_____	_____
ENG W620 Advanced Argumentative Writing (3)	_____	_____	_____
Final Capstone Course (3 cr.)			
ENG W682 Special Topics: Rhetoric & Composition (3)	_____	_____	_____
Total Credits: 15			

Capstone Portfolio Completed: 3 projects _____ reflective essay _____
Date _____

Verification of successful completion of Certificate:

Certificate Advisor Signature Date

Graduate Certificate in Composition Studies – Assessment Plan for Three Overarching Outcomes *

General Outcome	Objective Findings (i.e., what the student will know or be able to do)	Method for Imparting the Skill or Knowledge	Method for Measuring the Skill or Knowledge	Assessment Results	Potential Improvements Based upon Findings
Knowledge of Theory and History of Composition Studies	Research, Evaluate, and Select Appropriate Strategies for Development and Practice of Teaching Composition within Historical Context	<ol style="list-style-type: none"> In-class: Issues in Teaching Writing, Intro to English Language, and Stylistics (W500, G660) Out-of-class: Research and writing; projects 	<ol style="list-style-type: none"> Homework, projects, seminar papers (W500, G660) Score on coursework and program portfolio 	<ol style="list-style-type: none"> 100% Score 90% or higher. 85% or higher in coursework. 	<ul style="list-style-type: none"> Revise course content Require attendance at IRB session
Familiarity and Experience with Research Paired With Practical Application of Composition as Multidisciplinary Field through Applying Research to Teaching, Work, Everyday Life	Prepare Materials for Teaching—Assignments, Course Outlines, Lesson Plans—for Defined Courses Informed by Composition Studies Research.	<ol style="list-style-type: none"> In-class: Issues in Teaching Writing (W500), Teaching Writing (W501), Argumentative Writing (W620). Out-of-class: Working with Adviser/Mentor Program Portfolio Preparation 	<ol style="list-style-type: none"> Homework, projects, seminar papers (W500, W501, W620) Score on coursework and program portfolio 	<ol style="list-style-type: none"> 100% Score 90% or higher. 85% or higher in coursework. 	<ul style="list-style-type: none"> Interview students who don't complete one of the 3 benchmarks to determine barriers Add session to G660 on strategies to build research into practice Inventory IUPUI clinical research opportunities
Equip Students in Knowledge Needed to Support Literacy Learning, to Implement Effective Teaching Strategies, and/or to Begin Graduate Degree Program in Composition	Demonstrate Ability to Develop Research Project within Composition Studies	<ol style="list-style-type: none"> In-class: Completion of Major Research Project Out-of-class: Program Portfolio Completion 	<ol style="list-style-type: none"> Course Projects and Self Developed Research Project (W682: Special Topics in Rhetoric and Composition). Score in Evaluation of Program Portfolio. 	<p>At least 90% of participants complete the program with 90% or higher on Program Portfolio.</p>	<ul style="list-style-type: none"> Revise content of G651 or G661 Provide practicum experience in GCRC to address deficiencies