COMPOSITION STUDIES

GRADUATE CERTIFICATE PROGRAM

ONLINE CERTIFICATE PROGRAM IN ENGLISH

INDIANA UNIVERSITY EAST
DEPARTMENT OF ENGLISH

PROGRAM CONTACT:
Dr. Edwina Helton, Director of Graduate Programs in English,
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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 theory and practice of teaching 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 Major Requirements**

A. Students must complete 20 credit hours selected from the courses listed below.

B. 15 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. Courses for the certificate: 20 credit hours
Core Courses (16 credit hours)
ENG W500 Issues in Teaching Writing (4)
In this course, you will be engaged in the study of writing theory and practice with special attention to the teaching of writing at the university level. While much of the course centers on you reading and responding to the course texts, 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.

ENG G660 Stylistics (4)
Stylistics engages students in the advanced study of grammar and style. Students shape reading and writing to personal learning goals and needs. After exploring the role of grammar in writing instruction, you will select additional readings that relate to areas of grammar and style that meet your learning goals for the course. While much of the course centers on you selecting, reading, and responding to the course texts, you will also gain practice in writing by completing a number of 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 (4)
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 (4)
The course engages students in the advanced study of rhetorical theories of argument. After briefly exploring the rhetorical theories of argument and its’ application to the teaching of writing, students select from among a range of practical topics to study related to teaching reading and writing through the lens of argumentation. Past topics included evaluating writing, multimodal writing, reading theory, developmental reading and writing, and collaborative writing strategies. Writing activities include responding to and exploring readings as well as practical assignments designed to gain experience in preparing for classroom practice. The reading and writing activities for the course culminate in the planning and completion of a self-developed seminar project.
Capstone Course (4 credit hours)

ENG W682 Special Topics: Rhetoric & Composition (4)

This course focuses on the advanced study of composition and rhetoric with focus on teaching reading and writing. While much of the course centers on studying scholarship, students will also gain experience in connecting reading and writing through a practical lens. Students work through special topics to supplement the study of rhetoric and composition and connections with the classroom. The reading is intended to inspire creative thinking about how we learn and teach reading and writing across the K-16 continuum and provides possibilities for students to work on projects that are most useful to their interests and learning goals. Topics are variable and change with evolution of scholarship in the field and instructor expertise. Past topics have included: technology, popular culture, history of writing instruction, and theoretical perspectives such as feminist rhetorical methods.

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. You may enroll in classes during the first week of registration. Contact the Program Director anytime with questions.

Sample Two-Year Plan:

Year One
Summer: W500
Fall: W501
Spring: G660

Year Two
Summer: W620
Fall: W682
Sample One-Year Plan:

Summer: W500, W620
Fall: W501
Spring: G660, W682

Applying to the Program
Applications for the program are available on our program website and can also be requested through the program director at edhelton@iue.edu.

Mentoring
Faculty teaching courses for the program also provide mentoring for students in the program, making themselves available for questions.

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 program assessment portfolio of 4 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 composition studies graduate director 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 Director. 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.

Graduation
To graduate from the program, all courses must be completed, exit survey and portfolio submitted, and graduation form filled out and returned to the Director of English Graduate Programs.
Student Consumer Information

Consumer information for students can be found at the following link:
https://apps.usss.iu.edu/disclosures/?plan=EA04.23.1301

Graduate Composition Studies Faculty
Sarah E. Harris, Assistant Professor of English, Writing Program Director
MFA, West Virginia University (2007).
PhD, University of Arizona (2013).
Specializations: Composition Pedagogies, Histories of Writing Instruction, Ethnographic Research Methods
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Edwina Helton, Professor, Director of Graduate Programs in English
Ph.D., Miami University.
Specializations: Linguistics and History of the English Language; Rhetoric, Argument, and Reading Theory; Romantic Literature; Contemporary Minority Literatures; Curriculum Design; Writing and Literature Pedagogy; Gender Studies.
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Margaret Thomas Evans, English Department Chairperson, Online Technical and Professional Writing English Degree Coordinator.
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Specializations: Advanced Technical Writing, Rhetoric, Women’s Literature.
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Graduate Certificate in Composition Studies
Program Planning Form

Student Name _____________________________ Date __________________

Address _____________________________ Daytime Phone _______________

____________________________ __________________ Evening Phone _______________

Courses:                                                                 Date Completed  Grade  Cr. Hours

Core Curriculum of Required Courses (16 cr.)
ENG W500 Issues in Teaching Writing (4)                ____________  ____  __

ENG W501 Teaching College Writing (4)                ____________  ____  __

ENG W620 Advanced Argumentative Writing (4)          ____________  ____  __

ENG G660 Stylistics (4)                              ____________  ____  __

Final Capstone Course (4 cr.)
ENG W682 Special Topics: Rhetoric & Composition (4)  ____________  ____  __

Total Credits: 20

Program Assessment Portfolio Completed:  3 projects____ reflective essay ____

Exit Survey Completed: ____