Composition Studies
Graduate Certificate Program
Online Graduate Certificate in English
Indiana University East

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.

Program Contact:
Dr. Jean Harper, Director of Graduate Programs in English
jeharper@iue.edu

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

B. 16 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

1. W500, Teaching Composition: Issues and Approaches or W509, Writing and Literary Studies
2. G660, Stylistics or L646, Readings in Media/Literature/Culture
3. W620, Advanced Argument Writing or W590, Teaching Composition: Theories and Application
4. W501, Teaching College Writing or W600 Topics in Rhetoric and Composition
5. W682, Special Topics in Rhetoric and Composition

Note: Approved possible course substitutions, in consultation with program advisor, for one course: L503, W609

Course Descriptions

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 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 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 W509 Writing and Literary Studies (4)
This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field. This course engages students in intensive study of writing and literacy, focusing on issues such as the literacy of one or more literary communities, modes of information literacy, or issues in the scholarship or rhetoric and composition. It introduces graduate students to the importance of literacy concerns in developing research questions focused on the writing practices of individuals and groups. It also provides practice for developing advanced critical reading skills when responding to primary and secondary sources.

ENG W590 Teaching Composition: Theories and Application (4)
Drawing on current scholarship and relevant statements from the rhetorical tradition, W590 examines theoretical assumptions in the design of classroom practices. The course focuses on knowing what we teach—and why—when we say that we teach writing. It also investigates how theories of reading, language, and technology apply to composition; how processes are central to written composition and teaching it; and how learning to write involves social and individual activities. Students respond to the assigned readings and analyze writing experiences taken from a variety of contexts, culminating in an independent project on a specific issue.

ENG W600 Topics in Rhetoric and Composition (4)
Covers selected issues in current composition and rhetorical studies. This course introduces graduate students to the practical and theoretical topics involved in current composition and rhetoric theory such as basic writing, research methods, teaching technical/professional writing, or multimodality. Each course offering will explore a specific issue through lecture, discussion, workshop, and online instruction.
ENG W620 Pedagogy as Argumentative (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.

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.

L646 Readings in Media/Literature/Culture
Introductory study of issues in literary editing, textual culture, or digital humanities. This course examines theoretical approaches to the study of media, literature, and culture in order to address issues of literary editing, textual culture, or digital humanities. Using and creating digital humanities resources, students will engage topics in literature and culture.

Note: Other courses may apply toward the certificate as approved by your advisor.
**Scheduling Plans**
The Graduate Certificate in Composition Studies offers flexible completion times. Students may complete the program over one or two years. 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 Director of Graduate Programs in English anytime with questions.

Course rotations are provided below to assist in planning.
1. W500 (Summer II) or W509 (Spring)
2. G660 (Fall) or L646 (Spring)
3. W590 (Summer II) or W620 (Summer I)
4. W501 (Fall) or W600 (Fall)
5. W682 (Spring or Summer)

Sample Schedule Plans Below

Sample One-Year Plan:
Summer: W500 and W590 or W620
Fall: W501 or W600 and G660
Spring: W682

Sample One-Year Plan with Two Summers:
Summer: W500
Fall: W501 or W600
Spring: L646
Summer I: W682
Summer II: W590

Sample Two-Year Plan:
Fall: W501
Spring: W509
Summer: W590 or W620
Fall: G660
Spring: 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 and the Director of Graduate English Studies also provide mentoring for students in the program, making themselves available for questions.

Student Learning Outcomes
IU East Program Level Student Learning Objectives Knowledge
1. Summarize, compare and contrast theoretical critical approaches to composition studies in reading and writing within complex cultural, historical, and social contexts.

2. Define characteristics and trends within composition studies scholarship.

3. Define a range of rhetorical genres from among composition studies to stylistics and teaching scholarship

4. Analyze historically and culturally situated key rhetorical and linguistic concepts with knowledge to perceive those concepts to reading and writing in academic, work, and everyday contexts.

Skills
5. Compose, self-assess, and revise essays and ability to review and to critique the work of others and to present written and oral products to others using skills from among stylistics, proofreading, editing, and usability to solve rhetorical and stylistic issues is your own work across genres.

6. Apply concepts to complete critical and analytical reading and research skills of comprehension, summarization, close interpretation, and analysis within composition studies.

7. Create original claims about scholarly texts within composition studies and to support those claims with relevant research support from data, research, textual analysis, and personal experience.

8. Apply techniques of academic prose in the production and significant research and revision of scholarly writing.

9. Apply primary and secondary composition studies research using skills to locate, evaluate, and synthesize research and the ability to integrate
other voices into students’ prose with appropriate documentation styles with attention to visual formatting details.

10. Develop a customized course of study and research projects that incorporates professional demeanor in approaches to primary and/or secondary research in Composition Studies as well as submission of work in professional manner leading to suitable application within the context of professional or academic work.

**Campus Principles of Graduate Education**

1. Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.

2. Think critically and creatively to evaluate literature, solve problems, and improve practice in their field of study, applying sound judgment in professional and personal situations through an understanding and expression of a wide range of perspectives.

3. Communicate high level information effectively from their field of study to their peers, their clientele, and the general public.

4. Understand and abide by the ethical standards established for their discipline and/or profession.

5. Demonstrate the ability to conduct original research, scholarly project, or creative activity appropriate to the discipline.

**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 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 composition studies graduate director will coordinate the portfolio review process.

Assessment goals are 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 application 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
Indiana University East Graduate Rhetoric and Composition Studies Faculty

Edwina Helton, Professor, Co-Director of Women’s and Gender Studies Programming
Ph.D., Miami University.
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Travis Rountree, Director, Writing Program.
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Specializations: Rhetoric and Composition, Writing Across the Curriculum, First-Year Composition.
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Margaret Thomas Evans, English Department Chairperson, Online Technical and Professional Writing English Degree Coordinator.
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Graduate Certificate in Composition Studies
Program Planning Form

Student Name ___________________________________ Date __________________________

Courses: Date Completed Grade Cr. Hours

Core Curriculum of Required Courses (20 cr.)
ENG W500 Issues in Teaching Writing (4) ________ __ __ __
Or W509 Writing and Literary Studies (4)

ENG W501 Teaching College Writing (4) ________ __ __ __
Or W600 Topics in Rhetoric and Comp (4)

ENG W590 Teaching Comp Theory & App (4) ________ __ __ __
Or ENG W620 Pedagogy as Argument (4)

ENG G660 Stylistics (4) ________ __ __ __
Or L646 Readings in Media/Lit/Culture (4)

ENG W682 Special Topics: Rhetoric & Composition (4) ________ __ __ __

Total Credits: 20

Program Assessment Portfolio Completed: 3 projects _____ reflective essay _____

Exit Survey Completed: _____