

**INDIANA UNIVERSITY  
REQUEST FOR NEW CERTIFICATE  
PROPOSAL FOR THE GRADUATE COMMITTEE  
JUNE 11, 2006**

**Division: Humanities and Fine Arts**

**Campus: East**

**Proposed Title of Graduate Certificate:  
Graduate Certificate in Composition Studies**

**Proposed Date of Implementation: 2007-2008**

**Faculty Members Developing/Submitting Proposal: Edwina Helton, HFA Division**

**Campus Address: Whitewater Hall, IUE Ph: 765-973-8219**

**e-mail: edhelton@indiana.edu**

**I. Why is the certificate needed?**

There is need in the Richmond area for 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. *There are also a number of IU East graduates considering graduate school who take beginning coursework at IU East before pursuing an M.A. Successful completion of IU East offerings assist students in gaining admittance into M.A. programs as well as making decisions about graduate programs.* 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. The certificate's courses, offered 100% online, provide flexibility in format and scheduling. *The quality of online format courses continues to be debated nationally. However, our department finds online delivery an effective format for individualized instruction. Curriculum is shaped to individual student needs. Online delivery makes taking courses a possibility. On average, our students live some 40 minutes from campus and work full time.* The certificate is open to students who currently hold a BA, BS, MA or MS degree who wish to gain a documented concentration in teaching composition. The certificate also provides further professional development at the graduate level for licensed teachers already teaching academic writing at the high school level. IU East currently offers all courses for the certificate on regular rotation. The certificate does not lead to Indiana teacher licensure.

## **II. List the major topics or curriculum of the certificate.**

- 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 Curriculum of Required Courses (6 cr)

#### 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. Your projects in writing will help you gain practical experience with grammar by putting into practice what you learn from your reading.

### Elective Courses (6 cr)

#### ENG W501 Teaching College Writing (3)

In this online workshop format course, we will engage in the study of teaching reading and writing. While much of the course centers on preparing your teaching portfolio, you will also gain practice in writing by completing a number of writing projects including lesson plans, writing assignments, a seminar paper. Students shape reading and writing to their chosen grade level.

#### ENG G500 Intro to the English Language (3)

In Introduction to the English Language we will explore the multifaceted conception of

language, examine the cultural and social significance of language in everyday contexts, and explore language concepts within the field of linguistics. The course is taught as a writing intensive course wherein you will use your writing to learn about linguistics principles and their implications for understanding the power of language in culture contexts. You will complete linguistics exercises, application activities, online writing responses, and self-selected projects including a seminar paper. Through your written work you apply and experience linguistics in ways that connect to your degree program and future careers. Our goals for the course include: gaining an introductory acquaintance with linguistics principles and concepts, developing skills in applying linguistics principles to everyday contexts, and enjoying reading a diverse range of scholarship by diverse authors on the English language in cultural contexts.

#### ENG W620 Advanced Argumentative Writing (3)

In this online workshop format course, we will engage 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 cr)

##### ENG W682 Special Topics: Rhetoric & Composition (3)

**Connecting Reading and Writing:** In this online workshop format course, we will engage in the advanced study of connecting reading and writing. While much of the course centers on studying scholarship, you will also gain practice in connecting reading and writing through a number of writing projects including a seminar paper. Students shape reading and writing activities to their interests and needs as well as intended grade level of teaching.

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

*Note: Course descriptions are shaped to the specific format of delivery from IU system descriptions.*

F. The certificate can be completed in two years.

Sample course sequence:

Year One

Fall: G500, W620

Spring: W682

Year Two

Summer: W500

Fall: W501

Spring: G660

*(Note: W602, Contemporary Rhetorical Theory was suggested as a possible course by a Graduate Committee member. We chose W500 and W660 as they are already offered on a regular basis. All certificate courses include, in varying degrees, contemporary rhetorical theory content. W602 could certainly be activate and substituted for one of the courses listed above on the advice of the Graduate Committee. Again, included here are courses already offered on a regularly.)*

**Administration:**

A faculty member from English will serve as advisor 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.

**III. List the major instructional objectives of the proposed certificate.**

- 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.

**IV. List the major performance-based standards of the proposed certificate.**

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.

**V. Explain how the objectives of the certificate will be assessed (course-embedded assessment, graduate follow-up, employer survey, standardized tests, etc.).**

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 outlined above in item "IV."
- 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.

#### **VI. Describe the student population to be served.**

*The students who currently take the courses listed in the certificate proposal are twofold: students who are teaching in area high schools taking courses to renew their teaching license and recent graduates from IU East in Education or English who are thinking about pursuing graduate school. The experience of taking graduate courses at IU East helps our students make decisions about graduate school. The number of our students going on to complete graduate programs is on the increase. Offering a certificate in composition studies is one means of adding integrity to our course offerings and definition to the collection of courses in composition studies currently offered on a regular basis.*

BS, BA, MS, or MA graduates who seek focused education in the teaching of writing with specific needs or interests in composition and rhetoric are also served by offering the certificate. The certificate extends the professional experience program (PEP) in teaching reading and writing. The program will meet the needs of those interested in teaching writing at area institutions, including those area institutions that hire part-time faculty who have graduate level credits in English but who hold a master's degree in a non-English field. In addition, students who could benefit from the program include: M.A. candidates in English who are preparing for a teaching career in community college or university teaching, students who hold an M.A. in a field related to English who may wish to teach composition, college teachers seeking advanced training, and high school teachers in need of professional development for license renewal.

Students entering the Graduate Certificate in Composition Studies program will be required to have earned a BS, BA, MS, or MA with a minimum overall GPA of 3.0; submit a two to three page personal statement clearly explaining their background in composition and the reasons why they wish to pursue the certificate; and review the graduate certificate advising form with an English department member.

#### **VII. How does this certificate complement the campus or departmental mission?**

The campus and the HFA Division seek to meet the educational needs of the east central Indiana and west central Ohio populations by offering quality educational programs. This particular certificate program addresses a need currently not met by area institutions and provides education that can be useful for those in a range of positions. The certificate program also addresses the campus learning objectives, while complementing and enhancing the undergraduate mission of IU East.

#### **VIII. Describe any relationship to existing programs within the IU system.**

There is not a Graduate Certificate in Composition Studies currently offered within the

IU system. The certificate is modeled on similar certificates offered nationally. The certificate will be housed in the Division of Humanities and Fine Arts on the Indiana University East campus. The division currently offers the courses required for the certificate and the certificate will complement the offerings of the HFA Division.

**IX. List and indicate the resources (including reallocation or any new resources (personnel, financial, learning, etc.) required to implement the proposed program.**

Of the courses included in the Graduate Certificate in Composition Studies, W500, G500, and G660 are already offered on a regular basis. W501, W620, and W682 are activated and scheduled to be offered in the next four semesters. The graduate level courses require an advanced level of study, additional research-based assignments, and a seminar project. The courses are offered frequently enough for a student to complete the certificate within a two year period. No new resources are required.

**X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.)**

The certificate will serve any interested students within English or related degree program. The certificate courses are offered 100% online, making the program attractive to a range of students. We will continue discussion with certificate and course participants and improve our program accordingly.

**XI. Program Faculty:**

Judith Roman-Royer  
Mary Fell  
TJ Rivard  
Edwina Helton

Laverne Nishihara  
Alisa Clapp-Itnyre  
Beth Slattery  
Frances Peacock

Margaret Thomas-Evans  
Ange Cooksey  
Jean Harper

**Graduate Certificate in Composition Studies  
Advising Form**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Daytime Phone \_\_\_\_\_

\_\_\_\_\_ Evening Phone \_\_\_\_\_

ID # \_\_\_\_\_ Academic Major \_\_\_\_\_

Certificate Advisor \_\_\_\_\_ Major Advisor \_\_\_\_\_

Courses:	Date Completed	Grade	Cr. Hours
Core Curriculum of Required Courses (6 cr.)			
ENG W500 Issues in Teaching Writing (3)	_____	_____	_____
ENG G660 Stylistics (3)	_____	_____	_____
Elective Courses (6 cr.)			
ENG W501 Teaching College Writing (3)	_____	_____	_____
ENG G500 Intro to the English Language (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