

# CERTIFICATE IN TEACHING COMPOSITION

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## In Workflow

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13. Graduate Studies (jdsmall@csus.edu)

## Approval Path

1. Tue, 24 Sep 2019 23:20:08 GMT  
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Tue, 24 Sep 2019 23:23:41 GMT  
David Toise (dwtoise): Approved for ENGL Chair
3. Wed, 02 Oct 2019 18:34:53 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
4. Wed, 02 Oct 2019 18:36:35 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## History

1. May 4, 2018 by clmig-jwehrheim

Date Submitted: Tue, 24 Sep 2019 23:17:44 GMT

**Viewing: Certificate in Teaching Composition**

**Last approved: Fri, 04 May 2018 14:37:32 GMT**

**Last edit: Tue, 24 Sep 2019 23:17:43 GMT**

Changes proposed by: David Toise (101012115)

**Academic Group: (College)**

Arts & Letters

**Academic Organization: (Department)**

English

**Catalog Year Effective:**

2020-2021 Catalog

**Individual(s) primarily responsible for drafting the proposed degree major program:**

Name (First Last)	Email	Phone 999-999-9999
David Toise	dwtoise@csus.edu	916-278-6576

**Type of Program Proposal:**

Certificate

**Program Change Type:**

Substantive

**Title of the Program:**

Certificate in Teaching Composition

**Designation: (degree terminology)**

Certificate - Graduate

**Briefly describe the program proposal (new or change) and provide a justification:**

We are updating our certificate to align with the following programmatic changes:

- 1) The elevation from a concentration to a program for the new MA in Composition, Rhetoric, and Professional Writing (replacing the English MA with a concentration in Composition).
- 2) Changes in the English MA (concentrations in Literature and Creative Writing); students in these two programs are the primary pool for the certificate.

In both programs, coursework will primarily move to 4-unit courses. The "Teaching Composition Certificate" is now sixteen units. This change will continue to make the certificate and attractive option for students in English MA who are preparing to teach composition.

**Objectives of the degree program:**

The "Teaching Composition Certificate" is designed for individuals who seek formal recognition for completing an organized, integrated, specialized program of study: teaching composition. This certificate is recommended for those students preparing to teach writing at the community college level or for high school teachers seeking to update their knowledge of composition theory and practice. Upon successful completion of the designated course of study, a certificate will be awarded.

Graduate Learning Objectives Program Learning Outcomes

- 1) An understanding of the role of critical analysis and inquiry in rhetoric, composition, and professional writing A working knowledge of praxis—the ways rhetoric and composition theory and practice inform one another
- 2) An understanding of writing as a process, the role of critical self-reflection, and the habit of metacognition An ability to write clearly, effectively, and multimodally; to use rhetorical knowledge to inform writing process; to locate, evaluate, organize, and incorporate evidence effectively; and to examine explicitly writing and thinking processes
- 3) An understanding of previous research and how it informs current practices in theory, pedagogy, and professional writing An ability to engage, evaluate, and critique a variety of pedagogies, research, and professional writing methods
- 4) An ability to engage in the discourse of rhetoric, composition, and professional writing to contribute original ideas to an established body of knowledge. An ability to join an on-going scholarly and professional conversation and contextualize an original contribution through primary and secondary research
- 5) An ethically-driven and culturally-responsive understanding of the ways in which all language is meaning-making, especially within the contexts of academic discourse and professional communities An ability to articulate the sociopolitical and sociocultural implications of researching rhetoric, teaching composition, and professional writing
- 6) An ability to develop, use, and assess pedagogies that foster students' critical and analytical practices directed at composing well-developed, organized texts that meet audience expectations. An ability to engage students in critical and analytical practices for the purpose of composing well-developed, organized texts that meet audience expectations.

**University Learning Goals**

**Graduate (Masters) Learning Goals:**

Critical thinking/analysis  
Communication  
Disciplinary knowledge  
Professionalism

**Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**Please attach a Comprehensive Program Assessment Plan (required)**

Teaching Composition Certificate.docx

**Please attach a Curriculum Map Matrix (required)**

Comp Certificate Curriculum Map.docx

**Please attach a five-year budget projection (required)**

Certificate Budget Memo09192019161220.pdf

**Catalog Description:**

**Units required for the certificate: 16<sup>1</sup>**

<sup>1</sup> Employment as a Teaching Associate in the English Department at Sacramento State may be substituted for ENGL 410E, reducing total number of coursework units to 12.

**Program Description**

The English department of California State University, Sacramento, is a community of teachers, scholars, writers, and support staff whose primary mission is to promote learning in composition, creative writing, English education, linguistics, literature, and the

teaching of English as a second language. The department seeks to help students acquire knowledge, develop skills, and realize their own intellectual and creative goals.

At the undergraduate and graduate levels, the English Department presents a broad and balanced curriculum designed to develop the reading and writing skills, the interpretative abilities, and the cultural awareness of its students by maintaining and enhancing a tradition of strong teaching, solid scholarship, and vigorous support of creative literary activity.

The "Teaching Composition Certificate" is designed for individuals who seek formal recognition for completing an organized, integrated, specialized program of study: teaching composition. This certificate is recommended for those students preparing to teach writing at the community college level or for high school teachers seeking to update their knowledge of composition theory and practice. Upon successful completion of the designated course of study, a certificate will be awarded.

**Note:** Candidates must have an overall GPA of 3.0 in courses submitted for the certificate. Applicants for the Certificate Program in Teaching Composition must have completed all requirements for eligibility for any English graduate program.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

**Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

Program Requirements

Code	Title	Units
<b>Required Courses (16 Units)</b>		
ENGL 220A	Teaching College Composition	4
ENGL 410A	Writing Center Theory and Practice: Internships	4
Select one from the following		4
ENGL 410E	Internship in Teaching Writing	
Teaching Associateship in English at Sacramento State <sup>1</sup>		
ENGL 220C	Topics in Composition Studies	4
Total Units		16

<sup>1</sup> Employment as a Teaching Associate in the English Department at Sacramento State may be substituted for ENGL 410E, reducing total number of coursework units to 12.

**For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:**

Engl Major and English Pre-Credential Major

Number of Declared Majors

Fall 16 462 declared majors (ENGL and ENGL Pre-Cred)

Fall 17 483 declared majors

Fall 18 474 majors declared

Number of Graduates:

AY 16-17: 142 majors graduated

AY 17-18 154 majors graduated

AY 18-19 150 majors graduated

## Fiscal Impact to Change an Existing Program

**Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:**

This change will have no programmatic or fiscal impact on other academic units' programs.

**Attach a copy of correspondence with these units:**

Resource Neutral Re\_ program changes.pdf

**Provide a fiscal analysis of the proposed changes:**

The changes will have no fiscal impact. Please see attached correspondence with the Dean's Office of the College of Arts and Letters.

**How will the above changes be accommodated within the department/College existing fiscal resources?**

NA

**Will the proposed changes require additional resources?**

No

**What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?**

None.

**Estimate the cost and indicate how these resource needs will be accommodated:**

NA

**Please attach any additional files not requested above:**

Resource Neutral Re\_ program changes.pdf

Key: 22