Teaching of Writing Graduate Certificate

The Certificate is an 18-hour program through the Gateway Writing Project (GWP); it may also be coordinated with other graduate programs. Certificate courses may be applicable to the M.A. in English with emphasis in composition or to various M.Ed. programs. The GWP Certificate is especially appropriate for post-master's candidates who wish to pursue a specialization in teaching writing. The Graduate Certificate in the Teaching of Writing requires a 9 semester-hour core of courses developed by the Gateway Writing Project: the GWP invitational institute (6 hours) and an exit course (3 hours). The remaining 9 hours are electives (at the 5000 or 6000 level) in English or in Education as approved by the advisor.

Admission

Applicants must be admitted to Graduate School and be selected by the faculty admissions committee for the Graduate Certificate in the Teaching of Writing. The committee will review candidates using multiple sources that could include an interview, an application essay, and supporting documentation. Criteria include experience teaching writing at any level and academic record, especially in writing and the teaching of writing.

Certificate Requirements

Course Number	Title	Hours
Required Core Courses		
ENGL/TCH ED 6880	Leadership in the Teaching of Writing	6
TCH ED 6890	Seminar in Professional Writing for Teachers	3
Electives		**9**
Appropriate electives will be determined by the advisor in consultation with the student.		
Total Hours		**18**

For complete information, see The Gateway Writing Project's Graduate Certificate in Teaching Writing

Learning Outcomes

Upon completion of the program, certificate earners will be able to:

- Write, revise, and prepare writing for publication and identify as a writer.
- Summarize current theory/research, especially research by teachers of writing.
- Design curriculum and assessment that uses writing to promote learning in all subject areas.
- Demonstrate leadership for promoting better writing in school settings.
- Reflect on own teaching and own writing in service of improving student writing.