



Faculty Qualifications: Discipline Description

Writing and Rhetoric

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do <u>not</u> edit federal NCES information below		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a>
23.0101	English Language and Literature, General	A general program that focuses on the English language, including its history, structure and related communications skills; and the literature and culture of English-speaking peoples.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

- First-Year Composition Courses (GEP): ENC 1101, ENC 1102, ENC 1101H, ENC 1102H
- Minor in Writing and Rhetoric
- Undergraduate Certificate in Public and Professional Writing
- Master of Arts Degree in Rhetoric and Composition
- Graduate Certificate in Professional Writing

Courses in writing and rhetoric demand skill in teaching a mixture of writing and reading skills at all levels. The field is informed by a 2500-year scholarly tradition of the history, theory, and practice of rhetoric as well as more recent body of research in rhetoric and composition that addresses how writing can be taught and learned effectively. In addition, the department’s Outreach mission benefits from writing related expertise in a variety of disciplines, relevant professions, and community and civic contexts.

The following teaching practices are distilled from the field’s long history and more recent body of research:

- expanding students’ writing and communication repertoires to enable them to discover the available means of persuasion in a variety of rhetorical situations
- helping students to develop the interpretative skills to read a variety of texts and use those texts in their own writing
- understanding concepts (e.g. discourse communities) basic to the teaching and learning

of writing the conventions and functions of academic, disciplinary, professional, and community-based and civic genres, and the interplay between grammatical and rhetorical components in producing effective writing

- helping students transfer and adapt rhetorical and writing skills to various disciplinary, professional, and community or civic contexts
- designing writing assignments that are appropriate to the students' level of development
- providing feedback about students writing to help them revise and improve their writing
- aiding students in developing collaborative writing skills

### **Terminal degree(s) for each discipline taught in the unit [3]**

*A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]*

- Ph.D. in Rhetoric and Composition, Composition/Rhetoric, Rhetorical/Professional Communication, or Rhetoric & Technical Communication
- Ph.D. in English
- D.A. in English [Doctor of Arts]
- Ph.D. in Literature, English Literature, English-American Literature, or Comparative Literature
- Ph.D. in Professional, Technical, Business, and/or Scientific Writing
- Ph.D. in Linguistics, Literacy, and/or Language Study
- M.F.A. in English, Writing or Creative Writing
- Ph.D. in Rhetoric and/or Communication Studies
- Ph.D. in Texts and Technology

### **Broadly related discipline(s) for each discipline taught in the department**

*Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)*

N/A

### **Selectively related discipline(s) for each discipline taught in the department**

*Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)*

N/A

### **Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]**

Satisfactory qualifications to teach undergraduate courses and work in Outreach Programs, such as University Writing Center and Writing Across the Curriculum, includes but is not limited to a master's in a discipline listed above as well as other areas related to Rhetoric, Composition, and the Teaching of Writing (English Literature, Technical Writing, English Education, Rhetoric and Communications, Library Science).

Other acceptable degrees for teaching undergraduate English composition (ENC1101 and ENC1102) include master's degrees in English Language Arts, Education-Reading, and TESOL, Legal Writing, Medical Writing, Professional Editing and the MA in Creative Writing, Rhetoric, and Communications.

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[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

[3] List those degrees for each discipline taught in the unit that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus, qualify a faculty member to teach throughout the broad scope of that discipline at both the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., Doctor of Philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., Master of Fine Arts, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, not at the graduate level.

[5] Please use this section to provide justification that helps to make the case for special circumstances that apply to your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.