



Graduate Certificate in English Dual Credit Preparation

The University of Akron's Graduate Certificate in English Dual Credit Preparation offers a cohesive set of coursework for high school English teachers who wish to meet the credentialing standard for dual-credit instructors in the state of Ohio. Our online Certificate forms a foundation for the teaching of general education courses in both Composition and Literature, providing 18 hours of coursework in the discipline for those teachers who already have or are working toward Master's degrees. Classes are offered through web-based instruction by experienced professors. No travel to campus is required.

Requirements: Participants must have a Master's Degree in Education or other subject area, or they must be actively enrolled in an Education Master's program, in UA's MA in English program, or the NEOMFA.

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Courses Included			
Course Name	Course Number	Delivery System/ Model	Misc. Information
Theories of Composition	ENG 673	Online – Summer 1 2024	3 hour course
Shakespearean Drama	ENG 615	Online – Summer 2 2024	3 hour course
Argument and Research Writing	ENG 611	Online – Fall 2024	3 hour course
Twentieth Century Literature	ENG 629	Online – Spring 2025	3 hour course
New Directions in the Teaching of Writing	ENG 610	Online – Summer 1 2025	3 hour course
Critical Approaches to Literature	ENG 690	Online – Summer 2 2025	3 hour course

Course Listings

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Literature Courses

ENG 615: Shakespearean Drama

ENG 615: Shakespearean Drama introduces high school teachers to recent approaches to Shakespeare as taught on college campuses. The purpose of this online course is to help teachers expand their familiarity with Shakespeare and interpretive methods applied to plays represented in college literature courses. It has the same writing and research requirements as the face-to-face version of ENG 615, and is open only to high school teachers.

ENG 629: Twentieth Century Literature

This fully online course introduces recent approaches to Twentieth Century Literature as taught on college campuses. The purpose of this course is to expand familiarity with the literary works and interpretive methods represented in college literature courses. The class prepares teachers to create classes, like UA's ENG 281: Fiction Appreciation and ENG 252: Classic and Contemporary Literature, that are likely to be offered as dual credit options on their high school campuses. The class is based on three thematic units and includes poetry, fiction, and drama.

ENG 690: Critical Approaches to Literature

Critical Approaches to Literature is a fully online course designed as an introduction to graduate-level textual analysis, literary theory, and research. The purpose of this course is to expose students to a variety of critical lenses and approaches to various kinds of literary texts including poetry, fiction, and drama. This course will also ask that students design final projects that offer ways to challenge superficial readings by experimenting with alternative and even competing readings of the same text.

Composition Courses

ENG 673: Theories of Composition

Theories of Composition is an online course that will introduce high school teachers to major theories in the field of Composition Studies. The purpose of this course is to give teachers the theoretical grounding they will need to teach first-year English Composition courses on college campuses.

ENG 611: Argumentation and Research Writing

This course explores the teaching, reading, and writing of argument and research. In it, we will attempt to both expand and refine the perception of what argument is, what research is, and what each can be. We will contemplate the value of argument and research not only for the academy but also for a democratic society and for personal growth. Students will create lesson plans, read a variety of classical and contemporary essays, and write on self-selected topics.

ENG 610: New Directions in the Teaching of Writing

This course will examine recent developments in the field of Composition and Rhetoric for the pedagogical, political, and social tensions they reveal. We will discuss the applicability of some of the theories and their relevance to education in general. Ultimately, students can expect to emerge with broader understandings of the discipline that impact the writing classroom.