

MAWRD | Advising Notes | SQ2023

Included below are the extended course descriptions for Spring Quarter 2023. The course cart is open, and registration begins February 2. To view your specific enrollment date and time, go to Campus Connect > Manage Classes > Enrollment Dates. You can also check for and take care of holds, to-do items, and warnings that can delay registration by clicking on the Tasks tile in Campus Connect.

Do not wait until after your assigned registration window: classes may fill quickly, and if you delay registration, you may be shut out of a course that you want. We will adhere to the [waitlist policy](#), which states that students are enrolled based on the order of the list. Students from other degree programs can also register for WRD courses, so any delay can put you low on the waitlist. If you have a registration block, please let me know ASAP so that we can work to resolve that before registration begins.

As you plan for SQ2023, make sure you are checking your course choices against your Degree Progress Report (DPR), including the appropriate concentration and certificate credits. You are responsible for the requirements included in your DPR. If you have concerns about the way something appears on your DPR, please alert me as soon as possible. To view your DPR, go to Campus Connect > Academic Progress > Degree Progress > Run Report. You can also track your own progress by completing the [Degree Requirement Worksheet](#) (download the .pdf).

Students who completed WRD 500 Proseminar in AQ22 are encouraged to contact their advisors to share their Goal Statements and to schedule a meeting to discuss your academic and professional goals while in the MAWRD program. All students are encouraged to contact your advisor to review your course selections and potential pathways through the program.

Spring Quarter 2023 begins on **Monday, March 27, 2023**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#).

If you are planning to graduate in SQ2023, you must apply for [degree conferral](#) by February 1 to graduate and receive your diploma. You must apply even if you do not plan to attend the graduation ceremony.

If you intend to [declare a concentration](#) (Teaching Writing & Language or Professional & Digital Writing), please do so as soon as possible. Knowing how many students are in each concentration helps us to schedule courses.

If you plan to pursue a [SWAN Certificate](#) or a [TESOL Certificate](#), please apply as soon as possible; follow the directions included under "Admission Requirements." If you plan to pursue a [Teaching English in Two-Year Colleges Certificate](#) (TE2YC), please apply as soon as possible; follow the directions included under "Application."

Portfolio Requirement

MAWRD students must complete the portfolio requirement to graduate. You can read more about the portfolio requirement on the [WRD website](#), in the [portfolio document](#) (download .pdf), and the [WRD blog](#). Prepare for the portfolio requirement by saving all your coursework, including drafts and notes. **Students who have completed the mid-program portfolio and who expect to graduate in SQ2023 should begin preparing for the professional portfolio.**

Teaching Apprenticeship Program (TAP)

Students interested in teaching writing at the college level or those who anticipate going on for a Ph.D. will benefit from the [Teaching Apprenticeship Program](#) (TAP). Admission to the program is competitive. **To be eligible for TAP in academic year 2023–2024, students must complete WRD 540, at least one additional course from the Teaching Writing & Language concentration, and six courses in total (24 credits) in the MAWRD by the end of SQ2023.** The request for applications to participate in TAP in academic year 2023–2024 will be emailed in March 2023.

Financial Assistance

The MA in WRD offers three forms of [financial assistance](#) to students available to new and returning students:

Graduate assistantships carry full tuition for up to six graduate-level courses taken for credit towards your degree during the academic year and a stipend of \$8000, payable September through May. The award, if renewed, covers a maximum of 12 courses over a two-year period.

Partial Tuition Fellowships provide tuition reimbursement for three courses in an academic year. Award recipients must be enrolled full-time in the MA in WRD for the entire academic year (two courses per quarter in the Autumn, Winter, and Spring quarters).

Note: The due date to apply for a GA or PTF for academic year 2023–2024 is February 15.

Partial Tuition Waivers provide a partial reimbursement for tuition paid for up to two WRD courses toward the MA in WRD degree in the quarter of application. The exact amount of the award depends on the number of eligible applicants, but it is typically 15–30% of tuition paid per 4-credit course. **The request for PTWs for Spring Quarter 2023 will be emailed in Week 4 (April 2023).**

Autumn Quarter 2023

Courses for Autumn Quarter 2023 have not been scheduled at this time.

MAWRD | Course Descriptions | SQ2023

WRD 514 Sociolinguistics

Thursday 6:00 PM - 9:15 PM | Lincoln Park Campus (LPC) | On-Campus

Jason Schneider

Rhetoric & Discourse; TESOL (Sociolinguistics)

In this course, we will explore language as a social phenomenon, with particular focus on the ways that language practices intersect with gender, class, race, place, identity, and power. By reading both theoretical texts and case studies, we will encounter frameworks and examples to help analyze language in everyday life. Knowledge gained in the course can inform a range of future pursuits, including the teaching of language and writing, and further graduate study in language and discourse.

WRD 533 Writing Across Media

Wednesday 6:00 PM - 9:15 PM | LPC | On-Campus

Jason Kalin

Professional & Digital Writing

In this writing-, analysis-, and production-intensive course, we will explore how media influence the ways we write by examining how writers and writing move across media to create multimodal compositions. To begin, we will analyze affordances and constraints of media and modes. Then, we will integrate rhetorical and pedagogical issues with practical activities to develop persuasive strategies for designing multimedia compositions that combine text, sound, image, video, and other materials. A willingness to experience and learn is required for the course. No previous experience with the software is necessary.

WRD 550 Online Instructional Design & Pedagogy

Monday 6:00 PM - 9:15 PM | LPC | On-Campus Hybrid

Sarah Brown

Teaching Writing & Language

This course introduces theories and methods of instructional design, a field that has been growing in higher education and other professional spaces. We'll apply an array of pedagogical frameworks to case studies in rhetoric & composition and in other disciplines, and we'll consider how principles of effective instructional design can be used in various contexts, including face-to-face, online, and blended learning environments. We'll also analyze current issues in the field, such as the use of artificial intelligence tools, gamification, and flipped learning. By the end of the course, you'll develop instructional design consultation skills that align with the needs of academic and professional environments.

Online Asynchronous Class: Weeks 1, 3, 5, 7, 9

On-Campus Class Meetings: Weeks 2 (4/3), 4 (4/17), 6, (5/1), 8 (5/15)

Meeting with Instructor: Week 10

WRD590/591 Internship

Arranged

Professional & Digital Writing; SWAN (Elective)/Teaching Writing & Language

Internship opportunities that coincide with your role as an MAWRD student are eligible for course credit with WRD 590 or WRD 591. Students with a Professional and Digital Writing concentration are strongly encouraged to complete an internship during their degree. For a complete explanation of internship guidelines, visit the WRD website. Contact MAWRD Director Jason Kalin with questions:

jkalin@depaul.edu.

MAWRD | Certificates | non-WRD Courses

Teaching English to Speakers of Other Languages (TESOL)

No eligible non-WRD courses are listed in the course schedule for SQ23.

Strategic Writing and Advancement for Nonprofits (SWAN)

MPS 524 Marketing for Service Organizations

Wednesday 5:45 PM - 9:00 PM | Loop Campus | On-Campus

Lisa Dietlin

SWAN (Elective)

This course provides a broad understanding of marketing nonprofit, governmental, and advocacy organizations. Students learn how to analyze and develop a wide range of marketing plans and campaigns. Content includes the key theories, principles, and techniques of marketing and the differences between for-profit and non-profit efforts. The associated aspects of marketing--public relations, communications, advertising, and fundraising--are explained and compared. Students learn all aspects of the marketing process from identifying and defining the preferred target segments, crafting the key messages, and developing, executing, and measuring effective marketing campaigns.

Teaching English in Two-Year Colleges (TE2YC)

ENG 478 Talking Books: Teaching African American Literature

Thursday 6:00 PM - 9:15 PM | LPC | On-Campus

Francesca Royster

TE2YC (Elective)

“[My master] used to read prayers in public to the ship’s crew every Sabbath day; and then I saw him read. I was never so surprised in my life, as when I saw the book talk to my master, for I thought it did as I observed him to look upon it, and move his lips. I wished it would do so with me. As soon as my master had done reading, I followed him to the place where he put the book, being mightily delighted with it, and when nobody saw me, I opened it, and put my ear down close upon it, in great hopes that it would say something to me; but I was sorry, and greatly disappointed, when I found that it would not speak. This thought immediately presented itself to me, that every body and everything despised me because was black.”

– James Albert Ukawsaw Gronniosaw, author of the first full-length black autobiography, *A Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw, an African Prince* (1770)

James Gronniosaw’s encounter with the “Talking Book,” here The Bible, is a powerful formative moment in African American Literature—an articulation of an encounter with literature in English that is resistant—that fails to see, understand, and value blackness. As we look at African American literature over time, we see a return to the talking book as a site of the problems around the Literary. How can the text “speak” to all of the dimensions of African American emotional, spiritual, and intellectual life? How

have African American writers used the literature to talk back and to talk “black” to past traditions, participating in American letters and expanding its fundamental definitions to create new forms? And in turn, how might we as teachers introduce some of the same questions, making them come alive for our students right now? This course will explore historic and recent debates in teaching African American Literary Studies, as well as methodologies and approaches using some key African American literary texts, including Harriet Jacob’s *Life of a Slave Girl*, Zora Neal Hurston’s *Their Eyes Were Watching God*, Toni Morrison’s *Beloved*, and Ishmael Reed’s *Mumbo Jumbo*. Over the course of our quarter, we’ll also explore the edges of the African American Literary canon, including jazz and hip-hop, and other forms of popular culture and to think about new directions and definitions shaping in the field in the future. Class will also integrate presentations from guest speakers. Assignments will include three 3-6 page reading response papers, a teaching demonstration, and a final project, which might include a research paper, creative project or syllabus.

ENG 509 Internship

Online Asynchronous

Chris Green

Internship: Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.

MAWRD | non-WRD Electives of Interest

Students who wish to enroll in graduate courses in other programs may request permission to do so after they **complete six WRD courses**. In exceptional cases (e.g., students completing certificate programs that require non-WRD courses), students may be granted permission to take courses outside of the program earlier in their degree study. Students who wish to take a non-WRD course must submit a brief written proposal to the graduate committee and receive the committee's approval prior to enrollment in the course. Email your proposal or questions to MAWRD Director Jason Kalin (jkalin@depaul.edu).

A maximum of two courses may be taken outside of WRD. Students who have transferred in two or more courses from another institution (see [Transfer Credit](#) policy) must take all of their remaining courses in the WRD program.

You might begin your [course search](#) by reviewing course offerings in the colleges and programs:

College of Liberal Arts & Social Sciences

- Applied Diplomacy
- Critical Ethnic Studies
- English
- Refugee & Forced Migration Studies
- School of Public Service
- Women's & Gender Studies

College of Education

- Bilingual-Bicultural Education

College of Computing & Digital Media

- Digital Media Arts
- Human-Computer Interaction

College of Communication

- Communication Studies
- Health Communication
- Journalism
- Media Studies
- Public Relations & Advertising

Driehaus College of Business

- Management

MAWRD | Faculty Advisors + Mentors

These guidelines are intended to help students and faculty to better understand expectations for working with each other during a student's DePaul University and MAWRD experience. These guidelines provide a framework to guide, not dictate, the types of interactions students may have with faculty advisors and mentors. These roles are not mutually exclusive and may be interchangeable depending on the faculty member's and student's preferences.

Please keep in mind that although advisors and mentors are here to help as best they can, students are responsible for their decisions and actions that determine their success at DePaul University and in the MAWRD program. For that reason, we encourage students

- To obtain the necessary information for course selection and degree planning;
- To register for classes on time;
- To make and keep appointments with their advisors and/or mentors;
- To communicate honestly with their advisors and/or mentors;
- To reflect on and seek advice with their academic and professional goals as they progress through the MAWRD program.

Faculty Advisors

Every student is assigned an advisor upon enrolling in the MAWRD program. At any time during the program, students can request to change faculty advisors by contacting the Director of MAWRD. Faculty advisors assist students with DePaul University and MAWRD policies and procedures. In general, faculty advisors

- Support students' understanding of the MAWRD program and its policies;
- Support students plans for their coursework in MAWRD, including course selections, scheduling, concentrations, certificates, and degree progress;
- Direct students to DePaul and MAWRD resources, such as the Degree Progress Report, Course Catalog, and the Graduate and MAWRD Student Handbooks;
- Support students' in composing the Mid-Program Portfolio;
- Encourage students to seek out a faculty mentor.

Faculty Mentors

Faculty mentors assist students with academic and professional preparation. Mentoring relationships often extend beyond academic topics and provide more individual guidance with both professional and personal concerns. A student's advisor may also be a mentor, depending on the nature of the advising relationship. Or, a student's mentor may replace their assigned advisor. **Students are *not assigned* a faculty mentor; rather, students are encouraged to seek out a faculty mentor if they choose to do so.**

In general, faculty mentors

- Serve as intellectual and professional mentors to their students;
- Support students plans for their coursework in MAWRD, including course selections, scheduling, concentrations, enrollments, and degree progress;
- Facilitate the process for advanced students to engage in research;
- Coordinate professional development opportunities in the field where applicable;
- Provide constructive feedback to students regarding their conduct and academic or professional progress or career goals;
- Write letters of recommendation for academic and professional opportunities.

MAWRD Advising Timeline | Students

The timeline provides an overview of events that may impact students and advisors during a cycle of the academic year. **Students are encouraged to contact their advisors whenever the need arises.**

Early Quarter (Sep/Jan/Apr)

- Review Academic Policies in the DePaul [LAS Graduate Student Services](#), [Graduate Student Handbook](#), and [MAWRD Student Handbook](#).
- Review [Portfolio requirement](#), and remember to save your coursework. Portfolios are due at the beginning of Week 4.
 - **Mid-Program Portfolio** must be completed between your sixth and ninth course in the program
 - **Professional Portfolio** must be completed in your last quarter in the program.
- Add/drop courses without penalty from the time that registration opens through the end of the first week of the quarter. Check [Academic Calendar](#) and [CampusConnect](#) for important dates and information.
- Email and make an appointment with your advisor, **especially in or after your first quarter in the MAWRD program**.
 - If meeting in the quarter after the completion of WRD 500 Proseminar, share your Goals Statement with your advisor.
 - Prepare for your advising meeting by completing your [MAWRD Degree Planning Worksheet](#).
 - Identify your academic goals for this quarter.
 - Arrive on time for your advising meeting.
- If you are on Academic Probation, make an appointment to meet with your advisor or mentor and develop strategies for success.
- Consider service-learning or internship opportunities.
- **If graduating after Autumn Quarter, [declare your intent](#) to graduate by October 1.**
- **If graduating after Winter Quarter, [declare your intent](#) to graduate by January 15.**

Mid Quarter (Oct/Feb/May)

- Review Academic Policies in the DePaul [LAS Graduate Student Services](#), [Graduate Student Handbook](#), and [MAWRD Student Handbook](#).
- Review [Portfolio requirement](#), and remember to save your coursework.
- Check important dates on the [Academic Calendar](#) and [CampusConnect](#), including scheduling and registration for next quarter.
- Consider service-learning or internship opportunities.
- Consider scheduling an informational interview or job shadow in the field you want to learn more about ([Career Center](#)).
- Consider meeting with a [Career Center](#) advisor to explore your career options.
- **If graduating after Spring Quarter, [declare your intent](#) to graduate by February 1.**

Late Quarter (Nov/Mar/Jun)

- Review [Portfolio requirement](#), and remember to save your coursework.
- Review the goals you set for yourself earlier in the quarter. Assess your academic performance by measuring it against those goals. Develop goals for the next quarter based on your assessment.