



WRD Courses Spring Quarter 2023

MAJOR REQUIRED COURSES

WRD 201 [Digital Writing](#) | T/Th 9:40-11:10 FLEX LPC

WRD 203 [Style for Writers](#) | T/Th 1:00-2:30 FLEX LPC

MINOR REQUIRED COURSES

WRD 201 [Digital Writing](#) | T/Th 9:40-11:10 FLEX LPC

WRD 206 [Introduction to Professional Writing](#) | Online Asynchronous; subs for WRD 301 for students in old major

MAJOR AND MINOR ELECTIVES

WRD 204 [Technical Writing](#) | M/W 8:30-10:00 Loop, 10:10-11:40 Loop; 2 sections
Online Asynchronous | *WCP*

WRD 265 [Social Movement, Social Media, and American Identities](#) | T/Th 11:20-12:50
FLEX LPC | *RHTA* | *Social, Cultural, and Behavioral Inquiry Domain for minors* | *Global Learning Experience pending*

WRD 284 [Sports Writing in America: Myths, Memories, Heroes, and Villains](#) | T/Th
2:40-4:10 LPC | *WCP* | *Arts and Literature Domain for minors*

WRD 309 [Writing a Socially Just DePaul](#) | M/W 1:00-2:30 LPC | *WCP*

WRD 325 [Rhetoric in Crisis Contexts](#) | M/W 2:40-4:10 LPC | *WCP* | *Social, Cultural, and Behavioral Inquiry Domain for minors**

WRD 377-301 [Writing and Social Engagement: Writing Across Borders](#) | M/W 9:40-
11:10 LPC | *WCP* | *Experiential Learning*

WRD 377-302/PPS 359 [Writing and Social Engagement: Community-Centered
Environmental Advocacy](#) | M/W 11:20-12:50 LPC | *WCP* | *Experiential
Learning*

WCP: Writing in Communities and Professions elective for majors

RHTA: Rhetorical History, Theory, and Analysis elective for majors

*WRD 325 is an approved WRD elective. If you select the class and do not see it listed as a WRD elective, please contact Eunice Amador (emoral11@depaul.edu)

WRD201: Digital Writing

T/Th 9:40-11:10 FLEX LPC

Required Major Core Course

Required Minor Course

Instructor: Antonio Ceraso

Course Description: How does digital media affect writing - how you write, what you write, or even whether you write? In this class, we will learn about and try out digital tools and genres to get a sense of the options they provide for writing. We will explore and make podcast episodes, and build out multimodal writing projects (that use images, video, sound, and linked social media). We'll also read about and experiment with AIs for writing to understand what writing might look like (or mean!) in the future. You may even get to submit an AI-generated essay for the class. You won't need any prior digital production experience for this class. Bring your curiosity and creativity!

WRD203: Style for Writers

T/Th 1:00-2:30 FLEX LPC

Required Major Core Course

Instructor: Julie Bokser

Course Description: In this course you'll write in a range of genres—film reviews, manifestos, op-eds, speeches, descriptive essays. You'll workshop your texts (students find 203 workshops truly helpful) and revise, focusing on clarity, style, and overall rhetorical effectiveness. The course helps students become more versatile and sophisticated writers. Writing gets better with practice over time, and this class gives you lots of opportunities to practice, using a portfolio approach to reflect on what's working as you develop your style.

WRD204: Technical Writing

M/W 8:30-10:00 Loop Instructor: Jacob Friedman
M/W 10:10-11:40 Instructor: Jacob Friedman
Loop

Major and Minor elective

Online Asynchronous Instructor: Allison Pelletier
(2 Sections) Instructor: Andrew Roback

Course Description: In this course, students learn to communicate and interpret specialized information for readers' practical use. The course highlights the action-oriented goals of technical writing and the importance of accurately communicating information to users. The course provides an overview of key issues related to technical writing such as usability, audience analysis, designing pages and screens, effective collaboration with peers, interpreting and presenting data, and writing clearly and persuasively. Students learn to write, revise and present common technical writing genres such as instructions, tutorials, manuals, reports, product/process descriptions, proposals, and oral presentations.

WRD206: Professional Writing

Online Asynchronous

Minor requirement

Major elective/Subs for WRD 301 for students in old major

Instructor: Alan Ackmann

Course Description: In this introductory course, students learn fundamentals of professional writing, with a special focus on distinguishing academic writing from workplace writing. The course provides a solid foundation that students can build on as they develop specializations in their professional fields. Through a series of short assignments, students explore the structure and format of typical professional writing documents, examine a variety of workplace writing situations, and begin developing a clear and concise style appropriate for professional settings. Students analyze and write a number of workplace genres, such as memos, emails, letters, resumes, short reports, web documents, and professional presentations.

WRD265: Social Movement, Social Media, and American Identities

T/Th 11:20-12:50 LPC FLEX

Major and Minor elective

Social, Cultural and Behavioral Inquiry

Instructor: Erin MacKenna-Sandhir

Course Description: “No Justice, No Peace.” #MeToo. “Un violador en tu camino.” From women's rights and racial justice movements to ecojustice and gay rights activism, social movement actors have employed the available means of persuasion to protest

precarious conditions and achieve a more livable life. Students in this course will study theoretical perspectives of social movement rhetoric applying key concepts to social movements in America and abroad. Course assignments will invite students to explore how social media has reoriented global political participation by democratizing access to information, disrupting old models of power distribution, creating space for the development of counterpublic rhetoric, and galvanizing diverse coalitions unified by a common cause. Please note this class is pending approval for participation in the Global Learning Experience (GLE). If approved, the course will carry credit toward the Global Fluency Certificate and include collaborative study of intercultural protest events with students at Universidad Católica del Maule in Chile.

WRD284: Sports Writing in America: Myths, Memories, Heroes, and Villains

T/Th 2:40-4:10 LPC

Major and Minor elective
Arts and Literature

Instructor: Justin Staley

Course Description: In this course, students will examine sports writing that both describes and transcends the games on the field, and in doing so, reflect on the ways that sports report on and impact American society. Students will develop greater insight into how writers create compelling narratives, posit effective arguments, and use sports as a vehicle to discuss a range of social, cultural, political, and historical issues. This modern form of myth, tribalism, and religion holds a mirror to our cultural values, and often serve as a microcosm of society as a whole. By working in multiple genres of sports writing, students will explore the role of sports in their own lives, as well as how their experiences connect with this wide-reaching and powerful cultural institution in America.

WRD309: Writing a Socially-Just DePaul

M/W 1:00-2:30 LPC

Major and Minor Elective

Instructor: Erin Workman

Course Description: What does social justice mean to you? Where on campus are sustainable efforts toward social justice happening? Where aren't they happening? Where should they be happening? And how can we collectively take up the Vincentian question of "what must be done" to write a socially-just DePaul? Come explore these

questions in an inclusive learning community where we will study social justice discourses in higher education; learn from DePaul students, faculty, staff, and alumni about their social justice efforts; conduct research that reveals, critiques, and/or aims to change discriminatory institutional structures and policies; and organize and share our work in a conference for the DePaul community.

WRD325: Rhetoric in Crisis Contexts

M/W 2:40-4:10 LPC

Major and Minor elective
Social, Cultural and Behavioral Inquiry

Instructor: Alan Ackmann

Course Description: Much professional writing has the illusion of being routine—an email to a colleague, a policy reminder memo, or a standardized proposal, for example. Occasionally, though, conflict- or crisis-driven circumstances make written communication anything but typical, and raise the stakes to the point where ineffective writing has the potential to devastate an institution, just like effective writing could potentially save it. This class will focus on writing in such contexts. We will look at classic examples of crisis writing, such as Tylenol’s response to poisoned medicine or Monsanto’s management of their genetically modified product line, as well as contemporary examples such as the NFL’s handling of its recent concussion or domestic abuse scandals or the range of company responses to the COVID-19 pandemic. We’ll pursue three main goals: examining the specific circumstances surrounding a piece of crisis context writing, identifying the strategies writers employ in response, and evaluating whether these choices were successful.

WRD377-301: Writing and Social Engagement: Writing Across Borders

M/W 9:40-11:10 LPC

Major and Minor Elective
Experiential Learning/Global Experiential Learning

Instructor: Maria Prikhodko

Course Description: In this course, students will explore topics such as the role of culture in writing, the role of nativism in English rhetoric, and writing for a linguistically and culturally diverse audience. Around Week 4, the course will engage in weekly collaborative sessions with Unichristus University in Fortaleza, Brazil. Majoring in engineering, social and health sciences, Unichristus students will study writing and rhetoric with an emphasis on English as a second language for scientific purposes. Through collaborative projects, all students will strengthen their intercultural rhetorical competencies and global citizenship skills.

WRD377-302/PPS 359: Writing and Social Engagement: Community-Centered Environmental Advocacy

M/W 11:20-12:50 LPC

Major and Minor elective
Experiential Learning

Instructors: Tim Elliott and Danielle Vance-McMullen

Course Description: This course explores how to involve youth in community-centered advocacy projects. Working with our community partner, Active Transportation Alliance (ATA), we will focus on creating texts and designing engagement strategies to involve local youth with community members and planning experts who are envisioning the future of Big Marsh Park on Chicago's Southeast side. Through readings, site visits, and in conversation with community members, students will learn how Friends of Big Marsh and other community organizations have successfully advocated for a park at a former industrial site and investigate why young people are underrepresented in this and other advocacy efforts. In collaboration with ATA, you will work on teams to research, design, and pilot awareness and engagement tactics—such as telling stories about Big Marsh and its possibilities through digital media and encouraging participation in youth-centered surveys and listening sessions. Our efforts will aim to better engage young people in the continued redevelopment of Big Marsh and in community-centered advocacy projects in general. This course is part of the HumanitiesX initiative, developed in collaboration with Public Policy Studies.