

# MAWRD | Advising Notes | AQ2023

Included below are the extended course descriptions for Autumn Quarter 2023. The course cart is open, and registration begins April 27. To view your specific enrollment date and time, you should visit 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. 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 AQ2023, 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).

You are also encouraged to contact your advisor to review your course selections or academic and professional goals while in the MAWRD program.

Autumn Quarter 2023 begins on **Wednesday, September 6, 2023**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#).

**If you are planning to graduate in AQ2023**, you must apply for [degree conferral](#) by October 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."

## New MAWRD Students

If you began the MAWRD program in WQ2023 or SQ2023 or are beginning in AQ2023, you should plan to enroll in **WRD 500 Proseminar**, which is the required course for the program.

## 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](#). New students should begin preparing for the mid-program portfolio by saving all your coursework, including drafts and notes. Full-time students who began in AQ2022 should begin preparing for the mid-program 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 2024–2025, 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 SQ2024.** The request for applications to participate in TAP in academic year 2023–2024 will be emailed in March 2024.

### 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).

**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 Autumn Quarter 2023 will be emailed in Week 3 (September 2023).**

### Winter Quarter 2024

Here is the tentative schedule for Winter Quarter 2024:

- WRD 510 Topics in Rhetorical History (RD) [Antonio Ceraso]
- WRD 531 Digital Storytelling (PDW & SWAN) [Lisa Dush]
- WRD 540 Teaching Writing (TWL) [Erin Workman]

### Spring Quarter 2024

Here is the tentative schedule for Spring Quarter 2024:

- WRD 507 Global Englishes (RD & TESOL) [Jason Schneider]
- WRD 523 Editing (PDW & SWAN) [Timothy Elliott]
- WRD 550 The Community-Engaged Writing Classroom (TWL) [Monica Reyes]

# MAWRD | Course Descriptions | AQ2023

## WRD 500 Proseminar

**Thursday 6:00 PM - 9:15 PM | Lincoln Park Campus (LPC) | Flex (or Bimodal)**

Monica Reyes

*Core Requirement*

This required course supports students to begin their graduate study in WRD. Students will reflect on their own goals and motivations as a WRD scholar, especially in relation to a variety of well-established and emerging theories and practices in the field.

## WRD 505 Contemporary Rhetorics

**Monday 6:00 PM - 9:15 PM | Lincoln Park Campus (LPC) | Flex (or Bimodal)**

Jason Kalin

*Rhetoric & Discourse*

Contemporary Rhetorics introduces students to a range of theories, concepts, and methodologies that have contributed to the field of rhetorical studies and that have influenced the ways in which language, communication, and persuasion are currently understood. In doing so, we will diversify the way we think about rhetoric and multiply the ways we understand rhetorical activity. By examining how rhetoric works and how we do the work of rhetoric, we will engage rhetoric as a vibrant and adaptable capacity to think about social issues, human agency, and community. This course will encourage us to critique and to apply contemporary rhetorics so that we may better understand our actions and responsibilities as agents that change and are changed by the world around us.

## WRD 526 Grant & Proposal Writing

**Wednesday 6:00 PM - 9:15 PM | LPC | Flex (or Bimodal)**

Lisa Dush

*Professional & Digital Writing; SWAN (Core Requirement)*

The ability to write winning proposals, be it for money or other opportunities, is both a marketable skill and a highly satisfying way to use your writing and persuasive talents. WRD 526 is designed to demystify the proposal-writing process and provide you with lots of opportunities for writing and feedback. We will engage with ideas from practitioner-oriented and scholarly texts about grant and proposal writing, analyze proposals from a range of contexts, and, in collaboration with several Chicago-area nonprofit organizations, practice real-world funder research and proposal writing. You should leave the course better equipped to find and assess proposal opportunities and to write successful proposals.

## WRD 551 Teaching Apprenticeship Program (TAP)

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

Erin Workman

*Teaching Writing & Language; TAP*

WRD 551, the companion course to the Teaching Apprenticeship Practicum, extends the theoretical approaches to teaching writing explored in WRD 540 by providing ongoing support in antiracist and anti-ableist instructional practice to include designing meaningful, scaffolded writing assignments and activities; facilitating in-class activities such as discussion and peer workshopping; conferencing with

students; managing a writing classroom and maintaining careful records; responding to, evaluating, and grading student work in a range of modalities; anticipating and responding to student concerns; cultivating reflective teaching habits; and related topics. **Available only to MAWRD students admitted to the Teaching Apprenticeship Program.**

## WRD 582 Writing Center Theory & Pedagogy

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

Matthew Pearson

*Teaching Writing & Language*

**Instructor Permission Required.** This course is designed to familiarize you with current theories and practices of modern writing centers as well as to give you training in working with writers one-on-one. During the quarter, we will attempt to come to terms with what it means to tutor writing and what roles writing centers play in this function. In particular, we will ask How can peer writing tutors best facilitate learning? How is being a peer writing tutor different from being a teacher? How are writing centers positioned within the university? How should they leverage that position to advocate for writers? How does working in a writing center affect peer writing tutors? This course asks that you consider these questions for yourselves and to develop and explore your own questions. While our immediate concerns will be necessarily practical, we will consistently strive to theorize those practical activities and to recognize and account for institutional realities that both inhibit and make possible the work that writing centers do. You can expect to learn a great deal about writing and the teaching of writing through this course by fulfilling your practicum requirement, by reading and discussing the assigned texts, and by completing your own scholarly research project. Practicum Requirement: Work 5 hours/week in the UCWbL's Writing Center.

## WRD590/591 Internship

**Arranged**

*Professional & Digital Writing/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](mailto:jkalin@depaul.edu).

# MAWRD | Certificates | non-WRD Courses

## Teaching English to Speakers of Other Languages (TESOL)

### BBE 560 Second, World, & Heritage Language Acquisition

Thursday 5:30 PM - 8:45 PM | Lincoln Park Campus

Instructor TBD

*TESOL (Theory)*

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

## Strategic Writing and Advancement for Nonprofits (SWAN)

### MPS 508 Introduction to Nonprofit Management

Tuesday 5:45 PM - 9:00 PM | Online Synchronous

Lisa Dietlin

*SWAN (Elective)*

This course provides an introduction to and overview of the most important skills needed in managing a nonprofit organization and gives students a chance to practice those skills using contemporary and historical case studies. Topics covered include the history, scope, and significance of the nonprofit sector, theories of the nonprofit sector, law and governance, resource development and volunteer management, social entrepreneurship, marketing, external relations, the nonprofit life cycle, competition and collaboration, and relationships with business and government.

## Teaching English in Two-Year Colleges (TE2YC)

### ENG 478 Reading & Writing Memoirs

Tuesday 6:00 PM - 9:15 PM | LPC

Michele Morano

*TE2YC (Elective)*

This course will cover the basics of teaching creative writing by focusing on the genre of memoir. We will read and analyze memoirs from a diverse range of authors and grapple with the constraints of the

genre. What is literary truth? How do we know when an author has overstepped the bounds of memoir and leaned into fiction? Do we care? Discussions and written assignments will explore memoir from the perspective of both writers and readers. Students will produce written analysis and creative writing and will explore workshop pedagogy in preparation for developing teaching materials. The end goal is a portfolio that will help you apply for teaching positions.

## **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

Reminder on the MA in WRD policy on taking courses outside of WRD: 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](mailto: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 or in [this list](#) curated by the department's Equity Committee.

## 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.