

MAWRD | Advising Notes | WQ2024

Included below are the extended course descriptions for Winter Quarter 2024. The course cart is open, and registration begins October 12. 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 WQ2024, 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 are also encouraged to contact your advisor to review your course selections or academic and professional goals while in the MAWRD program.

Winter Quarter 2024 begins on **Monday, January 8, 2024**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#). **If you are planning to graduate in WQ2024**, you must apply for [degree conferral](#) by **January 15** to graduate and receive your diploma. **If you are planning to graduate in SQ2024**, 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."

New Exit Requirement

Please review the description of the new Exit Requirement on page 10. New MAWRD students should begin preparing for the Exit Requirement by saving all your coursework.

Portfolio Requirement

For MAWRD students who enrolled in the program prior to AQ2023 and who elected to complete the prior Portfolio Requirement, here are links to the [portfolio document](#) (download .pdf) and additional resources on the [WRD blog](#).

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.

Internships

If you are considering an internship, WRD 590/591, here is the link to the [requirements](#). Students who have successfully secured, or in the process of securing, an internship with a non-profit, non-governmental organization, or government entity are encouraged to [apply](#) for our **Community- and Project-Based Learning Scholarships** (CPBL Scholarships).

If you are interested in community-engaged projects, you might consider the [Harrison I. Steans Graduate Fellowship](#), which are **designed collaboratively with off-campus organizational partners**, focus on **social equity**, and draw inspiration from the United Nations Sustainable Development Goals (SDGs).

Graduate Research Fund

The college supports the research, scholarship, and creative work of graduate students through its [Graduate Research Fund](#) (GRF). The GRF helps defray the cost of conducting research and creative work closely related to one's program of study and for presenting papers at academic conferences through a competitive process. Applications are reviewed on a rolling basis, but must be received no later than 30 days prior to your departure.

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 Winter Quarter 2024 will be emailed in Week 3–4 (January 2024).**

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 | WQ2024

WRD 510 Topics in Rhetorical History: History/Rhetoric – The Last Ten Years

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

Antonio Ceraso

Rhetoric & Discourse

In this class, we will be surveying work by scholars of the history of rhetoric and rhetorical history produced over the last ten years, with a view toward understanding how concerns in the present have shaped the study of rhetoric's past. Our questions will include some of the following: How has the study and use of "classical" (read: Greek and Roman) rhetoric been conditioned and transformed by current concerns? How have understandings of globalization over the last decade expanded the field of study of rhetorical traditions? How have a range of social justice movements enriched our understanding of rhetorical theory and practice? How have issues of digitization and climate change affected historians' choices of methods and topics in the history of rhetoric? Perhaps most importantly, how can such historical studies help people to address today's problems and movements (and should they)? To get at these questions, we will read, discuss, and write about several important and representative studies produced in the history of rhetoric and rhetorical history over the last decade. We will also become familiar with relevant journals, publishers, professional organizations, and conferences that deal with history and rhetoric in order to build an understanding of the professional field. Assignments will include short response papers, an annotated bibliography on a question or topic of your choosing, a historical research project plan, and an option of either a book review or short historical study.

WRD 531 Digital Storytelling

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

Lisa Dush

Professional & Digital Writing; SWAN (Elective)

WRD 531 introduces the genres, principles, and techniques most important to writers tasked with creating digital stories for organizational or community-building purposes. You will analyze conventional and innovative examples of profiles, testimonials, and other narrative forms; use digital tools to create stories; and engage with storytelling theory in seminar discussions and written reflections. You should leave the course more confident in your ability to conceptualize and execute meaningful, professional, and ethical digital storytelling projects.

WRD 540 Teaching Writing

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

Erin Workman

Teaching Writing & Language; TAP (Requirement)

Join our WRD 540 community to learn more about current approaches to teaching writing that center antiracist and antiableist teaching practices. Through engaging with composition studies research and scholarship, composing multimodal projects, facilitating class discussion and activities, observing a writing class in action, responding to and assessing sample student work, and designing course materials, you will develop a robust teaching portfolio complete with your own theory of writing and

teaching philosophy. Our course modality is hybrid, with five meeting dates on campus (1/10, 1/17, 1/31, 2/7, & 2/14) and five online synchronous (1/24, 2/21, 2/28, 3/6, & 3/13).

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.

MAWRD | Certificates | non-WRD Courses

Teaching English to Speakers of Other Languages (TESOL)

BBE 510 Special Topics in Language Education & Culture

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

Instructor TBD

TESOL (when topic is relevant, Theory or Sociolinguistics)

This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

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 513 Volunteerism in Global Civil Society

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

Anne Crylen

SWAN (Elective)

This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

MPS 519 Resource Development

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

Lisa Dietlin

SWAN (Requirement)

This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

Teaching English in Two-Year Colleges (TE2YC)

ENG 407 Language & Style for Writers

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

Craig Sirles

TE2YC (Elective)

A comprehensive examination of structural elements and stylistic devices that experienced writers use across a number of creative and professional genres. Topics include components of style, sentence rhythm and prosody, diction choices, rhetorical punctuation, and the development of one's personal writing voice.

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).

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 **Exit Requirement**. Remember to save your coursework.
- 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**. Arrive on time for your advising meeting.
- If meeting in the quarter after the completion of WRD 500 Proseminar, share your Goals Statement with your advisor.
- Identify your academic goals for this quarter.
- 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 **Exit Requirement**. Remember to save your coursework. If you are graduating this quarter, be sure to meet with your advisor to plan your presentation for the Exit Requirement. If you have not been contacted, email the Graduate Director to schedule your presentation.
- 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 **Exit Requirement**. Remember to save your coursework. If you are graduating, be sure to meet with your advisor to plan your presentation for the Exit Requirement. Present your presentation for your Exit Requirement.
- 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.

MAWRD Exit Requirement | AY2023–2024

All students will deliver a presentation during their last quarter in the program. This presentation will incorporate research, analysis, and reflection to critically consider the student's pathway through the MAWRD program and look ahead to post-graduate plans. It will be presented to an audience of peers and faculty.

Presentation

During your last quarter in program, you will present a 20-minute multimodal presentation (e.g., visuals, slides, documents, etc.) followed by a 10-minute Q&A session. The audience for your presentation will be WRD students and faculty members. MAWRD students will be strongly encouraged to attend their peers' presentations in support and as preparation for their own presentations. The presentations will be collected and shared with current MAWRD students and may be made available on the WRD Blog as a resource for future MAWRD students.

The presentation should incorporate research, analysis, and reflection to critically consider your pathway through the MAWRD program and look ahead to your post-graduate plans. It should:

- Reflect on your Goals Statement from WRD 500 Proseminar: How and why have your goals changed or remained the same? Where did you start, where did you end, and what's next? What did you know, what did you learn, and what's next?
- Describe and explain 2–3 projects that exemplify your achievement of specific MAWRD learning outcomes (see below). Explain how these projects prepare you for your post-graduation plans.
- Research and report on post-graduate plans: If you would like to teach writing and/or language, to work for a corporate or nonprofit organization, to work as a freelance writer, or to apply to Ph.D. programs, research in depth the position(s), setting(s), or program(s) you would prefer. Identify how your choices in the MAWRD program have prepared you for this work. Explain how your rhetorical and writing skills might transfer. Examine what you might need to do or learn to strengthen your progress toward this goal.
 - As part of your research, you might identify specific job opportunities and descriptions. Analyze how your rhetorical and writing skills transfer to the responsibilities and skills of these positions.
 - As part of your research, you might request an informational interview with an employee, Ph.D., or MAWRD alumni. Consider how the information learned applies to your post-graduation plans.
- Articulate a professional and/or academic identity.

Timeline

By week 5 in the quarter prior to graduating, schedule a meeting with your advisor to discuss your plans for your presentation.

A complete draft of your presentation is due at the beginning of Week 2 of your final quarter. The draft will inform an advising conversation with your advisor. The advisor will approve your presentation at this time or will ask for revisions. The revision must be completed by the end of Week 6.

The presentation(s) of all students who are completing this exit requirement will be scheduled for the same event and time between Weeks 8 and 10.

Submission

Please submit your final presentation by completing the [form](https://forms.office.com/r/7C5drSin9z): <https://forms.office.com/r/7C5drSin9z>

MAWRD Learning Outcomes

- Describe key concepts, theories, and histories in the study of writing and rhetoric.
- Produce complex written arguments that demonstrate a clear, cohesive, and appropriate written style.
- Design persuasive multimodal texts.
- Assess the ethical, civic, or political dimensions of rhetoric, language, or writing technologies, including dynamics of culture and power
- **A) (PDW only)** Compose effective texts for specific workplace or professional audiences; or, **B) (TWL only)** Apply current theories and principles of writing pedagogy to the production and analysis of pedagogical material.