

MAWRD | Advising Notes | SQ2024

Included below are the extended course descriptions for Spring Quarter 2024. The course cart is open, and registration begins **February 8**. 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 SQ2024, 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.

Students who completed WRD 500 Proseminar in AQ23 are encouraged to contact your advisor to share your 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. Your advisors are indicated in CampusConnect. If you cannot locate your advisor in CampusConnect, please email me.

Spring Quarter 2024 begins on **Monday, April 1, 2024**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#). **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 have questions about the program, you might find the answers in the [MAWRD Student Handbook](#).

Concentrations

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.

Certificates

If you plan to pursue a [SWAN Certificate](#) ([SWAN Student Handbook](#)) 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 9](#). 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 2024–2025 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 may be eligible to [apply](#) for the **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. Current students who are interested in applying for a GA or PTF should email their application materials to Jason Kalin (jkalin@depaul.edu) by February 15.

- **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 Spring Quarter 2024 will be emailed in Week 3–4 (April 2024).**

Autumn Quarter 2024

Here is the tentative schedule for Autumn Quarter 2024:

- WRD 500 Proseminar
- WRD 5-- TBD (RD)
- WRD 5-- TBD (PDW; SWAN)
- WRD 551 Teaching Apprenticeship Practicum (TWL)
- WRD 582 Writing Center Theory & Pedagogy (TWL; TE2YC)

MAWRD | Course Descriptions | SQ2024

WRD 507 Global Englishes

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

Jason Schneider

Rhetoric & Discourse; TESOL (Sociolinguistics)

English has become a global lingua franca for business, technology, higher education, and popular culture. Around the world, there are many more people who use English as an additional language than people who use it as a first language. However, there are debates about the status of English. Does it create new opportunities for cross-cultural connection, or does it deepen inequality? In this course, we will explore these and other questions as we examine global Englishes in their historical and present contexts. We will also learn about structural features of some specific Englishes around the world, including English-based creoles.

WRD 523 Editing

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

Timothy Elliott

Professional & Digital Writing; SWAN (Elective)

This class is designed to help students develop a broad set of editing skills as we explore various settings for and theories of editing. Throughout the class, we will discuss and practice the nitty gritty elements of grammar and editing through in situ experiences rather than rote memorization. We will also explore and utilize style guides, which organizations use to keep their communication consistent. Students will learn best practice for how editors build rapport with writers and leave the course knowing how to edit and provide feedback in a variety of writing contexts, situations, and genres.

WRD 550 Topics in Teaching Writing & Language

The Community-Engaged Writing Course

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

Monica Reyes

Teaching Writing & Language; TE2YC (Elective)

This course offers theoretical and practical instruction about how to connect writing students with communities for advocacy and learning. Students will learn from WRD faculty who have taught community-engaged courses and develop ideas for community-centered student projects suitable for writing classrooms.

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)

Contact Professor Jason Schneider, the TESOL Certificate Coordinator (jason.schneider@depaul.edu), for more information about course offerings.

Strategic Writing and Advancement for Nonprofits (SWAN)

MPS 524 Marketing for Service Organizations

The Business of Philanthropy

Wednesday 5:45 PM - 9:00 PM | Loop | 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.

Note: In Summer 2024, the School of Public Service is tentatively planning to offer the following courses:

- MPS 518 Program Evaluation (SWAN Elective)
- MPS 519 Resource Development (SWAN Required)
- MPS 529 Strategic Management & Planning (SWAN Elective)

Teaching English in Two-Year Colleges (TE2YC)

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.