

# MAWRD | Advising Notes | AQ2026

Included below are the extended course descriptions for Autumn Quarter 2026. The course cart is open, and registration begins **April 30**. 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 AQ2026, 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.

Autumn Quarter 2026 begins on **September 9** and ends on **November 24**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#).

Following the information about Spring Quarter classes you will find other important resources and reminders.

## MAWRD | Course Descriptions | AQ2026

### WRD 500 Proseminar

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

Monica Reyes

*Core requirement*

Ever wondered how writing shapes the world around us? In this course, you'll dive into the big ideas behind writing, rhetoric, and discourse—how language influences culture, politics, and everyday life. You'll explore different ways scholars think about writing and learn key concepts that will help you analyze and craft more effective communication. This class is your gateway to the interdisciplinary fields of writing, rhetoric, and discourse studies, giving you the tools to engage with its key debates, theories, and methods. **All new MAWRD students, and current students who have not yet completed WRD 500, should enroll for this course.**

### WRD 505 Contemporary Rhetorics

**Wednesday 6:00 – 9:15 PM | Lincoln Park Campus (LPC) | Flex**

Jason Kalin

*Requirement fulfilled: Rhetoric & Discourse*

Contemporary Rhetorics introduces students to theories, concepts, and methodologies that have multiplied the ways we think about and do rhetoric. By examining how rhetoric works and how we do

the work of rhetoric, we will engage rhetoric as a capacity for action and motion, agency and community, bodies and language, symbols and materialities. This course will encourage us to apply contemporary rhetorics so that we may better understand our responsibilities as agents that change and are changed by the world around us.

## WRD 526 Grant and Proposal Writing

**Tuesday 6:00 PM - 9:15 PM | Lincoln Park Campus (LPC) | On-Campus plus Zoom**

Lisa Dush

*Requirement fulfilled: Professional & Digital Writing; SWAN Certificate*

This course introduces students to the purpose and structure of grant proposals and other forms of professional proposals. Through analysis of real-world documents and typical grant- and proposal-writing situations, as well as guided writing practice, students will develop the research and writing skills necessary to compose these common workplace genres. The course typically features a client project, in which students work on teams to develop grant proposals for nonprofit organizations.

## WRD 551 Teaching Apprenticeship Practicum (TAP)

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

Erin Workman

*Requirement fulfilled: Teaching Writing & Language; TAP*

Teaching Apprenticeship Practicum extends the theoretical approaches to teaching writing explored in WRD 540 by providing ongoing support in instructional practice to include designing 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 projects in a range of modalities; anticipating and responding to student concerns; cultivating reflective teaching habits; and related topics. **Available only to students admitted to the Teaching Apprenticeship Program.**

## WRD 582 Writing Center Theory & Pedagogy

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

Matthew Pearson

*Requirement fulfilled: 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. 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

*Requirement fulfilled: 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 Schneider with questions: [jason.schneider@depaul.edu](mailto:jason.schneider@depaul.edu).

## MAWRD | Certificates | non-WRD Courses

### Strategic Writing and Advancement for Nonprofits (SWAN)

Contact Professor Lisa Dush, the SWAN Certificate Coordinator ([ldush@depaul.edu](mailto:ldush@depaul.edu)), for more information about these course offerings.

### MPS 508 Introduction to Nonprofit Management

**Wednesday 5:45 PM - 9:00 PM | Loop | Flex (or Bimodal)**

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.

### MPS 546 Advocacy and Lobbying

**Monday 5:45 PM - 9:00 PM | Loop | Flex (or Bimodal)**

Lisa Dietlin

*SWAN (Elective)*

Explores the roles of individuals and organizations in the public policy process, particularly as power arrangements facilitate or impede consensus building. Examines how legislation is written and how administrative rules are formed in government agencies. Special attention is paid to advocacy techniques such as lobbying, public education, and litigation.

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

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

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

Thursday 5:30 PM - 8:45 PM | LPC | Hybrid

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.

## 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 Schneider ([jason.schneider@depaul.edu](mailto:jason.schneider@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.

### Winter Quarter 2027 & Spring Quarter 2027

Here is the tentative schedule for Winter Quarter 2027:

- WRD 509 Genre Theory and Practice (RD) [Kalin]
- WRD 532 Content Strategy (PDW; SWAN) [Dush]
- WRD 540 Teaching Writing (TWL; TAP) [Schneider]

Here is the tentative schedule for Spring Quarter 2027:

- WRD 506 Multicultural Rhetorics (RD) [Reyes]
- WRD 523 Editing (PDW; SWAN) [Eillott]
- WRD 543 Teaching ESL Writing (TWL) [Schneider]

# MAWRD | Resources and Reminders

## Graduation

If you are planning to graduate in AQ2026, 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.

## Concentrations

If you intend to declare a concentration (Teaching Writing & Language or Professional & Digital Writing), please do so as soon as possible. You simply need to send an email directly to me.

## Certificates

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.”

## Exit Requirement

Please review the description of the Exit Requirement near the end of this document. New MAWRD students should begin preparing for the Exit Requirement by saving all your coursework.

## 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 Autumn Quarter of academic year 2027–2028, students must have completed 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 SQ2027.** The request for applications to participate in TAP in academic year 2027–2028 will be emailed in March 2027.

## Internships

If you are considering an internship, WRD 590/591, here is the link to the [requirements](#).

If you are interested in community-engaged projects, you might consider the [Harrison I. Steans Graduate Fellowship](#), which is designed collaboratively with off-campus organizational partners focused on social equity and draws 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 Schneider ([jason.schneider@depaul.edu](mailto:jason.schneider@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 Awards** provide tuition reimbursement over the academic year (specific dollar amount varies). 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.

## 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

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 the 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 using the link provided by the Director of the MA.

### 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.