

MAWRD | Advising Notes | WQ2027

Included below are extended course descriptions for Winter Quarter 2027. The course cart is open, and registration begins **October 15**. 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 WQ2027, make sure you are checking your course choices against your Degree Progress Report (DPR), including the appropriate concentration and certificate credits, if applicable. 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. To view your DPR, go to Campus Connect > Academic Progress > Degree Progress > Run Report.

Winter Quarter 2027 begins on **January 4** and ends on **March 20**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#).

Following the information about Winter Quarter classes you will find other resources and reminders. Also, the [MAWRD Student Information Book](#) and your academic advisor are always great resources.

MAWRD | Course Descriptions | WQ2027

WRD 511 Composing Chicago: Rhetorics of Space and Place

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

Jason Kalin

Requirement fulfilled: Rhetoric & Discourse

The Windy City. The Third Coast. The City of Big Shoulders. Chitown. This course studies Chicago as a rhetorical text and agent – a place where discourses, neighborhoods, public memories, and social actions intertwine to create this place we call Chicago. Grounded in the scholarship of rhetoric studies and cultural geography, we will examine how scholars and Chicagoans alike speak to, about, and through their built environment and how the built environment itself makes arguments. Throughout the course, we will move between theory and practice to learn to “write place,” foregrounding place and space as rhetorical to ask who we are, what we do, and what Chicago can be.

WRD 532 Content Strategy

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

Lisa Dush

Requirement fulfilled: Professional & Digital Writing; SWAN Certificate

WRD 532 teaches writing for today's online environment, where content moves quickly and unpredictably across audiences and platforms. Through a multi-stage writing project on a specialized topic of your choice, you'll learn **content writing** skills such as interviewing experts, adapting ideas for different audiences, and optimizing for search. You'll also learn **content strategy**—the practices that align an organization's communicators around a shared understanding of audience, voice, and process—and contribute to a team content strategy project for a nonprofit partner organization. Throughout, we'll discuss professional and ethical questions central to the content professions, including how to foreground user needs and how to stay employable in the age of AI.

WRD 540 Teaching Writing

Monday 6:00 PM - 9:15 PM | Lincoln Park Campus (LPC) | On-Campus Hybrid

Jason Schneider

Requirement fulfilled: Teaching Writing & Language

In this course we will learn about various approaches to writing pedagogy, while also focusing on practical teaching skills, such as designing assignments and courses, giving feedback, and assessing student writing. By the end of the quarter, you will have a range of practices you can draw on to support your own teaching. Our primary focus will be college-level teaching (first-year composition), but much of what we learn is also applicable to high school teaching. WRD 540 is a required course if you want to apply for WRD's Teaching Apprenticeship Program. *Note: This course will meet in-person at Lincoln Park campus for some of the weeks and synchronously on Zoom for the other weeks.*

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.

MAWRD | Certificates | non-WRD Courses

Strategic Writing and Advancement for Nonprofits (SWAN)

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

MPS 519 Introduction to Nonprofit Management

Wednesday 5:45 PM - 9:00 PM | Loop | Online: Sync-Classroom Link

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

Thursday 5:45 PM - 9:00 PM | Loop | Online: Sync-Classroom Link

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), 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 have completed six WRD courses and 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).

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.

Spring Quarter 2027

Here is the tentative schedule for Spring Quarter 2027:

- WRD 512 Teaching & Tutoring Multilingual Writers (TWL; TESOL) [Schneider]
- WRD 523 Editing (PDW; SWAN) [Eillott]
- Rhetoric & Discourse class (TBD)

MAWRD | Resources and Reminders

Graduation

If you are planning to graduate in the next 1-2 quarters, check for information about [degree conferral](#). You must apply even if you do not plan to attend the graduation ceremony. These are the dates:

To graduate in Autumn Quarter: October 1st

To graduate in Winter Quarter: January 15th

To graduate in Spring Quarter: February 1st

To graduate in Summer Sessions: July 15th

Concentrations

If you intend to declare a concentration (Teaching Writing & Language or Professional & Digital Writing), please 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) 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. You should be able to find your advisor's name in Campus Connect. 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 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 15-minute multimodal presentation (e.g., visuals, slides, documents, etc.) followed by a 5-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.