

the WORLD

The Department of Writing, Rhetoric, and Discourse, in the College of Liberal Arts and Social Sciences, is dedicated to studying the history and theory of literate activity and helping students excel as writers in a wide range of academic, professional, and public settings.

WRD oversees DePaul's extensive First-Year Writing Program, writing courses required for Commerce and CDM undergraduates, a minor in Professional Writing, and the undergraduate major in WRD. The Master of Arts in WRD focuses on writing in professional and technical contexts, the preparation of postsecondary teacher-scholars in writing, and the study of language for writers.

The undergraduate and graduate curriculum in WRD come together in the Combined BA/MA program in WRD, an innovative program that allows undergraduates to begin taking graduate courses in the senior year.

The department also offers an MA in New Media Studies; this dynamic program prepares graduates to function as productive and responsible individuals in social contexts created by new media.

Finally, the Graduate Certificate in TESOL prepares students to teach English as a Second Language to adult learners in the United States and abroad.



WRITING RHETORIC & DISCOURSE

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Written by WRD Graduate Assistants

WRD First-Year Writing Students Published in *The New York Times*

In the Winter and Spring Quarters of 2012, First-Year Writing students Maddie Jones and David Kummerer published their course assignments in the *The New York Times*. As part of Michael Moore's WRD 104 class, students must write letters to the editor to learn how to write content for a non-academic audience—an audience Moore said consists of "smart, educated, skeptical, engaged readers."

Moore uses the *Times*' own submission rules as an assignment rubric. These rules suggest submitters "write quickly, concisely and engagingly" and "respond in a timely way to a contemporary topic."

Moore explained letters are selected for publication because they "give readers a different take" on a previously published news story.

Maddie Jones, a clarinet performance major, found her letter published in the April 16, 2012 issue of the *Times*. Her response to David Brooks' article, "Sam Spade at Starbucks," argues that young entrepreneurs provide services through career paths that are not always motivated by profit.

Jones said, "I am still in disbelief that my letter was published. To me, *The New York Times* is the ultimate pinnacle for writing and I never imagined getting anything published by the paper."

Jones enjoys writing, but said she never considered herself to be a strong writer because of her struggles with grammar. However, Jones said having her letter published showed her, "I have a place in the intellectual community."



Photo Credit: Maddie Jones

Daniel Kummerer, a Journalism and Communication and Media double-major, responded to Austin Considine's article, "Two People, One Identity."

Kummerer's letter, published January 19, 2012, suggests that Considine's article did not give a fair representation of twins.

As a twin himself, Kummerer said, "The article made it seem like twins were carbon copies of each other, when that is not the case."

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New Faculty and Faces in WRD



Assistant Professor Jason Kalin

WRD welcomes several new faculty members this Autumn Quarter. WRD Assistant Professor Jason Kalin, a tenure-track faculty member, recently earned his PhD in Communication, Rhetoric, and Digital Media from North Carolina State University. Kalin's dissertation examines the rhetorical concept of memory and how memory changes through the use of digital media.

Kalin is currently teaching WRD 363: Visual Rhetoric and NMS 502: New Media, Old Media. Students in WRD 363 are designing visual arguments and crafting rhetorical analyses of images. Students in NMS 502 are critically analyzing forms of past and current media.

Of both classes, Kalin said, "I'm motivated by the interaction between students and myself. The students have been awesome in both classes and my colleagues have been great in welcoming me to Chicago."

Visiting Assistant Professor Jason Schneider said he is motivated by getting students to "think about the larger theoretical ideas occurring in their lives every day." Schneider recently completed his PhD in English at University of Illinois-Chicago. His dissertation examines immigration rhetoric and explores the ways Polish immigrants in the Chicago area use language and interact with immigration law.

Schneider is currently teaching WRD 102: Basic Writing II and WRD 104x: Composition and Rhetoric II for Non-Native Speakers. The WRD 102 class is examining different genres of writing, while the WRD 104x class is exploring urban issues in Chicago. This winter, Schneider will teach the course WRD 587: Academic Writing for International Graduate Students. The course focuses on the texts international students will have to write in their graduate courses and careers.



Visiting Assistant Professor Jason Schneider

Visiting Assistant Professor Barbara Tilley comes to WRD from the University of Tampa where she taught rhetoric and composition. Tilley received her PhD in English from the University of Florida. Her dissertation work continues to influence her research, and she is currently finishing a critical edition of Emma Brooke's book *A Superfluous Woman*.

Tilley is currently teaching WRD 103: Composition and Rhetoric I and WRD 102: Basic Writing II. Tilley said, "I like to build on skills students will need in their college careers and beyond. I really want to have some fun. If I'm enthusiastic about the material, then they'll get excited."

Also joining WRD as department assistant is Clarissa Fidler. Fidler has a BA in English from Utah State and is currently earning her MA in Journalism here at DePaul. As part of her duties, Fidler assists the department's graduate program directors and supports undergraduate curricula.

WRD also welcomes the following new part-time faculty members:

Dowe, Allison
M.A., DePaul University

Ferrill, Meredith
M.A., DePaul University

Finstrom, Jennifer
M.A. DePaul University

Fledderjohann, Matthew
M.A., DePaul University

Forrest, Rosanna
M.F.A., University of New Hampshire

Garvey, Erin
M.A., DePaul University



Visiting Assistant Professor Barbara Tilley
Photos By: Tasha Sookochoff

Lothian, Ryan
M.A., DePaul University

Miritello, Mary
M.A., DePaul University

Rooney, Claire
M.A., DePaul University

Suglia, Joseph
M.A., Northwestern University

Swain, Stephen
M.A., DePaul University

Turows, Elizabeth
M.A., DePaul University

Wilson, Gregory
A.M., University of Chicago,
Ed.M. University of Illinois at
Urbana-Champaign

NY Times (cont'd from page 1)

Each twin has their own identity, as well as strengths and weaknesses."

Kummerer said he was "shocked" when he learned his letter was to be published. He feels by publishing in the *Times* his writing is "validated" and he is more confident in his writing.

Moore said Jones and Kummerer's confidence about their writing "shot through the roof" after their publication. He said the experience his students gain from the letter to the editor assignment is not something they could ever receive from a textbook.

New MANMS Graduate Assistants Connect with Industry, MAWRD

The New Media Studies program (NMS) welcomes two new faces to support its faculty and students. Hilary Conlisk and Megan McCarthy are the program's first graduate assistants; they join WRD GAs Zachary Edmonds, Amy Hubbard, Lauren Martyn, and Tasha Sookochoff for 2012-2013.

NMS Director Antonio Ceraso said Conlisk and McCarthy will be assisting with "both brick-and-mortar and social media networking" in order to connect the program with "digital and new media professional communities in Chicago." By building industry connections, Conlisk and McCarthy will provide resources that help create professional opportunities for NMS students.

The GAs will also be producing numerous web resources and technology-based work-

shops for NMS and WRD students. "We're really committed to showing our students in both graduate programs the synergies between rhetorical education and new media technologies," Ceraso said. GAs will develop materials and platforms that demonstrate the connections between the programs. They will also collaborate with the MA WRD graduate assistants on events like the Graduate Student Conference.

Conlisk, a first-year student in the NMS program, completed a double major in communications and sociology at the University of Michigan; she also has an associate degree in graphic design from Washtenaw Community College. Conlisk is interested in pursuing design and writing courses within NMS, and she hopes to pursue a creative career in marketing or advertising.

McCarthy has a BA in English from Northern Illinois University. McCarthy is a second-year student in the NMS program and said she chose NMS to improve her skills in coding and web content management. She said her experience as a GA will help shape her career and allow her to stand out in the job market as she looks for a position in web development.



NMS Graduate Assistants Hilary Conlisk and Megan McCarthy
Photo Credit: Tasha Sookochoff

Brandt speaks at Student Awards

On June 8, 2012, WRD welcomed internationally renowned literacy scholar Deborah Brandt as the Guest Speaker at the Second Annual WRD Student Awards Ceremony. Professor Brandt spoke to about 90 students, parents, and faculty members who gathered to honor the work of WRD students, more than a dozen of whom accepted awards.

A scholarly researcher, author, and professor emerita at the University of Wisconsin, Brandt suggested that significant social, institutional, and personal implications follow a trend toward unprecedented opportunities to write in contemporary society. We are "writing and studying writing in revolutionary times," Brandt argued, citing shifts in technological and economic conditions that have resituated our perspective from "the posture of the reader to the posture of the writer."

The author of numerous articles and book chapters, and two influential books, including *Literacy in American Lives*, Brandt questioned commonplace assumptions about reading and writing as mirror activities. Writing engages us in matters of active social responsibility and ethical intervention that have no equivalent in reading, she said, indicating that "ethical sensations" that accompany acts of writing can be mapped by contemporary research on brain activity.

With writing now serving as means and ends of economic productivity and profit, Brandt suggested that reading has become increasingly "recessive," a condition that may necessitate reframing educational commitments and practices. She challenged assembled students and faculty to continue to actively explore how teaching and learning will evolve as reading increasingly becomes a function of the writer's role.



Dr. Deborah Brandt at the SQ '12 Student Awards
Photo Credit: Heather Eidson

Alumni and Student News

Alumni

Karen Kopelson (MA in Writing 1997) won the University Distinguished Teaching Award at University of Louisville.

Janet Quinn (MA in Writing 2004) published "Using Contrastive Rhetoric in the ESL Classroom" in *Teaching English in the Two Year College*, Vol. 40 No. 1, (September, 2012).

Karen Ching Carter (MAWRD, 2010) presented "Public Sphere, Theater and the Rhetoric

of Re-Imaging an Identity: Oriental to Asian American" at the summer 2012 Rhetoric Society of America Biennial Conference in Philadelphia, PA.

Student

Katie Booth (MA WRD) presented "Dollars and Pence: English Variations in a Multi-national Workplace" at the 2012 conference of the Midwest Popular Culture/Midwest American Culture Association in Columbus, OH.

Alumni Spotlight



Photo provided by Chris Jones

Chris Jones graduated with a BS in advertising from the University of Illinois at Urbana-Champaign in 2007. He earned his M.A. in New Media Studies in Writing, Rhetoric, & Discourse at DePaul in 2011. He presented "Hip-Hop in Second Life" at the 2011 WRD graduate conference, for which he won Best Presentation in the New Media Studies category. Chris began working in communications for Chapin Hall at the University of Chicago after taking his degree.

What have you been doing professionally since you earned your degree?

Chapin Hall is a policy research center focused on several areas, such as foster care,

school systems, workforce development, and child maltreatment prevention. I manage our website, write and edit content, run our list-serve and social media channels, plan events and seminars, and occasionally do web and print design.

What is a typical day "on the job" for you?

Today actually illustrated the variety of tasks I'll do on any given day. I did some print design work on an invitation, updated website content, planned an all-staff memo, posted links to new research on social media, and began writing our next email newsletter. We have a small but dedicated team at my office so I end up wearing a lot of hats.

How did your education from DePaul influence what you're doing now?

The best influences came from having intellectual conversations with my professors and instructors. The nice thing about the NMS program is that it encourages a lot of self-directed, out-of-classroom study. I liked that I would find myself constantly swapping articles with my instructors, not necessarily because they were directly related to our coursework, but often because of a mutual interest in the field.

What were the most helpful courses you took in NMS?

I found courses with Dr. Ceraso extremely useful for learning design practice and theory. His graphic design course improved

my skills tremendously. Dr. Dush's courses on storytelling were also beneficial, because in the information age, communicators have so much to consider: What medium do you use? What is the tone and rhetoric of your messaging? How do you encourage (or discourage in some cases) a dialogue? Those strategic thinking skills are important because things change so quickly—10 years ago no one would have thought communicating effectively in 140 characters would be needed. Today, it's essential.

What advice would you give to a NMS student who would one day like to work in a job similar to yours?

In general, we're seeing a trend where communications professionals have to be able to engage with their audience in a variety of media. To that end, it's important to be as well rounded as possible. I think it's vital to learn how to code and design, but even more important to be a good writer. I also would advise future NMS students to read obsessively. Communicators in the 21st century have to be able to adapt to trends and technologies that move at a breakneck pace, but we also need to be able to think outside the box, so read more than just blogs on social media and web design. Finally, don't be afraid to reach out to your alumni for assistance and advice. We're happy to help!



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SOCIAL SCIENCES

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