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The WoRD: *grad edition*



WRITING RHETORIC & DISCOURSE

DEPAUL UNIVERSITY

MA IN NEW MEDIA STUDIES

MA IN WRITING, RHETORIC, AND DISCOURSE

MA Programs Congratulate Graduates, Welcome New Students

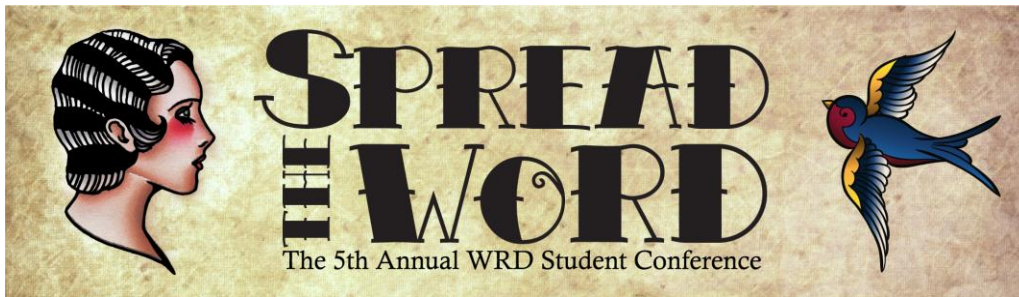
This fall, the MANMS program welcomes new students Aim Larrabee, Theo Daniels, Robert Millan, Sylvie Nemetz, Malorie Schein, Brittni Shakir, and Lisa Wieczorek. NMS also congratulates Shann Grewal, Sarah Guerin, and Aimee Walker who are all graduating this Winter Quarter.

The MAWRD program welcomes new students Pamela Janecek and Mitchell Goins. Lastly, MAWRD congratulates graduating student Lee McComb and students Mitchell Goins and Mark Lazio for completing the TESOL Certificate.

Put Your Coursework to Work with a WRD Internship

As you work your way through your WRD or NMS degree, you may be wondering how to put your reading and coursework into practice. An internship is a great way to receive course credit while gaining experience and contacts in a professional environment.

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The 5th Annual WRD Student Conference

Thank you to MANMS Graduate Assistant Hillary Conlisk for all of the beautiful Spread the Word marketing materials.

Spread the Word, the WRD student conference, is coming up fast! WRD Graduate Assistant Amy Hubbard has put together this Q&A to help you prepare. We can't wait to see and hear about your work!

What kind of presentations is Spread the WoRD looking for?

We are looking for you to share the projects, papers, and work you are doing that relates to writing, rhetoric, discourse, and new media. For the most part, our student submissions are dictated by what research you

are doing in your WRD classes, although we are happy to consider professional projects as well.

What kinds of presentations have you accepted in the past?

We've featured a range of student work at our conference,

whether it's personal essays or digital stories, or group projects on rhetorical criticism, case studies on writing center work, professional writing projects or new media research. Examples of past submissions can be found at spreadthewrd.wordpress.com.

Can I submit a project with a friend or classmate?

Absolutely! We encourage you to reach out to friends or colleagues who may be interested in collaborating. In the past we have featured panels with as many as ten students presenting on a topic. You are also invited to submit individually as well.

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Put Your Coursework to Work cont'd

The WRD Department is excited to welcome Dana Dunham as the new Internship Coordinator. Dunham, a WRD instructor at DePaul since 2007, said internships are a valuable way to build resumes and learn in and outside of the classroom. Internships allow students to apply rhetorical theory to business problems and create and analyze texts for different contexts. For employers, Dunham said WRD students have strong analytical skills and that they can effectively articulate messages and situate writing for a range of audiences.



MAWRD student Kristen Geil

The WRD internship program is available to undergraduate and graduate students pursuing a WRD or NMS degree. Dunham said past

students have interned at insurance agencies, digital start-ups, new media companies, and nonprofit organizations. These employers have included State of Illinois Green Governments Coordinating Council, Half Acre Beer Company, Optimus, Kentucky Sports Radio, and North American Company for Life and Health Insurance.

Unlike co-ops, internships are short-term positions that can be paid or unpaid. Internships often lead students to networking opportunities and establishing relationships between professional organizations and the WRD department. Dunham said the more work experience you can gain as a student, the better off you will be in the post-grad job market. "I think it has huge potential to help in and out of the classroom... Students take the knowledge accrued from their studies and apply it to business problems," said Dunham.

Kristen Geil, an MAWRD student and past participant of the WRD Internship Program, said her internships at KSR College and Fox Sports Chicago helped her make connections between the workplace and current issues in professional writing and copyright laws. Geil said her internships provided her with real-world experience and allowed her to network. She advised WRD students to take the initiative to seek out these experiences.

For more information on the WRD Internship Program, check out <http://las.depaul.edu/wrd/StudentResources/Internships/index.asp> and keep following the WRD department blog for open internship positions, news, and intern interviews!

Three Reasons Why You Should Intern this Summer

Have you considered doing an internship but haven't found the time during the busy school year? Accelerate your academic and professional career with a summer internship.

1 Gain Professional Experience

- Strengthen your resume
- Establish a strong network of contacts
- Expand your understanding of writing and new media in a specific industry

2 Sharpen Your Skills

- Apply what you've learned in your classes
- Increase your confidence in your abilities
- Gain valuable knowledge and expertise

3 Earn Course Credit

- Independent study
- course format
- Equal to 4 credit hours

Keep up with internship news and opportunities on the department blog: depaulwrld.wordpress.com.

Spread the Word cont'd from page

What do I need to prepare in order to submit a proposal?

We are looking for a synopsis of the project/research you would like to present (about 300 words or so) along with your contact information and any special technological requests you may need to present. You don't need to have your project completed to submit a proposal. If you plan to present with a panel or group, only one person from the group has to submit a proposal.

How long does my presentation need to be?

Presentations should aim to be 15-20 minutes. We've found most students to be amenable to this range. Panels or group presentations can be given extra time if needed.

When is the conference?

The conference is May 11th, 2013, in the Lincoln Park Student Center, room 314 A&B. Tentatively, the event will be held from 10-3.

What is the proposal deadline and where do I submit my proposal?

The proposal deadline is April 15th, 2013 and you can submit it to WRDgraduateconference@gmail.com

Where do I go for more information on the conference?

For updates, visit spreadthewrd.wordpress.com, or contact

WRD Graduate Assistant Amy Hubbard at ahubbar5@depaul.edu with specific questions. You can also subscribe to our Facebook page <http://www.facebook.com/MAinWRD> or Twitter feed <https://twitter.com/DePaulWRD> for conference news.



WoRDing It Your Way

Students share how they're tailor-making WRD's MA programs for their interests

In this feature, we talk to students from WRD's MA programs to see how they've customized their program for a range of career pursuits. This quarter, we talked to MANMS student Brooke Becker.

What was your career / educational background prior to entering the MANMS program?

I graduated in 2000 from the University of St. Francis with a double major in English and Visual Art. The graphic design program at the time was very new, so I ended up taking a lot of fine art courses. In my junior year they built the program up and I was able to do the double major. Prior to that, I had grown up around art - my mom was an artist and high school art teacher in Aurora, IL. She wanted me to take math and stay in the

orchestra in high school, which resulted in only taking one year of art in high school. But I loved it, and knew I wanted to be a graphic designer, even though at that point, I didn't really know what that meant. My first job out of school as a graphic designer was a huge learning experience. I was the only 'creative' in the small marketing rep company for tool manufacturing companies. I got handed a lot of projects that required me to learn Dreamweaver, Flash, 3D Studio Max, and Premier.

Describe your career interests and pursuits as you went through the MANMS program. What type of work are you doing now?

When I enrolled in NMS I was an in-house graphic designer at a law firm. It was very print-heavy and the brand was strict, so there

wasn't much room for creativity. I started looking for a new job and realized I had more experience than what my resume and portfolio were showing. When I was accepted into the NMS program my intention was always to beef up the areas that weren't apparent on my resume or portfolio - web, video, and usability. One month before graduating, I was hired at the cloud technology company SpringCM as an interactive designer. In the first month alone, I worked on their mobile app, website, and a multitude of other projects.

What courses did you take that met your career goals?

In the first few months at SpringCM I applied the knowledge gained from my DePaul classes to real work situations. I recommended tools, books, software, etc., and

positioned myself as a design resource. Soon I will have been there a year and so far I have worked on the UI for their mobile app, launched and implemented a new brand, launched a new website, hired two interns, managed kickoff events and their deliverables, and performed a lot of project management! I moved from a high production design job, to a fast-paced technology company that challenges me every day. The NMS program provided me with many of the tools and resources that I rely on daily. I am very happy I went through the program and grateful to the professors and fellow students who were a part of my experience.

WRD Students Perform High Stakes Research for a Community Partner



WRD students share important research they performed for Josephinum Academy on the school's curriculum and assessment tools.

Performing research in a WRD course takes on a whole new layer of meaning when there are real stakes in the outcome of the research. Students in AQ2012 WRD 530: Workplace Ethnography, taught by Assistant Professor

Sarah Read, had the opportunity to do qualitative research for stakeholders at Josephinum Academy, a Catholic girl's high school in the Wicker Park neighborhood of Chicago. Read's course partnered with Josephinum with the

assistance of Jean Vipond at DePaul's Steans Center for Community-based Service Learning.

Over the 10-week quarter, students designed and executed qualitative research projects in two teams. The "Grammar" team investigated student attitudes about a new online grammar pedagogy tool, NoRedInk, which is used for improving student writing. The "Michael's" team worked with Josephinum president Michael Dougherty to improve the process of collecting input from faculty, staff, administrators, and parents for Communal Reflection, a school self-assessment process, required by the network of schools of which Josephinum is a member. The research teams conducted interviews, developed surveys that were completed online and on site, and conducted a focus group with Josephinum English students and teachers.

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Student, Alumni, and Faculty News

Students

Skylar Garland (MAWRD) presented *Annual Report for State Agency Sustainable Accomplishments in 2012* at the 2012 Green Governments Awards on January 4, 2013 in Springfield, IL. Garland wrote the report as part of her recently completed internship with the State of Illinois.

Mitchell Goins (MAWRD and TESOL Certificate) was recently hired as an ESL Instructor at Richard J. Daley College in Chicago, IL.

Alumni

Stan West (MAW 1999) screened his documentary *Mutilated Rest* at Hales Franciscan High School on February 8; presented his Columbia College Television students' public service announcement for the South Side blues club "Linda's Place" at New Orleans' Ashe Cultural Center on February 11; delivered his paper "Can a New-Age Negro Teach a Slave Narrative as a Documentary Class While Tap-Dancing to Liberation?" at the National Association of African-American Studies Conference on February 15 in Baton Rouge, LA; on February 23, at the Carter G. Woodson Library in Chicago, IL, he gave a read-in from his book on *Suburban Promised Land: The Emerging Black Community in Oak Park, Illinois 1880-1980*. Oak Park, IL:

The Historical Society of Oak Park and River Forest/Soweto West Press, 2009.

Toni Zakarija (MAWRD 2012) was recently hired as a Technical Writer at BigMachines, a software company in Chicago, IL.

Faculty

Associate Professor Matthew Abraham published "The Fanonian Specter in Palestine: Suicide Bombing and the Last Colonial War" in *Fanon: Imperative of the Now*. Spec. issue of *South Atlantic Quarterly* 112.1 (2013): 99-114.

Professor Darsie Bowden published "Reframing the Conversation: Can the Outcomes Statement Help?" in *The WPA Outcomes Statement: A Decade Later*. Eds. Nicholas N. Behm, Gregory R. Glau, Deborah H. Holdstein, Duane Roen, and Edward M. White. Anderson, SC: Parlor Press, 2013. 154-164.

Assistant Professor Antonio Ceraso published "How Technical Communicators Can Plan for Users" in *Solving Problems in Technical Communication*. Eds. Johndan Johnson-Eilola and Stuart A. Selber. Chicago: The University of Chicago Press, 2013. He also presented "TRANSACTIONS: Composition, Social

Engagement, and the Labor of Contribution" at the Thomas R. Watson Conference "Economies of Writing" on October 18, 2012, at the University of Louisville in Louisville, KY.

Assistant Professor Sarah Read won the 2013 CCCC Technical and Scientific Communication Award in the category of Best Article Reporting Historical Research or Textual Studies in Technical and Scientific Communication for "The Mundane, Power, and Symmetry: A Reading of the Field with Dorothy Winsor and the Tradition of Ethnographic Research" in *Technical Communication Quarterly* 20. 4 (2011): 353-383.

Associate Professor Christine Tardy published "Current Conceptions of Voice" in *Stance and Voice in Academic Discourse*. Eds. Ken Hylund and Carmen Sancho Guinda. New York: Palgrave Macmillan, 2012. 34-48. She also published four articles in *The Encyclopedia of Applied Linguistics*. 2012. Wiley-Blackwell. Web.: "Genre-Based Language Teaching," "Overview of Language for Specific Purposes Research Methods," "Writing and Language for Specific Purposes," and "Qualitative Research in Rhetoric and Stylistics."

Dr. Dana Ferris Shares L2 Research with WRD

"Language errors in second language (L2) writers' texts are often the elephant in the room." With this statement, Dr. Dana Ferris confronted this elephant head on as she jumped into her presentation "Addressing Language Error in Multilingual Student Writing: If, Why, and How."

On February 7, WRD Instructors and students gathered to hear Ferris, an author, researcher, and professor at University of California, Davis share her latest research on corrective feedback. In her presentation Ferris discussed the key principles of corrective feedback, the history of addressing errors in composition, and current and future trends of using feedback in student writing.

Ferris considered popular questions in the field of teaching L2 writing such as, "Is providing corrective feedback time well spent?" and "What should teachers do or not do in correcting student writing?" She also discussed her most recent research on corrective feedback. In two different studies, she examined how individual L2 college writers use written feedback and the differences between students' perceived and actual needs in receiving feedback.

Ferris is a renowned author and instructor, having published numerous book and academic articles, including *Written Corrective Feedback in Second Language*

Acquisition and Writing (2012, Routledge, with John Bitchener) and *Teaching Readers of English* (2009, Routledge), winner of the 2009 CATESOL David E. Eskey Award. She is the Professor and Associate Director for Lower-Division Writing in the University of Writing Program at UC Davis, in addition to the Teaching Issues Editor of the *TESOL Quarterly*, and a member of the CCCC Committee on Second Language Writing.

WRD Students High Stakes Research cont'd

During finals week, students gave on-site presentations to school representatives about the findings of their research. The Michael's research team found that research participants generally agreed on what it meant to engage in a process of "Communal Reflection," but that views varied on how to create a safer space for including a greater diversity of voices.

The Grammar research team found that Josephinum students felt overwhelmingly positive about using the online grammar tool NoRedInk to practice grammar skills, but the team's report also raised questions about the extent to which students were able to transfer grammar skills to their writing for other classes.

By the end of the quarter, WRD students had solutions for Josephinum and, just as importantly, experience conducting research within the constraints of the real world. "It [the research process] was situated in a social web of individual actors with differing but intertwined stakes: teachers with their personal, professional and economic stakes; administrators engaged in teacher evaluations and financial decisions; students who are directly affected by curricular decisions; parents who make enrollment decisions; and my teammates," said class member Joseph Klein.

What made this WRD course unique for several WRD students was the real stakes

for their writing and research process. "Instead of looking at the project as, just that, a project, I started to think much more about the students' needs. What if the recommendations of our team [the grammar team] influences how these young women are taught the grammar skills they need to perform successfully on the ACT, and therefore move forward to college or other career paths?" said Kerrie Zipprich, a member of the team researching the online grammar tool.

"WRD students are already making significant contributions to the community..."

Class member Charles Westphal said, "This course also provided me with a better understanding of how what is learned in the academy might be applied in the professional world and for the benefit of the community at large."

Additionally, class member Kerri Kowalewski commented that, "Unlike other graduate courses, this class requires a final deliverable that does have real implications for the subjects involved."

WRD courses that are partnered with community organizations via the Stean's Center present a unique opportunity for WRD students to apply learning from WRD courses in the real world and participate in the university's mission.

"When a course such as Professor Read's uses the service learning teaching and learning method, students integrate their academic learning with practical, real-world experience. The result is seen in the fulfillment of the university's mission of serving others, in enhanced learning outcomes for students, in recognition by students of the strengths of our Chicago communities, and the power of civic engagement," said Jean Vipond of the Steans Center.

At the conclusion of the quarter, Dougherty shared with Professor Read that, "Thanks to the research process that your students led, our faculty and staff have helped to give valuable input into strengthening our process of communal reflection on Josephinum's integration of our mission. In addition, the research team gave valuable input into opportunities to improve the existing process of writing our community's reflection report, helping to make sure that all voices are heard through a variety of different forums." In other words, WRD students are already making significant contributions to the community as they progress through coursework in the WRD program.



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