

# MAWRD | ADVISING NOTES FOR WINTER QUARTER 2021

Below, you will find extended course descriptions for **Winter Quarter 2021**. The [course cart](#) opens on **October 5**, and [registration](#) begins **October 15** (check Campus Connect for your registration window). Do not wait until after your assigned registration window: classes may fill quickly, and if you delay registration, you may be shut out of a course that you want. We will adhere to the official [waitlist policy](#), which states that we pull students off the list in order. 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 Winter Quarter 2021 (and Spring Quarter 2021), 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.

Winter Quarter 2021 begins on **Monday, January 4, 2021**. Here are the [academic calendar](#), [schedule of classes](#), and [course modalities](#).

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. Declaring or changing a concentration is easy: complete the [online form](#).

## Certificates

If you plan to pursue a [SWAN Certificate](#) (Strategic Writing & Advancement for Nonprofits) 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”). If you have questions about the program, please direct them to Dr. Carolyn Goffman in English ([cgoffman@depaul.edu](mailto:cgoffman@depaul.edu)).

## Portfolio Requirement

If you began the MA in WRD program in academic year 2018–2019, you must complete the portfolio requirement to graduate. You can read more about the portfolio requirement on the [WRD website](#), in the [portfolio document](#) (download .pdf), and the [WRD blog](#). New students should begin preparing for the mid-program portfolio by saving all your coursework, including drafts and notes. Students who have completed the mid-program portfolio and who expect to graduate in Spring Quarter 2021 should begin preparing for the professional portfolio.

## Financial Assistance | Partial Tuition Waiver (PTW)

PTW awards 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. More information on PTW requirements can be found on the [financial assistance](#) page of our website. Check the requirements and apply by submitting this form, <https://forms.gle/ztWlKpwywuAWzmi69>, by **Monday, October 12 @ 11:59pm**.

## Looking ahead to Spring Quarter 2021

Tentative course offerings for SQ2021:

- WRD 511 Topics in Community, Culture, & Identity (R&D)
- WRD 514 Sociolinguistics (R&D; TESOL)
- WRD 523 Editing (PDW)
- WRD 551 Teaching Apprenticeship Practicum (TWL)

## MAWRD COURSES | WINTER QUARTER 2021

### WRD 506 Multicultural Rhetorics

*Rhetoric & Discourse*

**Monica Reyes**

**Wednesday 6:00–9:15pm | Online Synchronous**

Multiculturalism deals with the ethnic and cultural diversity within a society. In this course, we will read and write about the rhetoric of/for/about minority ethnic groups within the U.S. and analyze how this rhetoric impacts their distinctive experiences within American society. Some questions we will ask include: How do people make meaning/"do rhetoric" about cultures in the U.S.? What are the tangible (socio-economic and political) effects of such rhetorics? How do these multicultural rhetorics account for individual and collective cultural identity? How do multicultural rhetorics resist or support hegemonic perspectives of national identity in the U.S.? This course promises to be a critical and insightful look into how American society rhetorically engages with the variety of cultures it contains.

### WRD 532 Content Strategy

*Professional & Digital Writing; SWAN*

**Lisa Dush**

**Tuesday 6:00–9:15pm | Online Synchronous**

WRD 532 examines the practice of content strategy in professional settings. Through discussion of key industry texts, analysis of case studies, and several Q&A sessions with content professionals, you will learn how to assess existing organizational content, develop a content strategy, and create content guidelines and governance documents. To better prepare you for real-world content strategy work, the course includes frequent situated tasks that engage real-world organizations and their content, tasks such as conducting a content audit, creating user personas, designing content templates, and making an editorial calendar. We will also explore and strategize about key ethical challenges that content strategists may face. Note: given the present complexities of service learning, the course will not feature its typical extended nonprofit-client project, however, you are welcome and encouraged to identify an organization on which to focus the situated tasks in the course.

### WRD 540 Teaching Writing

*Teaching Writing & Language; TAP; TE2YC*

**Erin Workman**

**Thursday 6:00–9:15pm | Online Synchronous**

Consider the following statement as a guide to teaching writing: "Writing in the fullest sense of the term is an exceptionally complex human activity—one that is conditioned both by the individuality of the writer and by the social, cultural, and linguistic forces which situate any instance of discourse. Because of this complexity, writing cannot usefully be taught according to a step-by-step procedure or fixed formula; rather, any effective writing program must rely on the knowledge, expertise, and commitment of individual instructors to meet the diverse needs and address the varying abilities of student writers."

Consider, too, that writing teachers are often overworked, underpaid, and institutionally marginalized. Then finally consider that writing courses are among the most important that you can teach: writing and rhetoric have the potential to influence students as human beings—their self-conceptions and the ways in which they interact with the world. Writing is a highly political and ideological act; it is something about which we know a great deal, culled from the thousands of years of rhetorical study and more recent work in pedagogy, theories of learning and language acquisition, literacy studies, composition studies, and research in writing transfer. In this class, we'll learn about different approaches to teaching writing and their theoretical underpinnings, with a focused examination of transfer-focused writing curricula and pedagogies. We'll also engage in the practical work of creating teaching plans (assignments, lessons, classroom activities, assessment materials, and teaching philosophy statements) that are theoretically sound and pedagogically exciting.

## **WRD 542 Urban Literacies**

*Teaching Writing & Language*

**Lydia Saravia**

**Monday 6:00–9:15pm | Online Synchronous**

The course is an introduction and limited overview of the field of literacy, especially in regard to young adults in an urban setting. This course is designed as an exploration of the multiple definitions of literacy with a special emphasis on literacy for high school aged and young adults in an urban environment. Much of the course will examine the relationship between theory and practice. In our readings and discussion, we will cover theories of literacy from psychology, education, composition & rhetoric, and linguistics. In addition, we will explore the politics of literacy and the concept of “community literacy” and “urban literacy,” always attempting to make connections with the pragmatic aspects of working on literacy issues with real people, in this case, Chicago-area young adults (age 16 and up). We will be working with a community partner at a local Chicago high school.

## **WRD 590/591: Internship**

*Professional & Digital Writing/Teaching Writing & Language*

**Arranged**

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 WRD Director Jason Kalin with questions: [jkalin@depaul.edu](mailto:jkalin@depaul.edu).

## **SWAN CERTIFICATE (NON-WRD COURSES)**

### **MPS 519 Resource Development**

*Required/Core course*

**Lisa Dietlin**

**Tuesday 5:45–9:00pm | Online Synchronous**

This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

## **MPS 524 Marketing for Service Organization**

*Elective*

**Alexander Brown**

**Wednesday 6:00–8:00pm | Online Hybrid**

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.

## **MPS 525 Working with Nonprofit Boards**

*Elective*

**Michael Diamond**

**Monday 5:45–9:00pm | Online Synchronous**

This course examines the legal and philosophical reasons that nonprofit organizations are governed by an external board of directors. Membership, structure and process for this body are examined, as well as the relationship of employees to the individual board members and the policies established by this group.

## **TESOL CERTIFICATE (NON-WRD COURSES)**

### **BBE 560 Second, World & Heritage Language Acquisition K–12**

*Theory or Sociolinguistics*

**Sung Park-Johnson**

**Wednesday 5:30–7:00 | Online Hybrid**

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.

### **ENG 478 Topics in Teaching: Grammar for Teachers**

*Language Structure*

**Robert Meyer**

**Thursday 6:00–9:15pm | Online Synchronous**

## TEACHING ENGLISH IN TWO-COLLEGES CERTIFICATE (TE2YC; NON-WRD COURSES)

ENG 407 Language and Style for Writers

*Elective*

**Craig Sirles**

**Monday 7:00–9:00pm | Online Hybrid**

A comprehensive examination of structural elements and stylistic devices that experienced writers use across a number of creative and professional genres. Topics include components of style, sentence rhythm and prosody, diction choices, rhetorical punctuation, and the development of one's personal writing voice.

## ENG 478 Topics in Teaching: Grammar for Teachers

*Elective*

**Robert Meyer**

**Thursday 6:00–9:15pm | Online Synchronous**

## NON-WRD ELECTIVES THAT MAY BE OF INTEREST

**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. **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.

## COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

### APPLIED DIPLOMACY

#### DPL 400 Diplomacy: Its Foundations and Futures

**Shiera Malik & David Wellman**

**Wednesday 6:00–9:15pm | Online Synchronous**

This course examines the history of diplomacy, the modern state of diplomacy engaging both normative and critical interpretations, and the possible futures of diplomacy through a transprofessional lens, including urban diplomacy, diplomacy and public health, diplomacy and human migration, diplomacy and critical ethnic studies, the critical analysis of diplomacy, and diplomacy and public service.

#### DPL 421 Migration and Forced Migration

**Shailja Sharma**

**Monday 6:00–9:15pm | Online Hybrid**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

## **DPL 423 Nature, Society and Power**

**Kaveh Ehsani**

**Tuesday 6:00–9:15pm | Online Hybrid**

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions.

## **CRITICAL ETHNIC STUDIES**

### **CES 403 Cities & Racial Formation**

**Carolina Sternberg**

**Tuesday 6:00–9:15pm | Online Synchronous**

The goal of this course is to critically examine urban redevelopment policies and policy strategies that have profoundly shaped Latinx and African-American populations in the United States. Topics to be discussed include: race and racial formation, class and ethnicity, urban neoliberal policies, gentrification, contestation, and public school policy. Class lectures, discussions, speakers, and assignments are geared toward helping students develop a critical understanding of the primary urban redevelopment issues related to the experiences of African-American, Central American, and Mexican American communities in Chicago or other city/cities.

### **CES 404 Borders & Migration**

**Shailja Sharma**

**Monday 6:00–9:15pm | Online Hybrid**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations. Cross-listed with INT 404 "Migration and Forced Migration."

### **CES 410 Gender, Violence, & Resistance**

**Sonnet Gabbard**

**Monday & Wednesday 2:40–4:10pm | Online Hybrid**

# **WOMEN'S & GENDER STUDIES**

## **WGS 414 Antiracist Feminisms**

**Ann Russo**

**Thursday 6:00–9:15pm | Online Synchronous**

This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

## **WGS 465 Globalization, Transnationalism, & Gender**

**Sanjukta Mukherjee**

**Tuesday 6:00–9:15pm | Online Synchronous**

This course examines how gender-based inequities are linked to global and transnational politics of power, security, political economy, militarism, and ecology. There will be a focus on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the globe, paying particular attention to how systems and structures of gender, race, class, sexuality, age, ability, culture, religion, nation etc. are interconnected. It will explore how resistance to structural inequities is constructed within and across national boundaries, paying particular attention to the role of non-governmental organizations (NGOs) worldwide and how the responses of NGOs to crises (e.g., nuclearism, uneven economic development, environmental degradation) highlight the shortcomings of state-centered decision making.

## **WGS 485 Women, Gender, Agency, & Social Change**

**Laila Farah**

**Wednesday 6:00–9:15pm | Online Synchronous**

This course will examine women's individual and collective involvement in social, economic, and political resistance and change. The course will focus on women's participation with attention to the ways that gender shapes the history and development of social movements organized at local, national, regional and global levels, within and across differences of race, class, ethnicity, nationality, religion, geographic location and sexuality. Concrete examples of women's and gender movements within particular historical and geographical contexts, including within Africa, Latin America, Europe, the Middle East, Asia, the United States, among others, will be highlighted.

## **WGS 486 Black Women's Experiences**

**Anne Mitchell**

**Tuesday & Thursday 2:40–4:10pm | Online Hybrid**

Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally: making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements -- literature and the media.

## **COLLEGE OF BUSINESS**

### **MGT 500 Leading Effective & Ethical Organizations**

**Eva Nelson**

**Monday 6:00–7:30pm | Online Hybrid**

This course examines how leaders engage individuals, teams and organizations in ways that are both ethical and effective. Students utilize feedback from a developmental, behaviorally-based simulation that assess their managerial and interpersonal skills. Individual development plans are created and relevant skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, organizational culture, decision-making, power and politics all through the lens of business ethics.

### **MGT 506 Decision Making for Managers**

**Devlin Hyna**

**Online Asynchronous**

In this course students will learn to use advanced analytic techniques to support better decision-making. Students will develop a valuable combination of mathematical modelling, spreadsheet and communication skills. Students will learn the skills needed to build their own spreadsheet models, critically evaluate the impact of model assumptions and choose appropriate techniques.

## **COLLEGE OF COMMUNICATION**

### **MCS 550 Fandom & Active Audiences**

**Samantha Close**

**Tuesday 5:45–9:00pm | Online Hybrid**

Fans, people who hold an emotional attachment to a particular object, have been the object of academic study for twenty years; yet, the study of audiences and reader/viewer-ship has a much longer and more detailed history that goes back hundreds of years. Why this fascination with the way people interpret and react to media? What is it about fans, audiences, or readers that holds such interest for academics? This course will explore the relationship between fans, academics, and cultural studies. Through an examination of the way fans and active audiences are studied, we can better understand our media, our texts, and our selves.

### **MCS 575 Digital Media Ethics**

**Evanthe Psarras**

**Online Asynchronous**

This course provides students with the necessary background to investigate legal and ethical issues in digital technology and culture. Additionally, students practice digital literacy as an application of these ethical issues. This class offers topics including, but not limited to copyright, authorship, attribution, civics, vernacular creativity, Free Speech, filesharing, piracy, libel, access, participation, modes of control, net neutrality, etc., in order for students will come away with a sense of the ethical issues within today's culture.



# COLLEGE OF COMPUTING & DIGITAL MEDIA

## **DMA 405 Introduction to Interactive Media**

**Instructor TBD**

**Wednesday 5:45–9:00pm | Online Synchronous**

Focuses specifically on an introduction of interactive media, including game-, web-, and interactive social media design. By exploring, analyzing and creating various interactive media formats and platforms, students become familiar with the principles of successful interactive media design. Students learn the basics of conceptualizing for interactive media as well as gain first experiences in using various tools to create interactive experiences. In addition to exploring the technical aspects of creating interactive media objects, students will explore the socio-cultural context that constrains what, how and why media objects are created. PREREQUISITE(S): None

## **EXP 441 Designing Learning Experiences**

**Instructor TBD**

**Wednesday 5:45–9:00pm | Online Synchronous**

This course will focus on re-envisioning the future of learning, as a robust context for the application of experience design principles. Through a study of literature on human development, principles of learning and motivation, design processes, and the unique affordances of learning contexts, students will explore strategies for the design of innovative learning environments. From the design of mobile apps, to tools, to classroom spaces, to social interfaces, students will challenge their own thinking about what it means to learn and the role design can play in transforming the experiences of learners.

## **HCD 450 Theories & Methods in Human-Centered Design**

**Instructor TBD**

**Tuesday 5:45–9:00pm | Online Synchronous**

This is a foundational course that introduces human-centered design methods and creative problem solving using a systems approach. Theories and methods that consider people as part of complex societies and the challenges of designing for impact are explored, with particular attention to approaches that involve technology and collaborations across organizations. In addition to core design methods such as interviews and contextual inquiry, students will learn and apply methods such as design workshops, diary studies, cultural probes, design charrettes, and experience prototyping. PREREQUISITE(S): NONE

## **HCI 406 Website Design for Human-Computer Interaction**

**Daniel Mittleman**

**Thursday 5:45–9:00pm | Online Synchronous**

Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. PREREQUISITE(S): None

## **HC 440 Introduction to User-Centered Design**

**Instructor TBD**

**Monday 5:45–9:00pm | Online Synchronous**

The user-interface development process. Introduction to methods for practicing user-centered design including user and task analysis, user interface design principles and testing using low-fidelity prototypes. Students may not receive credit for this course and HCI 441. PREREQUISITE(S): None