

WINTER QUARTER 2020

MA IN WRD & TESOL CERTIFICATE COURSES

WRD 511 Digital Platforms and Rhetorical Culture

Rhetoric & Discourse

Dr. Antonio Ceraso

Wednesday 6:00–9:15pm

This course explores digital and social media platforms as sites of emerging rhetorical action. More specifically, the course will focus not only on the promise of digital platforms for community-building and activism, but also on problems of digital platforms as they relate to rhetorical work. We will, for example, view digital platforms as the site of emerging strategies of information warfare and loci of organization for dangerous groups. We will engage with the rhetorical character of targeted harassment and trolling, as well as programmed rhetorics of bots. We will also explore the problems and challenges of content moderation, while seeking to make sense of the rhetorical force of claims of online censorship. Finally, we will examine problems of agency and disparity related to algorithms and filters. In addition to covering these materials, we will also be interested in the *how* of researching rhetoric on digital platforms, so the course will focus on existing and emerging research methods and methodologies. Assignments will include reading responses, a research design brief, and a final research/seminar paper.

WRD 521: Technical Writing

Professional & Digital Writing

Dr. Timothy Elliott

Tuesday 6:00–9:15pm

WRD 521 introduces the theory and practice of technical writing, broadly defined as writing that guides action and decision-making through direct, effective communication. In terms of pragmatic experience, we will produce two sets of technical documents and content using technical writing tools like information design, user research, structured authoring, and content management. At least one of these projects will involve writing for and with a community partner. In terms of theory, we will examine various aspects of technical writing as a discipline—both current and historical—to learn more about the various genres and approaches to technical writing as they relate to publics, organizations, and power dynamics. Some theoretical avenues we will explore include: public technical communication and citizen engagement, technical communication and social justice, technical communication and disability, technical communication and wearable technologies, writing for global audiences, technical writing and rhetorics of health and medicine, technical communication and ethics, and the case for disciplinary homelessness, among other topics. Through producing texts and reading theory, students will both develop as a writer and gain a better understanding of technical writing as a discipline.

WRD 540: Teaching Writing

Teaching Writing & Language

Dr. Erin Workman

Thursdays 6:00–9:15pm

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

Dr. Lydia Saravia

Monday 6:00–9:15pm

Explores the multiple definitions of literacy with a special emphasis on adult literacy in an urban environment. Students examine the relationship between theory and practice, reading about theories of literacy from psychology, cognitive science, education, composition & rhetoric and linguistics while engaging in literacy tutoring at Chicago-area literacy sites.

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.

TESOL CERTIFICATE COURSES OUTSIDE WRD

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

TESOL Theory Requirement

Staff

Monday 5:30–8:45pm

ENG 478 Topics in Teaching: Grammar for Teachers

Language Structure

Robert Meyer

Thursday 6:00–9:15pm

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.