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WRTC Spring 2025 Course Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Online, Asynch ronous	495, ALMJELD	495, ALMJELD	495, ALMJELD	495, ALMJELD	484, HICKMAN 456 CROW 416, PARRISH 495, ALMJELD
8:45- 10:00 MW	336, BARRETT		336, BARRETT		
9:10- 10:00 MWF	200, VARNER 426, TILLMAN		200, VARNER 426, TILLMAN		200, VARNER 426, TILLMAN
9:35- 10:50 TT		316, STAMBLER 496, LUNSFORD		316, STAMBLER 496, LUNSFORD	
10:20- 11:10 MWF	300, MCDONNELL 484, HICKMAN		300, MCDONNELL 484, HICKMAN		300, MCDONNELL
11:10- 12:25 TT		301, GHIACIUC 340, SMITH		301, GHIACIUC 340, SMITH	
11:30- 12:20 MWF	456, CROW		456, CROW		
12:40- 1:30 MWF	301, MCDONNELL 416, PARRISH		301, MCDONNELL 416, PARRISH		301, MCDONNELL
12:45- 2:00 TT		300, LUNSFORD 328, JEFFERSON		300, LUNSFORD 328, JEFFERSON	
1:50- 3:05 MW	318, DAS 496, MARTIN		318, DAS 496, MARTIN		

2:20-3:35 TT		200, GHIACIUC 426, STAMBLER		200, GHIACIUC 426, STAMBLER	
3:25-4:40 MW	334, COMFORT 354, CROW		334, COMFORT 354, CROW		
3:55-5:10 TT		330, GUMNIOR 350, MARTIN		330, GUMNIOR 350, MARTIN	
5:00-6:15 MW	316, PARRISH 328, JOHNSON		316, PARRISH 328, JOHNSON		

Spring 2025 Course Offerings

Below, you'll see the **WRTC Major/Minor Courses offered for SPRING 2025**, including what's being offered, when, and how each class will be taught.

BY CONCENTRATION (CATALOG YEAR PRIOR TO 23-24)

COURSES FULFILLING CORE REQUIREMENTS (offered every semester)

WRTC 200: Intro to WRTC studies — MWF 9:10 – 10:00 Jay Varner

WRTC 200: Intro to WRTC studies — TT 2:20 – 3:35 Susan Ghiaciuc

WRTC 300: Professional Editing — MWF 10:20 – 11:10 Karen McDonnell

WRTC 300: Professional Editing — TT 12:45 – 2:00 Scott Lunsford

WRTC 301: Language, Law and Ethics — MWF 12:40 - 1:30 Karen McDonnell

WRTC 301: Language, Law and Ethics — TT 11:10 – 12:25 Susan Ghiaciuc

WRTC 316: Research Methods in WRTC — MW 5:00 – 6:15 Alex Parrish *REPLACES WRTC 201

WRTC 316: Research Methods in WRTC — TT 9:35 – 10:50 Mollie Stambler *REPLACES WRTC 201

WRTC 495: Internship — Online Jen Almjeld

WRTC 496: Capstone — MWF 1:50 – 3:05 Cynthia Martin

WRTC 496: Capstone — TT 9:35 – 10:50 Scott Lunsford

COMMUNITY-BASED LEARNING (offered every semester)

WRTC 484: Writing for Nonprofits — MW 10:20 – 11:10; F online Michael Hickman

CROSS-OVER ELECTIVE (offered every semester)

WRTC 318: Intercultural Communication — MW 1:50 – 3:05 Meghalee Das

WRTC 328: JMURJ — TT 12:45 - 2:00 Kevin Jefferson

WRTC 328: RhetTech — MW 5:00 – 5:50 Anna Maria Johnson

WRTC 336: Writing Consultation — MW 8:45-10:00 Rudy Barrett

WRTC 416: Rhetoric of Environmental Science and Technology — MW 12:40 – 1:30, F online Alex Parrish

WRTC 426: Rhetorical Frameworks and Intersectionality in Queer Narratives — MWF 9:10-10:00 Tiajuana Tillman *Can also be used as a WR elective with course directive

WRTC 426: Food and Healthy Bodies — TT 2:20 – 3:35 Mollie Stambler *Can also be used as a TSC elective with course directive

WR ELECTIVES (offered every three semesters)

WRTC 330: Rhetorical Analysis — TT 3:55-5:10 Elisabeth Gumnior

WRTC 334: Popular Writing — MW 3:25-4:40 Heather Comfort

WRTC 340: Writing as Leading — TT 11:10-12:25 Michael Smith

TSC ELECTIVES (offered every three semesters)

WRTC 350: Foundations of Tech Comm — TT 3:55 – 5:10 Cynthia Martin

WRTC 354: Document Design — MW 3:25 – 4:40 Angela Crow

WRTC 456: Usability Testing — MW 11:30 – 12:20, F online Angela Crow

BY TRACK (CATALOG YEAR 23-24 AND LATER)

COURSES FULFILLING CORE REQUIREMENTS (offered each semester)

WRTC 200: Intro to WRTC studies — MWF 9:10 – 10:00 Jay Varner

WRTC 200: Intro to WRTC studies — TT 2:20 – 3:35 Susan Ghiaciuc

WRTC 300: Professional Editing — MWF 10:20 – 11:10 Karen McDonnell

WRTC 300: Professional Editing — TT 12:45 – 2:00 Scott Lunsford

WRTC 301: Language, Law and Ethics — MWF 12:40 - 1:30 Karen McDonnell

WRTC 301: Language, Law and Ethics — TT 11:10 – 12:25 Susan Ghiaciuc

WRTC 316: Research Methods in WRTC — MW 5:00 – 6:15 Alex Parrish *REPLACES WRTC 201

WRTC 316: Research Methods in WRTC — TT 9:35 – 10:50 Mollie Stambler *REPLACES WRTC 201

WRTC 350: Foundations of Tech Comm — TT 3:55 – 5:10 Cynthia Martin

WRTC 495: Internship — Online Jen Almjeld

WRTC 496: Capstone — MWF 1:50 – 3:05 Cynthia Martin

WRTC 496: Capstone — TT 9:35 – 10:50 Scott Lunsford

COMMUNITY-BASED LEARNING (offered every fall semester)

WRTC 484: Writing for Nonprofits — MW 10:20 – 11:10; F online Michael Hickman

CULTURALLY-ENGAGED COURSES (offered every fall semester)

WRTC 318: Intercultural Communication — MW 1:50 – 3:05 Meghalee Das

WRTC 426: Rhetorical Frameworks and Intersectionality in Queer Narratives — MWF 9:10-10:00 Tiajuana Tillman

ELECTIVES: PROFESSIONAL WRITING AND PUBLISHING (offered every three semesters)

WRTC 328: JMURJ — TT 12:45 - 2:00 Kevin Jefferson

WRTC 328: RhetTech — MW 5:00 – 5:50 Anna Maria Johnson

WRTC 334: Popular Writing — MW 3:25-4:40 Heather Comfort

WRTC 336: Writing Consultation — MW 8:45-10:00 Rudy Barrett

ELECTIVES: INCLUSIVE DESIGN (offered every three semesters)

WRTC 354: Document Design — MW 3:25 – 4:40 Angela Crow

WRTC 456: Usability Testing — MW 11:30 – 12:20, F online Angela Crow

ELECTIVES: WRITING FOR LAW AND SOCIETY (offered every three semesters)

WRTC 330: Rhetorical Analysis — TT 3:55-5:10 Elisabeth Gumnior

WRTC 340: Writing as Leading — TT 11:10-12:25 Michael Smith

ELECTIVES: HEALTH AND SCIENCE WRITING (offered every three semesters)

WRTC 416: Rhetoric of Environmental Science and Technology — MW 12:40 – 1:30, F online Alex Parrish

WRTC 426: Food and Healthy Bodies — TT 2:20 – 3:35 Mollie Stambler

WRTC Course Descriptions

Below, you'll see descriptions from the professor teaching each class. In these descriptions, they elaborate on the course description and offer particulars for their sections. If you have questions, please don't hesitate to ask your advisor!

WRTC 200 Intro to Studies in WRTC

MWF 9:10-10:00/Jay Varner

TT 2:20-3:35/Susan Ghiaciuc

Overview:

In this class, you'll get to dip your toe into all things WRTC! You'll learn just enough about the issues, topics, and skills we teach to design your perfect path through the major or minor program. You'll also do a passion project—something you want to do for your own growth and development as a writer—all semester long!

Projects/tasks:

The projects in WRTC 200 are all about you. In one major assignment, you will design your perfect path through the major or minor including which classes you will take, your dream internship and other professional development goals, the extracurricular and co-curricular opportunities you'll take on—it'll be space to dream big.

A huge part of the 200, though, is your course project. Have you dreamed of a website or blog you could put together? An activist writing project that would live across platforms? An idea for an amazing app? 200 is the place to dream big, roll up your sleeves, and give it a go in a supportive environment of professors and peers.

Why you would take it:

Just getting started in your WRTC journey? This class is going to give you the lay of the land and build your confidence so that you will be ready to take on other classes in the major. It'll also give you your first strong portfolio piece.

WRTC 300 Professional Editing

MWF 10:20-11:10/Karen McDonnell

TT 12:45-2:00/Scott Lunsford

Overview:

The best ideas are lost on an audience if the expression of those ideas is unclear. WRTC 300 assists students in honing their grammar skills and writing style. At the same time, students learn tricks of the trade, including hard copy markup, electronic editing tools, style guides, and more!

Projects/tasks:

You'll edit a variety of documents, which may include Wikipedia articles, movie reviews, instruction sets, or user manuals. The semester culminates in a project that requires students to comprehensively edit a longer document, create a cover and table of contents, apply original styles for headings, and add creative commons-licensed photos.

Why you would take it:

This is a required core course in the WRTC major and minor, but beyond that, students love the hands-on nature of the coursework. Students leave class feeling confident in their writing abilities and prepared to embark on a career in editing or publishing if desired.

WRTC 301 Language, Law and Ethics

MWF 12:40-1:30/Karen McDonnell

TT 11:10-12:25/Susan Ghiaciuc

Overview:

The power of law hinges on argument, context, and interpretation. From daily decisions in the community and workplace to cases before the Supreme Court, ethical and legal decisions have far-reaching impacts and can generate controversy and confusion in their wake. In this course, we'll grapple with these complexities and come to a greater understanding of our rights and responsibilities.

Projects/tasks:

Throughout the semester, students engage in discussions and analysis of the rhetorical frameworks under which the law is determined and interpreted. Whether considering a code-of-ethics violation or analyzing court cases, we examine the limits and potential of law in daily life. Students are responsible for leading topic-driven discussions and composing two case studies that demonstrate their understanding of how language, law, and ethics intersect.

Why you would take it:

In a democracy, citizens are empowered to govern themselves. WRTC 301 cultivates important knowledge and skills to help us work toward "a more perfect union."

WRTC 316 (replaces WRTC 201—do not enroll if you have taken 201)

MW 5:00-6:15/Alex Parrish

TT 9:35-10:50/Mollie Stambler

Overview:

In WRTC 316 you find out what kind of researcher you are and want to be and what options for research exist in our multi-disciplinary field. We begin by reading and analyzing current research and then you will create your own research proposal that might work to understand writing

and being in digital spaces, consider ways to make the writing classroom better, or tackle an issue in a workspace. We equip you to ask good, ethical questions to take on academic and professional issues.

Projects/tasks:

As you learn more about the methods that are used to create new knowledge in the disciplines, you will also have the opportunity to design an empirical research product of your own—one that will be informed by your own library-based research on the topic of your choice. While you will not collect data for this project, it'll be a chance to imagine the kind of research project you'd like to do.

Why you would take it:

This class will make you feel much more confident going into other classes where you will be expected to read, discuss, synthesize, and use WRTC research. In addition, this class will help you learn how research skills are applicable to your future career or workplace.

WRTC 318: Intercultural Communication

MW 1:50-3:05/Meghalee Das

Overview:

This course explores the role of culture in professional communication across various settings, focusing on audience, purpose, and design elements in both print and digital formats. Students will learn about cultural models, teamwork, management, and translation issues, while examining differences between American and global cultures, and identifying cultural biases in communicative contexts, especially in professional environments.

Project/Tasks:

Students will analyze professional and technical communication examples, graphics, and digital writing practices across cultures, as well as the use of Simplified English, World Englishes, and dialectical variations in workplace writing. Additionally, students will engage in collaborative projects as well as hands-on activities to apply intercultural communication theories and practical strategies to develop cross-cultural competence.

Why would you take it:

This course is ideal for those looking to improve their professional communication skills in a global context, equipping them with the knowledge and tools to navigate cultural differences effectively in the workplace.

WRTC 328 JMURJ

TT 12:45-2:00/Kevin Jefferson

Overview:

The James Madison Undergraduate Research Journal is a student-run, peer-reviewed, double-blind academic journal dedicated to promoting, publishing, and sharing the excellent research and scholarship created by JMU undergraduate students in every JMU field of study. WRTC 328 students serve on the JMURJ Editorial Board.

Projects/Tasks:

The JMURJ Editorial Board build and apply their editing, design, and/or marketing knowledge. Students will work on teams that review submissions, copy edit and prepare submissions for publication, or design the layout of the journal.

Why you would take it:

We welcome experienced editors and consultants who have previous editing experience, who have taken WRTC 300/are considering WRTC 400, or who serve in JMU's Learning Centers. We also welcome students who are considering a career in editing and/or who are interested in a hands-on reading, writing, editing, and designing experience.

Enrollment in the WRTC 328 JMURJ course requires instructor permission. To learn more about JMURJ and how to apply, visit <https://www.jmu.edu/jmurj/> and check out the "Join the Board" page, and then contact Kevin Jefferson (jefferkx@jmu.edu) for more information.

WRTC 328 RhetTech Editors

MW 5:00-5:50/Anna Maria Johnson

Overview:

Since 2017, WRTC students have edited a national journal for undergraduate students in writing, rhetoric, and technical communication-related disciplines. The editors favor relevant, timely, and culturally-responsive multimodal compositions. This class is your opportunity to join the group of RhetTech editors in the production of volume six. We will start out the term reviewing submissions, then we'll work with authors to polish and publish their work in the new volume of RhetTech!

Projects/tasks:

You can expect to review submissions from your peers at JMU and other universities, correspond with authors throughout the revision process, and edit the final versions. Some students may choose to do graphic design work for the volume while others will copyedit. In addition, some students may choose to promote the journal through social media accounts and other means for marketing a publication.

Why you would take it:

Please check out previous volumes! RhetTech provides many opportunities for student editors to gain insider experience in the publication process—from selecting pieces and giving feedback, to revising and editing, and finally, layout and design. You will also learn to market and promote the journal.

WRTC 330 Rhetorical Analysis and Criticism

TT 3:55-5:10/Elisabeth Gumnior

Overview:

This course oscillates between ancient and contemporary conceptions of rhetoric, noting definitions and rhetorical traditions that are reshaped by contemporary laws and societal transformations.

Projects/Tasks:

All projects and tasks will frame rhetorical problems in ancient cultures that persist today. Two papers, quizzes, and final exam are required.

Why you would take it:

Language is the most potent resource available to all of us. But what happens if your access to language is limited or denied? How can the study of rhetoric increase our access to language and to material improvements in education, the law, and politics? How does increased access to language affect diversity, equity, and inclusion?

WRTC 334 Intro to Popular Writing

MW 3:25-4:40/Heather Comfort

Overview:

Students will read, analyze, and produce different examples of writing genres such as... found in popular publications created by leading writers in the field with the goal of acquiring a critical understanding of the rhetorical aims and practices of popular writing.

Projects/Tasks:

Students will be assigned readings from leading print/digital publications with informal response writing assignments. Students will write their own criticism, cultural analysis essays, and cultural commentary.

Through workshops and professor feedback, students will revise their writing and leave with a portfolio that reflects their versatility as a popular writer.

Why you would take it:

You'll be reading the writing the type of texts that are amongst the most widely read and impactful in today's society. This is a great chance to experiment, to learn some writing techniques, and, most of all, to explore your voice and style.

When you explore multiple writing genres, you become a more flexible writer. You want your employers to see that you are a versatile writer. You want them to hear the complexity of your voice. This will open more doors for you. Employers will want to hire you.

WRTC 336 Writing Consultation

MW 8:45-10:00/Rudy Barrett

Overview:

This course is directly linked to JMU's University Writing Center (UWC), an interdisciplinary learning assistance program offering appointment-based consultations to support writers on campus. This section is taught by the UWC's coordinator Rudy Barrett and held in the UWC (On the 1st floor of Student Success Center). The course uses an apprenticeship/on-the-job training model to prepare students to understand writers' concerns across genres, disciplines, and stages of the writing process and to offer effective feedback that builds clients' proficiency, confidence, and autonomy. Students having successfully completed the course are eligible to interview for hire in the UWC.

Projects/Tasks:

Students will read foundational texts on writing center theory and practice, participate in a semester-long apprenticeship, and deliver a final presentation on a writing topic of their choice as a teaching demonstration. The apprenticeship involves observing writing center sessions, co-tutoring with experienced consultants, and then working independently as a consultant-in-training in the UWC, submitting written reflections at each stage of the process.

Why you would take it:

Effective writers can further distinguish themselves by learning to offer excellent feedback and guidance to others. If you are interested in employment as a UWC writing consultant, this course is required, but the hands-on experience working directly with fellow JMU student writers can benefit anyone interested in teaching or tutoring.

WRTC 340 Writing as Leading

TT 11:10-12:25/Michael Smith

Overview:

If leading is not already something you do now, you can be sure that at some time in the future you'll want or need to lead. Leaders need to write, or know enough about powerful writing to be able to employ effective writers. Whether it's a meeting agenda, a speech, a social media message, a report, or an email, leaders rely on writing to connect with followers.

As a reader, you're probably aware that sometimes you are eager to follow a writer, but...more often you resist. We'll analyze that dynamic and try to understand what has the power to make us follow and remember when usually we'd rather ignore or forget. Working in organizations, you need to

understand why potential "reader-followers" choose not to follow. What truly motivates your prospective followers? How can you make use of their motivation to accomplish your organizational goals?

Project/Tasks:

Over the course of the semester, you will develop expertise in your "domain" -- an area of academic, professional, or personal/popular interest you select and develop -- through a series of projects designed for different audiences. These projects culminate in a white paper designed to create meaningful and lasting change in professional organizations and an Op-ed designed to enlarge the public's awareness and understanding of important issues related to your domain.

Why you would take it:

Inevitably, you are going to have to work with people in organizations and use writing to get them to do what you want. Learn how.

WRTC 350 Foundations of Tech Comm

TT 3:55-5:10/Cynthia Martin

Overview:

Technical Communication falls into three categories: writing about technical and scientific topics, writing in and for online spaces, and creating user documentation (STC site — Defining Tech Comm). You'll gain a broad introduction to these three genres of communication in this class.

Projects/Tasks:

You'll design a graphic that conveys data in an ethical manner, develop an instruction set and conduct a usability test, and work as part of a team to write a report on the applications of AI in technical communication.

Why you would take it:

This course will prepare you for work in upper-level WRTC courses and will help you discover potential career interests.

WRTC 354 Document Design

MW 3:25-4:40/Angela Crow

Overview:

This course introduces theories and best practices of design in print and online environments. You'll learn how to use industry-standard design software, including Adobe and Affinity applications.

Projects:

You'll design a personal logo and business card, create a print flier and companion social media post, and design a feature spread for a magazine of your choice.

Why you would take this course:

Writers and editors need to know how to design a reader-friendly documents for a range of rhetorical situations. You'll leave this course with an understanding of what makes design usable and accessible and with design skills that are in high demand in the workplace.

WRTC 416: Rhetoric of Environmental Science and Technology

MW 12:40-1:30, F online/Alex Parrish

Overview:

The course will focus on environmental rhetoric and the impact of science and technology on living creatures and ecosystems. This can include such diverse topics as stewardship of natural resources, food systems and population growth, human nutrition and longevity, animal welfare, and environmental risk.

Projects/tasks:

The major projects will include one group analysis and presentation about a popular diet, exercise, or nutrition program meant to extend or enhance human life; a research paper on a relevant topic of your choosing in environmental science communication; and an individual presentation on a topic in animal welfare or food systems studies. There will be numerous daily writing tasks and we will examine a variety of types of persuasive artifacts, including research articles, popular science books, educational documentaries, and a big-budget action movie where environmental catastrophe plays a prominent role.

Why you would take it:

The content in this course is lively and varied, and we will consider many topics that are relevant to both our personal health and our professional lives if we choose to work in the environmental humanities. If you are interested in surveying practical applications of environmental rhetoric, or are excited to think more about where our food comes from (and what it's made of!), this should be a fun and enlightening course. In conjunction with specialist training in your field, WRTC 416 will help prepare you for a wide variety of jobs connected to the topics of health, the environment, animal rights activism, or food security.

WRTC 426: Special Topics—Food and the Healthy Body

TT 2:20-3:35/Mollie Stambler

Overview:

From grocery store shelves to farmers markets, from dining halls to kitchen and restaurant tables, what we eat allegedly reveals something about who we are. Our food practices are deeply tied to our social identities, including gender, race, class, and cultural backgrounds, as well as to ideas about our bodies and our health. In this special topics course, we will examine the cultural rhetorics of food and the construction of health, healthy bodies, and healthy eating. Our topic theme interrogates the values of healthy eating: From Hippocrates' famous quote "Let food be thy medicine, and medicine be thy food," to the invention of the calorie in the 1800s, to wellness influencers, /r/stupidfood, and trends like mukbangs, we will think capaciously about the seemingly mundane act of eating and purportedly benign concept of wellness.

Projects/tasks:

We will examine a variety of types of texts/artifacts in class, including historical texts and scholarly and popular writing, and we'll consider the visual and material rhetoric of audiovisual media like infographics, social media, and film and television clips. A number of short writing assignments will engage with topics like recipe writing; rhetorical analysis of artifacts like menus, social media, and TV/movie clips; and in-the-field observations (like visiting a farmers market). Major assignments will include a group-based tactical technical communication project around dispelling food-related mis/disinformation, and a Texts in Conversation assignment aimed at identifying a topic of interest to you for further research/analysis.

Why you would take it:

This class is aimed at considering topics that are relevant to your personal lives and applicable to your future professional lives if you choose to work in an area that touches on health-related writing. If you are interested in practical applications of rhetorical theory to real-world artifacts or are excited to think critically

about food and health, this should be a fun and interesting course to take! In addition to connecting to other WRTC courses focused on health and the environment, this section of WRTC 426 will help prepare you for a wide variety of jobs related to the topics of health, nutrition, and issues around food, body size, and the environment. This course can be counted as a cross-listed course in the old curriculum; in the new curriculum, it counts as an elective in the Science and Health Writing Track, but all WRTC majors and minors are invited to enroll.

WRTC 426: Special Topics-- Rhetorical Frameworks and Intersectionality in Queer Narratives

MWF 9:10-10:00/Tijuana Tillman

Overview:

Everyone has a unique identity, and one's authenticity is representation of that! This course examines cultural, gender, and social intersectionality in 2sLGBTQ+ narratives through application of critical theories and rhetorical frameworks. We'll consider gender in a broad geographical scope, we'll explore the decolonization of the history of gender and sexuality in Native North America, and we'll examine the ways in which gender identities and performance differed/differs in multiple cultures.

Projects/Tasks:

Students will engage in significant discussions, critique prevalent arguments, and examine the complexities of and intersectionality within gender identities. Tasks include critical responses to required readings; a theory-applied rhetorical analysis; and a digital final presentation centering on the sufficiency of technical communication(s) in queer/gender narratives.

Why would you take it:

Engaging! Enchanting! Enlightening! This is a well-rounded course that assists with broadening your perspective on gender identity, rhetorical arguments, and critical theories, all with the goal of establishing compassion for others in a complex society.

This course counts as a cross-over elective in the old WRTC curriculum or as an elective course in the Law and Society track, but any WRTC major or minor are invited to enroll. In addition, this course is cross listed with the following departments: JUST (Justice Studies) and WGSS (Women's, Gender, and Sexuality Studies). It also counts towards the NEW minor in Queer Studies as an elective.

WRTC 456 Usability Testing

MW 11:30-12:20, F online/Angela Crow

Overview:

If you're looking at UX (user experience) jobs --then the Usability course helps you develop one part of a typical UX job description -- testing and revising documents based on user experiences. You'll learn the practices UX designers rely on in order to assess usability and user experience.

Projects/Tasks:

We'll work predominantly with qualitative research, but also learn about some of the quantitative analytic data that help UX Writers determine areas for revision in documentation. You'll produce a usability study which will include deciding on, and then setting up a study, recruiting and then testing users, creating recommendations for revisions, and presenting that information.

Why you would take it:

If you want to be confident to participate in research as part of a UX team, this course develops your skill set towards UX careers; it's also useful for any writer who creates content as part of their jobs, and wants to know how to set up tests to evaluate the usability of various documents.

WRTC 484 Writing for Nonprofits

MW 10:20-11:10, F online/Michael Hickman

Overview:

In this course, you'll learn about the invaluable role nonprofits play in society. We'll partner with a local organization to witness their impact in the community, and you'll analyze how they communicate with stakeholders like donors, grant providers, and the public – all while building your nonprofit writing skills!

Projects/Tasks:

Nonprofits provide a tremendous number of services to the community, and they must communicate well about their organization's value to raise their profile and maintain a healthy donor base. In this class, you will learn about writing grant proposals, develop design skills, create social media posts, and more! You will also have opportunities to meet and collaborate with the organization's staff.

Why you would take it:

Nonprofits need skilled writers who can fruitfully engage stakeholders, and this class will give you hands-on, marketable experience with giving back to the community through writing and design, and being responsive to the dynamic nature of these organizations.

WRTC 495 WRTC Internship

Online/Jen Almjeld

Overview:

In WRTC 495, students report and reflect on their internship experiences with local business, government offices, educational settings and more.

Projects/tasks:

Students produce bi-monthly reports on their 150 internship hours and produce a closeout memo of the experience.

Why you would take it:

This is a required core course. You must enroll in it during the semester or term you do your internship.

WRTC 496 WRTC Capstone

MW 1:50-3:05/Cynthia Martin

TT 9:35-10:50/Scott Lunsford

Overview:

This is the final course in the major, and it affords students to reflect on the ways they've broadened and deepened their understanding of the theories and practices of written communication, visual design, digital communication and rhetoric in general. The goal of the coursework is the creation of a professional portfolio.

Projects/tasks:

With the end result of a powerful professional portfolio in mind, the assignments in the Capstone are designed to refine, extend, augment, and professionalize whatever academic and professional work the student has already developed. Whether the student intends to pursue a job, a paid internship, or further education, the portfolio will be aimed at demonstrating skills, experience, expertise, and professional potential.

Why you would take it:

This is the final required course in the major.