Winter 2017 Courses

WRIT 1122: Rhetoric and Academic Writing

Writing Arguments: WRIT 1122 is a course in rhetoric; the focus will be on reading and writing arguments in professional, academic, and public contexts. The course will emphasize the Aristotelian, Toulmin, and Rogerian approaches to argumentation, and students will also gain experience analyzing and using visual and multimodal rhetoric in their arguments. Note: for one writing project, the class will focus on school shootings in the United States and students will read some disturbing primary source material.
CRN: 1657, 1651
Instructor: Brad Benz

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises.
CRN: 1682, 1656, 1671
Instructor: Allan Borst

Writing that Matters: This section will investigate the kinds of writing that matter in academic, professional, civic, and personal life and what matters in good writing. We’ll analyze and practice writing in multiple genres and media—essays, memos, blogs, etc.—honoring the rhetorical skills you need to make effective arguments about issues that matter to you, from campus life and local causes to national news and global conflicts. This class meets MWF for 50 minutes and will require additional online participation.
CRN: 1652, 1680
Instructor: Jennifer Campbell
Craft, DIY, and the Making of Movements: What does knitting have in common with scholarly argument? More than you think: for the Greeks, technê encompassed everything from ceramics to speech-writing, each understood as a craft with practical effects. This section of WRIT 1122 looks to craft, DIY, and various social movements to develop the rhetorical strategies needed to reach different publics, primarily in situations that require defense of arguable claims. Those strategies will include rhetorical analyses, genre translation exercises, and fieldwork in actual maker communities; assignments culminate in a grant proposal matching makers with movements to fulfill that organization's mission.
CRN: 1661, 2373, 1674
Instructor: Elizabeth Catchings

Rhetoric of Games, Gamers, and Gaming: Games are not just a pastime—they are a powerful means of persuasion. They are in our advertisements, our schools, and our civic lives. In this section of WRIT 1122, we will look at the rhetoric or art of persuasive communication of games, gamers, and gaming. You don't have to be a gamer to enjoy this class. After all, this is a writing class—we are using this focus to give us a shared topic from which to draw upon as we work on improving writing and your understanding of rhetoric.
CRN: 2095
Instructor: Richard Colby

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises.
CRN: 1665, 1676, 2383
Instructor: David Daniels

Writing, Ranting, Criticism, and Critical Inquiry: In this section of WRIT 1122, we’ll explore the rhetorical situations that people find themselves in (or write themselves into), and what strategies they can/can’t, should/shouldn’t, or do/don’t use. We’ll look at and write about a variety of views on how we write in these different situations, what role that writing plays in our lives and in the lives of others, and the ways we might make meaning from what we write in the public, personal, academic, and professional settings we navigate every day.
CRN: 1673, 1645
Instructor: Rob Gilmor
Writing Lives: In this service-learning writing course, we will partner with second-graders at Charles Hay elementary school to read, write, and talk about how writing shapes personal and communal identities—how stories get told and retold with diverse rhetorical purposes and effects. Writing projects will include genres such as literacy narratives, fairy tales, and philosophies of writing. One class day each week from about 1:45-2:45 pm, we will mentor second-grade writers at Charles Hay. This experience will serve as a course text, informing our study of writing as a rhetorical, ethical act. Interest in working with youth is essential for this course.

CRN: 2094, 2155
Instructor: Sarah Hart Micke

Here be writing! We will not focus specifically on pirates in this class, but you may have the chance to write about them if you like. This course will challenge you to write several different pieces of writing, including defending a maligned cultural artifact, writing your own ethics of social media use, and writing a piece of photo fiction. We will devote much class time to providing feedback to each other’s writing, and you will have the opportunity to practice revising several of your papers.

CRN: 1672, 2376, 1772
Instructor: Matt Hill

How do words and images influence our perceptions of our surroundings? How does language enable or restrict our interactions with the world? What rhetorical strategies are used in arguments about sustainability, and to what effect? In this class, we will focus our attention on the rhetoric of oil and water to answer these questions, and we will consider the rhetorical strategies used by activists to craft arguments that bring about social change. A major project for this class will be in collaboration with the DU Center for Sustainability.

CRN: 1649, 2379, 2381
Instructor: Megan Kelly

Text and Image: The Rhetoric of Journalism explores the relationship of written, visual, and multimodal journalistic genres with primary emphasis on print or online magazines and newspapers. We will study rhetorical strategies used, for example, in feature articles, op-eds, and photographs. We will also discuss how humor is used in satirical publications like The Onion. In addition to writing articles for public audiences, you will be able to create arguments using still images or video footage.

CRN: 1642, 1653, 1669
Instructor: Kamila Kinyon
**Humor and Argumentation** is a writing class and workshop designed to arm students with new methods and practices for critical thinking and writing. Using the comic arts (including the work of humorists, stand-up comics, satirists, and filmmakers) as points of departure, we will identify and practice strategies toward effective written and visual communication in the public sphere. We will read challenging theoretical texts to support and challenge our analyses of the comic texts. WARNING: The materials in this class are of an adult nature. They may contain profanity, and references to sexuality, religion, and racial stereotypes, among other topics.

CRN: 1650, 1658
Instructor: Heather Martin

**Truthiness and Rhetoric:** Coined by Stephen Colbert in 2005, “truthiness” refers to truth that comes from the gut, rather than from reputable sources or proven facts. It captures the quality of preferring concepts one wishes were true over concepts known to be true. Throughout our 10-week term, students will explore the truthiness that shapes our understanding of the world. How is our view of “truth” determined by our news media, popular culture, iconic imagery, etc.? How do we develop, present, and encounter arguments in popular and academic settings? This section will emphasize thorough inquiry, rhetorical analysis, reflection, and genre production.

CRN: 1677, 2374
Instructor: Lauren Picard

This course will focus on the **rhetoric of politics and the politics of rhetoric.** How does rhetoric, or the art of persuasion, factor into political controversies and movements? Additionally, what are the politics of expression? In this course, students will write their own opinion pieces, analyze and perform debates, and analyze the rhetoric of political movements. We will be touching on some controversial topics in this course, such as the 2016 election, black lives matter, and occupy wall street, so I will expect -- and do my best to foster -- an atmosphere of lively and respectful dialogue.

CRN: 2096, 2380
Instructor: Pauline Reid

This section of WRIT 1122 will focus on writing itself, and particularly persuasive writing. We will take a broad view of both writing (from tweets to public scholarship, and from punctuation to document design) and persuasion (from “winning” arguments to establishing brand identity). We will explore ideas about writing and persuasion, as developed by great thinkers throughout history and by current academic research. Your final project will present your own emerging theories of writing and persuasion, theories that you can take with you, continue to develop, and apply for the rest of your life.

CRN: 2377, 1666, 1679
Instructor: Keith Rhodes
Rhetoric, Writing, Playtesting: This writing course synthesizes key concepts from rhetorical studies (e.g., rhetorical situations, persuasive appeals), writing studies (e.g., genres, modalities), and game studies (e.g., iterative design) in order to help students develop a theoretical framework for writing that transfers across contexts. Using this framework, students will compose arguments in prose and other modes (e.g., audible, visual, digital, nonverbal) that could include, but are not limited to, games and interactive texts; all projects will emphasize persuasion, revision, reflection, and audience experience.
CRN: 1683, 1660, 1668
Instructor: David Riche

This section of Rhetoric & Academic Writing will explore vital issues relating to the writing we do not just for academic reasons, but also in professional and personal situations. Since most writing today takes forms other than simple words printed on a page, we will analyze and create work that is delivered through genres and mediums other than just the traditional essay form—including advertising, photography, and graphic design. The rhetorical strategies utilized in this course offer approaches to writing that can have a lasting impact on all texts students confront in the future—both at DU and beyond.
CRN: 2375, 2382
Instructor: Casey Rountree

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises.
CRN: 1667, 1681, 2230
Instructor: Blake Sanz

In the Rhetoric of Games, you will be playing and designing games in order to learn about procedural rhetoric: how game play persuades players. After learning about the rhetorical principles of pathos, logos, and ethos, you will analyze how a persuasive game – a game designed with a social message – persuades through its game play. You will write an editorial arguing about a social issue of your choice. Finally, with a partner, you will design your own persuasive game that persuades players about your editorial’s social issue through its game play.
CRN: 2100
Instructor: Rebekah Shultz Colby
In this class, we will be using the rhetorical principles of logos, ethos, and pathos to design your own online magazine with some help from your friends in the class. You will have free reign to let your imagination soar and design the magazine of your dreams, writing editorials, reviews, and profiles. You are going to be in charge of designing what the magazine is about, who the magazine is targeted toward, and what the cover art will look like.

CRN: 1663, 1720
Instructor: Rebekah Shultz Colby

**Deliberative Rhetoric & Futures-Oriented Writing:** A workshop designed to investigate “the future” as a rhetorical construct in writing about/for the public good and as a persuasive tool for convincing others (and ourselves) that some particular course of action is the best way to go. Our conversations will range from the rhetoric of apocalypse and augmented reality to the future of American juvenile justice and institutional racism, and we’ll compose for real audiences across genres and media (cause-video, letter campaign, e-petition, and others).

**HEADS UP:** plan to work on real-world social good projects and use what we learn beyond the classroom.

CRN: 1648, 1662, 1670
Instructor: Daniel Singer

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises.

CRN: 1655, 1678
Instructor: Angela Sowa

This section of WRIT 1122 will focus on rhetorical analysis. Using terms and ideas from classical rhetoric, we will produce arguments and analyses of arguments. We will work with a variety of texts, including academic articles, popular arguments (e.g., letters to the editor, magazine articles), and images. The class will involve a good deal of reading and writing.

CRN: 2093, 1659, 1675
Instructor: Geoff Stacks
Genre, audience, rhetorical situation, and reflection: what do they all have in common? They are key terms that help you, as a writer, understand different types of writing situations such as writing a chemistry lab report or a historical overview of the American Dream or a business memo. Throughout this course, you will create a theory of writing -- yes, a theory of writing -- which is a quarter-long reflective process where you explore your relationships with writing and argumentation. Your theory of writing is unique to you and develops continually throughout the course. Expect to read some, write some, and reflect some as you learn about ways to create and support an effective argument.

CRN: 2378
Instructor: Kara Taczak

In this section of WRIT 1122, you’ll develop the full range of your creative and critical powers through a series of writing projects that ask you to exercise both your imagination and your powers of argumentation. By writing television pitches and courtroom speeches, radio stories and magazine essays, you’ll learn how to combine critical thinking and creativity to write compellingly across a diverse array of situations.

CRN: 1664
Instructor: John Tiedemann

How do we represent ourselves, and how do we represent others? In this rhetoric and academic writing class, we’ll read and write about cultural identity – race and ethnicity, gender, nationality, family relationships, and individuality – and we’ll study the way stories about identity are told, and arguments about identity are made, in film, comics, and other media. At the heart of the class will be the writing you produce, which will range from rhetorical analysis to memoir, and will offer you opportunities to think critically and creatively about issues that matter to you and your community.

CRN: 1646
Instructor: Zoe Tobier

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises.

CRN: 1643, 1654
Instructor: TBD
This course will focus on your development as a nonfiction writer. We’ll do this by looking carefully and critically at the strategies that writers use to inform and persuade others: the choices they make—and the ones they don’t. You’ll practice many of those strategies in your own writing, including on topics you choose. Beyond the writings that others in the class are producing, our main readings will come from the New York Times, past and present, through a free subscription that all students will have. We’ll focus mainly on strategy, not content, though we’ll look comparatively at how different kinds of writers—from scholars to social media writers (even fake news folks)—present similar content. The only other course text will be the Rhetoric: A Very Short Introduction, by Richard Toye, available for under $8 from Amazon and elsewhere, ISBN 978-0199651368.

CRN: 5320
Instructor: Doug Hesse

WRIT 1122: Rhetoric and Academic Writing

ONLINE COURSES

In this online class, we will build a classroom community through participating in discussion posts, creating wiki’s, and responding to peers. Students will discover satirical writing, work on answering journalistic questions, and create effective strategies for argumentation. We will use reference points from popular culture such as South Park, Stephen Colbert, and even Big Foot to write for many different audiences and genres, from feature articles to policy proposals. This course will enhance students’ analytic and critical reading strategies and will require written texts that are organized, coherent, and substantive.

CRN: 2099
Instructor: April Chapman-Ludwig

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, that results in at least four finished and polished papers, totaling some 20-25 pages by quarter’s end. Students will additionally complete several informal or drafting exercises. NOTE: This is an online course, so you must have access to a reliable computer and the Internet for the duration of this course.

CRN: 2097
Instructor: Angela Sowa
Genre, audience, rhetorical situation, and reflection: what do they all have in common? They are key terms that help you, as a writer, understand different types of writing situations such as writing a chemistry lab report or a historical overview of the American Dream or a business memo. Throughout this course, you will create a theory of writing -- yes, a theory of writing -- which is a quarter-long reflective process where you explore your relationships with writing and argumentation. Your theory of writing is unique to you and develops continually throughout the course. Expect to read some, write some, and reflect some as you learn about ways to create and support an effective argument.

CRN: 3447
Instructor: Kara Taczak

WRIT 1622: Advanced Rhetoric and Writing

**Writing that Matters:** This section will investigate the kinds of writing that matter in academic, professional, civic, and personal life and what matters in good writing. We’ll analyze and practice writing in multiple genres and media—essays, memos, blogs, etc.—honoring the rhetorical skills you need to make effective arguments about issues that matter to you, from campus life and local causes to national news and global conflicts. This class meets MWF for 50 minutes and will require additional online participation.

CRN: 1685
Instructor: Jennifer Campbell

**Connecting through a screen:** According to Sherry Turkle, “technology has become the architect of our intimacies.” It shapes how we communicate, collaborate, and contemplate. In this advanced writing section, we are going to look at how technology changes how we see one another and ourselves in an always connected world, looking specifically at dating, learning, and persuading. Much of the writing in this class will not be in traditional academic genres, although we will certainly discuss academic conventions. Also, a portion of this course will have you traversing the wilds of the internet, so if you are offended by foul language and eggplant emoji, you might look elsewhere.

CRN: 1687
Instructor: Richard Colby

**Truthiness and Rhetoric (Advanced):** Coined by Stephen Colbert in 2005, “truthiness” refers to truth that comes from the gut, rather than from reputable sources or proven facts. It captures the quality of preferring concepts one wishes were true over concepts known to be true. Throughout our 10-week term, students will explore the truthiness that shapes our understanding of the world. How is our view of “truth” determined by our news media, popular culture, iconic imagery, etc.? How do we develop and encounter arguments in popular and academic settings? This advanced section will emphasize thorough inquiry, rhetorical analysis, and genre production.

CRN: 1686
Instructor: Lauren Picard

**What does literacy mean in the 21st century?** Through a series of arguments, composings, readings, and reflections, we will investigate literacy practices in the 21st century, and by extension literacy practices of the past, and hypothesize what literacy practices might be in the future. By exploring the implications of what it means to be a literate culture, we will examine whether or not education (in general) has done an effective job of keeping up with new literacies, thus, our course will help us discover ways for education to progress with the changing practices, technologies, and others things/areas that influence and impact literacy.

CRN: 1688
Instructor: Kara Taczak

**WRIT 1133: Writing and Research**

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What characterizes the communities you belong to? Have you ever considered what makes someone an insider or an outsider to these communities? How does the jargon, mannerisms, or personal beliefs contribute to their status within a particular subculture? These are some questions this course examines through quantitative, qualitative, and textual research. Students will really consider their connection to academic and social communities in and around DU. This course especially encourages the participation of students on the margins, such as transfer and non-traditional students.

CRN: 1691, 1692
Instructor: April Chapman-Ludwig

**WRIT 1133 builds on the writing and rhetorical skills learned in WRIT 1122 by shifting attention from general rhetorical strategies to specific rhetorical strategies that shape different kinds of academic inquiry. Through introduction to quantitative, qualitative, and textual research traditions, students identify how written reasoning varies in terms of the questions posed, the kind of evidence used to answer them, and the nature of the audience or forum for sharing results. Students complete at least 20 pages of revised and polished writing, in multiple assignments requiring library-based research as well as other types.**

CRN: 1770, 1690
Instructor: Tor Ehler

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All research disciplines confront the fundamental thinking and writing problems of description, inference, and explanation. We will begin with these basic issues, describing slinkies and Japanese soda bottles, and offering scientific and emotional explanations of conspiracies. In the major research project, we will examine the different forms of explanation and genres of
writing in different disciplines seeking to answer similar questions, such as "what should we do about all of these zombies?" Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "causal asymmetry" and "emotional cadence."

CRN: 2152, 3446
Instructor: Jonathan Fowler
Researching the Student Experience: While ‘research’ often calls to mind formal academic work, we often overlook the subtle but important influence research has on our daily lives. In this section of 1133, that subtle influence will be our main focus: we’ll explore student life at DU as a way to model an inquiry-driven approach to research and writing. We’ll do some field work in the DU and Denver communities, examine texts and artifacts in our library’s Special Collections, and test out methods from a number of research traditions. Transfer students in particular are encouraged to enroll in this section.
CRN: 2386
Instructor: Rob Gilmor

In this course, we will research and write about some of the most important issues facing the different discourse communities we are a part of today. We will explore and critique multiple research methodologies, and consider what constitutes “proof” in a variety of intellectual disciplines. This course is designed to teach you research, writing, and rhetorical strategies that can be useful in a wide range of situations—in and beyond academics.
CRN: 2151
Instructor: Casey Rountree

In this writing and research class, we’ll study beliefs about cultural and individual authenticity alongside cases that challenge these beliefs. Together, we’ll research topics including Hollywood film casting, Andy Warhol, cyborgs, pow-wows, noms de plume and literary hoaxes, and the history of cultural appropriation in the US. Then, drawing upon frameworks from philosophy, anthropology, media studies, cultural studies, and other research communities, you’ll develop a research project of your own that you’ll work on throughout the quarter. Transfer students are welcome.
CRN: 2385
Instructor: Zoe Tobier
WRIT 1133: Writing and Research

WRIT 1133 is a course in rhetoric and research. Students will investigate, research, and write about a discourse community – a sub-culture – of their own choosing, employing some of the common research methodologies used in the academic disciplines. After collecting data about their discourse community through primary and secondary research, students will then be asked to explain their findings to expert and non-expert audiences. Note: this is an online course. The class will not meet face to face.
CRN: 1771
Instructor: Brad Benz

WRIT 1633: Advanced Writing and Research

Power in the Classroom: Who’s got it? Who wants it? And why it matters. In this section of WRIT 1633, students will learn about educational power structures and the rhetorical strategies that can be used to shift them. Students will read extensively on the role of education in creating social change, while also working as a writing mentor at a local elementary school. Student writing projects will draw on newly acquired theoretical and experiential knowledge.
NOTE: This is a service-learning course and will require travel to and from the service site.
CRN: 2397
Instructor: Heather Martin

In this section of WRIT 1122, you’ll develop the full range of your creative and critical powers through a series of writing projects that ask you to exercise both your imagination and your powers of argumentation. By writing television pitches and courtroom speeches, radio stories and magazine essays, you’ll learn how to combine critical thinking and creativity to write compellingly across a diverse array of situations.
CRN: 2398
Instructor: John Tiedemann
WRIT 2500: Topics in Writing Theory, History, Research

Why do we write media -- and why does this question matter? How can past media shape how we might invent, experience, and express media of the future? How might writing new media both “imagine” new communities and dismantle past social orders? In the first half of the course, we will seek to connect intellectual histories of writing media to future developments in media technologies. In the second half, we will investigate the Black Lives Matter movement and its different forms of expression as a case study for how writing media can create social connection and crisis.

CRN: 4890
Instructor: Pauline Reid