

Spring 2017 Course Descriptions

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.

CRNs: 1611

Instructor: Brad Benz

“Amuse-bouche” Go ahead: take a second to type that into Google and find out what it means. Got it? Ok. Instead of serving you that big, decadent, bloat-inducing entrée known as “the research paper,” this course will challenge and delight you with a carefully curated series of amuse-bouches: intense, self-contained, miniature research projects that emphasize creativity and play. Course participants will conduct field observations, design and carry out small research studies, experiment with different types of data visualization, transform specialized scholarly articles into text-based and audio-visual reports for the lay public, and so forth. Come feed your mind. Bon appétit!

CRNs: 1612, 1625, 1912

Instructor: Allan Borst

"The Pursuit of Happiness" The pursuit of happiness was enshrined in our Constitution and has become a thriving industry. How do definitions and levels of happiness vary over time and across cultures? What contributes most to wellbeing and what destroys it? What contributes to rising rates of depression and anxiety, and what can be done to treat these conditions? In this section, we'll explore issues related to happiness and mental health while developing important skills in research and writing—asking the right questions, using appropriate research methods, and choosing the best genres and rhetorical strategies for sharing your findings with different audiences."

CRNs: 1613, 1639

Instructor: Jennifer Campbell

Whether you're a physicist or a historian, pushing knowledge forward means telling the story of research. Building on skills learned in WRIT 1122, this course shifts attention to the logics, methods, and narrative conventions shaping different kinds of academic inquiry. We'll use quantitative, qualitative, and textual approaches to see how argument varies according to the questions posed and the kinds of evidence presented. You'll then write substantive academic arguments you can translate to non-academic genres; students will complete 20 pages of polished writing across multiple assignments towards projects requiring library- and field-based research.

CRNs: 2763, 1638, 2417

Instructor: Elizabeth Catchings

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.

CRNs: 2421

Instructor: April Chapman-Ludwig

"Writing and Research in the World...of Warcraft" This section of WRIT 1133 is devoted to the MMORPG World of Warcraft. While immersing yourself in the game, you will conduct qualitative, quantitative, and text-based research on the World of Warcraft community and gameplay in order to craft documents that will effectively meet the rhetorical needs for that community. This will be an academically rigorous writing course that will involve learning through play, analysis, and research of the game.

CRNs: 1957

Instructor: Richard Colby

"Activist Writing and Research" If there is a spectrum of attitudes between indifference and the call to activism, then X can stand in as a medium for movement between these extremes. It can be a third thing. Let X stand for whatever that might be to you: community, culture, research, imagination, your own voice, innovation, change. Let it be a sign of the times. Let it be your own signature, when as James Wright says "we have experienced more than we know how to express." In this class, we will read widely and research the difficult, the estranged, the inexpressible, and ways of making a difference in contexts where we live and find our meaning. There will be a mini-ethnography component and two main research papers engaging textual and qualitative research techniques.

CRNs: 2410

Instructor: Heather Fester

We will begin by researching the etymology and usage of individual words, in order to address the question how to communicate truths about the world. When that runs us into a wall, we will explore the question of how one can do research at all, looking into scientific and story-telling 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."

CRNs: 2407, 2419

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.

CRNs: 1629

Instructor: Robert Gilmor

"Writing While Board" Play, write, research, write, and play (and write) some more. This 1133 section will build to your composing of the written rules and basic pieces of a board game. We will examine a number of board games that will allow you to branch out and research your own game about something local to your experiences. Such a project will allow you to interview interesting people, research the local history, and encourage your reader to engage with your game. Several short writing projects throughout the quarter will culminate in you, either alone or as part of a group, designing or proposing a board game that displays a variety of research techniques.

CRNs: 1630, 1908, 2415

Instructor: Matthew Hill

We will saturate the essay through investigation, seeing, and failure. Your early encounters and primary glances are prerequisites. As this is a course on exile, we will escape, descend, and linger within the sentences of masters. As this is a course on self doubt, we will ask unanswerable questions. As this is a course on paradise, we will allow time to pass idly. We will loiter, remember, and write. All with intent.

CRNs: 1635

Instructor: Samuel Knights

This class will explore how scholars and activists use quantitative, qualitative, and textual research traditions to advocate for social change, and we will consider how these research methods can help make our own local communities more just and sustainable. Building on the rhetorical strategies developed in WRIT 1122, we will use research to create and support thoughtful and thought-provoking arguments about how to cultivate sustainable communities in Denver and at DU. This class has a community-engagement component in collaboration with the DU Center for Sustainability, and a major requirement is a group research project related to our local food system.

CRNs: 1637, 2409

Instructor: Megan Kelly

In this course, we will study culture through different research methodologies, including interviews, observational fieldwork, and textual interpretation. For example, we will work with Edward Curtis photographs in the library's special collections to learn about representations of Native American culture, a topic raised in this year's campus book *The Truth about Stories*. We will discuss how interviewers preserve oral histories. We will also explore how ethnographic research can provide insight into contemporary subcultures associated, for instance, with sports, music, malls, or coffee shops. Course projects will include a photo analysis, an interview based paper, and an ethnography.

CRNs: 1600, 1607

Instructor: Kamila Kinyon

"Hungry?" In this section of WRIT 1133, we will research and write about a variety of food-related topics—ranging in subject from the proliferation of childhood obesity to the American "foodie" phenomenon. Students will design and carryout research projects around food topics of their own interest and compose a policy brief at the end of the quarter. There is a service-learning component to this class that will require students to travel off campus and contribute to various food non-profit organizations.

CRNs: 1615, 1725, 2765

Instructor: Heather Martin

"Cultures of Collection" This course will focus on composing with, and composing about, primary artifacts, images, and texts. We will explore concepts and practices of collecting through spatial, textual, and object-based methods, as we investigate several important collective sites and locations, such as museums, personal or domestic collections, libraries, public spaces, and digital spaces. Through these methods, we will analyze how collections form and perform cultures of expression. In-depth reading and discussion will be a significant element of this course.

CRNs: 1604, 1617, 2062, 2412

Instructor: Pauline Reid

“The Creative Inquiry of Research” Readers often encounter research through its contributions to general knowledge, its results and findings. This emphasis on product masks the true measure of good research: a compelling line of inquiry. In our section of WRIT 1133, students will select a research topic of personal interest or value. We will devote our full ten weeks to developing and refining your line of inquiry, using interpretive and qualitative methods. Though we will explore a range of academic research traditions, our primary task will be an ongoing creative nonfiction project. We will turn to TED Talks, memoirs, podcasts, student essays, and best-selling books (like Aziz Ansari’s “Modern Romance”) for inspiration.

CRNs: 1911, 1641

Instructor: Lauren Picard

This section of WRIT 1133 will explore questions and issues surrounding language, including issues of style, identity, and power. We will discuss and analyze readings about language. You will then conduct research on language topics, some of your own choice, using a variety of research methods. Along the way, we will approach researched writing as a life-long ability, providing you with ways of thinking about the task that will help you transfer and revise your strategies to fit new writing situations in school and beyond.

CRNs: 1609, 1624

Instructor: Keith Rhodes

“Literacies across Communities” This writing course invites you to conduct research-based inquiry into a discourse community that you either belong to or wish to join. For example, you might research your workplace, or your major, or your online gaming community, and so on. Each of these communities requires you to learn a range of “literacies,” skills and tools that distinguish you as a knowledgeable, rhetorically savvy member. To better understand these communities and their literacies, students will draw upon their rhetorical repertoires from 1122 as well as several research traditions to build a portfolio of inquiry-based writing.

CRNs: 1626, 2413

Instructor: David Riche

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.

CRNs: 1627, 2414, 2420

Instructor: Casey Rountree

“Researchcraft: Research and Writing in the World of Warcraft” While immersing yourself in the game world of World of Warcraft, you will conduct qualitative, quantitative, and text-based research on the World of Warcraft community and gameplay in order to craft documents that will effectively meet the rhetorical needs for that community. This will be an academically rigorous writing course that will involve learning through play, analysis, and research of the game and its community.

CRNs: 1618, 1631

Instructor: Rebekah Shultz Colby

“Researching and Writing to Prevent Youth Substance Abuse” This section of WRIT 1133 will explore the practice of researching individuals' stories for collective impact. This is a hands-on course, and in collaboration with Rise Above Colorado (a drug abuse prevention organization that measurably impacts teen substance abuse attitudes), our textual and qualitative research will investigate and frame stories of Colorado professionals and volunteers working to prevent substance abuse in youth populations across the state. Though some of our products will be fairly traditional page-based texts, some of our work may be digital and graphic and may be utilized in a number of local, state, or even national substance abuse prevention initiatives.

CRNs: 1619

Instructor: Dan Singer

“Researching and Writing About Refugee Resettlement” This section of WRIT 1133 will explore the practice of researching individuals' stories for collective impact. This is a hands-on course, and in collaboration with the Denver Refugee and Asylee Volunteer Program, a secular affiliate of two national leaders among refugee resettlement agencies (Lutheran Immigration and Refugee Services and Episcopal Migration Ministries), our textual and qualitative research will investigate and frame stories of Colorado professionals and volunteers serving refugees. Please note: some of our work may be digital/visual and may be utilized in regional or even national advocacy by the refugee resettlement community.

CRNs: 1632

Instructor: Dan Singer

This course 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 will 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 the result. In addition, the course will teach how to shape research into substantive academic arguments. Students will complete at least 20 pages of revised and polished writing, in multiple assignments, as well as numerous additional exercises, in projects requiring library-based research as well as other types.

CRNs: 1606, 1614, 2418

Instructor: Geoff Stacks

Key words can give you, as a writer, a vocabulary by which you can understand different writing situations. Throughout this course, we will explore eight different key terms and their connection to research. Additionally, the main thread of this course is the creation of a theory of writing which is a quarter-long reflective process where you explore your relationships with writing. 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 effectively research in different academic research traditions.

CRNs: 1633, 1636, 2416, 2422

Instructor: Kara Taczak

In this writing and research class, we'll study beliefs about cultural and individual authenticity alongside cases that challenge these beliefs. Drawing upon frameworks from cultural studies, media studies, anthropology, and other discourse communities, we'll research topics including the use of copying as a creative strategy in contemporary art, the history of cultural appropriation in the US, and the way diversity (and lack thereof) in film, art, television, and advertising impacts audiences. You'll develop a research project of your own that emerges from our class conversations. Interested students will also have opportunities to do research for community-based educational and arts organizations.

CRNs: 2245, 2160

Instructor: Zoe Tobier

ONLINE 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.

CRNs: 2684, 2423

Instructor: Brad Benz

In this online class, we will build a classroom community through participating in discussion posts, creating wiki's, responding to peers, and meeting one-on-one. We will examine many subcultures to uncover different kinds of jargon, artifacts, and beliefs valued by the culture through the practice of quantitative, qualitative, and textual research. We will identify how written reasoning varies in the questions posed, the evidence used, and the audience written to.

CRNs: 2424

Instructor: April Chapman-Ludwig

WRIT 1633: Advanced Writing and Research

“Literacies across Communities” This writing course invites you to conduct research-based inquiry into a discourse community that you either belong to or wish to join. For example, you might research your workplace, or your major, or your online gaming community, and so on. Each of these communities requires you to learn a range of “literacies,” skills and tools that distinguish you as a knowledgeable, rhetorically savvy member. To better understand these communities and their literacies, students will draw upon their rhetorical repertoires from 1122 as well as several research traditions to build a portfolio of inquiry-based writing.

CRNs: 2646

Instructor: David Riche

WRIT 1733: Honors Writing and Research

"The Problem of Happiness in Modern America" Happiness. The ancient Greeks called it eudaimonia, our founding fathers enshrined its pursuit in the Constitution, and it has become a thriving industry. There has been A LOT of research about mental well-being, and Americans seem obsessed with being “happy,” but many aspects of contemporary American culture are antithetical to the values and practices that support positive emotions and mental health. As a class, we will explore this problem and build research and writing skills through shared texts from multiple research traditions, disciplines, and genres. But because research shows that getting lost in an activity you’re passionate about supports life satisfaction, each student will pursue a quarter-long Passion Project. You’ll apply theories and methods we learn together to study a hobby, activity, or fandom that brings you joy. Then, you’ll share your findings in a long-form, multi-modal article or web-text."

CRN: 1833

Instructor: Jennifer Campbell

In “Storytelling through Research,” students will work through the genre of documentary to understand how a blending of fact, fiction, and opinion are represented through visual stories. This course will place strong emphasis on linking the research methods of the social sciences and the humanistic concerns of the arts. Students will work as consumers and producers on a topic of their choosing. They will learn about the genre of documentary, explore a research question, (through interview, observation, and archival research), and create a presentation of their research through a 2 minute documentary trailer and a written documentary prospectus.

CRN: 1956

Instructor: April Chapman-Ludwig

In this honors section of WRIT 1733, we will explore the methods, strategies, and practices used by activist-scholars in designing and carrying out community-engaged research projects. We will focus on how to create and sustain inquiry-based projects that are grounded in theories of social justice and that address the important problems of our time. In particular, we will discuss interdisciplinary approaches to researching ecologies and ecosystems, as well as the ethical implications of documentation, representation, and collaboration. Students will complete a quarter-long research project that will be published online and presented to various audiences and stakeholders.

CRNs: 2118

Instructor: Megan Kelly

“Cosmic Secrets: Locating Voice at the Intersection of Private Interest and Public Concern” We often think of research as a strictly academic endeavor; we encounter research through its formal contributions to general knowledge, its results and findings. We fail to consider its creative potential. Zora Neale Hurston once defined research as “formalized curiosity... poking and prying with a purpose... a seeking that [they] who wishes may know the cosmic secrets of the world.” This section of Honors Writing will adopt Hurston’s view of research to unpack its possibilities. Students will select a topic of personal interest and, using a variety of research methods, explore creative ways to share their findings with the public. This will require you to consider new genres and develop your own unique voice. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books (like Aziz Ansari’s “Modern Romance”) for inspiration.

CRNs: 2060

Instructor: Lauren Picard

“Deep Mapping” You will produce “deep maps” of public or readily accessible private spaces, examining their physical, social, and historical contexts by using a variety of research methods. We will regularly exchange what we discover, both about the places and our research methods. We will also read, enjoy, and analyze articles, stories, and books that work on such projects. Final class projects will be visual models of these spaces, designed and appropriately annotated to present that enriched understanding to public audiences. The final “exam” will be a designed display of these models, in a forum that the class will determine.

CRNs: 1832

Instructor: Keith Rhodes

“Clinic in Writing and the Public Good” This pilot Honors Writing course will prepare students to begin contributing to the public good as researcher-writers. Through student-led seminars and roundtables with nonprofit leaders, public advocates, and others, we will develop a sophisticated understanding of what it means to write for the public good, and our central projects will be published freely online for use by others writing to advance public good causes. Highly successful students in this pilot section of Honors Writing will be invited to apply for an undergraduate internship opportunity working on related projects in the fall (and other, more immediate paraprofessional/volunteer opportunities may arise directly from our work in class).

CRN: 1831

Instructor: Daniel Singer

“Persons, Places, Things” One of the great joys — and great challenges — of doing sustained research is the opportunity it presents to discover the full depth, richness, and complexity of one single thing. In this section of WRIT 1733, you’ll do just that, devoting the quarter to researching and writing about the meaning of a single person, place, or thing, in order to create a digital long-form nonfiction text about it. Your digital text may take any of a number of different forms, which you’ll encounter in class via publications such as Grantland, Pitchfork, Longreads, and the New York Times.

CRNs: 2061

Instructor: John Tiedemann

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. For one writing project, the class will focus on school shootings in the United States and students will read some disturbing primary source material. **Note: This is an online course.** We will not meet as a class."

CRNs: 1910

Instructor: Brad Benz

“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.

CRNs: 2403

Instructor: Robert Gilmore

“Writing Lives”

In this service-learning writing course, we will partner with fifth-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 rhetorical analysis, memoir, and philosophies of writing. On Tuesdays from about 1:00-2:20 pm, we will mentor fifth-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 and travel to/from Charles Hay are essential for this course.

CRNs: 1760

Instructor: Sarah Hart Micke