

Fall 2018 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 academic, public, and professional 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 section is an online course.

CRN: 4736

Instructor: Brad Benz

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—resumes, essays, memos, blogs, etc.—honing 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. I encourage you to select topics that really matter to you, that intersect with your academic and personal interests, and that make positive contributions to your communities.

CRN: 1737, 2223

Instructor: Jennifer Campbell

Rhetoric, Writing, Revising with Others: In this service-learning writing course, we will partner with young writers at Charles Hay elementary school to collaboratively revise not just our texts, but also our ways of thinking, talking, and knowing about writing itself. We'll study the specific rhetorical situation at Charles Hay by mentoring, exchanging feedback with, and writing for elementary students and related audiences. We'll write rhetorical analyses, children's books, and newsletters for audiences ranging from academics to young writers and their parents. We will work directly with writers at Charles Hay during our regular class period one day a week. This project will complement collaborative writing and revising with classmates in small peer review groups. Through collaboration, we will re-vise, in the sense of re-seeing or re-thinking, our writing knowledge. Please note that interest in working with youth and travel to/from Charles Hay are essential to this course.

CRN: 3229

Instructor: Sarah Hart Micke

Zen and the Art of Rhetorical Maintenance: We will read Robert Pirsig’s classic *Zen and the Art of Motorcycle Maintenance*, using it as a source of writing topics and as a basis for exploring the nature of better writing. That’s not as strange as it sounds. Pirsig was a writing teacher—or, as he prefers to say in the book, a “rhetoric” teacher. The book mainly pursues the elusive question of “quality,” using motorcycle trekking and motorcycle maintenance as an engaging way to think about the question. But Pirsig’s real quest, as the book eventually explains, was figuring out what in the world we mean when we say writing is better or worse. And along the way, he wrestles with what we mean generally when we say that anything has “quality.” We’ll join Pirsig’s quest, reading and discussing the book and its ideas, then writing about the idea of “quality” in areas that interest you, or that connect with your experience. Along the way, we’ll seek to find our own ways to explain what we mean by “quality” in writing.

CRN: 2521

Instructor: Keith Rhodes

WRIT 1133: Writing and Research

The Curious Researcher: To be curious means that you are eager to learn something; you want to know more. It also means that you are strange, odd, or peculiar. Researchers are both kinds of curious: eager to learn, and odd birds. In this class we’ll explore both sides of the strange beast of research. You will write three research papers in this class and learn three distinctive forms of inquiry: phenomenology, ethnography, and art criticism.

CRN: 2179

Instructor: Angela Buck

Understanding the Transfer Student Experience: This course emphasizes autoethnographic research, where students learn to examine their subject position, write using “thick description,” draw conclusions from data driven by observation and interview and “emphasize human relationships” (Khan 176). Transfer students will particularly benefit from this kind of qualitative research because it focuses on utilizing previous university experience to fully engage with campus culture to “navigate those relationships.” We will ask questions such as: 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 your status within a particular subculture? You will be asked to consider your connection to academic and social communities in and around DU.

NOTE: This section is designed for students who are transferring from another university.

CRN: 4748

Instructor: April Chapman-Ludwig

No matter your major, you will confront the fundamental thinking and writing problems of description, inference, and explanation. We will begin with these basic issues, researching the meaning and use of controversial words, and offering scientific and emotional explanations like conspiracy theories. 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 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: 4738, 4739

Instructor: Jonathan Fowler

Hungry? In this online section of WRIT 1133, we will research and write about a variety of food-related topics—ranging in subject from food safety legislation, to global food shortages, to the edible schoolyard. 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.

Note: This is an online section.

CRN: 2178

Instructor: Heather Martin

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: 3230, 4737

Instructor: Russ Brakefield

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: 2177, 2200

Instructor: Tor Ehler

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: 3738

Instructor: Aubrey Schiavone

Courses for Minor in Writing Practices

WRIT 2000: Theories of Writing

This course introduces several theories of writing, providing an overview of complex issues and research into the state and status of writing and writers. It takes up such questions as these: What is writing? Where did it come from? How did it develop--and did it do so the same or differently in other cultures? How do writers develop--and what accounts for differences? What are different types of writing, different situations for writing, different tools and practices--and how do these interconnect? What does it mean to study writing? How have major figures theorized writing, and what tensions emerge among their theories? What are relationships among thought, speech, and writing--and among image, film/video, and sound? How do such theories change our notions of what texts are and what texts do? Students will learn various theorists, historians, and researchers answer these questions, and they will apply that knowledge to their own projects. Prerequisites: WRIT 1133, 1633, or 1733.

CRN: 3220

Instructor: Rebekah Shultz Colby

WRIT 2701: Topics in Applied Writing

Writing Adventures: Travel writing captures and sometimes invents a place for an audience. We see it expressed in many different genres and purposes, from literary nonfiction, to travel guides, to online reviews. How best can we convey our experiences of a place as an outsider? What writing strategies are best for creating a narrative of our experiences and enticing an audience? This course will consist almost exclusively of on-location or participant observation writing exercises and peer and instructor feedback through an online blogging platform. Whether you are studying abroad this term or want to write about your adventures in Denver, this course will help further develop practical writing skills.

NOTE: This is an online section.

CRN: 4743

Instructor: Richard Colby