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.

CRN: 1569
Instructor: Brad Benz

“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.

CRNs: 5057
Instructor: Angela Buck

"The Pursuit of Happiness"
The “pursuit of happiness” was enshrined in our Constitution and has become a thriving industry. But how do definitions and levels of happiness vary over time and across cultures? What contributes most to happiness and what destroys it? What has caused rising rates of depression and anxiety, and what can we do about it? As a class, we'll explore these questions and build research and writing skills through shared texts from multiple research traditions, disciplines, and genres. You’ll apply what we learn as you conduct original research about happiness and mental health subtopics of your choice and share your findings with several audiences. (This is a hybrid section because we will meet three times a week for 50 minutes and you will do additional work online.)

CRNs: 1571, 1595
Instructor: Jennifer Campbell

American life is shaped by colonization; but for First Nations peoples, that consciousness is also informed by knowledge traditions that precede European contact. This course examines the contact zone between indigenous and western epistemologies to understand different modes of knowledge production, using different genres of writing to mark our path. Those genres include interpretive, quantitative, and qualitative methodologies; students will create projects that explore how those modes of inquiry intersect, towards a writing practice that challenges binary thinking about ourselves and our objects of study. Students will complete 20 pages of polished writing, including both archival- and field-based projects.

CRNs: 1594, 2291, 2586
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.
CRN: 2295
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. Previous experience not necessary.
CRNs: 1957
Instructor: Richard Colby

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."
CRNs: 2281, 2293
Instructor: Jon Fowler

“Student Life and Campus Space”
In this themed section of WRIT 1133, we’ll explore DU’s student life and campus—now and throughout its history—as a way to model an inquiry-driven approach to research and writing. We’ll do some field work in the DU community, examine texts and artifacts in our library’s Special Collections, and test out methods from a number of research traditions. For the end-of-quarter project, students will partner with Special Collections to design and install an exhibit on campus life in Anderson Academic Commons.
CRNs: 1566, 1585, 2284
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 several 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: 1582, 1825, 2289
Instructor: Matthew Hill

This class will investigate quantitative, qualitative, and textual research traditions and the ways research is used to make our local communities more just and sustainable. Building on WRIT 1122, we will explore these research practices as a means of developing and supporting thoughtful and thought-provoking arguments about cultivating sustainable communities in Denver and at DU. We will also analyze and produce various means of circulating research and writing within communities, from digital storytelling projects to zines. There is a community-engaged component to this class, so be prepared to spend time outside of class researching and writing in the community.
CRNs: 1593, 2282, 2283
Instructor: Megan Kelly

In this course, we will study culture through different research methodologies, including interviews, observational fieldwork, and interpretation of texts, images, or artifacts. We will learn how research is conducted in disciplines such as sociology, anthropology, and history. For example, we will consider how interviewers conduct oral histories to address how people have defined their cultural identities, overcome difficulties, or coped with crisis. We will work with DU’s special archive collection, including Curtis’ photographs of Native Americans, to study the rhetoric of documentary photographs. 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 an oral history, photo analysis, and ethnography.
CRNs: 1575, 1589, 1828
Instructor: Kamila Kinyon

We will engage the form of the essay through seeing, investigation, 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: 1591, 2135
Instructor: Samuel Knights
"Essays in Gastronomy"
This course will consider the essay to be the product and embodiment of our attempts to search things out—especially in and through food. We’ll begin by thinking of recipes as research projects situated in particular places, cultures, and historical moments, developing out of trial and error, inventiveness, instinct, and sheer guts. Assignments will focus on developing a range of research skills and on writing essays in different styles. Expect to refine your abilities as a rhetor by addressing broad and specific audiences, revising efficiently, and infusing the serious work of college writing with passion and play."
CRNs: 1586
Instructor: Aditi Machado

“Hungry?”
In this 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 carry out 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: 1573, 1668, 2587
Instructor: Heather Martin

“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 for inspiration.
CRN: 1596
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: 1572, 2056, 2292
Instructor: Keith Rhodes
“Research, Writing, Playtesting”
In this writing course, you are invited to conduct research-based inquiry into a discourse community that you either belong to or wish to join, such as your workplace, or your major, or your online gaming community, etc. What terms, skills, and values characterize your community? Students will draw upon their rhetorical repertoires from 1122 as well as several research traditions to build a portfolio of inquiry-based writing. Assignments will include multimodal projects that may involve, but are NOT limited to, games and interactive texts.
CRNs: 1570, 1581, 1583
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: 1829, 2288, 2294
Instructor: Casey Rountree

This section of WRIT 1133 builds on the writing and rhetorical skills learned in WRIT 1122 and introduces students to quantitative, qualitative, and textual research traditions through the topic of food. Through course readings, major writing assignments, posts to the course blog, and a final video assignment, students will analyze and construct researched arguments about contemporary food issues. Topics for discussion and writing will include: students’ own experiences with food, food policy, food activism, current trends in eating and dieting, as well as popular portrayals of the food industry such as documentaries or advertising.
CRNs: 1564, 1584, 1592
Instructor: Aubrey Schiavone

“Researching Your Social World”
Have you ever wondered why certain groups of students sit together in the cafeteria or what study strategies students with high GPAs use? In this class, you will investigate questions you have about your social world at DU using interviews, observations, and surveys. Through this process, you will write an ethnography and a collaborative scientific research report. Finally, you will write about your research findings to a popular audience of your choice.
CRN: 1576
Instructor: Rebekah Shultz Colby

“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: 1587, 1964
Instructor: Rebekah Shultz Colby
“Researching and Writing How-To”
Ever considered composing instructional YouTube videos or WikiHow articles on how to succeed as a first-generation college student, guides for using social media to advocate for those experiencing homelessness, or didactic survival essays for Backpacker Magazine? Drawing on technical communications scholarship, multimedia and genre theory, and various aspects of the textual, observational, and community-engaged research traditions, this section of Writing and Research will ask us to investigate and write about how to do X (“X” being whatever you most want to figure out how to do or become) as dynamically and capaciously as possible for our own and others’ benefit.
CRNs: 1577, 1588
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.
CRN: 2296, 5055
Instructor: Geoff Stacks

Being an effective communicator is an important part of today’s social media saturated world, and learning key, rhetorical terms can give you, as the writer, a vocabulary to help navigate these different writing situations that are now woven into the threads of our culture. Thus, the goals of our class will be the following: (1) we will be explore and/or figure out meaningful ways to be successful communicators within a (digital) networked culture; (2) we will explore, reflect, and participate in the various ways in which research can be conducted in a digital age; and (3) we will learn rhetorical concepts and reflective practice that can be transferred forward to other writing contexts (whether in your future courses or in out-of-school contexts). Your work will be done within different networked cultures, and you will be required to actively participate and share within/in them throughout the quarter.
CRNs: 2290
Instructor: Kara Taczak

Why is Hollywood so white? Should babies use iPhones? How do advertisers use stereotypes to sell cars, detergent pods, and more? How do TV shows shape our culture? Does hashtag activism matter? In this class, we’ll discuss (and maybe answer) those questions and more. We’ll research the media, and you’ll learn how scholars in academic fields including ethnic studies, gender studies, film studies, history, anthropology, and sociology study and understand the media’s impact on our lives. You’ll do research writing of your own, about media-related questions of your choice.
CRNs: 1565, 1568
Instructor: Zoe Tobier
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: 2297, 2519
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.
CRN: 2298
Instructor: April Chapman-Ludwig

“Hungry?”
In this 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. This section will be conducted online.
CRN: 5062
Instructor: Heather Martin
In this class, we’ll research historical and contemporary beliefs about cultural authenticity and individual originality. Drawing upon frameworks from anthropology, media studies, and gender studies, we’ll explore copying in contemporary art, whitewashing in Hollywood films, the passing down of memory and tradition across generations, and the way pow-wows, vogue balls, and other aspects of American popular culture have been shaped by cultural appropriation. Our class will partner with the Myhren Gallery on campus, giving you opportunities to contribute writing to an upcoming exhibition. This class is designed for students with AP or IB credit, students who have taken WRIT 1622, and other students with instructor permission.

CRN: 2486
Instructor: Zoe Tobier

"Human Rights / Humans Write"
Historian Lynn Hunt argues that the practice of literacy — i.e., of composing and interpreting written, visual, or aural texts — is not only uniquely human; it is how we learn to be human. In this class, we will examine literacy from a variety of angles — as expressed in art, as a local social practice, and as a global political phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

CRN: 2487
Instructor: John Tiedemann
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: 1873
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.

CRN: 2118
Instructor: Megan Kelly

“Cosmic Secrets: Giving Voice to Curiosity”
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 for inspiration.

CRN: 1962
Instructor: Lauren Picard
“Playing with Ideas”
In this writing course, you are invited to develop a quarter-long research project that either begins or ends with some form of “play.” In modern American culture, games and play are often depicted as the opposite of “hard work” and “learning.” But in reality, games and play challenge us to re-examine, re-envision, and re-experience the world around us. As a class, we will apply a ludic lens to the craft of inquiry, taking up multiple research traditions and playing with our ideas. You might research a topic that involves some element of play, or you might research a topic and then transform it into a game/interactive text. Either way, you will develop your skills as both a researcher and a multimodal communicator.
CRN: 2018
Instructor: David Riche

“Clinic on Writing and the Public Good”
This section of Honors Writing will prepare students to begin contributing to the public good as writer-researchers. Through readings, collaborative experiments, student-led seminars, and digital roundtables with nonprofit leaders, public advocates, and others, students will develop a sophisticated understanding of what it means to write for the public good. We will identify critical needs among public good writers working across issue areas and develop specialized content designed for use by others writing to advance public good causes. Highly successful students will be invited to apply for specialized undergraduate internship opportunities working on related projects beginning in the fall (and more immediate paraprofessional/volunteer opportunities may arise directly from our work in class).
CRN: 1762
Instructor: Daniel Singer

“Writing Selves, Writing Bodies: Yoga, Reflection, & Research”
In our fast-paced culture, we rarely take the time required to be mindful practitioners. Reflective, mindful practice teaches us to see “similarities in difference; difference in similarity; affinity in juxtaposition and affinity as part of the whole” (Yancey). Thus, reflection provides a space and practice for students to make sense of what they are doing, why they are doing it, and what it means. Fusing together a writing curriculum that teaches for transfer with contemplative practices of yoga, meditation, and reflection, this course explores how to be an effective writer and researcher while being committed to also learning about a writer’s physical and emotional well-being. Disclaimer: as part of this course, you are required to participate in yoga and meditation classes throughout the week, including one together as a class. Having some knowledge of yoga is welcomed but not required (though having a yoga mat is).
CRN: 5060
Instructor: Kara Taczak
This class offers advanced instruction in rhetorical theory and practice, as well as writing in multiple research traditions in the academy. Students will be asked to read challenging texts and write at least 25 pages of polished prose, with additional less formal writings. Our readings and writing assignments will focus on issues related to language and language change. How have certain words changed meaning? How are rules of grammar and proper speech related to class and gender and power? We will read about these issues and do our own primary research to begin answering these questions.

CRN: 1763
Instructor: Geoff Stacks

“Persons, Places, Things”
One of the great challenges — and great joys — of doing sustained research is the opportunity it presents to discover the full depth, richness, and complexity of just one single object of study. 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 longform nonfiction text about it. The end result will be a text of which you can truly be proud because it will likely be very different from anything you’ve written before.

CRN: 1963
Instructor: John Tiedemann
“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. CRN: 1827
Instructor: Brad Benz

“Rhetoric, Writing, Revising with Others”
In this service-learning writing course, we will partner with young writers at Charles Hay elementary school as a means of engaging in collaborative revision not just of texts, but also of the ways we think, talk, and know about writing itself. To study the specific rhetorical situation at Charles Hay, we will mentor, exchange feedback with, and write for elementary students and related audiences, such as parents and teachers, in genres including rhetorical analyses, children’s books, and newsletters. We will work directly with writers at Charles Hay during our regular class period on Wednesdays. This project will complement collaborative writing and revising with classmates in small peer review groups. Through collaboration, we will re-see, 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. CRNs: 1702, 2277
Instructor: Sarah Hart Micke