

Winter 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 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: 1606, 1600

Instructor: Brad Benz

Writing About Arts and Culture: This section of WRIT 1122 will focus on creating effective written arguments about arts and culture. We will start by looking at the types of arguments that you encounter in your daily life and in the art, media, and entertainment you consume. You will be asked to create a number of different compositions and to track your own writing and revision processes throughout the semester. The course aims to improve writing abilities and to foster an understanding of the ways writing and reading can enhance your skills of critical thinking and inquiry.

CRN: 1605, 1620

Instructor: Russell Brakefield

Writing that Matters: This section will explore 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—essays and articles; resumes, cover letters, and memos; multimodal advocacy projects—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.

CRN: 1601, 1629

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, techné 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 meet that community's needs.

CRN: 1623, 2240, 2011

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: 2007

Instructor: Richard Colby

What does President Trump's Twitter feed have in common with secret cake recipes, your chances of landing a perfect job (or ideal date), fake news, clown poses, flash mobs, and what some researchers have called the destruction of an entire generation? Social media. From Facebook to Snapchat, from LinkedIn to Pinterest, social media has shaped how we interact with, create, and respond to the world around us, sometimes for the better and sometimes for the worse. This section of WRIT1122 will teach students how to argue about social media in smart, productive ways, using key rhetorical strategies to persuade a range of educated readers.

CRN: 1602, 1625, 1631

Instructor: David Daniels

Writing the Moving Image: Today it seems before we engage in any cultural interaction with the world, we check for reviews first. Whether a Youtube review, film, or television, "the Review" plays an important part in mediating and evaluating our experience with the world. In this class we will focus on writing and interpreting criticism of the image – focusing primarily on film. Through analyzing media, the course will exercise student's abilities in rhetorical analysis and purpose, effective application of reading and source material, and techniques for generating, revising and editing texts produced to meet specific situations. Through readings in sociology, film theory, philosophy, genre theory, and psychology, as well as the viewing of several films, students will develop a greater sense of responding to representations that describe and define our world.

CRN: 1597

Instructor: Brian Foley

Rhetoric, Writing, Revising with Others: In this service-learning writing course, we will partner with first-graders 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 first-graders and related audiences, such as parents and teachers, in genres including rhetorical analyses, children's books, and newsletters. We will work directly with first-graders at Charles Hay during our regular class period on Wednesdays or Thursdays from 12 – 2 pm. 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: 2243, 1598

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: 1614, 2247, 2250

Instructor: Matt Hill

Rhetoric & Writing: How do words and images influence our perceptions of our surroundings? How does language enable or restrict the way we interact with the world? What role does storytelling play in constructing our identities, values, and relationships? In this class, we will discuss these questions while focusing our attention on the rhetoric of sustainability and the rhetorical strategies used by activists, artists, and other change makers who write to make the world a better place. This class is designed with community engagement in mind, and a major project will be in collaboration with the DU Center for Sustainability.

CRN: 1619, 2006, 2246

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 images and video.

CRN: 3907, 5017, 2008

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: 1599, 1607

Instructor: Heather Martin

Re-reading and Re-writing (Pop)Culture: WRIT 1122 emphasizes how writers work with a variety of texts to develop effective projects across rhetorical situations. This section will focus on the popular texts (photographs, newscasts, billboards, films, editorials, advertisements, songs, etc.) we commonly encounter. Students will investigate how these artifacts shape, reflect, and complicate our understanding of culture. Beyond the standard learning objectives for 1122, the goal for this section is twofold: 1) students will become more critical and socially-aware readers of their world, and 2) through thorough inquiry, rhetorical analysis, and reflection, students will learn to take ownership of their ideas.

CRN: 1615, 1626

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 recent political debates, write their own political memoirs, and explore the rhetoric of current political movements. We will be touching on some controversial topics in this course, such as the 2016 election, the alt-right, and the campus politics of speech, so I will expect -- and do my best to foster -- an atmosphere of lively and respectful dialogue.

CRN: 1593, 1603, 1595

Instructor: Pauline Reid

This section of WRIT 1122 will focus on argument, both as a practice and as a topic. We will read and write about the best (and worst) ways to argue, about the role of arguing in personal and social relationships, and about the value of arguing as a way of communicating. Major writing assignments will be of two kinds. Some assignments will ask you to explain some aspect of argument. Other assignments will ask you to attempt different methods of argument. We won't engage in heated argument in class, though. We'll seek instead to take cool looks at hot topics.

CRN: 1608, 2005, 1624

Instructor: Keith Rhodes

Rhetoric, Writing, Playtesting: This writing course synthesizes key concepts from rhetorical studies (e.g., persuasion, exigence), writing studies (e.g., genres, modalities), and game studies (e.g., iterative design) in order to build a conceptual framework that will allow you to experience and experiment with persuasion in many forms. With this framework, you will compose texts in prose and other modes (e.g., audible, visual, digital, nonverbal, procedural) that could include, but are NOT limited to, games and interactive texts. Major projects will emphasize the strategic development of an argument as well as reflection upon those strategies.

CRN: 1632, 1609, 1617

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: 1717, 2242, 2249

Instructor: Casey Rountree

In this section, we'll learn about rhetoric and argument by studying "**remix videos.**" Remix videos take existing video clips—from TV shows, movies, news programs, etc.—and edit them together to make an argument that the original clips did not intend (see <http://popculturedetective.agency/2009/buffy-vs-edward-twilight-remixed> for an example). We'll analyze remix videos for their rhetorical effectiveness, we'll make remix videos, we'll reflect on that process, and we'll learn about differences between remix versus written arguments. Expect a mix of traditional writing assignments and work with basic video editing software (prior knowledge not required).

CRN: 1616, 1630, 2128

Instructor: Blake Sanz

Writing About Writing: This section of WRIT 1122 takes a "Writing About Writing" theme and supports students in composing personal narrative arguments, reflective blog posts about their own writing processes, rhetorical analyses of a chosen genre of writing, and literacy narrative video essays. Class sessions will be heavily workshop based with students sharing their writing and offering one another feedback at the brainstorming, research, drafting, revision, and editing phases of the writing process. Course readings include theory and research from the field of writing studies as well as reflective craft pieces from experienced academic and creative writers.

CRN: 1592, 1594, 5016

Instructor: Aubrey Schiavone

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: 2012

Instructor: Rebekah Shultz Colby

Online Magazine: Have you ever wanted to design or write for a magazine? In this class, we will be using the rhetorical principles of logos, ethos, and pathos to help you write and 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: 1612, 1669

Instructor: Rebekah Shultz Colby

Writing Future(s): Composing for real audiences across genres and media (cause-videos, letter campaigns, e-petitions, and others), this workshop is designed to help us understand “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 can range from the rhetoric of robot apocalypses and augmented reality to the future of food stamps and an equitable life on Mars. HEADS UP: plan to work on real-world social good projects and to use what we learn beyond the classroom.

CRN: 1622, 1621, 1618

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: 1604, 1627

Instructor: Angela Sowa

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: 1628, 2244

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: 2062, 2245

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: 1613, 2241

Instructor: John Tiedemann

Rhetorics of Identity: How do we represent ourselves, and how do we represent others? In this section of WRIT 1122, we'll write about 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 documentary film, contemporary art, comics, popular music, and other popular media.

CRN: 1611, 2248

Instructor: Zoe Tobier

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: 2011

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: 2009

Instructor: Angela Sowa

In this fully online course, we will explore key terms for writing such as genre, audience, rhetorical situation, and reflection. 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. Expect to read some, write some, and reflect some as you learn about ways to create and support an effective argument.

CRN: 3018

Instructor: Kara Taczak

WRIT 1622: Advanced Rhetoric and Writing

Writing that Matters: This advanced section will explore the kinds of writing that matter in academic, professional, civic, and personal life and what matters in good writing. We'll analyze and practice composing in multiple genres and media—essays and articles; resumes, cover letters, and memos; multimodal advocacy projects—honing the rhetorical skills you need to make well-reasoned and stylistically effective arguments about issues that matter to you, from campus life and local causes to national news and global conflicts.

CRN: 1634

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: 1636

Instructor: Richard Colby

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 and encounter arguments in popular and academic settings? This advanced section will emphasize thorough inquiry, rhetorical analysis, and genre production.

CRN: 1637

Instructor: Lauren Picard

This writing course emphasizes rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. The extensive reading and writing we will do in this class will focus on issues related to gender. Our work will investigate how notions of masculinity, femininity, etc. are constructed and how they are performed in popular culture.

CRN: 1635

Instructor: Geoff Stacks

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: 2059

Instructor: Angela Buck

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: 1640, 2253

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: 1715, 1639

Instructor: Tor Ehler

All research disciplines 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 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: 2060, 3017

Instructor: Jonathan Fowler

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: 1641

Instructor: Sam Knights

SEARCH & ESSAY: The word “research” comes from the French for “to search thoroughly” and “essay” comes from the French for “to attempt.” In this class, we’ll consider the essay to be the product and embodiment of our attempts to search things out—in archives, on television, in the nooks and crannies of the world. We’ll read a range of researched essays (travel narratives, academic articles, recipes, TV documentaries, etc.); develop a range of research skills; and write essays in various forms, addressing various audiences. Most importantly, we’ll try to infuse the serious work of writing with passion and play.

CRN: 2252

Instructor: Aditi Machado

WRIT 1133: Writing and Research

ONLINE COURSES

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: 1716

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. Student 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: 2260

Instructor: Heather Martin

Fake It So Real: In this class, designed for students with AP or IB credit, we'll study beliefs about cultural authenticity and individual originality, alongside cases of cultural appropriation and imitation. Drawing upon research frameworks from anthropology, media studies, and gender studies, we'll explore topics including copying in contemporary art, whitewashing in Hollywood films, and the way hair styles, pow-wows, vogue balls, and other aspects of contemporary American expressive culture might be understood in relation to a long history of cultural appropriation in the U.S. Our class will partner with the Myhren Gallery on campus, giving you opportunities to contribute research and writing to an upcoming exhibition.

CRN: 2261

Instructor: Zoe Tobier

WRIT 2701: Topics in Applied Writing

Writing for the Public Good: Are you interested in applying writing for the public good, whether through nonprofit work, teaching, public service, or other types of community engagement? In this class, we'll explore applied writing in the context of community-engaged literacy, through the specific lens of the nonprofit sector. By examining the relationship between literacy and social justice, we'll grapple with questions of writing in contexts of genre, access, media, and ethics. Students will write in genres related to nonprofit work, such as grant proposals, letters of inquiry, internal program memos, press releases, fundraising letters, and mission statements. In addition, students will create individual portfolios that promote their writing skills through job or internship materials, graduate school applications, and creative or public writing. Students will also develop their writing skills by workshopping their own and their classmates' work. Ultimately, we will apply rhetorical knowledge by writing for and about the public good.

CRN: 5018

Instructor: Sarah Hart Micke & Angie Sowa