

Spring 2019 Course Descriptions

[WRIT 1133](#) / [WRIT 1133 \(Online\)](#) / [WRIT 1633](#) / [WRIT 1733](#) / [WRIT 1122](#)

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. Along the way, attention will be given to visual rhetoric—including how to use tables, figures, and images in writing – and matters of style in prose.

CRN: 1533

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 distinct forms of inquiry: phenomenology, ethnography, and art criticism.

CRNs: 2202, 3645

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's causing so much depression and anxiety, and how can we address that? We'll explore these questions and build research and writing skills through shared texts from multiple research traditions, disciplines, and genres. You'll conduct primary research about happiness and mental health topics of your choice and share your findings with different audiences. This section is Hybrid because we meet weekly for 150 minutes (instead of 220), so there's more online content delivery and we focus on discussion and activities in class.

CRNs: 1535, 1559, 5183

Instructor: Jennifer Campbell

"Writing the Story of Research"

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 types of 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: 2458, 1558, 2198

Instructor: Elizabeth Catchings

“The Autoethnographic Experience: My, Your, and Our Culture through Stories”

In this section, 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). 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 subculture? You will be asked to consider your connection to academic and social communities in and around DU.

CRNs: 3643

Instructor: April Chapman-Ludwig

“Rhetoric and Health”

In this section of WRIT 1133, we’ll explore how concepts like health and illness are rhetorically constructed in public and private contexts. The course does not assume any knowledge of medicine and, as students of rhetoric, we’ll focus on cultural perceptions of these terms. By the end of the course, you’ll have gained experience in multiple academic research traditions by undertaking a quarter-long project related to the themes above.

CRN: 2203

Instructor: Jessica Comola

“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: 1824

Instructor: Richard Colby

“Truth for Sale”

Rhetoric has endured a lot of controversy since it first appeared on the scene in Ancient Greece, variously designated over time as empty or manipulative. Is some of this harsh judgment well-earned? This course will take a look at rhetoric in a few of its more extreme 20th and 21st Century forms, from famous demagogues to propaganda and fake news, pausing as we go to look into a couple of well-known examples of cult leaders and their methods of persuasion. The heart of our explorations or the question at issue, which we will ultimately shape in its more polished and specific forms together as a class, will begin by considering whether rhetoric is a tool more often used to free the mind or enslave it. We'll start by analyzing what conditions are ripe when either of these possibilities is present.

CRN: 2196

Instructor: Heather Fester

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 for events in our lives. 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: 2188, 2200

Instructor: Jon 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.

CRNs: 1530, 1549

Instructor: Robert Gilmore

“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: 1546, 1777, 2191

Instructor: Matthew Hill

This course will examine issues in cultural studies through a variety of research methodologies, including interviews, observational fieldwork, and interpretation of texts and images. We will learn how research is conducted in disciplines such as sociology, anthropology, and history. Here are some questions we will consider: In text based/interpretive research, how can close reading of photographs be combined with the study of library and digital archives? In conducting oral histories, how do interviewers record individual stories to learn about larger sociocultural contexts? How do ethnographers study fieldsites to learn about local subcultures in contexts such as sports, music, or the visual arts? In composing for diverse audiences, you will have the opportunity to use a range of research methods to develop independent projects based on your interests.

CRNs: 1550, 5184, 5185

Instructor: Kamila Kinyon

“The Measure of Your Powers”

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, read, and write. All with intent.

CRNs: 2065

Instructor: Sam Knights

“Food for Thought”

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. 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: 2459, 1537, 1628

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: 1560, 2189

Instructor: Lauren Picard

In this course, we will address the connections between politics and media that are transforming our civic sphere in recent times. Possible areas of inquiry include media literacy, machine politics and writing, the influence of social media, and how political identities are currently formed. You will work in topic-based teams to build research, qualitative and/or quantitative, that addresses these topics with the end goal of a long-term, individual project created over the course of the quarter.

CRNs: 1538, 1543, 2192

Instructor: Pauline Reid

“Focus on Exploring”

This class aims mainly at deepening your skill as a research-based writer. To do that, it will focus on exploring. We will explore questions and issues surrounding language, including connections among language, identity, and social authority. You will then research language-related topics, exploring a wide range of research methods. Most writing projects will aim more at exploring the full scope of the issues raised than at arguing too soon for a certain view. We will also explore different voices and styles in our own written language.

CRNs: 1536, 2199

Instructor: Keith Rhodes

"The Question as Quest"

All research begins with a question, and every question begins with “quest.” This is no accident; in fact, “question” and “quest” are etymologically rooted in the same idea: a search for something. This course invites curious writers to chronicle a research quest of their own choosing, using text-based and qualitative methods. Along the way, we will reconsider what “serious” research writing can or should look like: we will examine how research-writers may write themselves into their searches, how they may rewrite discovery as story, and how they may enhance the seriousness of their research with a spirit of playfulness.

CRNs: 1545, 1547, 2194

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: 1780, 2195, 2201

Instructor: Casey Rountree

“Writing and Research About Food”

In this section of WRIT 1133, we will analyze and construct arguments about contemporary food issues. Students will be encouraged to engage with their own experiences with food, food policy, food activism, food justice, and current trends in eating and dieting, as well as popular portrayals of the food industry such as documentaries or advertising. Major writing assignments will involve the meaningful incorporation of course readings, interviews, surveys, secondary research conducted out of class for students’ chosen research topics, an open letter revision, and a final multimodal composition assignment.

CRNs: 1528, 1548, 1556

Instructor: Aubrey Schiavone

“Researching Your Social World”

Ever wonder why certain groups of students sit together in the cafeteria or what types of music students like to listen to the most while studying? Have you ever wondered why certain clothing trends are popular at DU while others are not? Or have you wondered why some people make small talk in the elevator while others do not? 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: 1540

Instructor: Rebekah Shultz Colby

“World of ResearchCraft”

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, gameplay, and lore 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: 1551, 1905

Instructor: Rebekah Shultz Colby

“Researching and Writing for a Healthy Resistance”

Do you actually know how to resist persuasion? Most don’t—but, if you do, you can save lives, protect communities, and empower others. Collaborating with the Department of Health Promotion, we will research what cognitive rhetoricians call “inoculation” strategies for use in health messaging at the University of Denver. Students will have ample opportunity to extend our work on health-positive messaging strategies and resistance-to-persuasion tactics into research and writing of personal interest, and this course may be of particular value to students with an interest in health work, marketing, community activism, or politics.

CRNs: 1541, 1552

Instructor: Dan Singer

"Research, Writing, Media, and Culture"

What stories shape our culture(s), and how are these stories reflected through contemporary media and arts? In this research writing class, you'll research film, television, music, and art, along with the experiences of fans, audiences, and artists. We'll explore topics including whitewashing in Hollywood, perceptions of "authenticity" and identity, cultural appropriation, fan communities, the "globalization" of genres, and the link between television storytelling and social change. Throughout the quarter, you'll have opportunities to design and conduct original research writing projects about questions of your choice. One of your projects will involve creating a short documentary or podcast.

CRNs: 1529, 1532, 1555

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 online class will not meet face to face.

CRNs: 2399, 2204

Instructor: Brad Benz

“The Ethnographic Experience: Stories of Other”

In this section, we will build an online 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: 2205

Instructor: April Chapman-Ludwig

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 traditions. This is a fully online course.

CRN: 3650

Instructor: Kara Taczak

WRIT 1633: Advanced Writing and Research

In this course, we will read several academic and popular essays about language use, including issues related to cursing and swearing, how language helps people identify themselves in their social groups, and how language is connected to class and sexuality. In addition to these readings, you will do text-based, quantitative, and qualitative research about how language is used in various contexts. You will read challenging texts and write at least 25 pages of polished prose, with additional less formal writings.

CRN: 2373

Instructor: Geoff Stacks

WRIT 1733: Honors Writing and Research

“Storytelling through Research”

In this section, 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: 1823

Instructor: April Chapman-Ludwig

“Stories from the Archives”

What stories can we tell? What stories can't we tell? What stories aren't being told? In this section of 1733, students will conduct original research in DU's Special Collections and Archives. Using an inquiry driven approach to research and writing, we will examine texts and artifacts that shed light on the stories--told and untold--that make up the historical record. This course is a collaboration with WRIT 1733 Sec 8 (CRN: 3648). Our two classes will meet jointly throughout the quarter. Students will curate an ePortfolio of their work and will partner with Special Collections to design and install an exhibit in Anderson Academic Commons.

CRN: 1904

Instructor: Rob Gilmor

“Stories from the Archives”

What stories can we tell? What stories can't we tell? What stories aren't being told? In this section of 1733, students will conduct original research in DU's Special Collections and Archives. Using an inquiry driven approach to research and writing, we will examine texts and artifacts that shed light on the stories--told and untold--that make up the historical record. This course is a collaboration with WRIT 1733 Sec 6 (CRN: 1904). Our two classes will meet jointly throughout the quarter. Students will curate an ePortfolio of their work and will partner with Special Collections to design and install an exhibit in Anderson Academic Commons.

CRN: 3648

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: 1903

Instructor: Lauren Picard

“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 hands-on, original, community-engaged research conducted in collaboration with (inter)national nonprofit organizations, social movement leaders, and others, we will develop a sophisticated, practical understanding of what it can mean to write to advance public good causes. Highly successful students in this course may also be invited to apply for specialized opportunities working on related projects beginning in the fall of 2019 (and more immediate paraprofessional/volunteer opportunities may arise directly from our work together in class).

CRN: 1719

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). 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 Western yoga, meditation, and reflection, this course explores how to become 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. Having some knowledge of yoga is welcomed but not required (though having a yoga mat is).

CRN: 1959

Instructor: Kara Taczak

“Persons, Places, Things”

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.

CRN: 1718

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 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 **online class** will not meet face to face.

CRN: 1779

Instructor: Brad Benz

“Rhetoric of the Dead, Dreams, & Roots”

Hélène Cixous gave a series of lectures at the University of California in 1990 that presented three schools of writing (School of the Dead, School of Dreams, and the School of Roots). Our course will saturate and explore these schools via strategies inspired by Cixous’s proposed “descent” into writing and reading.

CRN: 1661

Instructor: Sam Knights