

## Spring 2020 Course Descriptions

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

### WRIT 1133: Writing and Research

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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 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 to matters of style in prose.

CRN: 1500

Instructor: Bradley Benz

#### **“Research and Environmental Rhetorics”**

In this section of WRIT 1133 we will use writing and research to examine contemporary issues related to nature and the environment. Using a range of primary research methods--interviews, surveys, textual analysis, and observation-- you will develop writing projects that examine pressing environmental issues and explore the complex relationships between humans and nature. We will discuss various forms of discourse related to nature and the environment; assigned readings will cover everything from profile essays in popular magazines to scientific studies and environmental impact statements. You will use your research and inquiry to develop writing appropriate for both public and academic audiences.

CRNs: 1733, 2125

Instructor: Russell Brakefield

#### **"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 well-being? What contributes to rising rates of depression and anxiety, and what can be done to prevent and treat these conditions? As a class, we will 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 to conduct original research about happiness and mental health subtopics of your choice and share your findings with academic and popular audiences.

CRNs: 1524, 3738

Instructor: Jennifer Campbell

#### **“Rhetoric and Health”**

Over the next ten weeks, 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 social perceptions and representations of these terms. By the end of the course, you will have gained experience in multiple academic research traditions by undertaking a quarter-long project related to the broad themes above.

CRN: 2134

Instructor: Jessica Comola

### **"Writing the Story of Research"**

Whether you're a physicist or a historian, moving 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: 2355, 1523

Instructor: Elizabeth Catchings

### **"The Autoethnographic Experience: My, Your, and Our Culture through Stories"**

In this course 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: 1778, 3186

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 for events in our own 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 "can juggalos find true love?" Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "causal asymmetry" and "emotional cadence."

CRNs: 2120, 2131

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 while exploring--and mapping--DU's campus.

CRNs: 1497, 1514

Instructor: Robert Gilmor

Inquiry is a habit of mind—a fundamental way of being in the world—for many academics, not merely a task to be completed. This class will explore inquiry as a way of being through the theme of mindfulness, a trendy topic not just in public discourse, but also among academics interested in its psychological, physiological, and pedagogical benefits. We will study diverse histories, practices, and effects of mindfulness, and will share findings with academic and civic readers through genres such as field notes, bibliographies, and blogs. Our primary modes of learning will include reflection, observation, and collaboration.

CRNs: 5468, 5469, 5470

Instructor: Sarah Hart Micke

### **“Writing While Board”**

Play, write, research, write, and play (and write) some more. This 1133 builds to your composing of the written rules and basic pieces of a board game. We will examine and formally analyze a number of board games that will allow you to 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. You need not be a board game fan to learn from this course, but you should be prepared to write a lot.

CRNs: 1511, 1732, 2123

Instructor: Matthew Hill

### **“Researching Cultures and Subcultures”**

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: 1515, 3739, 3740

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 food safety legislation, to global food shortages, to the edible schoolyard. Students will design research projects around food topics of their own interest and compose a policy brief at the end of the quarter. In service of DU’s vision to be a great private institution dedicated to the public good, this class requires students to travel off campus and contribute to various food non-profit organizations.

CRNs: 2356, 1503, 1588

Instructor: Heather Martin

### **“Formalized Curiosity”**

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 that can be explored through myriad disciplinary lenses. We will devote our full ten weeks to developing, refining, and expanding 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 aimed at a popular audience.

CRN: 1525

Instructor: Lauren Picard

### **"Producing and Consuming Politics and Media"**

In this course, we will address the connections between politics and media that are transforming our civic sphere in recent times. Areas of inquiry include media literacy, how new technologies and new media have influenced politics and writing, the influence of social media, and how political identities are currently formed.

CRNs: 1504, 1508, 2124

Instructor: Pauline Reid

### **"Exploring Work"**

This class aims mainly at deepening your skill as a research-based writer. We will focus on exploring questions and issues surrounding work, including our personal orientations to work and careers. You will then dig more deeply into work-related topics, using and exploring a wide range of research methods.

CRNs: 1496, 1499, 2130

Instructor: Keith Rhodes

### **"The Question as Quest"**

All research begins with a question. "Question" always begins with "quest." This is no accident; in fact, "question" and "quest" are etymologically rooted in the same idea: searching. In that spirit, this course invites curious writers to chronicle a research odyssey of their own choosing, using text-based and qualitative methods. Along the way, we will reconsider what inquiry-oriented writing can 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 (re)search with a spirit of playfulness.

CRNs: 1510, 1512, 2126

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: 1735, 2127, 2132

Instructor: Casey Rountree

### **"Writing and Research About Food"**

In this section, students will analyze and construct arguments about contemporary food issues. Students will be encouraged to engage their own experiences with food, food policy, food activism, food justice, current trends in eating and dieting, and popular media about the food industry such as documentaries or advertising. For major assignments, students will choose their own research topics, will incorporate course readings and secondary research, and will conduct interviews and surveys. This research will culminate in a final argumentative essay, open letter, and ePortfolio.

CRNs: 1495, 1513, 1521

Instructor: Aubrey Schiavone

### **“Theorycraft: Gameplay as Research”**

In this section, you will conduct qualitative and quantitative research through playing games. With a partner or two, you will design a game that models a theory or teaches a concept through play. Then, you will theorycraft, or conduct quantitative tests playing the game that measure a specific game rule or mechanic. You will also qualitatively playtest your game with two different audiences, conducting observations of how they play the game and then conducting interviews with them afterwards to find out more about their experience playing the game. Finally, you will write about both your theorycraft and playtesting research in a research report.

CRN: 1505

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 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: 1516, 1856

Instructor: Rebekah Shultz Colby

Historian Lynn Hunt argues that that the practice of literacy — i.e., of composing and interpreting written, visual, or aural texts — is how we learn to be human. In this class, we’ll examine literacy as its 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.

CRNs: 1518, 1520

Instructor: John Tiedemann

## ONLINE WRIT 1133: Writing and Research

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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: 2307

Instructor: Brad Benz

### **“The Ethnographic Experience: Stories of Other”**

In this course, 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: 2136

Instructor: April Chapman-Ludwig

The purpose of this course is 3-fold: (1) we will explore and/or figure out meaningful ways to be successful communicators within (digital) networked cultures; (2) we will examine, 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). You are responsible for the following networked culture to both share and actively participate in: (1) Twitter and (2) Canvas.

CRNs: 3190

Instructor: Kara Taczak

## **WRIT 1633: Advanced Writing and Research**

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One of the great challenges — and great joys — of 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 1633, you'll take on that challenge, devoting the full quarter to researching and writing about a single person, place, or thing, in order to create a digital longform nonfiction text about it.

CRN: 2283

Instructor: John Tiedemann

## WRIT 1733: Honors Writing and Research

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This special Honors course will explore the work of understanding the role that writing and research play in creating meaningful social change. Through hands-on, original, community-engaged research conducted in collaboration with nonprofit organizations, movement leaders, and others, we will use archival and field-based methods to develop a sophisticated, practical understanding of how we might better advance causes, support organizations, and build movements towards a better shared future. Successful students in this course may also be invited to apply for specialized opportunities on related projects in the Fall of 2020.

CRN: 1677

Instructor: Elizabeth Catchings

### **“Escape!”**

Interactive art and live-action game spaces invite people to engage with an experience in novel ways. While these spaces are often entertainment driven, in this course, we are going to work together to develop ways that live-action, interactive gamified spaces like escape rooms or alternate reality games might be designed for the public good. This course will invite you to use a variety of research methods, including fieldwork, and the writing will vary from academic, to professional, to public genres. Our goal is to build possibilities. NOTE: this class will involve attending at least one escape room.

CRN: 1907

Instructor: Richard Colby

### **“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 08 (CRN: 3189). 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: 1855

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 will collaborate with WRIT 1733 Sec 6 (CRN: 1855). 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: 3189

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: 1854

Instructor: Lauren Picard

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: 1676

Instructor: Geoff Stacks

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 meditation and reflection, as well as a focus on self-care, 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 various different classes (e.g. yoga, meditation, etc.) throughout the week as part of your research!

CRN: 1777

Instructor: Kara Taczak

## WRIT 1122: Rhetoric and Academic Writing

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### **“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: 1734

Instructor: Brad Benz

## Minor in Writing Practices courses

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### **WRIT 2040 “Memoir and Personal Writing”**

This course invites you to write aesthetically about your own memories and experiences, telling stories in ways that engage not only you and your friends but also other readers. We’ll focus on two broad genres, both of which rely on narrative, both of which should be (dare I say it?) fun and meaningful to write. Memoirs tell about a slice of a writer’s past, rendering a certain time, place, people, and events to give a flavor and perception of that slice. Personal essays also narrate experience, but their writers entangle stories with ideas. One thing you won’t need for this class: “profound” or “exciting” experiences. The life you’ve lived to this point, however mundane or dramatic, will more than do. Come and enjoy writing about your life, observations, and ideas in ways that matter.

CRN: 5623

Instructor: Doug Hesse

### **WRIT 3500 “Writing Design and Circulation”**

This is the capstone class or culmination of the Minor in Writing Practices. It is meant to capture the writing experiences and instruction that you have been a part of thus far at the University of Denver. The major project that you will be completing for this class is an ePortfolio, and you will be composing, producing, and designing activities along the way to contribute to that ePortfolio as well as your own learning. As part of the path to creating this portfolio, you will do a substantive revision of a previous writing assignment, learn about curation and circulation of writing, and conduct some analyses of your writing and writing process. The course culminates with a public showcase of your portfolio.

CRN: 3199

Instructor: Richard Colby