WRIT 1133 Course Descriptions

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. Prerequisite: WRIT 1122.

Some faculty have elected to submit individual course descriptions, those follow here. If a section does not have a unique course description, assume that it meets the goals listed above.

Benz, Brad
WRIT 1133- 28 & 45
In this course, students will investigate, research, and write about a sub-culture of their choosing, employing some of the common research methodologies and written genres found in the academic disciplines. After gathering their data, students will then be asked to explain their findings to expert and non-expert audiences. Along the way, attention will also be given to visual rhetoric - including how to use tables, figures, and images in writing – and matters of style in prose.

Campbell, Jennifer
WRIT 1133- 22
In this section of WRIT 1133, all of our work will relate to the broader theme of “Writing Cultures.” Writing is the first word, and it will be our primary concern throughout the quarter as we write about sub/pop/cultures and learn about different cultures of research and writing. We will discuss key concepts of rhetorical theory, cultural theory, and the research methods scholars use to generate new knowledge. In addition to common readings and projects on cultural phenomena ranging from after-school jobs to zombie films, students will design, conduct, and present research into a specific subculture of their choice.

Chapman-Ludwig, April
WRIT 1133-26, 43, 67
Have you ever wondered what really happened to JFK? Have you ever considered why the gaming community uses unique jargon? These are the types of questions this course will be examining through the practice of quantitative, qualitative, and textual research. Students will use their rhetorical repertoire from WRIT 1122 to speak to audiences in multiple disciplines while attempting to unravel a mystery, decode the language and belief systems of a subculture, and use survey data to speak to popular audiences. Ultimately, students identify how written reasoning varies in the questions posed, the evidence used, and the audience written to.
Colby, Richard
WRIT 1133-46, 62, 85
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.

Engelson, Amber
WRIT 1133- 23, 65, 84
In this section of 1133, “Writing Culture(s)”, we’ll explore multiple research traditions through the lens of culture and writing. You’ll leave this course with an understanding of how to conduct primary, hands-on research in the textual, qualitative, and quantitative traditions, and with the knowledge of how to write about this research for both academic and public audiences.

Fowler, Jon
WRIT 1133-10, 31
If you called a man a horse and a horse a man, would anyone notice? What does plugging random symptoms into WebMD teach us about reasoning? Do you need zombies to keep your corn crops healthy? We'll answer these questions and more as we explore different ways of conducting research and explaining your findings. The readings are challenging, class discussion lively, and big ideas welcome.

Gilmor, Rob
WRIT 1133- 55, 60, 81
“Denver History and Public Life” In this section of WRIT 1133, we will study research methods and research writing by using the city of Denver as our primary resource. We will explore qualitative research methods by examining Denver "as it is" today, and we will also study archival collections available through local research institutions to explore Denver "as it was." Students will have the opportunity to work with the archival collections at both the History Colorado Center and Denver Public Library, along with the Special Collections—including the University Archives and the Beck Memorial Archives of Rocky Mountain Jewish History—at our own Anderson Academic Commons.

Hart Micke, Sarah
WRIT 1133- 2, 25, 63
In this writing course, “Ways of Knowing,” we will explore our own and others’ motives for learning in and beyond academia. This course may have a service-learning component, for which you would work directly with students at Charles Hay, a public elementary school located three miles from campus on Downing Street. This off-campus service-learning opportunity would enrich our understanding of how text-based, qualitative, quantitative, and oral history research traditions can enhance the public good. We will begin by reading and writing about popular audiences’ values of learning and then conduct our own research through ethnographies and oral history interviews.
Hill, Matt
WRIT 1133- 42, 54
At its core, the study and practice of rhetoric is about how we should try to live well together. That word “well” is what is often up for debate, and that debate is what we will focus on in this section of 1133. Together, we will study some forms of research and rhetoric through the study of Denver. Projects include examining space from differing perspectives, theoretical “erasure” of parts of the city, and an interactive map of the rhetorical culture of Denver. This course presumes an interest in the study and practice of writing as a crucial democratic tool.

Kelly, Megan
WRIT 1133- 66, 75, 80, 92
How is food produced, distributed, and consumed in a globalized world? What are the social, economic, and political issues underlying our relationship to food? In these sections of WRIT 1133, we will explore how quantitative, qualitative, and textual research traditions help us answer these questions, as well as help us generate new research questions. Building on the rhetorical strategies developed in WRIT 1122, we will use our research to create and support thoughtful and thought-provoking arguments about the local and global implications of food production and consumption. The final project for this class will be a group project researching the urban agriculture movement and food on campus.

Kinyon, Kamila
WRIT 1133- 1, 20, 40
In this section, we will use a variety of research methods—such as interviews, fieldwork observations, and artifact analysis—to explore facets of contemporary culture and history. We will read articles by researchers working in different fields, including sociology, anthropology, and journalism. In developing course projects, you will have a range of options, so you can pursue topics suited to your interests and goals. Sample projects may include an academic analysis of a fan subculture, an interview based feature article for a local magazine, and an ethnographic study of a local fieldsite or subculture.

Martin, Heather
WRIT 1133- 34, 52, 71
Hungry? In this section of WRIT 1133, we will research and write about a variety of food-related topics, ranging in subject from the proliferation of childhood obesity to the American “foodie” phenomenon. Students will design and carryout research projects around local food topics of their own interest and compose a policy brief at the end of the quarter. Service to the community will be a part of this course.
Parrish, Juli
WRIT 1133 – 44
What is a meme? Who still uses MySpace? How does news reporting distort research? Why do certain images or jokes go viral? Good research starts with good questions, and in this section of 1133 we'll craft research questions that help you to conduct original research on internet phenomena from a variety of disciplinary perspectives: namely marketing, communications, and interpretive journalism. While working on a series of related projects (including survey research, content analysis, and journalistic inquiry), we'll consider the very different ways academic and public research traditions shape and interpret knowledge.

Picard, Lauren
WRIT 1133- 47, 64
"The Ties That Bind." Human beings are, for better or worse, social creatures. Our associations, investments, and connections not only hold a strong influence over day-to-day experiences, they also have the power to shape our identities. In our section, we will use qualitative, quantitative, and interpretive research methods to explore the ties that bind us—including romantic partnerships, kinship, fandom, subculture membership, friendship, and even personal connections to place. As we craft research projects for expert and non-expert audiences, our success will be measured not by finding the right answers but by asking the right questions.

Rountree, Casey
WRIT 1133- 90, 96
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.

Samson, Carol
WRIT 1133- 12, 33, 51
This writing and research course will explore material culture through a study of artifacts and through ethnographic/qualitative observations. We will consider the “thingness” of things: lobsters, architecture, city blocks in New York, objects connected to subcultures, and sacred things described in oral histories. The course will ask you to consider how objects are codes, how artifacts carry cultural biases, and how “things” attract and keep our attention. Our academic research will confront the “thingness” of objects by looking at objects through a variety of lenses and by observing human subjects in field studies.
**Sanz, Blake**
WRIT 1133 – 38, 58, 79
What about a college experience is valuable? What are you getting for how much it costs? What are other students at other colleges getting from their degrees? How do we as a society think of what the values and purposes are of a college degree? In this class, we’ll explore these topics as a way to learn about how research gets conducted and written about in a university setting. You’ll learn about such things as qualitative and quantitative methods of research, and in the process, we’ll find our own answers to questions like the ones posed above.

**Shultz Colby, Rebekah**
WRIT 1133- 32, 50
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? In this class, you will investigate questions you have about your social world at DU using interviews, observations, and surveys.

**Sowa, Angela**
WRIT 1133- 14, 37, 57
How is language like a game of tennis? How might understanding the rules of writing “games” help you be a more effective communicator? In this section of 1133, we will explore communication as a set of situational games or ceremonies, and through quantitative, qualitative, and textual research, we will gain a better understanding both of the rules that surround particular types of communication, and also how to play with those rules effectively. Your research will primarily focus on your chosen academic major, and you will both analyze and produce genres for academic and non-academic audiences.

**Taczak, Kara**
WRIT 1133- 35, 91, 97
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.

**Tiedemann, John**
WRIT 1133- 56, 74
Human Rights / Humans Write. Historian Lynn Hunt argues that 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 and writing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.
INTERNATIONAL WRIT 1133

Rountree, Casey
WRIT 1133-78
This course is intended for international students and non-native English speakers. It subscribes to all of the requirements and expectations of all WRIT 1133 sections. Additionally, it includes dedicated writing workshop time, increased instructional support, and an extra class session every Friday. 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. (Students wanting to enroll in this section need to contact Jennifer Campbell at Jennifer.campbell@du.edu for permission)

HYBRID WRIT 1133

Benz, Brad
WRIT 1133-68 (Hybrid)
In this course, students will investigate, research, and write about a sub-culture of their choosing, employing some of the common research methodologies and written genres found in the academic disciplines. After gathering their data, students will then be asked to explain their findings to expert and non-expert audiences. Along the way, attention will also be given to visual rhetoric - including how to use tables, figures, and images in writing – and matters of style in prose. Note: this is a hybrid course, meaning the class will meet once a week face to face, with students working independently the rest of the week.

ONLINE WRIT 1133

Benz, Brad
WRIT 1133-82
In this course, students will investigate, research, and write about a sub-culture of their choosing, employing some of the common research methodologies and written genres found in the academic disciplines. After gathering their data, students will then be asked to explain their findings to expert and non-expert audiences. Along the way, attention will also be given to visual rhetoric - including how to use tables, figures, and images in writing – and matters of style in prose. Note: this is an online course. The class will not meet face to face.
Chapman-Ludwig, April
WRIT 1133-98
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. Students are introduced to quantitative, qualitative, and textual research traditions, and use their rhetorical repertoire from WRIT 1122 to speak to audiences in multiple disciplines. We attempt to unravel a mystery, decode the language and belief systems of a subculture, and use survey data to speak to popular audiences. Ultimately, students identify how written reasoning varies in the questions posed, the evidence used, and the audience or forum written to.

Shultz Colby, Rebekah
WRIT 1133-32
This section will be conducted online. 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.

WRIT 1733

Alfrey, Shawn
WRIT 1733-2
America/Americana
American identity, Ugly Americans, the American dream, American Exceptionalism: This course will consider some of the many different ways people currently and have historically defined the American experience. We will read and view a variety of cultural texts – representing high culture and low; science and the arts; personal expression and official documents – as we explore the baggage, the blind spots, and the beauty inscribed in these different attempts to account for or establish American identity. Along the way we will consider the nature of these primary sources and the writer’s relationship to them, and students will both respond in kind and collect and analyze sources of their own as they explore how (and whether) to categorize, characterize, or prescribe American being.

Hesse, Doug
WRIT 1733-1
This honors section will burnish your repertory of strategies for research-based writing, hone your writing skills, and take you seriously as a writer. We’ll practice with different source materials: experiences, readings, data, and observations. We’ll explore writing for different kinds of disciplinary and popular audiences. We’ll read excerpts from classical rhetoricians dealing with issues of evidence, argument, and presentation, including Plato, Aristotle, Locke, and Burke. But we’ll mainly read contemporary examples in action, starting with parts of Susan Cain’s Quiet: The Power of Introverts, which will stage several writing early writings. Later writings will focus on individualized student interests. Professional commitments may cause me
to miss a couple of class meetings, but I’ll schedule fitting alternatives. Feel free to email for
more information after 2/20/14: dhesse@du.edu. I look forward to reading your work.

Hill, Matt
WRIT 1733-4
This course contains a service-learning component and will involve working with local veterans.
As a class, we will consult with 3 veterans groups and determine what type of work will best suit
both the needs of the class and the groups. The projects will begin with some research on our
part to learn about the general communities of veterans we might encounter, and we will then
move to specific research and writing within the Denver communities themselves.

Parrish, Juli
WRIT 1733-7
activities and academic research are often fueled by the same kinds of intense appreciation and
productivity. The concept of “fans” itself has a rich interdisciplinary history, and we will read
major work on fans while considering how and why academics and fans alike research and write
as they do. Students will produce work in multiple research traditions: writing fan
autobiographies; conducting interview-based research on a local fandom of their choice; and
analyzing online fan sites. Overall, we’ll theorize about who fans are, what fans do, and how fans
matter in larger disciplinary and public conversations.

Picard, Lauren
WRIT 1733-3
The Ties That Bind. Human beings are, for better or worse, social creatures. Our associations,
investments, and connections not only hold a strong influence over day-to-day experiences, they
also have the power to shape our identities. In our section, we will use qualitative, quantitative,
and interpretive research methods to explore the ties that bind us—including romantic
partnerships, kinship, fandom, subculture membership, friendship, and even personal
connections to place. As we craft research projects for expert and non-expert audiences, our
success will be measured not by finding the right answers but by asking the right questions.

Stacks, Geoff
WRIT 1733-5
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 identity and the performance of identity: Is
identity intrinsic and permanent or negotiated and fluid? How do performers
(singers/actors/politicians) play out various identities in the public and political arenas?
Monstrosity is represented in many ways throughout our culture: abnormalities, monsters—real and imagined—, outbreaks, and the like. What they all have in common is the way that they contest the norm of the body. In this class, we will explore the sensation of the genre of horror, specifically examining the ways in which horror manifests monstrosities. As culture shifts in dispositions, and as technology changes, so does identifying different sensations in how monstrosity is represented inside and outside the body. Exploring monstrosity through the lens of media ecology theory, we will investigate several questions: (1) at what point does monstrosity stop being a representation? What is the ontology of monstrosity that different monsters are caught up in? And in what sense is monstrosity an assemblage of media, image, sensation, and, and, and…? This course seeks to pursue these insights by historicizing the evolving understanding of monstrosity within our culture through the study of media ecology theory.