

Spring 2016 Course Descriptions

WRIT 1133: Writing and Research

"Science and Popular Culture"

What exactly does the LHC at CERN do? How and why are semi-synthetic microbes with UBPs in their DNA created? Do you care about such questions? Should you? In this section of WRIT 1133, we'll explore how we think, talk and write about/around science. In particular, we'll examine the ways in which popular culture shapes/reflects our understanding of and attitudes toward scientific knowledge and research. To do so, we'll draw on personal experience, read and watch a wide variety of texts, and conduct research of our own. This course does not presume any background in science.

CRNs: 2592

Instructor: Kanika Agrawal

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 be given to visual rhetoric - including how to use tables, figures, and images in writing – and matters of style in prose.

CRNs: 1654

Instructor: Brad Benz

If given the chance, what would you really want to spend your time and energy learning? What question(s) about the world or life would you try to answer? After spending the first two weeks studying a few particularly creative and inquisitive research essays, you'll dedicate the next eight weeks to learning (and writing) as much as you can about any single subject you wish. Molecular gastronomy, birding, Nordic skiing, string theory, Victorian fashion, Bronies: you name it. Along the way you'll learn about various research traditions as well as specific methodologies that can help advance your individual project.

CRNs: 1655, 1669, 1985

Instructor: Allan Borst

"The Pursuit of Happiness"

The pursuit of happiness was enshrined in our Constitution and has become a thriving industry. How do definitions and levels of happiness vary over time and across cultures? What contributes most to wellbeing and what destroys it? What contributes to rising rates of depression and anxiety, and what can be done to treat these conditions? In this section, we'll explore issues related to happiness and mental health while developing important skills in research and writing—asking the right questions, using appropriate research methods, and choosing the best genres and rhetorical strategies for sharing your findings with different audiences.

CRNs: 1657, 1683

Instructor: Jennifer Campbell

Have you ever found it difficult to interpret the jargon used by gaming communities? Have you ever wondered why a homeless person might feel strongly about choosing to sleep on the streets? These are the types of questions this course will examine 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 decode the language and belief systems of a subculture. We will identify how written reasoning varies in the questions posed, the evidence used, and the audience written to.

CRNs: 2398, 2605

Instructor: April Chapman-Ludwig

“Writing and Research in the World...of Warcraft.”

This section of WRIT 1133 is devoted to the MMORPG World of Warcraft. While immersing yourself in the game, you will conduct qualitative, quantitative, and text-based research on the World of Warcraft community and gameplay in order to craft documents that will effectively meet the rhetorical needs for that community. This will be an academically rigorous writing course that will involve learning through play, analysis, and research of the game.

CRNs: 2032

Instructor: Richard Colby

“The Future of Research and Expertise”

In the future, will we consult telepresences or A.I. instead of visiting doctors, lawyers, or other experts? The possibility is not farfetched. From digital orchestras and robot substitute teachers to driverless vehicles, technologies have already changed our lives. As a class of researchers coming from different backgrounds and experiences, we will go down to the digital crossroads together and critically explore what it means to be human while training in our fields of study. While doing some investigative fieldwork and building a collaborative knowledge base, we will also consider how trends in information design, intellectual property, and open data might affect the work we hope to do.

CRNs: 2163, 2596

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, describing slinkies and cat skulls, and offering scientific and emotional explanations of conspiracies. 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: 1672, 2594

Instructor: Jonathan Fowler

“Researching the Student Experience”

While the term “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 WRIT 1133, we’ll test out methods from a number of research traditions to explore daily 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 and examine texts and artifacts in our library’s Special Collections to get a sense for the “story” of student life at DU since its founding.

CRNs: 1645, 1652, 1673

Instructor: Robert Gilmore

Casa Bonita restaurant hasn’t always been the icon immortalized in South Park—from 1904 to 1940, it was the Jewish Consumptives’ Relief Society for tuberculosis patients. Much as South Park has become a rhetorical commonplace circulating in American society, so too do physical spaces serve as sites of rhetorical meaning-making. This course will examine how places acquire various rhetorical values through text-based and qualitative research. Venturing outside the classroom, we will analyze JCRS documents in DU’s Beck archives and study local spaces, such as Cheesman Park, a former cemetery. You will write research-based essays in popular and academic genres.

CRNs: 1664, 1679

Instructor: Sarah Hart Micke

“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 a number of 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: 1682, 2591, 2601

Instructor: Matthew Hill

This class will explore how scholars and activists use quantitative, qualitative, and textual research traditions to advocate for social change, and we will consider how these research methods can help make our own local communities more just and sustainable. Building on the rhetorical strategies developed in WRIT 1122, we will use research to create and support thoughtful and thought-provoking arguments about how to cultivate sustainable communities in Denver and at DU. This class has a community-engagement component in collaboration with the DU Center for Sustainability, and a major requirement is a group research project on local food or transportation systems.

CRNs: 1681, 2593, 2603

Instructor: Megan Kelly

In this course, we will study culture through different research methodologies, including interviews, observational fieldwork, and interpretation of texts, images, or artifacts. We will learn how research is conducted in disciplines such as sociology, anthropology, and history. For example, we will consider how interviewers do case studies and oral histories to address how people have defined their cultural identities, overcome difficulties, or coped with crisis. We will also explore how ethnographic research can provide insight into contemporary subcultures associated, for instance, with sports games, music concerts, malls, or coffee shops. Course projects will include an interview based paper, visual analysis, and ethnography.

CRNs: 1643, 1650, 1668

Instructor: Kamila Kinyon

“Writing, Research & Loitering”

We will saturate the genre of the essay through investigation and seeing. We will engage what it means to know as much as possible about singularity. Your early encounters and primary glances are prerequisites. As this is a course on exile, we will linger, journey, and read for weeks at a time within the sentences of a single writer. As this is a course on self-doubt, we will leave our questions on the page. As this is a course on paradise, we will allow time to pass idly. We will loiter, write. All with intent.

CRNs: 1674, 1981, 2599

Instructor: Samuel Knights

“Hungry?”

In this section of WRIT 1133, we will research and write about a variety of food-related topics—ranging in subject from food safety legislation, to global food shortages, to the edible schoolyard. Students will design and carryout research projects around food topics of their own interest and compose a policy brief at the end of the quarter. 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: 1659, 1776, 3089

Instructor: Heather Martin

“Voices of Others.”

Communities treated as “Others” by the establishments are subjected to discrimination and marginalization, their voices are hushed, their identities are questioned. It is important that we seek their truths because their truths are our very own, and because in the social political context of our global interrelated world, we cannot afford any more separations and enmities. To address these issues, we will read, write, discuss, and learn to do research using different traditions, while continuing to build up our rhetorical knowledge in order to become more knowledgeable and open readers, writers, and citizens.

CRNs: 1677, 1982

Instructor: Poupeh Missaghi

“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 research 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 (like Aziz Ansari’s *Modern Romance*) for inspiration.

CRNs: 1685, 1984

Instructor: Lauren Picard

“Cultures of Collection”

This course will focus on composing with, and composing about, primary artifacts, images, and texts. We will explore concepts and practices of collecting through spatial, textual, and object-based methods, as we investigate several important collective sites and locations, such as museums, personal or domestic collections, libraries, public spaces, and digital spaces. Through these methods, we will analyze how collections form and perform cultures of expression. In-depth reading and discussion will be a significant element of this course.

CRNs: 1646, 1661

Instructor: Pauline Reid

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: 1671, 2598, 2604

Instructor: Casey Rountree

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.

CRNs: 1648, 1663, 1676

Instructor: Carol Samson

Research and research writing in a university setting look different from high school research projects. In this course, you'll be tasked with learning how they're different, and you'll take on research writing projects that ask you to try out some of these university methods—interviewing, observing people, measuring things, and, yes, also looking things up through the library's databases--in ways that approximate how professional researchers go about investigating questions that interest them.

CRNs: 1660, 1666, 2595

Instructor: Blake Sanz

Have you ever wondered why certain posts on Facebook get a lot of likes while others don't? Have you ever wondered how many times a day the average DU student checks Facebook or what most people look at when they are on Facebook? In this class, you will investigate questions you have about your social world on Facebook 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.

CRNs: 1662, 1675

Instructor: Rebekah Shultz Colby

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: 2296

Instructor: Rebekah Shultz Colby

“Research and Writing Here and There.”

In this section of WRIT 1133, we will investigate how the places we inhabit affect us as composers and how writing affects the places in which we live. Our experiments will range from animated bibliographic scholarship on place(s) in Writing Studies, to research-based travel narratives on the nature and function of home-spaces, to work done with/in the city of Denver's upcoming “Transit-Oriented Design” initiative around the future of the Light Rail. Though some of our products will be fairly traditional page-based texts, much of our work may be digital, graphic, and auditory.

CRNs: 1653, 1670, 2597

Instructor: Dan Singer

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.

CRNs: 2600, 2606, 1680

Instructor: Kara Taczak

“Replicas, impersonators, forgeries, and fakes”

In this writing and research class, we will study contemporary beliefs about cultural and individual authenticity alongside cases that challenge these beliefs. The cases we will research and write about, drawing upon scholarship from the gender, media, and cultural studies fields, cover topics including Andy Warhol, Andy Kaufman, Mardi Gras, JT Leroy, catfishing, vogue balls, pow-wows, and Hollywood film casting. We will also study research traditions themselves, to understand how different kinds of research questions take shape. Students will have opportunities to develop and conduct independent writing and research projects.

CRNs: 1647, 1667

Instructor: Zoe Tobier

ONLINE WRIT 1133: Writing and Research

Note: this is an online course. The class will not meet face to face. 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.

CRNs: 2607, 2958

Instructor: Brad Benz

In this online class, we will build a classroom community through participating in discussion posts, creating wiki's, responding to peers, and meeting one-on-one. We will examine many subcultures to uncover different kinds of jargon, artifacts, and beliefs valued by the culture through the practice of quantitative, qualitative, and textual research. We will identify how written reasoning varies in the questions posed, the evidence used, and the audience written to.

CRNs: 2608

Instructor: April Chapman-Ludwig

WRIT 1633: Advanced Writing and Research

“The Creative Inquiry of Research: Advanced.”

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 1633, 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 research 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 (like Aziz Ansari’s *Modern Romance*) for inspiration.

CRNs: 2908

Instructor: Lauren Picard

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 actually learn to be human. In this class, we will examine literacy from a variety of angles — as expressed in art, as a local social practice, and as a global political phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

CRNs: 2909

Instructor: John Tiedemann

WRIT 1733: Honors Writing and Research

"First Let Me Take a Selfie!"

Millennials have been dubbed a "narcissistic" group, but one could argue that in their own way every generation is consumed with issues of identity. In this course we'll view the question of identity as science, story, performance. Students will read and view a variety of texts and will themselves produce diverse kinds of writing and forms of expression as they explore the idea of identity and its many forms and guises.

CRN: 1890

Instructor: Shawn Alfrey

"The Pursuit of Happiness"

Happiness. The ancient Greeks called it eudaimonia, our founding fathers enshrined its pursuit in the Constitution, and it has become a thriving industry. How do definitions and levels of happiness vary over time and across cultures? What contributes most to wellbeing and what destroys it? What's causing rising rates of depression and anxiety, and how should we treat these conditions? We'll explore issues related to happiness and mental health while developing important skills in research and writing—asking the right questions, using appropriate research methods, and choosing the best genres and rhetorical strategies for sharing your findings with different audiences.

CRN: 1891

Instructor: Jennifer Campbell

"How we write"

In this honors section, we will be looking at what it means to write in college and beyond, conducting a variety of studies to find out how writing works and how it should be taught. While you will be responsible for a substantial written research project, you will also be conducting interviews and reporting on surveys about writing in video projects that you will produce for DU students. Whether you want to be behind the camera or in front, this will be an opportunity to share significant research that will help DU students in years to come.

CRN: 1889

Instructor: Richad Colby

“Cultures of Collection”

This course will focus on composing with, and composing about, primary artifacts, images, and texts. We will explore concepts and practices of collecting through spatial, textual, and object-based methods, as we investigate several important collective sites and locations, such as museums, personal or domestic collections, libraries, public spaces, and digital spaces. Through these methods, we will analyze how collections form and perform cultures of expression. In-depth reading and discussion will be a significant element of this course.

CRN: 2161

Instructor: Pauline Reid

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?

CRN: 2031

Instructor: Geoff Stacks

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 actually learn to be human. In this class, we will examine literacy from a variety of angles — as expressed in art, as a local social practice, and as a global political phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

CRNs: 2162

Instructor: John Tiedemann

WRIT 1122: Rhetoric and Academic Writing

Genre, audience, rhetorical situation, and reflection: what do they all have in common? These are key terms that help writers understand different types of writing situations such as writing a chemistry lab report or a business memo. Throughout this course, you will create 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. This is an **ONLINE** section and does not meet face-to-face.

CRNs: 1983

Instructor: Kara Taczak