WRIT Courses
Winter 2024

WRIT 1122

**Writing Arguments** is a course in rhetoric; the focus will be on reading and writing arguments in academic, public, and professional contexts. The course will emphasize argumentation, and students will gain experience writing in different genres, as well as analyzing and using visual and multimodal rhetoric in their arguments. For one unit, the class will focus on the impacts of U.S. settler colonialism on Native Americans, including the Sand Creek massacre in Colorado. Note: this is a hybrid course; we will meet face-to-face on Mondays and Wednesdays, and the class will work online and asynchronously on Fridays.

Instructor: Brad Benz
CRN: 1463 -- Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM

**Writing and Social Activism.** Since ink was first set to paper, people have used writing to express their deepest concerns, beliefs, and passions. Historically, writing has also played an important role in advancing aims of social movements and giving voice to underrepresented of oppressed peoples. This trend continues, with the writing-as-protest finding new venues and functions in the age of digital communication. In this section of WRIT 1122, we will explore how different forms of writing—epistolary writing, academic arguments, rhetorical analysis, narrative arguments, and hybrid models—can help us tell our own stories and establish our own points of social activism and protest. You will analyze various forms of writing and craft your own written arguments for several specific genres and situations. Ultimately, this course aims to foster understanding of the ways writing can enhance your skills of critical thinking, inquiry, and public engagement.

Instructor: Russell Brakefield
CRN: 1462 -- Scheduled Classroom Meetings: M,W 12:00PM-1:50PM
CRN: 5286 -- Scheduled Classroom Meetings: M,W 2:00PM-3:50PM
CRN: 1458 -- Scheduled Classroom Meetings: M,W 4:00PM-5:50PM

**Writing Matters.** This section will investigate the kinds of writing that matter in academic, professional, civic, and personal life and what matters in good writing. We'll analyze and practice writing in multiple genres and media—essays, resumes and cover letters, blogs, etc.—honoring the rhetorical skills you need to make effective arguments about issues that matter to you, from campus life and local causes to national news and global concerns.

Instructor: Jennifer Campbell
CRN: 1477 -- Scheduled Classroom Meetings: M,W,F 9:00AM-9:50AM
CRN: 1476 -- Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM
CRN: 3141 -- Scheduled Classroom Meetings: M,W,F 12:00PM-12:50PM
Craft, DIY, and the Making of Movements. What does knitting have in common with scholarly argument? More than you think: for the Greeks, technê encompassed everything from ceramics to debate, each understood as a craft with practical effects. That sense of craft is the basis for rhetoric, an art of persuasion that informs our sense of argument for every audience we encounter. This course looks to craft, DIY, and social movements to develop rhetorical strategies for different publics, primarily in situations requiring defense of arguable claims. Projects include formal and informal writing, e.g., editorials, grant proposals, and craft-based ethnographies.
Instructor: Libby Catchings
CRN: 1796 -- Scheduled Classroom Meetings: T,F  10:00AM-11:50AM
CRN: 1480 -- Scheduled Classroom Meetings: T,F  12:00PM-1:50PM
CRN: 3180 -- Scheduled Classroom Meetings: T,R  2:00PM-3:50PM

Your Story, Our Story: A Persuasive Narrative. What does our interpretation of a story tell us about ourselves or about the storyteller? How might we reinterpret stories through the context of persuasion? We encounter stories every day and while they may seem like simple forms of entertainment they can be incredibly powerful rhetorical devices. Stories are the method by which we understand the world, our place within it, and how we affect change. From unsolved mysteries, to visual, autobiographical, and public narratives, students in this course will affect change through encountering, deconstructing, and readapting stories to persuade multiple audiences.
Instructor: April Chapman-Ludwig
CRN: 3145 -- Scheduled Classroom Meetings: M,W  12:00PM-1:50PM
CRN: 2614 -- Scheduled Classroom Meetings: T,R  10:00AM-11:50AM

The course focuses on "Social Media & Culture" and introduces students to key rhetorical concepts, fundamentals of argumentation, and strategies for writing toward specific audiences. Throughout the quarter, students will read and analyze the strategies that other writers use in various situations and adopt the best of these within their own writing. Class time will be dedicated to discussions of assigned readings, drafting major projects, doing informal writing, and offering feedback to peers on written drafts.
Instructor: David Daniels
CRN: 1470 -- Scheduled Classroom Meetings: T,R  10:00AM-11:50AM
CRN: 1870 -- Scheduled Classroom Meetings: T,R  12:00PM-1:50PM
CRN: 1872 -- Scheduled Classroom Meetings: T,R  2:00PM-3:50PM

Connections and Representations. How do we define ourselves? How do we represent (and thus define) others? How can we then draw meaningful connections between them all? In this themed section of WRIT 1122, we’ll highlight the rhetorical concepts of ethos and identification to explore how we persuade--and are persuaded by--people (and sometimes their ideas and arguments), conventional ideas about the world, and how we fit into it. We’ll use DU’s Special Collections and Archives as a site to explore ideas of representation cast from history through to today, with a particular focus on comparative media. This will let us explore how ethos or identity derives from locations and spaces, from portrayals of ourselves and others in various media, and how all this plays into the situations that call us to write and think in college and beyond.
Instructor: Rob Gilmor
CRN: 3179 -- Scheduled Classroom Meetings: M,W  10:00AM-11:50AM
CRN: 1724 -- Scheduled Classroom Meetings: M,W  12:00PM-1:50PM
Learning Rhetorics. In this service-learning writing course, we will explore rhetorical theories by undertaking a case study of rhetorics of education and learning at a local elementary school. At Charles Hay elementary, we’ll write with and for 2nd-grade writers, their parents, and related audiences, such as teachers and pedagogues, in genres such as rhetorical analyses and children’s books. We will work directly with writers at Charles Hay from 2:00 pm – 3:30 pm during our regular class period one day per week. This project will complement close collaboration with classmates through peer review. A commitment to working with youth, taking initiative in your own learning, and travel to/from Charles Hay are essential to this course.
Instructor: Sarah Hart Micke
CRN: 1466 -- Scheduled Classroom Meetings: M,W 2:00PM-3:50PM
CRN: 1729 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Writing With Sound. Writing practices encompass many, sometimes competing, forms. This course engages in sonic and written composing practices as some of those forms of writing. Students will create sonic texts (e.g., podcasts), written analyses, and sonic-textual hybrids. Additionally, this course includes an AI writing component, and students are encouraged to create various AI accounts (e.g., ChatGPT). We will compose with these various tools to explore how we make meaning in ways important to each of us as well as to various audiences.
Instructor: Matt Hill
CRN: 3142 -- Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
CRN: 3143 -- Scheduled Classroom Meetings: M,W 12:00PM-1:50PM
CRN: 3144 -- Scheduled Classroom Meetings: M,W 4:00PM-5:50PM

Food and Culture. How is writing a mechanism for generating social change? How do we situate our writing, both academic and public, in relation to the community in which we live? First, we will use food as a lens through which to study how people write about and understand social issues and how writing (in a variety of genres, for a variety of audiences and purposes) helps to shape social movements, change public perceptions, and bring people together in community. Next, we will use the knowledge gained through our study of rhetorical strategies, to help us research food issues around the country, and finally study local food organizations in Colorado and think rhetorically about local public discourses about food. There will be a few weekend field trips to local farms or organizations.
Instructor: Veronica House
CRN: 3136 -- Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
CRN: 3137 -- Scheduled Classroom Meetings: M,W 12:00PM-1:50PM
CRN: 1455 -- Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

How do words and images influence our perspectives on the world and our place in it? How does language enable and restrict the ways we interact with and understand each other? How does storytelling construct our identities, reflect our values, and shape our relationships? In this class, we consider these questions as we identify and practice the rhetorical strategies used by writers, activists, artists, and other change makers to create more inclusive, sustainable, and just communities. Through individual projects and group activities, we will explore how stories guide us in remembering the past, understanding the present, and reimagining the future.
Instructor: Megan Kelly
CRN: 1723 -- Scheduled Classroom Meetings: T,F 10:00AM-11:50AM
CRN: 1475 -- Scheduled Classroom Meetings: T,F 12:00PM-1:50PM
CRN: 1867 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM
**Tattoos, Voice-to-Text, Testimonios: Exploring Writing and Language Justice.** In this course, we will think of writing multimodally and multilingually. For example, we will explore how writing on bodies, using accessible technologies, and crafting culturally-sustaining narratives can challenge dominant ideas about what writing is and who it benefits. Drawing from artists, organizers, and students as well as critical race theory, Chicana feminism, and disability justice, we will work together to ask: What do writing and language have to do with social justice? And how can we create compositions that enact a more just writing future for communities we care about?

Instructor: Calley Marotta  
CRN: 1728 -- Scheduled Classroom Meetings: T,R  10:00AM-11:50AM  
CRN: 1457 -- Scheduled Classroom Meetings: T,R  2:00PM-3:50PM

**The Rhetoric of Humor** is a writing class designed to arm students with new methods and practices for critical thinking and writing. Using the work of humorists, stand-up comics, satirists, and filmmakers, we will identify and practice strategies toward persuasive written and visual communication in the public sphere. We will read challenging theoretical texts and create our own arguments using humor.

WARNING: The materials in this class are provocative. They may contain profanity, and references to sexuality, religion, and stereotypes, among other topics.

Instructor: Heather Martin  
CRN: 1459 -- Scheduled Classroom Meetings: M,W,F  12:00PM-12:50PM  
CRN: 1464 -- Scheduled Classroom Meetings: M,W,F  1:00PM-1:50PM

**Sonic Rhetorics.** Sound saturates all aspects of our worlds. Not only do we make meaning with our voices, music, and sound effects, but our social environments provide sonic information to us all the time. While dominant narratives about writing and rhetoric often suggest that writing is something we do with a pen and paper or through typing on a screen, in this section of WRIT 1122, we’ll explore how to write with sound itself. Whether through authoring music reviews, composing soundscapes, creating music, and/or imagining other multimodal projects involving sonic rhetorics, we’ll work toward reimagining what it means to write soundly. Note: You neither need musical expertise nor previous audio editing experience to enroll in this course.

Instructor: Logan Middleton  
CRN: 1460 -- Scheduled Classroom Meetings: T,R  10:00AM-11:50AM  
CRN: 1722 -- Scheduled Classroom Meetings: T,R  12:00PM-1:50PM  
CRN: 3138 -- Scheduled Classroom Meetings: T,R  4:00PM-5:50PM

Some songs become anthems that rally people for change (like Star’s "War"); others become controversial (like Aldean's "Try that in a Small Town"). This class will help you develop writing strategies by exploring song lyrics and their rhetorical relationship with social movements (e.g., independence, civil rights & feminist movements). You will write extensively (~25 pages), analyze the rhetoric of protest songs, write lyrics to support a movement of your choice, and reflect on the rhetorical strategies you use in composing. Finally, you will compose a text in a genre of your choice that highlights the importance of any social movement in your life.

Instructor: Alfred Owusu-Ansah  
CRN: 2191 -- Scheduled Classroom Meetings: T,R  2:00PM-3:50PM  
CRN: 1868 -- Scheduled Classroom Meetings: T,R  4:00PM-5:50PM  
CRN: 1871 -- Scheduled Classroom Meetings: T,R  6:00PM-7:50PM
**Re-reading and Re-writing (Pop)Culture.** WRIT 1122 emphasizes how writers work with a variety of texts to develop effective projects across rhetorical situations. This section will focus on the popular artifacts that shape, reflect, and complicate our understanding of culture and the genres writers use to engage with them. Across four projects, students will evaluate, interrogate, and remix texts in order to make arguments about (popular) culture. Beyond the standard learning objectives for 1122, the goal for this section is twofold: 1) students will become more critical and socially-aware readers of their world, and 2) through thorough inquiry, rhetorical analysis, and reflection, students will learn to take ownership of their ideas.

Instructor: Lauren Picard
CRN: 3140 -- Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
CRN: 2616 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

**Creative + Persuasive.** Conventional wisdom suggests that creativity is a rare and exclusive talent, but this is misleading. In reality, creative thinking is rhetorical thinking – it channels awareness and imagination into culturally mediated action. In this WRIT course, we will take a rhetorical approach to creativity. For example, what can storytelling teach us about cognition, tradition, and persuasion? What can games and songs teach us about becoming literate? How do spoken word poets weave argument into expressive writing? Your ultimate assignment will be a freeform project – a chance to exercise rhetorical principles in creative ways. Other assignments may include a literacy memoir and an open letter addressed to someone who has influenced you.

Instructor: David Riche
CRN: 1467 -- Scheduled Classroom Meetings: M,W 8:00AM-9:50AM
CRN: 1483 --Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

**Online Magazine.** Have you ever wanted to design or write for a magazine? In this class, we will be using the rhetorical principles of logos, ethos, and pathos to help you design your own online magazine with some help from your friends in the class. You will have free reign to let your imagination soar and design the magazine of your dreams, writing editorials, reviews, and profiles. You are going to be in charge of designing what the magazine is about, who the magazine is targeted toward, and what the design and layout, including the cover art, will look like.

Instructor: Rebekah Shultz Colby
CRN: 1468 -- Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
CRN: 1515 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

What can you accomplish by simply yelling louder than the opposition? TV hosts would probably like us to think the answer is “everything,” but while there are many ways to form arguments, research shows us that most traditional forms of argument seldom actually change minds. In this course, we’ll investigate multiple modes of persuasion and consider effective rhetorical and writing strategies for a wide variety of audiences, keeping in mind that our end goal isn’t always to “win” the argument, but is often to spur real change in our world.

Instructor: Angie Sowa
CRN: 1481 -- Scheduled Classroom Meetings: M,W 8:00AM-9:50AM
CRN: 2452 -- Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
Horror. The horror genre is distinctly rhetorical, working carefully to produce visceral effects in its audience. It’s a popular genre, but also a marginalized one, creating space for writers and artists to ask difficult questions, political questions, personal questions, questions about gender, race, disability, queer bodies, identity formation, history, etc. Horror reveals something about who we are as humans, reminding us we have both outsides and insides, skin and guts, eyes and gray matter, ideas and appetites. The critics of horror are usually too distracted by blood and gore to notice the more radical potentials of the genre. In this class, we’ll approach writing in novel ways, examining and experimenting with rhetorical texts, including film, multimodal composition, games, and other interactive narratives.

Instructor: Jesse Stommel
CRN: 1456 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN: 1478 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM
CRN: 1725 -- Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

This section of WRIT 1122 will explore how we develop rhetorical literacies in both technical and academic genres. We will explore the diverse gendered and cultural histories and co-developments of culinary and scientific technical writing, including recipes, lab reports, and other genres, as a means to analyze rhetorical situations, genre conventions, and audience appeals. We will practice writing arguments in various public and academic genres, and also create our own written or multimedia recipes, scientific procedures, or other representations of technical processes
Instructor: Olivia Tracy
CRN: 1454 -- Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
CRN: 5409 -- Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

From “Just-Writing” to Just(ice-Seeking) Writing. This is a writing class. Sounds straightforward enough. “Writing,” though, encompasses much more than alphabetic texts in the ways it involves and is linked with our myriad meaning-making practices like visual representation, embodied movement, and mathematical notation, to name just a few. In this section of WRIT 1122 we’ll expand our notion of “just-writing” toward a more encompassing view of “literate activity” to research our own textual engagements with our world across the domains of the personal, community, and professional. Juxtaposing the three, we’ll consider the individual and collective agency we have to build worlds that support our diverse and shared needs.
Instructor: Nicole Turnipseed
CRN: 1865 -- Scheduled Classroom Meetings: T,F 10:00AM-11:50AM
CRN: 2613 -- Scheduled Classroom Meetings: T,F 12:00PM-1:50PM
CRN: 1866 -- Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

WRIT 1122 Online

Writing Arguments is a course in rhetoric; the focus will be on reading and writing arguments in academic, public, and professional contexts. The course will emphasize argumentation, and students will gain experience writing in different genres, as well as analyzing and using visual and multimodal rhetoric in their arguments. For one unit, the class will focus on the impacts of U.S. settler colonialism on Native Americans, including the Sand Creek massacre in Colorado. Note: This section is an online, asynchronous course.
Instructor: Brad Benz
CRNs: 1461, 1869, 5290
Meeting Type: Online
The Rhetoric of Journalism explores different facets of journalistic writing. We will study and apply different styles of writing for different rhetorical situations, from the succinct and straightforward prose of the op-ed to the creative nonfiction narrative techniques typical of feature articles. The course will also include a unit on the rhetoric of humor. In this online, asynchronous course, you will receive regular feedback on your work from your professor and peers.

Instructor: Kamila Kinyon
CRNs: 1472, 1473, 2322
Meeting Type: Online

What can you accomplish by simply yelling louder than the opposition? TV hosts would probably like us to think the answer is “everything,” but while there are many ways to form arguments, research shows us that most traditional forms of argument seldom actually change minds. In this course, we’ll investigate multiple modes of persuasion and consider effective rhetorical and writing strategies for a wide variety of audiences, keeping in mind that our end goal isn’t always to “win” the argument, but is often to spur real change in our world.

Instructor: Angie Sowa
CRN: 1726
Meeting Type: Online

WRIT 1622 Advanced Rhetoric and Writing

Re-reading and Re-writing (Pop)Culture. WRIT 1622 emphasizes how writers work with a variety of texts to develop effective projects across rhetorical situations. This advanced section will focus on the popular artifacts that shape, reflect, and complicate our understanding of culture and the genres writers use to engage with them. Across four projects, students will evaluate, interrogate, and remix texts in order to make arguments about (popular) culture. Beyond the standard learning objectives for 1622, the goal for this section is twofold: 1) students will become more critical and socially-aware readers of their world, and 2) through thorough inquiry, rhetorical analysis, and reflection, students will learn to take ownership of their ideas.

Instructor: Lauren Picard
CRN: 1486 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

Creative + Persuasive. Conventional wisdom suggests that creativity is a rare and exclusive talent, but this is misleading. In reality, creative thinking is rhetorical thinking – it channels awareness and imagination into culturally mediated action. In this WRIT course, we will take a rhetorical approach to creativity. For example, what can storytelling teach us about cognition, tradition, and persuasion? What can games and songs teach us about becoming literate? How do spoken word poets weave argument into expressive writing? Your ultimate assignment will be a freeform project – a chance to exercise rhetorical principles in creative ways. Other assignments may include a literacy memoir and an open letter addressed to someone who has influenced you.

Instructor: David Riche
CRN: 2615 -- Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

This advanced writing course emphasizes rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. The extensive reading and writing we will do in this class will focus on how lexicography, grammar, and other ways of regulating and controlling language can be related to class, gender, and ideology.

Instructor: Geoff Stacks
CRN: 1484 -- Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
WRIT 1133 Writing and Research

No matter your major, you will confront the fundamental thinking and writing problems of testimony, perception, and inference. We will begin with these basic issues, researching the meaning and use of controversial words, and offering scientific and emotional explanations. 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, whether they be about the spread of pandemics or the spread of #fitspo hashtags. Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "linguistic naturalism" and "emotional cadence."
Instructor: Jon Fowler
CRN: 2190 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN: 1874 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

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 DU’s campus and history. We’ll conclude the term with a digital exhibit showcasing your original research to highlight student stories and experiences that, in many cases, have gone untold.
Instructor: Rob Gilmor
CRN: 1489 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

WRIT 1133 Writing and Research Online

Writing and Researching Mindfulness. Using mindfulness as both a theme and mode of learning, this online asynchronous class approaches academic research as a way of being, an essential avenue for creativity and problem-solving. You’ll experiment with three research traditions by, for example, quantitatively studying a personal habit or conducting a qualitative oral history interview. You will write for academic and public readers through genres such as an interview profile and an annotated bibliography. Writing process work, including peer review and reflections, is a substantial course component. Except for a few conference opportunities, students mostly work independently and asynchronously through coursework.
Instructor: Sarah Hart Micke
CRN: 1545
Meeting Type: Online

WRIT 1533 Writing and Research for Transfer Students

Writing and Researching for Access. In this course, we will also leverage your own experiences as transfer students to put research into action to create accessible materials for learning and communication. By accessible, we mean that anyone--regardless of ability and identities--can learn and access information and use it for their purposes. We will draw from the work of disability justice scholars and activists to examine intersections between ability and other aspects of identity and experience like race, gender, and
ethnicity. Then, drawing from our research of students’ needs, we will work together to research, learn, and apply technical writing skills like composing across modes, creating alt text, captioning, and designing accessible presentations for learning.
Instructor: Calley Marotta
CRN: 3805 -- Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

**WRIT 1633 Advanced Writing and Research**

DU's vision is to be a great private institution dedicated to the public good. In this advanced writing course, students will develop their writing and research skills, while serving the public good as mentors in a public school classroom once a week. Part of our learning will happen on campus in a traditional classroom; part of our learning will happen in the field, as we conduct community-based research on pressing issues facing Colorado’s public education system. Because we will be working with children, all students will be subject to a criminal background check.
Instructor: Heather Martin
CRN: 5285 -- Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
Minor in Writing Practices

WRIT 2555 Diverse Rhetorics

Rhetoric’s origins in classical texts, in the western canon, developed to serve early forms of democracy and civic participation. Despite classical rhetoric’s formative impact, plenty of languages and cultures have their own means of persuasion and civic participation. This course introduces ways that rhetoric is practiced in diverse contexts, not as a stable idea, but as an adaptive practice situated in cultures, identities, and languages, bridging writer, audience and purpose. This course will start with classical Western rhetoric, but then explore the varied practices and theories of, for example, African American, Asian, Latinx, Indigenous, and queer rhetorics, etc.
Instructor: Rebekah Shultz Colby
CRN: 5284 -- Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

WRIT 2400: Editing and Publishing

Editors wear several hats: they are readers and writers, researchers, fact-checkers, curators, and deciders. They are coaches and critics. They are gatekeepers and beta readers. The work editors do is partly mechanical--making specific changes to texts in light of recognizable conventions; and it is also intellectual--deciding how and when to apply and adapt those conventions to meet, respect, and challenge the needs of readers and writers. Depending on their responsibilities, editors may also help develop and sustain a publication’s mission or vision, communicate with authors and reviewers, design visually effective page layouts and other materials, and create social media and other marketing campaigns attracting readers to the publication. Through hands-on practice with specific publications, primarily campus/student publications, this course teaches several kinds of editing: 1) copyediting texts for consistent, mechanics, and adherence to language conventions within particular publishing contexts; 2) comprehensively editing texts for content, organization, style, design, and relationship to source texts; and 3) editing from the perspective of an academic journal or periodical.
Instructor: Juli Parrish
CRN: 5353
Scheduled Classroom Meetings: T,R 4:00PM-5:50PM