WRIT 1133 Writing and Research

Writing Communities 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 also be given to visual rhetoric - including how to use tables, figures, and images in writing. Note: this is a hybrid course. The class will meet Mondays and Wednesdays in class. Students will work remotely and asynchronously on Fridays.

Instructor: Bradley Benz
CRN: 3708
Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM
CRN: 3709
Scheduled Classroom Meetings: M,W,F 11:00AM-11:50AM

As awareness and action around environmental issues have grown in recent years, we have also sought to achieve a fairer distribution of environmental benefits and burdens in our communities. In this section of WRIT 1133, we will use writing and research to examine issues of environmental (in)justice in America. Specifically, we will use a range of primary research methods—interviews, surveys, archival research, and textual analysis—to develop a project investigating environmental (in)justice in your local communities. We will study various forms of discourse related to environmental justice, including essays in popular magazines, archival documents, academic and scientific articles, and policy/environmental impact statements. You will develop public and academic facing writing aimed at informing community members, persuading lawmakers, and enacting social change.

Instructor: Russell Brakefield
CRN: 1615
Scheduled Classroom Meetings: M,W 2:00PM-3:50PM
CRN: 1907
Scheduled Classroom Meetings: M,W 4:00PM-5:50PM

The Pursuit of Happiness. The “pursuit of happiness” was enshrined in our Constitution and has become a thriving industry. But how do definitions and levels of happiness vary over time and across cultures? What contributes most to happiness and what destroys it? What has led to rising rates of depression and anxiety, and what can be done to prevent and treat these conditions? We will explore physiological, psychology, geographical, cultural, and material factors that impact happiness and how to build habits of mind, institutions, and environments that are conducive to well-being. You’ll conduct original research about happiness and mental health topics of your choice and share findings with academic and popular audiences.

Instructor: Jennifer Campbell
CRN: 1465
Scheduled Classroom Meetings: M,W,F 9:00AM-9:50AM
CRN: 2741
Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM
CRN: 5510
Scheduled Classroom Meetings: M,W,F 11:00AM-11:50AM
What does “research” have to do with storytelling? Whether you’re a physicist or a historian, moving knowledge forward means crafting a compelling narrative. Building on skills from WRIT 1122, this course surveys the logics, methods, types of evidence, and narrative conventions shaping different kinds of inquiry, including quantitative, qualitative, and textual approaches. Even as you learn how to shape research into substantive academic arguments, however, you’ll get to translate those projects to everyday genres -- with attention to the design, citation, and stylistic choices that address different audiences. Using library- and field-based research, you’ll complete 20 pages of polished writing.

Instructor: Elizabeth Catchings
CRN: 2066
Scheduled Classroom Meetings: T,F 10:00AM-11:50AM
CRN: 1464
Scheduled Classroom Meetings: T,F 12:00PM-1:50PM
CRN: 1710
Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

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.

Instructor: April Chapman-Ludwig
CRN: 1638
Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

Writing and Research about Music. From Lady Gaga fans to the queer cultural influence of Dolly Parton, from the street language of early hip hop to the racial politics behind country soul, music has been a source of interest to scholars and researchers. In this course, students will conduct multiple kinds of research, including interviews and archival work, about music, about its history, cultural meanings, and fans. We’ll also listen to a lot of music and watch YouTube videos, which should be fun. And very likely, your professor will sing and dance to Lizzo.

Instructor: David Daniels
CRN: 1446
Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
CRN: 1463
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN: 1905
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: Robert Gilmor
CRN: 1442
Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
CRN: 1456
Scheduled Classroom Meetings: M,W 12:00PM-1:50PM
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 local histories, and encourage your reader to engage with your research through a board game. Several short writing projects throughout the quarter will culminate in you, either alone or as part of a group, designing 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.

Instructor: Matthew Hill
CRN: 1906
Scheduled Classroom Meetings: M,W 2:00PM-3:50PM
CRN: 3033
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN: 1614
Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Food Matters. If, as the saying goes, we are what we eat, then how does each food choice connect us to a range of issues, from health to environment to community wellbeing and more? Through readings on local and national food research and through your own experimentation with research traditions, we will connect with scholarly and public conversations about food. As we study the uses of different genres and approaches to research for a variety of audiences, we will consider how writing can be used as a transformative force for education and change. As a class, we will study the different kinds of research that can be used to delve into issues relating to food movements in the United States and relate the research to current issues of food production, access, cultural sovereignty, and resilience in Colorado. You will also have the opportunity to learn from some of our local leaders in food issues as we work toward our final public writing project.

Instructor: Veronica House
CRN: 1445
Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
CRN: 2571
Scheduled Classroom Meetings: M,W 12:00PM-1:50PM
CRN: 1913
Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

This class explores the rhetorical situations, skills, and strategies of academic research and writing. We will engage with multiple perspectives on research, including how different research traditions support us in asking meaningful questions and how research findings are effectively communicated to diverse audiences. We will practice the ways that writers, researchers, and other change makers—both within the university and out in the community—gather and assess information to create knowledge from which we all might benefit. Our research focus for this class will be a photovoice project, a form of participatory action research advocating for change within a community.

Instructor: Megan Kelly
CRN: 1450
Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
**Action Research for Accessible Design.** In this course, we will 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:** 1453  
Scheduled Classroom Meetings: M,W  10:00AM-11:50AM  
**CRN:** 1451  
Scheduled Classroom Meetings: M,W  12:00PM-1:50PM  
**CRN:** 1441  
Scheduled Classroom Meetings: M,W  2:00PM-3:50PM  

**Hungry?** In this section of WRIT 1133, we will research and write about a variety of food-related topics, from food insecurity, to urban farming, 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.

**Instructor:** Heather Martin  
**CRN:** 1518  
Scheduled Classroom Meetings: M,W,F  11:00AM-11:50AM  
**CRN:** 1447  
Scheduled Classroom Meetings: M,W,F  12:00PM-12:50PM  

**Researching (Against) the University.** Universities are far from value-neutral institutions. Founded upon stolen land, many are agents of gentrification and actively fund militarization, warfare, and prison expansion. In this section of WRIT 1133, we will develop critical orientations toward universities—what they do and how they operate—through a variety of approaches to research: text-based, qualitative, and/or archival. In particular, we will turn our focus toward DU as an institution: its histories, its priorities and commitments, and its (possible) futures. Note: For much of this course, we will be engaging in collective research through group work.

**Instructor:** Logan Middleton  
**CRN:** 1462  
Scheduled Classroom Meetings: T,R  10:00AM-11:50AM  
**CRN:** 1455  
Scheduled Classroom Meetings: T,R  12:00PM-1:50PM  
**CRN:** 3034  
Scheduled Classroom Meetings: T,R  4:00PM-5:50PM
**Academic voice, Missing People, and Sources of Knowledge.** In this section, we will explore the different rhetorical demands that different genres of academic writing make on writers. Central to our deliberations will be finding our academic voice(s) as we join scholarly conversations which require the use of academic sources. Furthermore, we will reflect on how common research methodologies create missing people – i.e. People whose knowledge-making practices are frequently overlooked – within our disciplines of interest. Because a key part of this class includes examining sources of knowledge and whose voices we amplify, we will draw maps (using google maps and sheets) to help us visualize who we exclude from our scholarly conversations.

**Instructor:** Alfred Owusu-Ansah  
**CRN:** 3707  
Scheduled Classroom Meetings: M,W,F 8:00AM-8:50AM  
**CRN:** 5512  
Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM  
**CRN:** 5513  
Scheduled Classroom Meetings: M,W,F 12:00PM-12:50PM

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.” We often think of research as a strictly academic and/or objective endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. But this section of WRIT 1133 will adopt Hurston’s view of research to unpack its profound and imaginative possibilities. Over ten weeks, students will select a topic of personal interest and explore creative ways to share their findings with the public. Though we will work with multiple research traditions, our primary task will be an ongoing creative nonfiction project aimed at a popular audience. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books for inspiration.

**Instructor:** Lauren Picard  
**CRN:** 1460  
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM  
**CRN:** 1908  
Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

**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 concept – searching. We ask because we seek something across a gap in our knowledge, and this exploratory approach is not unique to academics. Every year, (re)search writers from diverse backgrounds transform quests for knowledge into nonfiction that informs and entertains. In that spirit, this course invites curious writers to explore a topic of personal interest by conducting a research odyssey. As a student, you will turn your interests into inquiry, then turn your inquiry into information, then turn your information into a reading experience. The final assignment will be a piece of creative nonfiction for non-experts based upon original research generated through your odyssey.

**Instructor:** David Riche  
**CRN:** 1454  
Scheduled Classroom Meetings: M,W 10:00AM-11:50AM  
**CRN:** 4157  
Scheduled Classroom Meetings: M,W 2:00PM-3:50PM  
**CRN:** 1909  
Scheduled Classroom Meetings: M,W 4:00PM-5:50PM
Theorycraft: Gameplay as Research. In this course, you will conduct qualitative and quantitative research through playing games. You will design a game that models a theory or teaches a concept through play and will have the choice to do so with a partner or two or by yourself. Then, you will theorycraft, or conduct quantitative and qualitative tests by playing the game that measure a specific game rule or mechanic. You will also conduct qualitative playtests: observations of how players play the game and interviews with them afterwards that find out more about their experience playing the game. Finally, you will write about both your theorycraft and playtesting research in a research report.

**Instructor:** Rebekah Shultz Colby

CRN: 1449
Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
CRN: 1458
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

Human Rights, Humans Write. Some have argued 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 historical record, and as a global social phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

**Instructor:** John Tiedemann

CRN 2743
Scheduled Classroom Meetings: T,R 10:00PM-11:50PM
CRN 1461
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN 1459
Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Recipes and cookbooks teach us how to produce something tangible, and tasteable; they convince us that the product and the process will be worthwhile. In this section of WRIT 1133, we will employ rhetorical analysis, genre theory, linguistics/pragmatics, and historical-archival research to explore the rhetorics of recipes and cookbooks, both in our personal collections and in DU’s Cookery and Foodways Collection. You will learn to apply both text-based and qualitative research methods, including open coding and interviewing. You’ll write a collaborative essay exploring cookbook patterns, a personal researched narrative tracing your cooking influences, and an article for a public audience investigating a recipe or cookbook question through archival and online resources.

**Instructor:** Olivia Tracy

CRN: 1438
Scheduled Classroom Meetings: M,W 8:00AM-9:50AM
CRN: 4158
Scheduled Classroom Meetings: M,W 10:00AM-11:50AM
Making Meaning Together. The choices we make in how we make meaning together have consequences for us as individuals as well as for our shared world. In this section of 1133, you will take up multiple research methods to examine your engagements with and around texts in your lives you find meaningful. We’ll take a capacious view of “texts” that includes not just words on a page/screen but multimodal products as well, from art to zines. As each student in the class builds their own original research around their chosen literate activity, we’ll build a shared understanding of the vast array of communicative tools at our disposal.

Instructor: Nicole Turnipseed
CRN: 1448
Scheduled Classroom Meetings: T,R 10:00AM-11:50AM
CRN: 1452
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
CRN: 1440
Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

WRIT 1133 Writing and Research Online

Writing Communities 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 also be given to visual rhetoric - including how to use tables, figures, and images in writing. Note: this is an online, asynchronous course. The class will not meet face to face.

Instructor: Bradley Benz
CRN: 2036
Meeting Type: Online

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.

Instructor: April Chapman-Ludwig
CRN: 1915
Meeting Type: Online

Researching Stories: Oral History and Ethnography. In this section, we will read oral histories and ethnographies on subjects such as immigration, racial identity, health, and involvement in sports, music, or online communities. Developing projects on topics of your choice, you will use interviews, textual interpretation, observation, and personal experience in researching and relating other people’s stories as well as your own. Working in different genres and modes, you will shape not only academic articles but also journalistic pieces, podcasts, or documentaries. You will receive feedback from your peers and professor on multiple stages of the research and composition process.

Instructor: Kamila Kinyon
CRN: 3715
Meeting Type: Online
Hungry? In this section of WRIT 1133, we will research and write about a variety of food-related topics, from food insecurity, to urban farming, 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. Our class will be conducted entirely online with no formal class meetings (online asynchronous). This course is recommended for independent learners who appreciate the flexibility of working outside the classroom space.

Instructor: Heather Martin
CRN: 3168
Meeting Type: Online

WRIT 1733 Honors Writing

Storytelling through Research. In this course, students will work through the genre of documentary to understand how a blending of fact, fiction, and opinion are represented through visual stories. This course will place strong emphasis on linking the research methods of the social sciences and the humanistic concerns of the arts. Students will work as consumers and producers on a topic of their choosing. They will learn about the genre of documentary, explore a research question (through interview, observation, and archival research), and create a presentation of their research through a 2 minute documentary trailer and a written documentary prospectus.

Instructor: April Chapman-Ludwig
CRN: 1578
Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

AI Writing. This advanced writing course focuses on AI writing, exploring the various forms of artificial intelligence used to craft various types of digital writing. Students will learn qualitative, quantitative, and interpretive research methodologies to explore AI writing. Through critical analysis, students will gain a better understanding of the implications of AI writing, as well as its potential applications. Additionally, students will explore the ethical implications of AI writing and how its use affects the writing industry. Through readings and hands-on activities, students will gain an understanding of AI writing and its impact on the world of digital writing. By the end of the course, students will have the skills and knowledge to create meaningful and effective AI writing.

Instructor: Richard Colby
CRN: 1751
Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

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, we 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. We will partner with Special Collections to design and install an exhibit in Anderson Academic Commons, and you will also curate a digital exhibit of your research findings.

Instructor: Robert Gilmor
CRN: 1708
Scheduled Classroom Meetings: T,R 12:00PM-1:50PM
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.” We often think of research as a strictly academic and/or objective endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. But this section of Honors Writing will adopt Hurston’s view of research to unpack its profound and imaginative possibilities. Over ten weeks, students will select a topic of personal interest and explore creative ways to share their findings with the public. Though we will work with multiple research traditions, our primary task will be an ongoing creative nonfiction project aimed at a popular audience. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books for inspiration.

**Instructor:** Lauren Picard  
**CRN:** 1577  
**Scheduled Classroom Meetings:** T,R 10:00AM-11:50AM

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.

**Instructor:** Geoffrey Stacks  
**CRN:** 1709  
**Scheduled Classroom Meetings:** M,W 2:00PM-3:50PM

**Atomic Habits.** Habits are routines or practices we regularly perform; we can have good or bad habits. And these habits tell us a lot about who we are as learners, thinkers, and even writers. What good habits do you have in your daily life? What are some bad habits that you’d like to break? Using autoethnography (a specific type of research), we will explore our habits while also participating in challenges (to create or break habits) in response to our research. Expect to read, write, and reflect while exploring how our habits shape our identities (and vice versa).

**Instructor:** Kara Taczak  
**CRN:** 1637  
**Meeting Type:** Lecture  
**Scheduled Classroom Meetings:** T,R 4:00PM-5:50PM

**WRIT 1122 Rhetoric and Academic Writing**

**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 guts to notice the more radical potentials of the genre.

**Instructor:** Jesse Stommel  
**CRN:** 3031  
**Meeting Type:** Online  
**CRN:** 1616  
**Meeting Type:** Online  
**CRN:** 5514  
**Meeting Type:** Online
Minor in Writing Practices

WRIT 2600 Travel Writing

Writing Journeys. In this course, we will explore diverse facets of travel writing, from destination features, reviews, and roundups to creative nonfiction stories about an author’s personal experiences. Tapping into advice for freelance journalists and bloggers, we will consider what it means to compellingly describe a place for an audience. In addition to writing, we will also create multimodal projects, incorporating photographs, video footage, or audio. After engaging in different styles of travel writing or multimodal production throughout the quarter, you will choose a piece to develop further and pitch to a potential magazine editor.

Instructor: Kamila Kinyon
CRN: 5511
Meeting Type: Online

WRIT 3500 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.

Instructor: Rebekah Shultz Colby
CRN: 2577
Scheduled Classroom Meetings: T,R 2:00PM-3:50PM