

Spring 2024 Writing Program Course Descriptions

[[WRIT 1133](#) / [WRIT 1133 Online](#) / [WRIT 1733](#) / [WRIT 1122](#) / [Minor in Writing Practices](#)]

WRIT 1133 Writing and Research

Punks, Goths, and Scientists, Oh My! All writing is about community. And any time you enter a new community, you must learn to read, write, and speak using the language, genres, and norms of that community. These discourse communities or subcultures take shape around music genres and academic disciplines, within online gaming communities and teams and their fans. In our course we'll research various discourse communities, ones that interest you and, perhaps, ones in which you are a member. We'll explore discourse communities through a range of research methodologies, developing skills as quantitative, qualitative, and textual researchers.

Instructor: Kreg Abshire

CRN: 1432 (Schedule: T,R 10:00AM-11:50AM)

CRN: 1436 (Schedule: T,R 12:00PM-1:50PM)

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: 1591 (Schedule: M,W 2:00PM-3:50PM)

CRN: 1866 (Schedule: M,W 4:00PM-5:50PM)

The Pursuit of Happiness. The "pursuit of happiness," enshrined in our Declaration of Independence, has become a thriving industry and the subject of extensive research. As you learn about different research methods and writing strategies, we'll explore physiological, psychological, geographical, cultural, and material factors that impact happiness and how to build habits of mind, institutions, and environments that foster well-being. You'll conduct original research about happiness and mental health topics of your choice and share findings with academic and popular audiences. This section is designated Hybrid because we meet in person MWF for 50 minutes with occasional online classes and individual conferences.

Instructor: Jennifer Campbell

CRN: 1449 (Schedule: M,W,F 9:00AM-9:50AM)

CRN: 2575 (Schedule: M,W,F 10:00AM-10:50AM)

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: Libby Catchings

CRN: 2002 (Schedule: T,F 10:00AM-11:50AM)

CRN: 1448 (Schedule: T,F 12:00PM-1:50PM)

In "**The Autoethnographic Experience: My, Your, and Our Culture through Stories**," 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: 1612 (Schedule: 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 language of hip hop to the racial politics of country, 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, its history, its cultural meanings, and its 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: 1430 (Schedule: T,R 10:00AM-11:50AM)

CRN: 1447 (Schedule: T,R 12:00PM-1:50PM)

CRN: 1864 (Schedule: 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: 1426 (Schedule: M,W 10:00AM-11:50AM)

CRN: 1440 (Schedule: M,W 12:00PM-1:50PM)

Writing and Researching Mindfulness is a hybrid sync/asynchronous class that uses mindfulness as both a theme and mode of learning. Approaching academic research as a mindset for creativity and problem-solving, we'll experiment with three research traditions and write for academic and public readers. For example, we'll quantitatively study a personal habit, conduct a qualitative oral history interview, and compose a research narrative. Peer review and reflections are substantial course components. Note: As a hybrid course, class will meet face-to-face ~2-3 times per week + additional online, asynchronous work and/or student-teacher conferences.

Instructor: Sarah Hart Micke

CRN: 3767 (Schedule: M,W,F 11:00AM-11:50AM)

CRN: 3768 (Schedule: M,W,F 12:00PM-12:50PM)

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.

Instructor: Matthew Hill

CRN: 1865 (Schedule: T,R 10:00AM-11:50AM)

CRN: 2794 (Schedule: T,R 12:00PM-1:50PM)

CRN: 1590 (Schedule: T,R 4:00PM-5:50PM)

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? 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: 1429 (Schedule: M,W 10:00AM-11:50AM)

CRN: 2434 (Schedule: M,W 12:00PM-1:50PM)

CRN: 1744 (Schedule: M,W 2:00PM-3:50PM)

This course 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. Students 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 generate knowledge from which we all might benefit. This course also has a community-engaged component; students will partner with a local non-profit to conduct research on the impact of writing workshops in Denver communities.

Instructor: Megan Kelly

CRN: 1434 (Schedule: M,W 12:00PM-1:50PM)

Writing and Researching for Access. In this course, we will leverage our own experiences and the experiences of people we care about to study access and disability justice. By access, we mean that anyone—regardless of ability and identities—can learn and get information to use 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 and learn about accessible design and technology. Then we will work together to imagine a more accessible and just future.

Instructor: Calley Marotta

CRN: 1437 (Schedule: M,W 10:00AM-11:50AM)

CRN: 1435 (Schedule: M,W 12:00PM-1:50PM)

CRN: 1425 (Schedule: M,W 2:00PM-3:50PM)

Food for Thought...and Writing. Hungry? In this section of WRIT 1133, students 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 term. 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: 1500 (Schedule: M,W,F 11:00AM-11:50AM)

CRN: 1431 (Schedule: M,W,F 12:00PM-12:50PM)

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.

Instructor: Logan Middleton

CRN: 1446 (Schedule: T,R 10:00AM-11:50AM)

CRN: 1439 (Schedule: T,R 2:00PM-3:50PM)

CRN: 2795 (Schedule: T,R 4:00PM-5:50PM)

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: 1867 (Schedule: T,R 10:00AM-11:50AM)

CRN: 1444 (Schedule: T,R 12:00PM-1:50PM)

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. Through this process, you will compose a research vignette, an odyssey essay, and a piece of creative nonfiction that informs and entertains casual (non-expert) readers.

Instructor: David Riche

CRN: 1438 (Schedule: M,W 10:00AM-11:50AM)

CRN: 3282 (Schedule: M,W 2:00PM-3:50PM)

The World of ResearchCraft: Researching and Writing in and around World of Warcraft. In this course, you will immerse yourself in the game world of World of Warcraft to conduct qualitative, quantitative, and text-based research within the World of Warcraft community and its 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.

Instructor: Rebekah Shultz Colby

CRN: 1433 (Schedule: T,R 10:00AM-11:50AM)

Researching Your Online World. In this course, you will use qualitative and quantitative research to examine how online communities form and circulate writing and design, and how this circulation is co-constructed by both humans and machines. For instance, you could design a quantitative study examining how social media algorithms circulate content while also conducting qualitative interviews with influencers to see how they increase views. You could examine Shein social media metrics while also investigating how climate activists are countering Shein’s marketing with their own social media campaigns. Finally, you could theorycraft an online game or study communication norms within gaming forums.

Instructor: Rebekah Shultz Colby

CRN: 1442 (Schedule: T,R 12:00PM-1:50PM)

World-building and Collaborative Storytelling. The first commercially available tabletop role-playing game, Dungeons & Dragons (D&D), was published in 1974. In most role-playing games, players take on the roles of characters and tell a collaborative story, whether fantasy, science fiction, horror, romance, realism, etc. RPGs range from massively popular commercial projects like D&D, which includes 100s of source books, to much smaller indie projects with a single book as short as a chapbook (or even a single page). In this class, we'll play, analyze, write, and release short RPGs. The shape our games take and the stories they tell will be driven by research. We'll imagine worlds, experiment with game mechanics, and playtest our own creations.

Instructor: Jesse Stommel

CRN: 1445 (Schedule: T,R 12:00PM-1:50PM)

CRN: 1443 (Schedule: T,R 2:00PM-3:50PM)

CRN: 2577 (Schedule: T,R 4:00PM-5:50PM)

Intersectional Environmentalism. Inspired by writer and activist, Leah Thomas's, application of intersectionality to environmental justice, this course will examine the interconnected nature of race, class, and gender throughout environmental writing, popular media, and visual art forms. We will develop skills in ecological communications across multiple disciplines; we will practice how to tailor arguments for different audiences and purposes, by composing descriptive field journals, environmental site assessments, letters to U.S. Senate committees, and social media posts. Additionally, this course models inclusive scholarship and intersectional ecological discourse by introducing a variety of materials and topics that reflect diverse literacies and approaches, such as Gómez-Barris's *The Extractive Zone*, Wald, et al.'s *Latinx Environmentalism*, Peggy Shepard's TEDx Harlem talk "Environmental Justice," among many others.

Instructor: Carrie Taylor

CRN: 1441 (Schedule: T,R 8:00AM-9:50AM)

CRN: 1450 (Schedule: T,R 10:00AM-11:50AM)

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, oral history, and interviewing.

Instructor: Olivia Tracy

CRN: 1422 (Schedule: T,R 8:00AM-9:50AM)

In this class, we will be writing and researching about alleviating stress through embodied practice. We'll begin the course by learning about how stress/trauma affects the body, while researching our own experiences engaging in embodied practices aimed at relieving stress (short, guided yoga practices or an alternative assignment if yoga is really really not your jam). Next, we'll research DU students' needs and practices around stress. Then, we'll conduct library research on other approaches to alleviating stress / working through trauma. Finally, we'll work together to create resources on managing stress for the DU community. (Note: though the human experience of trauma is a central topic of this course, we will not be discussing our own personal traumas.)

Instructor: Nicole Turnipseed

CRN: 3141 (Schedule: M,W,F 10:00AM-10:50AM)

CRN: 3142 (Schedule: M,W,F 11:00AM-11:50AM)

CRN: 3765 (Schedule: M,W,F 12:00PM-12:50PM)

Human Rights, Humans Write. Some have argued 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: 5639 (Schedule: M,W 2:00PM-3:50PM)

CRN: 2640 (Schedule: M,W 4:00PM-5:50PM)

WRIT 1133 Writing and Research Online

In "**The Autoethnographic Experience: My, Your, and Our Culture through Stories**," students participate in an online community to 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 do 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: 1872 (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 media, you will shape not only academic articles but also a multimodal piece for a popular audience, such as a documentary film, comic, or photo essay.

Instructor: Kamila Kinyon

CRN: 3143 (Online)

CRN: 3281 (Online)

Food for Thought...and Writing. Hungry? In this section of WRIT 1133, students 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 term. The 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: 2436 (Online)

Writing, Research, and Virtual Realities. As illustrated by this class itself — an online class, conducted not in person, but via laptops, iPads, and iPhones — the internet and the technologies associated with it have transformed many, perhaps most, maybe even all aspects of the human experience. Indeed, many contemporary scholars and commentators have begun to wonder whether the very meaning of "the human" has changed as a result: they speculate that humans are in fact "cyborgs" now, and that our reality is now a technologically "augmented" or "virtual" reality. In this class, we'll explore this "virtual reality" as we learn about and practice one of the oldest and most powerful technologies of all: writing.

Instructor: John Tiedemann

CRN: 2889 (Online)

WRIT 1733 Honors Writing and Research

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: 1611 (Schedule: M,W 12:00PM-1:50PM)

In "Storytelling through Research," 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: 1554 (Schedule: M,W 10:00AM-11:50AM)

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: Rob Gilmore

CRN: 1679 (Schedule: 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: 1553 (Schedule: 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. Through this process, you will compose a research vignette, an odyssey essay, and a piece of creative nonfiction that informs and entertains casual (non-expert) readers.

Instructor: David Riche

CRN: 3976 (Schedule: M,W 4:00PM-5:50PM)

This class offers advanced instruction in rhetorical theory and practice. That means that we will read and analyze and produce texts in multiple research traditions. In other words, our focus will be academic/scholarly writing. The theme of our class will be lexicography. How are dictionaries made, how are they related to cultural ideology, how do they reveal but also push against the natural laws of language, and how have they been tools of oppression but also progress? We will read about these issues and do our own primary research in different academic traditions to begin answering these questions.

Instructor: Geoff Stacks

CRN: 1680 (Schedule: T,R 8:00AM-9:50AM)

WRIT 1122 Rhetoric and Academic Writing

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. We will not meet face-to-face as a class.

Instructor: Brad Benz

CRN: 2792 (Online)

CRN: 1592 (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, including 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 independently on Fridays. CRN: 5641 (Schedule: M,W,F 10:00AM-10:50AM)

Minor in Writing Practices Courses

WRIT 2910 Undergraduate Peer Tutoring

The complexities of learning how to write — and of helping others learn how to write — motivate fields of study from rhetoric and composition to literacy, genre, and writing center studies. We will read broadly in these fields to develop a repertoire of lenses and approaches for working with writers in diverse disciplines and contexts. This course introduces literacy and learning theories, writing center history, tutoring roles and responsibilities, and revision strategies. Students will observe, analyze, and reflect on tutoring sessions and develop their own tutoring practices. Students who successfully complete this course are invited to apply to the DU Writing Center.

Instructor: Megan Kelly

CRN: 5528 (Schedule: M,W 2:00PM-3:50PM)

WRIT 3500 Writing Design and Circulation

For this capstone class for the Writing Minor, you will be designing an online Portfolio. 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.

Furthermore, in putting together your portfolio, you will reflect on your writing experiences throughout college, specifically how you have developed as a writer and learned more about writing. You will reflect on how your writing has helped you develop as a person. Finally, you will reflect on what your portfolio says about your future professional goals and how you will revise your portfolio further after this class to further reach your professional and personal goals after you graduate.

Instructor: Rebekah Shultz Colby

CRN: 2440 (Schedule: T,R 2:00PM-3:50PM)