

WRIT Courses

Spring 2025

WRIT 1133 Writing and Research

Sites of Environmental (In)justice. 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: 1583, Time: M,W 12:00PM-1:50PM

CRN: 1581, Time: M,W 2:00PM-3:50PM

CRN: 1848, Time: M,W 4:00PM-5:50PM

Understanding Happiness: Interdisciplinary Research and Writing about Well-being. The “pursuit of happiness” was enshrined in our Declaration of Independence and has become a thriving industry. But how do definitions and levels of happiness vary over time and across cultures? What contributes to happiness and what destroys it? What has caused rising rates of depression and anxiety, and how can we prevent and treat these conditions? We’ll research physiological, psychological, geographical, cultural, and material factors that impact happiness and how to build habits of mind, institutions, and environments that are conducive to well-being. This Hybrid section will usually meet MWF for 50 minutes; because we have less face-time than traditional classes, you’ll need to complete more work on your own/online.

Instructor: Jennifer Campbell

CRN: 2505, Time: M,W,F 10:00AM-10:50AM

CRN: 3378, Time: M,W,F 8:00AM-8:50AM

CRN: 1444, Time: M,W,F 9:00AM-9:50AM

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: 1978, Time: T,R 10:00AM-11:50AM

CRN: 1443, Time: T,R 12:00PM-1:50PM

CRN: 1671, Time: T,R 2:00PM-3:50PM

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: 1602, Time: 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: 1425, Time: T,R 10:00AM-11:50AM

CRN: 1442, Time: T,R 12:00PM-1:50PM

CRN: 1846, Time: T,R 2:00PM-3:50PM

Whether you're a professional scholar or just "doing your own research," you confront the problems of trusting testimony, perception, and inference. We will discuss these sources of information, researching the meaning and use of controversial words and offering scientific and emotional explanations. In the major paper, we will examine the research tools and genres of writing in different disciplines seeking to answer similar questions, whether they be about the spread of pandemics or the spread of Tinder. Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "linguistic naturalism" and "emotional cadence."

Instructor: Jonathan Fowler

CRN: 1441, Time: T,R 10:00AM-11:50AM

CRN: 1845, Time: T,R 8:00AM-9:50AM

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 to explore 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 Gilmore

CRN: 1421, Time: M,W 10:00AM-11:50AM

CRN: 1435, Time: M,W 12:00PM-1:50PM

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.

Instructor: Matthew Hill

CRN: 1580, Time: T,R 10:00AM-11:50AM

CRN: 2695, Time: T,R 12:00PM-1:50PM

CRN: 1847, Time: M,W 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? 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: 2379, Time: M,W 12:00PM-1:50PM

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. The research focus for this class will be advocating for change within the DU community.

Instructor: Megan Kelly

CRN: 1419, Time: T,R 10:00AM-11:50AM

CRN: 1438, Time: T,R 12:00PM-1:50PM

CRN: 3093, Time: T,R 2:00PM-3:50PM

Writing and Researching for Access. What makes learning environments accessible? In this course, we will leverage our own experiences and the experiences of people we care about to study access through the lens of Disability Justice. By access, we mean that anyone—regardless of ability and identities—can learn and get information to use for their purposes. Drawing from Disability Justice scholars and activists, we will 1) examine intersections between ability and other aspects of identity and experience like race, gender, and ethnicity 2) practice accessible methods for qualitative research and 3) work together to imagine a more accessible and just future.

Instructor: Calley Marotta

CRN: 1432, Time: T,R 10:00AM-11:50AM

CRN: 1430, Time: T,R 12:00PM-1:50PM

CRN: 1420, Time: T,R 2:00PM-3:50PM

Food for Thought...and Writing. 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: 1494, Time: M,W,F 11:00AM-11:50AM

CRN: 1426, Time: 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 support militarization, warfare, and white supremacy. 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: 1434, Time: T,R 12:00PM-1:50PM

CRN: 1433, Time: T,R 2:00PM-3:50PM

CRN: 2696, Time: T,R 4:00PM-5:50PM

The Story as Inquiry. We often think of research as a strictly academic, objective, and product-driven endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. We imagine “Research Writing” and “Personal Storytelling” as representing the polar opposites of the academic-to-creative-writing spectrum. As we will discover in this section of WRIT 1133, storytelling is actually at the heart of inquiry. Stories help us locate issues we care about, they help us explain and justify a research proposal, stories contextualize our process, they turn data into new knowledge, and stories make our findings meaningful to our audience. Over ten weeks, students will select a topic of personal interest and explore creative ways to share their inquiry with the public. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books for inspiration.

Instructor: Lauren Picard

CRN: 1439, Time: T,R 12:00PM-1:50PM

CRN: 1849, Time: T,R 2:00PM-3:50PM

Playing Games, Writing Games. In modern American culture, games and play are often depicted as the opposite of “hard work” and “learning.” In reality, games challenge us to re-examine, re-envision, and re-experience the world around us. In this class, we will play, analyze, write, and release short board games or tabletop role-playing games. The shapes our games take and the stories they tell will be driven by research. To that end, we will imagine worlds, experiment with game mechanics, and playtest our own creations. This course will have a unique format. It will be team-taught by Dr. David Riche and Dr. Jesse Stommel, gathering together several sections of WRIT 1133 into a single room. We will move between large lecture sessions and discussion groups and small-group conferences. Our work will culminate in a large open gaming event where students will have the opportunity to display and teach their games to members from the larger DU community and the public.

Instructor: David Riche and Jesse Stommel

CRN: 1730, Time: T,R 2:00PM-3:50PM

In **Researching Your Online World**, you will design your own research study using qualitative and quantitative research methods to investigate social life online, especially as social life is also formed by algorithms. 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 Shien social media metrics while also investigating how climate activists are countering Shien’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: 1428, Time: M,W 10:00AM-11:50AM

CRN: 1437, Time: M,W 12:00PM-1:50PM

Research/Stories. Research isn’t just about digging through books—it’s about people, stories, and the power of inquiry. In this course, you’ll explore the history, ethics, and implications of human subjects research. Through ethnographic fieldwork, including interviews and observations, you’ll critically examine your own community and the cultural narratives around you. You’ll challenge assumptions, engage with diverse perspectives, and develop projects that are both thought-provoking and impactful.

Instructor: Angela Sowa

CRN: 2506, Time: M,W 10:00AM-11:50AM

CRN: 2694, Time: M,W 8:00AM-9:50AM

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: 1417, Time: M,W 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. This section is hybrid, meaning we will have both in-person meetings and asynchronous classwork to complete on your own. (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: 1415, Time: M,W,F 11:00AM-11:50AM

CRN: 1416, Time: M,W,F 12:00PM-12:50PM

CRN: 1436, Time: M,W,F 1:00PM-1:50PM

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 then be asked to explain their findings to expert and non-expert audiences. Note: this is an online, asynchronous course. The class will not meet face to face.

Instructor: Brad Benz

CRN: 2381, Time: ONLINE

In "**The Autoethnographic Experience: My, Your, and Our Culture through Stories**," we will build an online classroom community through participating in discussion posts, creating wiki's, responding to peers, and meeting one-on-one. 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: 1854, Time: ONLINE

Researching Stories: Oral History and Autoethnography. In this section, we will read oral histories and autoethnographies 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, podcast, comic, or photo essay.

Instructor: Kamila Kinyon

CRN: 2978, Time: ONLINE

CRN: 3517, Time: 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: 2788, Time: ONLINE

CRN: 3092, Time: ONLINE

Research/Stories. Research isn't just about digging through books—it's about people, stories, and the power of inquiry. In this course, you'll explore the history, ethics, and implications of human subjects research. Through ethnographic fieldwork, including interviews and observations, you'll critically examine your own community and the cultural narratives around you. You'll challenge assumptions, engage with diverse perspectives, and develop projects that are both thought-provoking and impactful. Please note this class is asynchronous and online.

Instructor: Angela Sowa

CRN: 1853, Time: ONLINE

WRIT 1733 Honors Writing

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: 1545, Time: 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: Robert Gilmor

CRN: 1669, Time: T,R 12:00PM-1:50PM

Voicing Curiosity. Zora Neale Hurston once defined research as “formalized curiosity... poking and prying with a purpose... a seeking that they who wish may know the cosmic secrets of the world.” We often think of research as a strictly academic, objective, and product-driven endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. We also often view writing as the final, discrete stage of the research process, used for reporting not exploring. This section of WRIT 1733 will treat writing as a process of curiosity and Hurston’s view of research to unpack its profound possibilities and discover our unique voices. 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.

Instructor: Lauren Picard

CRN: 1544, Time: T,R 10:00AM-11:50AM

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: 3476, Time: M,W 4:00PM-5:50PM

In **Researching Your Online World**, you will design your own research study using qualitative and quantitative research methods to investigate social life online, especially as social life is also formed by algorithms. 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 Shien social media metrics while also investigating how climate activists are countering Shien’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: 1670, Time: M,W 2:00PM-3:50PM

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: 1706, Time: M,W 12:00PM-1:50PM

WRIT 1122 Rhetoric and Writing 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, particularly the Sand Creek massacre in Colorado. Note: This section is an online, asynchronous course.

Instructor: Brad Benz

CRN: 3382, Time: Online

Minor in Writing Practices

WRIT 2800 Community Writing

Writing plays an integral role in advocacy and engagement between and among communities. This course explores community writing through the lens of local food work happening in and around Denver, including the rhetorical constraints and opportunities afforded to writing with/for/in/and as communities. The course includes opportunities to practice and analyze different rhetorical situations while writing with community partners, writing for the public good, and conducting community-engaged writing research. We will be working directly with community partners and taking field trips to farms and non-profits in the area. The course may count as one of the applied courses in the Minor in Writing Practices. Prerequisite: WRIT 1122 or permission of the Executive Director of Writing.

Instructor: Veronica House

CRN: 4801, Time: M,W 2:00PM-3:50PM

WRIT 3500 Writing Design and Circulation

The primary goal of this capstone course for the Minor in Writing Practices is to create and present a professional electronic/web-based portfolio synthesizing university writing experiences. The portfolio showcases and offers reflective insight into a student's writings, demonstrating the writer's ability to navigate diverse rhetorical situations. Students will learn theories and practices for selecting, arranging, and circulating/publishing written work, culminating in a required portfolio that synthesizes their university writing experiences. In addition to practicing principles of editing and design, students will produce a substantive revision of a previous piece of their own writing. The course covers design considerations and strategies and offers studio time for peer and instructor feedback. It culminates with a public showcase. Prerequisites: WRIT 2000 and completion of at least two other courses in the Writing Practices minor.

Instructor: Brad Benz

CRN: 4804, Time: M,W,F 12:00PM-12:50PM