

# WRIT Courses

## Spring 2026

### WRIT 1133 Writing and Research

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**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: Brad Benz

CRN: 2774, Time: M,W,F 10:00AM-10:50AM

CRN: 2775, Time: M,W,F 11:00AM-11:50AM

**Writing and Research for A Changing Planet.** In this section of WRIT 1133 we will use writing and research to examine contemporary issues related to nature and the environment. Using a range of primary research methods—interviews, surveys, textual analysis, and observation—you will develop writing projects that examine pressing environmental issues and explore the complex relationships between humans and the non-human world. We will discuss various forms of discourse related to nature and the environment 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: 1542, Time: T,R 2:00PM-3:50PM

CRN: 1799, Time: T,R 12:00PM-1:50PM

**The Science of Comedy and the Comedy of Science.** What makes something comedic? And how might we use the research on comedy to enhance our ability to share research that matters? Whether your major is theatre or physics, this course will examine the research on comedy from a variety of research traditions and apply your newfound skills to a research project of your choosing. Building on skills from WRIT 1122, we will survey the logics, methods, and genre conventions shaping different kinds of inquiry, including quantitative, qualitative, and textual approaches. With expert guidance from science communication nonprofit [ScienceRiot](#), students will then translate their original research into a comedic format for external audiences, with options to present work in audio, video, live, and textual genres.

Instructor: Libby Catchings

CRN: 1628, Time: T,R 8:00AM-9:50AM

CRN: 1919, Time: T,R 10:00AM-11:50AM

CRN: 1409, Time: T,R 12:00PM-1:50PM

**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: 1563, Time: M,W 10:00AM-11:50AM

**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: 1391, Time: T,R 10:00AM-11:50AM

CRN: 1408, Time: T,R 12:00PM-1:50PM

CRN: 1793, Time: 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: 1387, Time: M,W 10:00AM-11:50AM

CRN: 1401, Time: 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: Matt Hill

CRN: 1794, Time: M,W 2:00PM-3:50PM

CRN: 2549, Time: T,R 12:00PM-1:50PM

**Writing and Research for Social Change.** 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. 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: 1390, Time: T,R 2:00PM-3:50PM

CRN: 1395, Time: T,R 10:00AM-11:50AM

CRN: 2287, Time: T,R 12:00PM-1:50PM

**Writing and Researching for Access.** What makes learning environments accessible? In this course, we will use our own experiences and the experiences of other students at DU 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 education at DU. Check out two course trailers made by last year's students [Trailer 1](#) and [Transcript](#) and [Trailer 2](#) with captions. Thank you to all the students who contributed!

Instructor: Calley Marotta

CRN: 1386, Time: T,R 2:00PM-3:50PM

CRN: 1396, Time: T,R 12:00PM-1:50PM

CRN: 1398, Time: T,R 10:00AM-11:50AM

**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: Hezther Martin

CRN: 1392, Time: M,W,F 12:00PM-12:50PM

CRN: 1459, Time: M,W,F 11:00AM-11:50AM

**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.

Instructor: Logan Middleton

CRN: 1400, Time: T,R 12:00PM-1:50PM

CRN: 1407, Time: T,R 10:00AM-11:50AM

CRN: 2550, Time: T,R 4:00PM-5:50PM

**Black Mirrors.** We spend a lot of time staring at screens. Our phones, televisions, computers... some studies put the average screen time for college students between 8-10 hours per day. We create, we connect, we engage, we consume, and we disconnect all through our digital devices. This makes them a compelling subject of inquiry. Do the pros of social media outweigh the cons? How have short-form videos impacted our attention spans? Does mass media simply reflect our cultural conscience, or does it guide it? This section of WRIT 1133 will invite students to consider what surprising insight can be gained about, through, and with our own black mirrors.

Instructor: Lauren Picard

CRN: 1405, Time: T,R 12:00PM-1:50PM

CRN: 1796, 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. 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: 1399, Time: M,W 10:00AM-11:50AM

CRN: 2882, Time: M,W 2:00PM-3:50PM

In **Researching Your Social World**, you will design a qualitative and quantitative survey to investigate social life on campus online and off. For instance, you could survey students about a new trend on campus or online to figure out its appeal. You could design a survey about study to learn how to study better, or you could design a study about gaming or social media habits.

Instructor: Rebekah Shultz Colby

CRN: 1403, 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: Angie Sowa

CRN: 2389, Time: T,R 10:00AM-11:50AM

CRN: 2548, Time: T,R 12:00PM-1:50PM

**Documentary Film.** Why do documentary films get made? What do their makers hope these films will do in the world? How can editing be used in didactic, conversational, or narrative ways? This course will explore these questions and more as we get our hands dirty in the filmmaking process. Documentary film is a form of qualitative research, but it is more specifically a form of narrative research; this approach helps evocative stories rise to the surface, rather than treating them merely as containers for data. We'll discuss documentary films of all shapes and sizes (short-form, feature-length, interactive, and audio). We'll be ambitious throughout, erring on the side of taking risks and failing big, as we seek to uncover the hows and whys of documentary filmmaking. This class is not fully hybrid, but because we will be talking and thinking about how short documentaries are released digitally--how those films do real work in the world--some class sessions will be replaced with online work.

Instructor: Jesse Stommel

CRN: 1382, Time: M,W 2:00PM-3:50PM

CRN: 1544, Time: M,W 10:00AM-11:50AM

CRN: 1404, Time: T,R 2:00PM-3:50PM

CRN: 1406, Time: T,R 12:00PM-1:50PM

**What's your source?** In this WRIT 1133 course, we'll learn about, explore, and analyze sources: the sources we encounter and evaluate whenever we read, watch, and listen; the sources we draw on to gain knowledge, build public awareness, and advocate for change; and the varied sources of curiosity, interest and joy that motivate our lives and our learning. Throughout the quarter, we'll consider our roles and our responsibilities as audiences for, and authors of, media in a range of academic, digital, and public contexts.

Instructor: Olivia Tracy

CRN: 1383, Time: M,W 8:00AM-9:50AM

CRN: 2883, Time: M,W 10:00AM-11:50AM

**Bodies, Stress, and Trauma.** 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: 2773, Time: M,W,F 9:00AM-9:50AM

CRN: 3086, Time: M,W,F 10:00AM-10:50AM

CRN: 3087, Time: M,W,F 11:00PM-11:50PM

## WRIT 1133 Writing and Research Online

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**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: Brad Benz

CRN: 1893

**The Pursuit of Happiness.** As we commemorate the 250th anniversary of the Declaration of Independence, it's worth exploring what we mean by "life, liberty, and the pursuit of happiness." How do definitions and levels of happiness vary over time and across cultures? What most supports happiness and well-being and what makes it harder to achieve? In this class, you will improve your writing skills while learning about physiological, psychological, 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 your findings with academic and popular audiences. This is a fully online section; you will complete most of the work on your own and collaborate with peers through Canvas and meet with me via Zoom for individual conferences several times throughout the quarter.

Instructor: Jennifer Campbell

CRN: 2388

CRN: 3084

**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: 1801

**Researching Stories: Autoethnography and Oral History.** 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. Sample qualitative readings address topics like ethnic and racial identity, immigration, health, sports, or music. Working in different genres and modes, you will shape academic articles as well as a piece for a popular audience, such as a video, comic, podcast, or photo essay. You will receive feedback from your peers and professor on multiple stages of the research and composition process.

Instructor: Kamila Kinyon-Kuchar

CRN: 2776

CRN: 2881

**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. 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: 2627

**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: Angie Sowa

CRN: 1800

# WRIT 1733 Honors Writing

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**Writing and Research for A Changing Planet.** In this section of Honors Writing we will use writing and research to examine contemporary issues related to nature and the environment. Using a range of primary research methods—interviews, surveys, textual analysis, and observation—you will develop writing projects that examine pressing environmental issues and explore the complex relationships between humans and the non-human world. We will discuss various forms of discourse related to nature and the environment 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: 4216, Time: T,R 4:00PM-5:50PM

**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: 1508, Time: M,W 12:00PM-1:50PM

**Writing and AI.** This advanced writing course explores the rapidly evolving world of generative AI and its impact on how we write, research, and communicate. Students will investigate the ethical dilemmas, practical uses, and rhetorical possibilities of AI as both a tool and a cultural force. Through hands-on projects, you'll learn to analyze AI-generated texts, critique their rhetorical effects, and experiment with your own AI-assisted writing. The course introduces qualitative and quantitative research methods, giving you the tools to study how AI reshapes writing practices. Perfect for curious writers, this course blends critical inquiry with creative exploration of the future of writing.

Instructor: Richard Colby

CRN: 1660, Time: T,R 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: Rob Gilmor

CRN: 1626, Time: T,R 10:00AM-11:50AM

**Writing as (Self) Inquiry.** 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 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 to unpack its profound possibilities. Rather than seeking knowledge of the cosmos, however, we will research the personal unknowns. The subject of inquiry across several short and one long project will be ourselves—as individuals and our unique communities.

Instructor: Lauren Picard

CRN: 1507, Time: 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: 3161, 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: 1562, Time: M,W 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: Geoff Stacks

CRN: 1627, Time: M,W 8:00AM-8:50AM

# WRIT 1122 Rhetoric and Academic Writing

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**Horror Film as Rhetorical Extreme!** As a horror fan, you know that your thoughts and feelings when watching or discussing horror movies differ radically from those of many friends and family. Your delight is their disgust, your attention is their turning away. In this class, we will use the tools of rhetoric to examine how horror operates at the edge of emotions and the language of film to explore how the artists of horror manipulate its forms to confront us with the deep questions of human existence. "We have such sights to show you!"

Instructor: Jon Fowler

CRN: 4661, Time: T,R 10:00AM-11:50AM

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: 3088, Time: Online

# Minor in Writing Practices Courses

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## **WRIT 2630 Game Writing**

This course introduces the fundamentals of writing with, for, and about games in rhetorically responsive ways. Writing “with” games means that students will create original interactive texts, both digital and analog. Writing “for” games means that students will compose documents linked to the design and business of games. Writing “about” games means that students will compose critical and QA reports. Topics include procedural rhetoric, narrative, interactive structure, and worldbuilding for computer and tabletop games. By the end of the course, students will produce a portfolio to showcase their work.

Instructor: Matt Hill

CRN: 4215, Time: T,R 2:00PM-3:50PM

## **WRIT 3500 Writing 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: 2293, Time: M,W 2:00PM-3:50PM