

Winter 2020 Courses

WRIT 1122: Rhetoric and Academic Writing

Writing Arguments. WRIT 1122 is a course in rhetoric; the focus will be on reading and writing arguments in professional, academic, and public contexts. The course will emphasize the Aristotelian, Toulmin, and Rogerian approaches to argumentation, and students will also gain experience analyzing and using visual and multimodal rhetoric in their arguments. Note: for one writing project, the class will focus on nature and environmental rhetoric.

CRN: 1535

Instructor: Brad Benz

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

CRN: 1547, 1550, 1551

Instructor: Jennifer Campbell

Craft, DIY, and the Making of Movements. What do knitting or woodworking have in common with writing? For the Greeks, technê encompassed everything from ceramics to speech-writing, each understood as a craft with practical effects. This section of WRIT 1122 looks to craft, DIY, and various social movements to develop the rhetorical strategies needed to reach different publics, primarily in situations that require defense of arguable claims. Students will write manifestos, editorials, and ethnographic narratives building on their fieldwork in actual maker communities; assignments culminate in a grant proposal that matches makers with movements to fulfill that organization's mission.

CRN: 1558, 2001

Instructor: Elizabeth Catchings

Your Story, Our Story: A Persuasive Narrative. What does our interpretation of a story tell us about ourselves or about the storyteller? How might we reinterpret stories through the context of persuasion? We encounter stories every day, and while they may seem like simple forms of entertainment, they can be incredibly powerful rhetorical devices. Stories are the method by which we understand the world, our place within it, and how we affect change. From unsolved mysteries, to visual, autobiographical, and public narratives, students in this course will affect change through encountering, deconstructing, and readapting stories to persuade multiple audiences.

CRN: 1532

Instructor: April Chapman-Ludwig

Rhetoric of Games, Gamers, and Gaming: Games are not just a pastime—they are a powerful means of persuasion. They are in our advertisements, our schools, and our civic lives. In this section of WRIT 1122, we will look at the rhetoric or art of persuasive communication of games, gamers, and gaming. You don't have to be a gamer to enjoy this class. After all, this is a writing class—we are using this focus to give us a shared topic from which to draw upon as we work on improving writing and your understanding of rhetoric.

CRN: 1895

Instructor: Richard Colby

Social Media & Culture: This section of WRIT1122 will examine social media's impact on current culture, asking students to write about crowd funding, politics, Twitter feeds, cyberbullying, and so-called "app addiction." As with other sections of WRIT1122, this course teaches students key rhetorical concepts (logos, ethos, pathos, etc.), fundamentals of argumentation, and how to write appropriately for various audiences. We will write in both academic and popular modes.

CRN: 1543, 2096, 2099

Instructor: David Daniels

A Matter of Character. In this themed section of WRIT 1122, we'll highlight the rhetorical concepts of ethos and identification to explore how we persuade--and are persuaded by--people (and sometimes their ideas and arguments). We'll spend some time focusing on memoirs, advertising and its history, photographs and visual culture, and the writing that happens (or not) somewhere between writers/advertisers/photographers, their very active audiences, and the cultural contexts that help "define" them all.

CRN: 2090, 3755

Instructor: Rob Gilmor

Rhetoric, Writing, Revising with Others. In this service-learning writing course, we will partner with young writers at Charles Hay elementary school to collaboratively revise not just our texts, but also our ways of thinking, talking, and knowing about writing itself. We'll study the specific rhetorical situation at Charles Hay by mentoring, exchanging feedback with, and writing for elementary students and related audiences. We'll write in genres such as rhetorical analyses and newsletters, for audiences ranging from academics to young writers and their parents. We will work directly with writers at Charles Hay from 10:15 am - 11:30 am during our regular class period one day a week. This project will complement collaborative writing with classmates in small peer review groups. Through collaboration, we will re-vise, in the sense of re-seeing or re-thinking, our writing knowledge. Please note that interest in working with youth and travel to/from Charles Hay are essential to this course.

CRN: 1524, 3758

Instructor: Sarah Hart Micke

Writing is often complex and maddening, and that can be just about the basic mechanics. When we add in further complexities of audience and new content or ideas, writing may be even more daunting. I will encourage you in this course to wrestle with some difficult but rewarding readings and will ask you to do a lot of difficult but rewarding writing. Our work together will build from several authors with an emphasis on understanding, critiquing, and practicing “rhetorical listening.”

CRN: 1529, 1554, 2095

Instructor: Matt Hill

Rhetoric & Writing. How do words and images influence our perceptions of our surroundings? How does language enable or restrict the way we interact with the world? What role does storytelling play in constructing our identities, values, and relationships? In this class, we will discuss these questions while focusing our attention on the rhetorical strategies used by writers, activists, artists, and other change makers who use rhetoric and writing to make the world a better place. During this class, you will complete three major writing projects and a final reflective portfolio.

CRN: 1548, 1894

Instructor: Megan Kelly

Text and Image: The Rhetoric of Journalism explores the relationship of written, visual, and multimodal journalistic genres with primary emphasis on print or online magazines and newspapers. We will study rhetorical strategies used, for example, in feature articles, op-eds, travel writing, and photographs. We will also discuss how humor is used in satirical publications like The Onion. In addition to writing articles for public audiences, you will have the option of creating a final parody project that incorporates visual design or film.

CRN: 1545, 1546, 2940

Instructor: Kamila Kinyon

The Rhetoric of Humor is a writing class designed to arm students with new methods and practices for critical thinking and writing. Using the comedic arts as points of departure, including the work of humorists, stand-up comics, satirists, and filmmakers, we will identify and practice strategies toward effective written and visual communication in the public sphere. We will read challenging theoretical texts and create our own arguments using humor. **WARNING:** The materials in this class are provocative. They may contain profanity, and references to sexuality, religion, and racial stereotypes, among other topics.

CRN: 1530, 1536

Instructor: Heather Martin

Re-reading and Re-writing (Pop)Culture. WRIT 1122 emphasizes how writers work with a variety of texts to develop effective projects across rhetorical situations. This section will focus on the popular artifacts that shape, reflect, and complicate our understanding of culture. Across four projects, students will evaluate, interrogate, and remix texts in order to make arguments about (popular) culture. Beyond the standard learning objectives for 1122, the goal for this section is twofold: 1) students will become more critical and socially-aware readers of their world, and 2) through thorough inquiry, rhetorical analysis, and reflection, students will learn to take ownership of their ideas.

CRN: 1555

Instructor: Lauren Picard

The Rhetoric of Politics and the Politics of Rhetoric. In this course, you will develop your writing abilities, specifically in rhetorical analysis and performance. You will also learn about the key concepts and theories of rhetoric, the art of persuasion, applied to the civic and public sphere. We will explore the intersections of self-expression, ideologies, current political controversies, and both contemporary and timeless interrogations about the nature of rhetoric and writing. We will be touching on some controversial topics in this course, such as the 2016 and upcoming 2020 election, issues of gender, race, class, and religion, campus politics, and how the personal informs the political, so I will expect -- and do my best to foster -- an atmosphere of lively and respectful dialogue.

CRN: 1525, 1533

Instructor: Pauline Reid

Nature/Writing. We will explore the subject and idea of nature. We will write about nature found everywhere—in cities and homes as well as in parks and wilderness. We will also explore the idea of what is natural in writing for human beings who seek to create, express, and share ideas. We will not ignore the standard “rules” about writing—whether about processes, rhetoric, form, style, or editing. But we will always want to explore how such rules contribute to engagement with writing—both our own engagement with what we are writing and readers’ engagement with what we have written.

CRN: 1537, 1559, 1893

Instructor: Keith Rhodes

Is This an Argument? This course is about writing arguments. What comes to your mind when you read that? An essay with a thesis? A political debate at Thanksgiving? A Scrabble tournament? What, exactly, does an argument look like? Or, what can an argument look like? To answer these questions, students in this section will work toward building a rhetorical theory of writing – a framework that bridges intention, expectation, and effect. Along the way, students will also put their rhetorical theories into practice.

CRN: 1538, 1560

Instructor: David Riche

This section of Rhetoric & Academic Writing will explore vital issues relating to the writing we do not just for academic reasons, but also in professional and personal situations. Since most writing today takes forms other than simple words printed on a page, we will analyze and create work that is delivered through genres and mediums other than just the traditional essay form—including advertising, photography, and graphic design. The rhetorical strategies utilized in this course offer approaches to writing that can have a lasting impact on all texts students confront in the future—both at DU and beyond.

CRN: 1637, 2091, 2098

Instructor: Casey Rountree

David Bowie wrote song lyrics by cutting words from newspapers and rearranging them. William Burroughs used a similar technique to write novels. On YouTube, people take clips from TV shows and ads, and then edit them together with other audio and visual sources to make powerful arguments (YouTube search “Buffy v. Edward” for an example). In this section of WRIT 1122, you’ll learn how to harness these strategies of remix to compose arguments more effectively and rhetorically. Expect to write traditional papers, yes, but also, expect to compose multimedia arguments using existing video and audio clips of shows and music that you like. In both cases, expect to write reflectively on the nature of your compositions. NOTE: No previous expertise in sound or video editing is required for this class.

CRN: 1526, 1553, 3168

Instructor: Blake Sanz

Our topic for this section of WRIT 1122 will be **Fandom and Fan Cultures**. Henry Jenkins defines Fandom as “the social structures and cultural practices created by the most passionately engaged consumers of mass media properties.” We will consider fan communities that have developed around books, movies, comics, tv shows, games, sports teams, music, social media personalities, and any other media that interest students. In our readings and discussions, we will also consider power and politics in Fandom, including how fans take up issues of gender, race, sexuality, labor, and ownership. Students will choose their own topics for essays, presentations, and multimodal compositions within this theme.

CRN: 1534, 1540, 3756

Instructor: Aubrey Schiavone

In the **Rhetoric of Games**, you will be playing and designing games in order to learn about procedural rhetoric: how gameplay persuades players. After learning about the rhetorical principles of pathos, logos, and ethos, you will analyze how a persuasive game – a game designed with a social message – persuades through its gameplay. Finally, with a partner, you will design your own persuasive game that persuades players about your editorial’s social issue through its gameplay.

CRN: 1900

Instructor: Rebekah Shultz Colby

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

CRN: 1596, 1541

Instructor: Rebekah Shultz Colby

WRITING FUTURES. This hands-on workshop will teach students to see “the future”--as a rhetorical device in writing about/for public good causes and a persuasive tool for convincing others (and ourselves) that some particular course of action is the best way to go. Our focus can range from the rhetoric of apocalypse and augmented reality to appealing futurities in American juvenile justice reform to new ways of writing with our robot overlords. We’ll have options, but HEADS UP: plan to write a lot, to compose for real audiences across genres/media (some for real-world social good projects), and to use what we learn beyond the classroom.

CRN: 1527, 1528, 1896

Instructor: Daniel Singer

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.

CRN: 1556, 3169

Instructor: Angela Sowa

Key words can give you, as a writer, a vocabulary by which you can understand different writing situations. Throughout this course, we will explore eight different key terms and their connection to research. Additionally, the main thread of this course is the creation of a theory of writing which is a quarter-long reflective process where you explore your relationships with writing. Your theory of writing is unique to you and develops continually throughout the course. Expect to read some, write some, and reflect some as you learn about ways to effectively research in different academic traditions.

CRN: 1946, 2094

Instructor: Kara Taczak

In this section of WRIT 1122, you’ll develop the full range of your creative and critical powers through a series of writing projects that ask you to exercise both your imagination and your powers of argumentation. By writing television pitches and courtroom speeches, radio stories and magazine essays, you’ll learn how to combine critical thinking and creativity to write compellingly across a diverse array of situations.

CRN: 1542, 1544

Instructor: John Tiedemann

WRIT 1122: Rhetoric and Academic Writing

ONLINE COURSES

In this online class, we will build a classroom community through participating in discussion posts, creating wiki's, and responding to peers. Students will discover satirical writing, work on answering journalistic questions, and create effective strategies for argumentation. We will use reference points from popular culture such as South Park, Stephen Colbert, and even Big Foot to write for many different audiences and genres, from feature articles to policy proposals. This course will enhance students' analytic and critical reading strategies and will require written texts that are organized, coherent, and substantive.

CRN: 1899

Instructor: April Chapman-Ludwig

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.

CRN: 1897

Instructor: Angela Sowa

Key words can give you, as a writer, a vocabulary by which you can understand different writing situations. Throughout this course, we will explore eight different key terms and their connection to research. Additionally, the main thread of this course is the creation of a theory of writing which is a quarter-long reflective process where you explore your relationships with writing. Your theory of writing is unique to you and develops continually throughout the course. Expect to read some, write some, and reflect some as you learn about ways to effectively research in different academic traditions. *This class is fully online.*

CRN: 2646

Instructor: Kara Taczak

WRIT 1622: Advanced Rhetoric and Writing

Connecting through a screen: According to Sherry Turkle, “technology has become the architect of our intimacies.” It shapes how we communicate, collaborate, and contemplate. In this advanced writing section, we are going to look at how technology changes how we see one another and ourselves in an always connected world, looking specifically at dating, learning, and persuading. Much of the writing in this class will not be in traditional academic genres, although we will certainly discuss academic conventions. Also, a portion of this course will have you traversing the wilds of the internet, so if you are offended by foul language and eggplant emoji, you might look elsewhere.

CRN: 1563

Instructor: Richard Colby

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

CRN: 1564

Instructor: Lauren Picard

(Un)Learning Argument. Rhetoric. Persuasion. Argument. What comes to your mind when you read these terms? A thesis-driven essay with body paragraphs? A Lincoln-Douglas debate with two competing sides? A game of Monopoly with a forgotten lesson? What, exactly, is an argument? In this course, we will approach argument not only as a practice but also as an idea, one that has (ironically) generated copious arguments. Each student will work to develop a rhetorical theory (i.e., an argument about “argument”) in conversation with existing rhetorical theories. Along the way, students will put their rhetorical theories into practice.

CRN: 3757

Instructor: David Riche

This advanced writing course emphasizes rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. The extensive reading and writing we will do in this class will focus on issues related to gender. Our work will investigate how notions of masculinity, femininity, etc. are constructed and how they are performed in popular culture.

CRN: 1562

Instructor: Geoff Stacks

WRIT 1133: Writing and Research

Research and Environmental Rhetorics. 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 nature. We will discuss various forms of discourse related to nature and the environment; assigned readings will cover everything from profile essays in popular magazines to scientific studies and environmental impact statements. You will use your research and inquiry to develop writing appropriate for both public and academic audiences.

CRN: 2100, 2101

Instructor: Russell Brakefield

Writing in the Contact Zone. Colonization shapes American life; for First Nations peoples, that consciousness is also informed by knowledge traditions that precede European contact. This course uses the contact zone between indigenous and western epistemologies to understand different modes of knowledge production, using different genres of writing to mark our path (e.g., interpretive, quantitative, and qualitative methodologies). Students will create projects that explore how those modes of inquiry intersect, towards a writing practice that challenges binary thinking about ourselves and our objects of study. Students will complete 20 pages of polished writing, including both archival- and field-based projects.

CRN: 1944

Instructor: Elizabeth Catchings

No matter your major, you will confront the fundamental thinking and writing problems of description, inference, and explanation. We will begin with these basic issues, researching the meaning and use of controversial words, and offering scientific and emotional explanations for events in our own lives. In the major research project, we will examine the different forms of explanation and genres of writing in different disciplines seeking to answer similar questions, such as "can juggalos find true love?" Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "causal asymmetry" and "emotional cadence."

CRN: 2645

Instructor: Jonathan Fowler

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--and mapping--DU's campus.

CRN: 1568

Instructor: Rob Gilmor

Inquiry as a Way of Being: Writing and Researching Mindfulness. Inquiry is a habit of mind—a fundamental way of being in the world—for many academics, not merely a task to be completed. This class will explore inquiry as a way of being through the theme of mindfulness, a trendy topic not just in public discourse, but also among academics interested in its psychological, physiological, and pedagogical benefits. We will study diverse histories, practices, and effects of mindfulness, and will share findings with academic and civic readers through genres such as field notes, bibliographies, and blogs. Our primary modes of learning will include reflection, observation, and collaboration.

CRN: 1943

Instructor: Sarah Hart Micke

Historian Lynn Hunt argues 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 local social practice, and as a global political phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

CRN: 1567

Instructor: John Tiedemann

WRIT 1133: Writing and Research

ONLINE COURSES

WRIT 1133 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 be given to visual rhetoric – including how to use tables, figures, and images in writing. Note: this is an online course. The class will not meet face to face.

CRN: 1636

Instructor: Brad Benz

WRIT 1533: Writing and Research for Transfer Students

Understanding the Transfer Student Experience. This course emphasizes autoethnographic research, where students learn to examine their subject position, write using “thick description,” and draw conclusions from data-driven by observation and interview. Transfer students will particularly benefit from this qualitative research because it focuses on utilizing previous university experience to fully engage with campus culture. 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? You will be asked to consider your connection to academic and social communities in and around DU.

*This course provides the same credit as a WRIT 1133 class but is meant specifically for transfer students.

CRN: 5496

Instructor: April Chapman-Ludwig

WRIT 1633: Advanced Writing and Research

Our university’s vision is to be “a great private institution dedicated to the public good.” In this advanced writing course, students will develop their writing and research skills, while serving the public good as mentors in a fifth-grade classroom. Part of our learning will happen on campus in a traditional classroom; part of our learning will happen in the field, as we conduct community-based research on pressing issues facing Colorado’s public education system. Because we will be working with children, all students will be subject to a criminal background check.

CRN: 2106

Instructor: Heather Martin

Minor in Writing Practices Courses

WRIT 2701: Topics in Applied Writing

Green Rhetoric. This course examines the green rhetorical tradition in American nature writing, including the creation, idealization, evocation, degradation, and protection of the American wilderness. Course readings will focus on American non-fiction, including memoirs, historical and government documents, as well as established and emerging green rhetoric genres, among others. Students can expect to write a nature memoir and to analyze an environmental rhetoric case study (e.g. Muir's campaign to save the Hetch Hetchy Valley in Yosemite National Park, the Dakota Access Pipeline Movement at Standing Rock). Additionally, students will select, develop, and design a green rhetoric campaign about a local environmental issue by writing in several genres for public audiences (e.g. an op-ed, an infographic, select social media).

CRN: 3170

Instructor: Brad Benz

WRIT 2500: Topics in Writing Theory and Research

Rhetoric and Composition Theory for Political Crisis

This course will explore how writing and rhetoric responds to – and potentially creates conditions of – political crisis, as well as how these moments of crisis transform and challenge our theories of expression. Centering on the connections between rhetoric/writing and ethics, we will build from rhetorical histories and theories that contend with problems of demagoguery, truthfulness and/or post-truth, and political agency/power to address contemporary interrogations of these issues. Our main projects will analyze an ethical/political problem, pose a possible solution, perform a solution, and theorize the future of a particular theory or issue. Additionally, I plan to use the upcoming 2020 election year to frame this course's content.

CRN: 3749

Instructor: Pauline Reid