

First-Year Writing Course Information

Winter 2022

First-year writing courses at DU help you develop complex writing abilities needed in contemporary academic, professional, and civic life.

Each section of WRIT 1122 and WRIT 1133 has a different theme, much like FSEM. Please select a course with a theme that you're interested in. Descriptions are included here and available in the "Course Description" tab for each course section in online registration.

Most students will fulfill the Writing and Rhetoric requirement by taking Rhetoric and Academic Writing (WRIT 1122) in the winter quarter and Writing and Research (WRIT 1133) in the spring quarter. Students with AP or IB credit, and students in the Honors Program, have different opportunities.

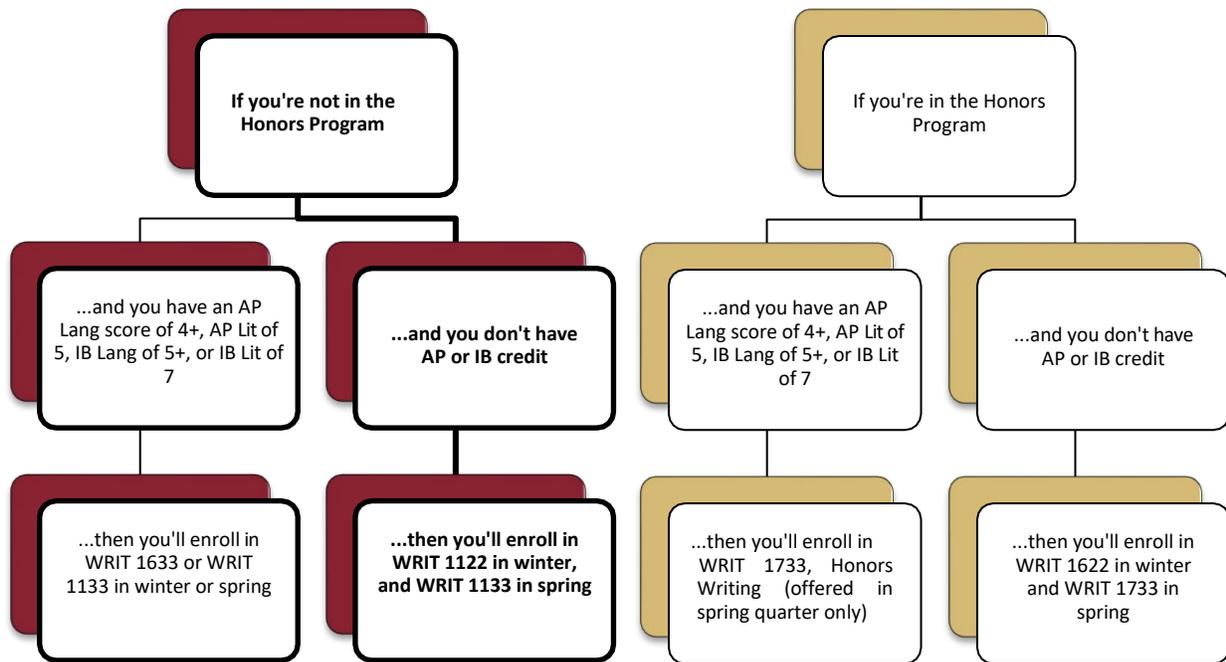
Students with AP or IB credit, and Honors Program students

- If you scored a 4+ on the AP Language and Composition, a 5 on AP Literature and Composition, a 5+ on IB Language A: Literature and Language, or a 7 on IB Language A: Literature, you have received credit for completing WRIT 1122—you can check this on your DU transcript or degree audit. If you have one of these scores, you should take WRIT 1133 or 1633 in either the winter or spring quarter.
- If you are in the Honors Program, you should take WRIT 1622, Advanced Rhetoric and Academic Writing, instead of WRIT 1122. Honors Program students who have received credit for WRIT 1122 from AP/IB do not need to take WRIT 1622. All Honors Program students should register for a section of WRIT 1733, Honors Writing, in the spring term.

Special courses

- **WRIT 1533, Writing and Research for transfer students:** This course was designed for students who are coming to DU from another university. It awards the same credit as WRIT 1133, but has the added benefit of orientating students to DU in a cohort of other students who are also new to DU.
- **WRIT 1622, Advanced Rhetoric and Academic Writing:** a course for Honors Program students, those who scored well in AP/IB, and students who want a more rigorous introductory-level writing course.

At a Glance: Choosing a WRIT Course



- Additional information about courses and requirements is available at: <http://www.du.edu/writing/firstyear/>

Questions

If you have questions about WRIT registration, please contact:

Richard Colby

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WRIT 1122 Rhetoric and Academic Writing

Writing Arguments is a course in rhetoric; the focus will be on reading and writing arguments in professional, academic, and public 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 climate crisis and environmental sustainability.

Instructor: Brad Benz

CRN: 1510

Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM

CRN: 1526

Scheduled Classroom Meetings: M,W,F 11:00AM-11:50AM

CRN: 5542

Scheduled Classroom Meetings: M,W,F 12:00PM-12:50PM

Although Woody Guthrie famously wrote "I ain't a writer," many of the most important arguments produced in human history have been at the hands of musicians, painters, filmmakers, and performance artists. Additionally, much of the great writing of our time has been about art's powerful impact on society. This section of WRIT 1122 focuses on creating effective written arguments about the arts. We will read and analyze writing about different forms of artistic expression in order to investigate the role art plays in our lives and culture. The course aims to improve writing abilities and to foster an understanding of the ways writing can enhance your skills of critical thinking, inquiry, and public engagement.

Instructor: Russell Brakefield

CRN: 1505

Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

Writing that 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. Our class will meet in person for 50 minutes MWF, with additional materials and work online.

Instructor: Jennifer Campbell

CRN: 1521

Scheduled Classroom Meetings: M,W,F 8:00AM-8:50AM

CRN: 1524

Scheduled Classroom Meetings: M,W,F 9:00AM-9:50AM

CRN: 1523

Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM

Craft, DIY, and the Making of Movements. What does knitting have in common with scholarly argument? More than you think: for the Greeks, technê encompassed everything from ceramics to speech-writing, each understood as a craft with practical effects. That sense of craft is the basis for this section of WRIT 1122, which looks to craft, DIY, and various social movements to develop the rhetorical strategies needed for different audiences and different kinds of argument. Those strategies will include sustained practices in writing with instructor feedback, such as manifestos, editorials, and ethnographic fieldwork in digital maker communities.

Instructor: Libby Catchings

CRN: 1530

Scheduled Classroom Meetings: T,F 8:00AM-9:50AM

CRN: 1934

Scheduled Classroom Meetings: T,F 10:00AM-11:50AM

CRN: 1527

Scheduled Classroom Meetings: T,F 12:00PM-1:50PM

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.

Instructor: April Chapman-Ludwig

CRN: 1507

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

CRN: 1840

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

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. The COVID pandemic has led even more of us to gaming, with one study showing that Americans have increased their gaming by 46% these past months. 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.

Instructor: Richard Colby

CRN: 1836

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

WRIT 1122 teaches students how to formulate solid arguments and how to gear their writing effectively toward audiences in different, real-world situations. The course also teaches rhetorical analysis and practices, the effective use of source materials, and techniques for generating and revising texts. The course emphasis legitimate writing situations that students may face, from Yelp reviews to editorials and academic essays.

Instructor: David Daniels

CRN: 1517

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

CRN: 2022

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

CRN: 2024

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Memory/Place/Self. In this themed section of WRIT 1122, we'll explore some ideas about where we're from, who we are, and what we remember as a way to think through the situations that call us to write and think in college and beyond. We'll also see how rhetorical concepts like ethos and identification (who we are and who/what we connect with) derive from locations and spaces, an important consideration as we move through our campus and lives during (and hopefully toward the end of) a pandemic. We'll spend some time focusing on our campus space, memoirs, advertising, photographs and visual culture, and the writing that happens (or not) somewhere between content creators, their very active audiences, and the cultural contexts that help "define" them all.

Instructor: Rob Gilmor

CRN: 3205

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

CRN: 2017

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

Rhetoric, Journalism, and Social Justice: A Glimpse into the Past. Approaching 20th-century journalists as model writers, this synchronous online class explores how journalists write and why it matters. Writers such as James Baldwin and Susan Sontag often advocated for social justice by reporting on landmark events, such as the U.S. Civil Rights movement and the Bosnian War, and through literary and autobiographical writing. History bears out their impact. In this class, we will study how such great writers do what they do—and learn strategies to improve our own writing. You will research the writing, biography, and historical era of a 20th-century journalist, composing, for example, a public profile and rhetorical analysis essay. Writing processes work, including peer review and reflections, is a core course component. This online class meets Tuesdays and Thursdays on Zoom at the designated time. Other coursework will be completed asynchronously.

Instructor: Sarah Hart Micke

CRN: 2021

Meeting Type: Online

Scheduled Online Meetings: T,R 10:00AM-11:50AM

CRN: 1508

Meeting Type: Online

Scheduled Online Meetings: T,R 12:00PM-1:50PM

We live in fraught times. Even before COVID-19, our ability to live peacefully with one another may seem less possible than in recent years. As we live in rhetorically perilous times, it is tempting to think that engaging with different views and experiences is moot. My goal this quarter is to ask us to presume that we still can live peacefully together and that thinking about, managing, and writing about how ethos informs our conceptions of identities and identification in complex communicative spaces is one way we can live together.

Instructor: Matthew Hill

CRN: 5543

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

CRN: 5544

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

CRN: 5545

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

CRN: 5546

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

Food Literacies and Public Rhetorics. Through the lens of food, we will study how people write about social issues and how writing (in a variety of genres, for a variety of academic and public audiences) helps to shape social movements, change public perceptions, and bring people together in community. We will analyze and practice the rhetorical strategies used in books, documentaries, and articles about food movements in the United States, and right here in Denver, to delve into topics of agribusiness and factory farms, food sovereignty and food justice, and organic and local foods.

Instructor: Veronica House

CRN: 5536

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

CRN: 5537

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

CRN: 5538

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

How do words and images influence our perspectives on the world and our place in it? How does language enable and restrict the ways we interact with and understand each other? How does storytelling construct our identities, values, and relationships? In this class, we will consider these questions as we identify and practice the rhetorical strategies used by writers, activists, artists, and other change makers to create a better, more just world. Through a combination of individual assignments and small-group activities, you will explore how stories guide us in remembering the past, understanding the present, and reimagining the future.

Instructor: Megan Kelly

CRN: 1835

Scheduled Classroom Meetings: T,F 10:00AM-11:50AM

CRN: 1522

Scheduled Classroom Meetings: T,F 12:00PM-1:50PM

The Rhetoric of Journalism. Exploring a range of journalistic topics, you will design individualized projects reflecting your goals and interests. You will draw on secondary research, personal experience, and interviews to compose an op-ed, travel essay, and feature article. Applying rhetorical concepts, you will accompany each text with a rhetorical analysis or a query letter to an imagined editor. As a final piece, you will employ the rhetoric of humor to create a spoof ad, video, or satirical article. You will receive detailed feedback from your instructor and peers on key stages of the composition process.

Instructor: Kamila Kinyon

CRN: 1519

Meeting Type: Online

Scheduled Online Meetings: asynchronous

CRN: 1520

Meeting Type: Online

Scheduled Online Meetings: asynchronous

CRN: 2717

Meeting Type: Online

Scheduled Online Meetings: asynchronous

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

Instructor: Heather Martin

CRN: 1506

Meeting Type: Lecture

Scheduled Classroom Meetings: M,W,F 10:00AM-10:50AM

CRN: 1511

Meeting Type: Lecture

Scheduled Classroom Meetings: M,W,F 11:00AM-11:50AM

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 and the genres writers use to engage with them. 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.

Instructor: Lauren Picard

CRN: 3208

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

CRN: 5540

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

Exploring Writing. This course focuses on writing itself, both as topic and activity. But we will give writing a fresh look, diving under the surface to find what works best for you. Research on writing suggests that we should avoid stock formulas and focus on habits of mind and developing intuitive, creative abilities. But you will explore your own approaches and, as a final project, develop, explain, and advocate for your own theory of how writing works for you. You will have a chance to confer about every major grade, applying your evolving theory to your own work.

Instructor: Keith Rhodes

CRN: 1834

Scheduled Classroom Meetings: M,W 8:00AM-9:50AM

CRN: 1512

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

CRN: 1531

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

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.

Instructor: David Riche

CRN: 1532

Scheduled Classroom Meetings: M,W 8:00AM-9:50AM

CRN: 1513

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

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.

Instructor: Casey Rountree

CRN: 1607

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

CRN: 2018

Scheduled Classroom Meetings: M,W 4:00PM-5:50PM

CRN: 2023

Scheduled Classroom Meetings: M,W 6:00PM-7:50PM

Remix. In this section, we'll learn about rhetoric and argument by studying "remix videos." Remix videos take existing video clips—from TV shows, movies, news programs, etc.—and edit them together to make an argument that the original clips did not intend (see <http://popculturedetective.agency/2009/buffy-vs-edward-twilight-remixed> for an example). We'll analyze remix videos for their rhetorical effectiveness, we'll make remix videos, we'll reflect on that process, and we'll learn about differences between remix versus written arguments. Expect a mix of traditional writing assignments and work with basic video editing software (prior knowledge not required).

Instructor: Blake Sanz

CRN: 5618

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

CRN: 2891

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

CRN: 1525

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Fandom. Henry Jenkins defines fandom as "the social structures and cultural practices created by the most passionately engaged consumers of mass media properties." We will discuss and write about fan communities that have developed around books, movies, tv, comics, games, sports, and music. In readings, discussions, and writing assignments, we will trace the history of pre-digital fan communities, analyze the influence of technology on fandom, and discuss socio-political dimensions of fan participation. Students will compose discussion posts, essays, and multimedia projects.

Instructor: Aubrey Schiavone

CRN: 5541

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

CRN: 1514

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

CRN: 3206

Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

CRN: 1509

Scheduled Classroom Meetings: T,R 6:00PM-7:50PM

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 design and layout, including the cover art, will look like.

Instructor: Rebekah Shultz Colby

CRN: 1515

Scheduled Classroom Meetings: T,R 10:00AM-11:50AM

CRN: 1567

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

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.

Instructor: Rebekah Shultz Colby

CRN: 1841

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

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: Angela Sowa

CRN: 2892

Scheduled Classroom Meetings: T,F 10:00AM-11:50AM

CRN: 1528

Scheduled Classroom Meetings: T,F 12:00PM-1:50PM

CRN: 1838

Meeting Type: Online

Scheduled Online Meetings: asynchronous

CRN: 5547

Meeting Type: Online

Scheduled Online Meetings: asynchronous

Architecture and Argument. In this section of WRIT 1122, we'll explore the structures of arguments and the arguments of architectures. As we write for civic, academic, and public contexts, we'll practice different models of argument, including classical/Aristotelian, Rogerian and Toulmin, and place-based models of invention, including memory palaces. We'll also be analyzing arguments inherent in architecture, including the claims architecture makes about function and purpose, access and belonging, and histories and values. You'll write letters, reviews, op-eds, and other arguments to participate in conversations about architecture and accessibility, debates about the architectural styles of government and university buildings, and more.

Instructor: Olivia Tracy

CRN: 1501

Scheduled Classroom Meetings: M,W 8:00AM-9:50AM

CRN: 1500

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

WRIT 1122 teaches strategies that are vital in writing for well-educated readers, primarily in situations that require you to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations.

Instructor: Geoff Stacks

CRN: 2019

Scheduled Classroom Meetings: W,F 8:00AM-9:50AM

Horror. The horror genre is distinctly rhetorical, working carefully to produce visceral effects in its audience. It's a popular genre, but also a marginalized one, creating space for writers and artists to ask difficult questions, political questions, personal questions, questions about gender, race, disability, queer bodies, identity formation, history, etc. Horror reveals something about who we are as humans, reminding us we have both outsides and insides, skin and guts, eyes and gray matter, ideas and appetites. The critics of horror are usually too distracted by blood and gore to notice the more radical potentials of the genre. In this class, we'll approach writing in novel ways, examining and experimenting with rhetorical texts, including film, multimodal composition, games, and other interactive narratives.

Poster: <https://tinyurl.com/1122horror>

Instructor: Jesse Stommel

CRN: 1503

Meeting Type: Hybrid

Scheduled Classroom Meetings: T 12:00PM-1:50PM

CRN: 1504

Meeting Type: Hybrid

Scheduled Classroom Meetings: T 2:00PM-3:50PM

CRN: 1837

Meeting Type: Hybrid

Scheduled Classroom Meetings: R 2:00PM-3:50PM

Learn what/how to give a f*ck about writing through creating effective rhetoric.

Instructor: Kara Taczak

CRN: 2494

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

CRN: 2020

Scheduled Classroom Meetings: T,R 4:00PM-5:50PM

WRIT 1622 Advanced Rhetoric and Writing

Connecting Through a Screen. The pandemic has required led us more to the screen to interact with one another. But even before this crisis, Sherry Turkle wrote that “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. 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.

Instructor: Richard Colby

CRN: 1535

Meeting Type: Lecture

Scheduled Classroom Meetings: M,W 2:00PM-3:50PM

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 section will focus on the popular artifacts that shape, reflect, and complicate our understanding of culture and the genres writers use to engage with them. 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.

Instructor: Lauren Picard

CRN: 1536

Meeting Type: Lecture

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

(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.

Instructor: David Riche

CRN: 3207

Meeting Type: Lecture

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM

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 how lexicography, grammar, and other ways of regulating and controlling language can be related to class, gender, and ideology.

Instructor: Geoff Stacks

CRN: 1534

Scheduled Classroom Meetings: W,F 10:00AM-11:50AM

WRIT 1133 Writing and Research

Writing Communities is a course in rhetoric and research. Students will investigate, research, and write about a discourse community – a sub-culture – of their own choosing, employing some of the common research methodologies used in the academic disciplines. After collecting data about their discourse community through primary and secondary research, students will 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, although students will have opportunities to meet with the instructor over Zoom.

Instructor: Brad Benz

CRN: 1606

Meeting Type: Online

Scheduled Online Meetings: asynchronous

No matter your major, you will confront the fundamental thinking and writing problems of testimony, perception, and inference. We will begin with these basic issues, researching the meaning and use of controversial words, and offering scientific and emotional explanations. 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, whether they be about the spread of pandemics or the lives of Juggalos. Lively class discussions depend upon your willingness to engage challenging readings and to try out unfamiliar phrases like "linguistic naturalism" and "emotional cadence."

Instructor: Jon Fowler

CRN: 2493

Meeting Type: Lecture

Scheduled Classroom Meetings: T,R 12:00PM-1:50PM

CRN: 2026

Meeting Type: Lecture

Scheduled Classroom Meetings: T,R 2:00PM-3:50PM

Student Life and Campus Space. In this themed section of WRIT 1133, we'll explore DU's student life and campus—now and throughout its history—as a way to model an inquiry-driven approach to research and writing. We'll do some field work in the DU community, examine texts and artifacts in our library's Special Collections, and test out methods from a number of research traditions while exploring--and mapping--DU's campus. Ultimately, we'll take our university as a focus of study and our current experiences (and pandemic related circumstances) as part of the history of this institution.

Instructor: Rob Gilmore

CRN: 1539

Meeting Type: Lecture

Scheduled Classroom Meetings: M,W 10:00AM-11:50AM

Writing and Researching Mindfulness. Using mindfulness as both a theme and mode of learning, this online asynchronous class approaches academic research as a way of being, an essential avenue for creativity and problem-solving. You'll experiment with three research traditions by, for example, quantitatively studying a personal habit or conducting a qualitative oral history interview. You will write for academic and public readers through genres such as an interview profile and an annotated bibliography. Writing process work, including peer review and reflections, is a substantial course component. Except for a few conference opportunities, students mostly work independently and asynchronously through coursework.

Instructor: Sarah Hart Micke

CRN: 1881

Meeting Type: Online

Scheduled Online Meetings: asynchronous

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: 5539

Meeting Type: Online

Scheduled Online Meetings: asynchronous

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 kind of qualitative research because it focuses on utilizing previous university experience to fully engage with campus culture to “navigate those relationships.” 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.

Instructor: April Chapman-Ludwig

CRN: 3950

Scheduled Classroom Meetings: M,W 12:00PM-1:50PM