

First-Year Writing Course Information

Winter 2023

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.

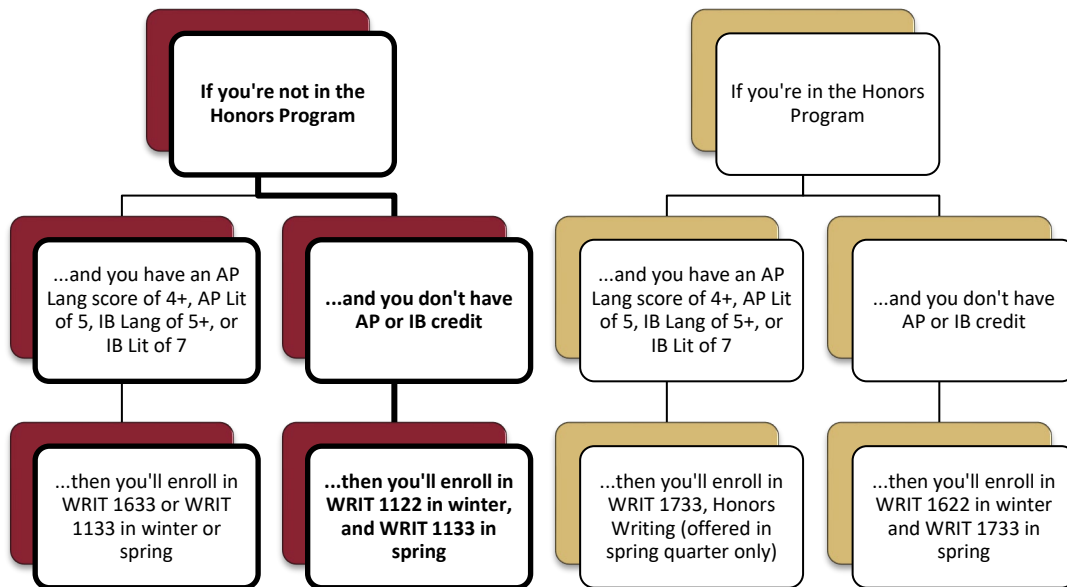
Students with AP or IB credit, and Honors Program students

- If you scored a 4+ on 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 do not need to take WRIT 1622. All Honors Program students should register for a section of WRIT 1733, Honors Writing, in the spring.
- If you score a 4+ on the AP Research, you have received credit for WRIT 1133. However, you still need to take WRIT 1122 if you did not meet the AP/IB scores listed above.

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.
- **WRIT 1633, Advanced Writing and Research:** a course for confident writers who scored well on AP/IB but are not in Honors. This may also be a good choice for transfer students who have college writing experience and would benefit from a more rigorous research writing course.
- **WRIT 1733, Honors Writing:** a required course for Honors Program students, offered only during spring quarter

At a Glance: Choosing a WRIT Course



- Additional information about courses and requirements are available at: <https://academicaffairs.du.edu/writing/first-year-writing>

Questions

If you have questions about WRIT registration, please contact:

Richard Colby

Director of First-Year Writing

Anderson Academic Commons 282A

richard.colby@du.edu

303-871-7702

WRIT 1122 Rhetoric and Academic Writing

Writing Arguments is a course in rhetoric; the focus will be on reading and writing arguments in academic, public, and professional contexts. The course will emphasize argumentation, and students will gain experience writing in different genres, including analyzing and using visual and multimodal rhetoric in their arguments. For one unit, the class will focus on the impacts of U.S. settler colonialism on Native Americans, including the Sand Creek massacre in Colorado. Note: this is a hybrid course; we will meet face-to-face on Mondays and Wednesdays, and the class will work online and independently on Fridays.

Instructor: Brad Benz

CRN: 1476

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

CRN: 1492

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

CRN: 3682

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

Argument and Activism in the Letter Form. The epistolary form—the letter—has long been an important method of communication and self-expression. Historically, letters have also played an important role in advancing social movements and giving voice to underrepresented or oppressed peoples. In this section of WRIT 1122, we will take a deep dive into the letter writing form—letters to the editor, letters to self, narrative letters, open letters, and letters from the archives—to advance your reading, writing, and revising practices. You will analyze various forms of epistolary writing and craft your own written arguments for several specific genres and situations. Ultimately, this course aims to foster understanding of the ways writing can enhance your skills of critical thinking, inquiry, and public engagement.

Instructor: Russell Brakefield

CRN: 1475

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

CRN: 1471

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

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 and cover letters, 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 concerns.

Instructor: Jennifer Campbell

CRN: 1490

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

CRN: 1489

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 debate, each understood as a craft with practical effects. That sense of craft is the basis for rhetoric, an art of persuasion that informs our sense of argument for every audience we encounter. This course looks to craft, DIY, and social movements to develop rhetorical strategies for different publics, primarily in situations requiring defense of arguable claims. Projects include formal and informal writing, e.g., editorials, grant proposals, and craft-based ethnographies.

Instructor: Libby Catchings

CRN: 1493

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

CRN: 1828

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

CRN: 3753

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

Persuasive Stories. 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. In this online class, we'll investigate multiple modes of persuasion. We will identify logical fallacies in myths while learning to solve an "unsolvable" mystery. We will practice writing ethical arguments in editorials and compelling public narratives, moving from national to local issues. Students will choose topics they are passionate about to affect change through encountering, deconstructing, and readapting stories to persuade multiple audiences.

Instructor: April Chapman-Ludwig

CRN: 1474

Meeting Type: online

CRN: 1903

Meeting Type: online

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: 1750

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

CRN: 3752

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

The focus of this section is on social media, how it affects us in both good and bad ways, and how it's transformed the world we live in. Apart from that, this section is typical of other WRIT1122's, with an emphasis on building rhetorical awareness across multiple situations.

Instructor: David Daniels

CRN: 1483

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

CRN: 1904

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

CRN: 1906

Scheduled Classroom Meetings: T,R 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, reflect our values, and shape our relationships? In this class, we consider these questions as we identify and practice the rhetorical strategies used by writers, activists, artists, and other change makers to create a more inclusive, sustainable, and just world. Through individual projects and small-group activities, we will explore how stories guide us in remembering the past, understanding the present, and reimagining the future.

Instructor: Megan Kelly

CRN: 1488

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

CRN: 1749

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

The Rhetoric of Journalism explores a range of journalistic genres. We will study rhetorical strategies used, for example, in op-eds, feature articles, and query letters. We will also discuss how humor is used in satirical publications like The Onion. In addition to writing articles for public audiences, you will create a final rhetoric of humor project incorporating images. In this online asynchronous course, you will have the opportunity to design individualized projects drawing on your personal goals and interests. You will receive detailed feedback from your instructor and peers on key stages of the composition process.

Instructor: Kamila Kinyon

CRN: 1485

Meeting Type: online

Scheduled Classroom Meetings: None

CRN: 1486

Meeting Type: online

Scheduled Classroom Meetings: None

CRN: 2421

Meeting Type: online

Scheduled Classroom Meetings: None

Tattoos, Voice-to-Text, Testimonios: Exploring Writing and Language Justice. In this course, we will think of writing multimodally and multilingually. For example, we will explore how writing on bodies, using accessible technologies, and crafting culturally-sustaining narratives can challenge dominant ideas about what writing is and who it benefits. Drawing from artists, organizers, and students as well as critical race theory, Chicana feminism, and disability justice, we will work together to ask: What do writing and language have to do with social justice? And how can we create compositions that enact a more just writing future for communities we care about?

Instructor: Calley Marotta

CRN: 1470

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

CRN: 1754

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

CRN: 3741

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

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 on campus. **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: 1472

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

CRN: 1477

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

Rhetorics and Literacies of Mutual Aid. According to scholar-activist Dean Spade, mutual aid is “the radical act of caring for each other while working to change the world.” As a collective set of theories and practices, mutual aid ensures that everyday people have the resources they need to survive and thrive. In this section of WRIT 1122, we’ll use the lens of mutual aid to explore the connections between structural oppression, writing, rhetoric, and literacy. So too will we experiment with composing (non-)academic genres involved in mutual aid work: pod maps, needs analyses, manifestos, and multimodal solidarity campaigns. In doing so, we’ll better understand what it means to engage with our worlds ethically and relationally—and to transform them for the better.

Instructor: Logan Middleton

CRN: 1473

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

CRN: 1748

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

CRN: 3678

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

In mapping perspectives and recognizing bias, we are guided by Chimamanda Adichie's admonition to readers and writers that we should be wary of a single story. This warning is especially important as social facts are increasingly presented as single stories. In this hybrid section, you are invited to critically examine your position on "facts" as we become writers who are rhetorically aware of how our identities influence the positions we take when we read and write. Students will write across multiple academic and professional genres while mapping out and reflecting on the diversity of perspectives that they interact with when they write.

Instructor: Alfred Owusu-Ansah

CRN: 1487

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

CRN: 5495

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

CRN: 5496

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: 2764

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

CRN: 3680

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

Be Creative & Persuasive. This course is about thinking creatively and rhetorically. For example, what do games, music, and regional dialects have to teach us about the process of becoming "literate"? How do spoken word poems weave expressive writing into classical argument? How do narrative journalists translate scholarly reports from academia into pieces of creative nonfiction designed for non-experts? Your ultimate assignment will be a freeform project – an opportunity for you to exercise rhetorical concepts in creative ways. Other assignments may include a literacy memoir, an open letter, and a journal to encourage productive writing habits.

Instructor: David Riche

CRN: 1479

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

CRN: 1480

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

CRN: 1491

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

CRN: 1496

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

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: 1481

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

CRN: 1531

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 choose an editorial to design your own persuasive game about: a game that persuades players about the editorial’s social issue through its gameplay.

Instructor: Rebekah Shultz Colby

CRN: 1755

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: Angie Sowa

CRN: 1494

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

CRN: 1752

Meeting Type: online

CRN: 2566

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

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: 2762

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

CRN: 1901

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

CRN: 2565

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

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://bit.ly/1122Horror>

Instructor: Jesse Stommel

CRN: 1469

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

CRN: 1751

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

Learn what/how to give a f*ck about writing: a course about hope.

Instructor: Kara Taczak

CRN: 1902

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

CRN: 1905

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

CRN: 2270

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

Genre, audience, rhetorical situation, and reflection: what do they all have in common? Key terms that help you, as a writer, understand different types of writing situations such as writing a chemistry lab report or a historical overview of social media or a business memo. Throughout this ****fully online**** course, you will create a theory of writing—yes, a theory of writing—which is a quarter-long reflective process where you explore your relationships with writing and argumentation. Expect to read some, write some, and reflect some as you learn about ways to create and support an effective argument.

Instructor: Kara Taczak

CRN: 3687

Meeting Type: online

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 everything from television pitches to courtroom speeches, radio stories to magazine essays, open letters to ekphrases (or "picture stories"), you'll learn how to combine critical thinking and creativity to write compellingly across a diverse array of situations.

Instructor: John Tiedemann

CRN: 1482

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

CRN: 1484

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

Rhetorical Literacies, Recipes, and Scientific Writing. This section of WRIT 1122 will explore how we develop rhetorical literacies in both technical and academic genres. We will explore the diverse gendered and cultural histories and co-developments of culinary and scientific technical writing, including recipes, lab reports, and other genres, as a means to analyze rhetorical situations, genre conventions, and audience appeals. We will practice writing arguments in various public and academic genres, and also create our own written or multimedia recipes, scientific procedures, or other representations of technical processes

Instructor: Olivia Tracy

CRN: 1467

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

CRN: 1468

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

From “Just-Writing” to Just(ice-Seeking) Writing. This is a writing class. Sounds straightforward enough. “Writing,” though, encompasses much more than alphabetic texts in the ways it involves and is linked with our myriad meaning-making practices like visual representation, embodied movement, and mathematical notation, to name just a few. In this section of WRIT 1122 we’ll expand our notion of “just-writing” toward a more encompassing view of “literate activity” to research our own textual engagements with our world across the domains of the personal, community, and professional. Juxtaposing the three, we’ll consider the individual and collective agency we have to build worlds that support our diverse and shared needs.

Instructor: Nicole Turnipseed

CRN: 1899

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

CRN: 1900

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

CRN: 2761

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

WRIT 1622 Advanced Rhetoric and Writing

Learning Rhetorics. In this advanced, service-learning writing course, we will explore rhetorical theories by undertaking a case study of rhetorics of education and learning at a local elementary school. At Charles Hay elementary, we'll write with and for 2nd-grade writers, their parents, and related audiences, such as teachers and pedagogues, in genres such as rhetorical analyses, children's books, science posters, and book reviews. We will work directly with writers at Charles Hay from 2:00 pm – 3:30 pm during our regular class period one day per week. This project will complement close collaboration with classmates through peer review. A commitment to working with youth, taking initiative in your own learning, and travel to/from Charles Hay are essential to this course.

Instructor: Sarah Hart Micke

CRN: 1499

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

CRN: 2763

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 advanced 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: 1500

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

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: 1498

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: 1561

Meeting Type: online

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 spread of #fitspo hashtags. 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: 1908

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

CRN: 2269

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

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 Gilmore

CRN: 1503

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

CRN: 5506

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

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: 1793

Meeting Type: online

CRN: 3679

Meeting Type: online

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 historical social practice, and as a global digital phenomenon — both to consider how reading, writing, and viewing define our common humanity and to become more accomplished readers, writers, and researchers ourselves.

Instructor: John Tiedemann

CRN: 1907

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

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.

Instructor: April Chapman-Ludwig

CRN: 5493

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