

# First-Year Writing Course Information

## Spring 2023

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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.

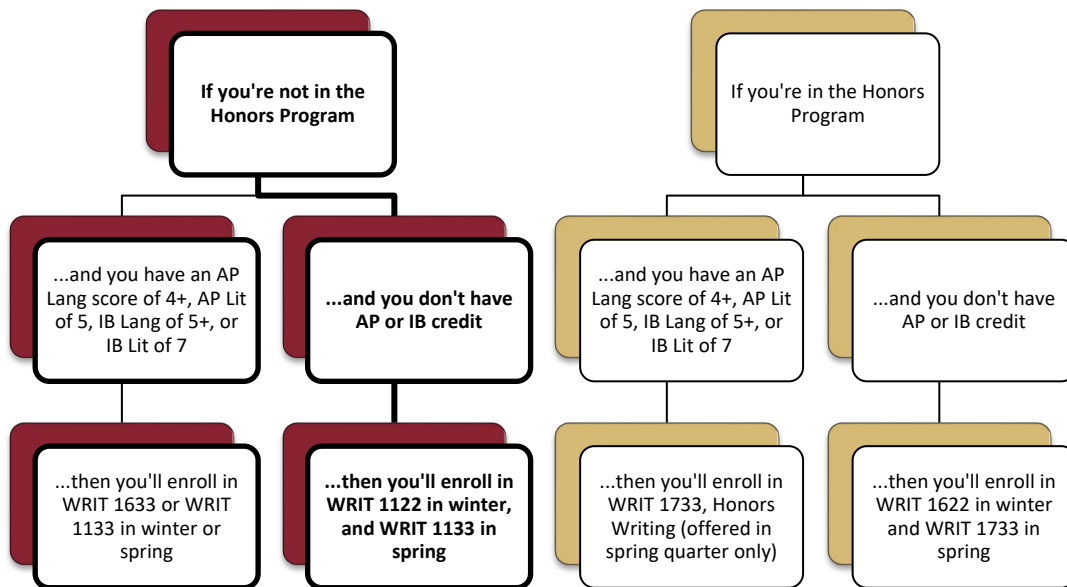
### Students with AP or IB credit, and Honors Program students

- 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 1733, Honors Writing:** a required course for Honors Program students, offered only during spring quarter.
- **WRIT 1133 Writing and Research Online:** These sections of WRIT 1133 are offered online, asynchronously. They are designed for motivated students who are able to self-manage their time well.

## 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](mailto:richard.colby@du.edu)

303-871-7702

# Spring 2023 Course Descriptions

## 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:** Bradley Benz

CRN: 3708

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

CRN: 3709

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

As awareness and action around environmental issues have grown in recent years, we have also sought to achieve a fairer distribution of environmental benefits and burdens in our communities. In this section of WRIT 1133, we will use writing and research to examine issues of environmental (in)justice in America. Specifically, we will use a range of primary research methods--interviews, surveys, archival research, and textual analysis-- to develop a project investigating environmental (in)justice in your local communities. We will study various forms of discourse related to environmental justice, including essays in popular magazines, archival documents, academic and scientific articles, and policy/environmental impact statements. You will develop public and academic facing writing aimed at informing community members, persuading lawmakers, and enacting social change.

**Instructor:** Russell Brakefield

CRN: 1615

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

CRN: 1907

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

**The Pursuit of Happiness.** The “pursuit of happiness” was enshrined in our Constitution and has become a thriving industry. But how do definitions and levels of happiness vary over time and across cultures? What contributes most to happiness and what destroys it? What has led to rising rates of depression and anxiety, and what can be done to prevent and treat these conditions? We will explore physiological, psychology, geographical, 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 findings with academic and popular audiences.

**Instructor:** Jennifer Campbell

CRN: 1465

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

CRN: 2741

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

CRN: 5510

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

**What does “research” have to do with storytelling?** Whether you’re a physicist or a historian, moving knowledge forward means crafting a compelling narrative. Building on skills from WRIT 1122, this course surveys the logics, methods, types of evidence, and narrative conventions shaping different kinds of inquiry, including quantitative, qualitative, and textual approaches. Even as you learn how to shape research into substantive academic arguments, however, you’ll get to translate those projects to everyday genres -- with attention to the design, citation, and stylistic choices that address different audiences. Using library- and field-based research, you’ll complete 20 pages of polished writing.

**Instructor:** Elizabeth Catchings

CRN: 2066

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

CRN: 1464

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

CRN: 1710

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

**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: 1638

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

**Writing and Research about Music.** From Lady Gaga fans to the queer cultural influence of Dolly Parton, from the 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: 1446

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

CRN: 1463

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

CRN: 1905

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 DU’s campus and history. We’ll conclude the term with a digital exhibit showcasing your original research to highlight student stories and experiences that, in many cases, have gone untold.

**Instructor:** Robert Gilmor

CRN: 1442

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

CRN: 1456

Scheduled Classroom Meetings: 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:** Matthew Hill

CRN: 1906

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

CRN: 3033

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

CRN: 1614

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

**Food Matters.** If, as the saying goes, we are what we eat, then how does each food choice connect us to a range of issues, from health to environment to community wellbeing and more? Through readings on local and national food research and through your own experimentation with research traditions, we will connect with scholarly and public conversations about food. As we study the uses of different genres and approaches to research for a variety of audiences, we will consider how writing can be used as a transformative force for education and change. As a class, we will study the different kinds of research that can be used to delve into issues relating to food movements in the United States and relate the research to current issues of food production, access, cultural sovereignty, and resilience in Colorado. You will also have the opportunity to learn from some of our local leaders in food issues as we work toward our final public writing project.

**Instructor:** Veronica House

CRN: 1445

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

CRN: 2571

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

CRN: 1913

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

This class explores the rhetorical situations, skills, and strategies of academic research and writing. We will engage with multiple perspectives on research, including how different research traditions support us in asking meaningful questions and how research findings are effectively communicated to diverse audiences. We will practice the ways that writers, researchers, and other change makers—both within the university and out in the community—gather and assess information to create knowledge from which we all might benefit. 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: 1450

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

**Action Research for Accessible Design.** In this course, we will put research into action to create accessible materials for learning and communication. By accessible, we mean that anyone--regardless of ability and identities--can learn and access information and use it for their purposes. We will draw from the work of disability justice scholars and activists to examine intersections between ability and other aspects of identity and experience like race, gender, and ethnicity. Then, drawing from our research of students' needs, we will work together to research, learn, and apply technical writing skills like composing across modes, creating alt text, captioning, and designing accessible presentations for learning.

**Instructor:** Calley Marotta

CRN: 1453

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

CRN: 1451

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

CRN: 1441

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

**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. In service of DU's vision to be a great private institution dedicated to the public good, this class requires students to travel off campus and contribute to various food non-profit organizations.

**Instructor:** Heather Martin

CRN: 1518

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

CRN: 1447

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

**Researching (Against) the University.** Universities are far from value-neutral institutions. Founded upon stolen land, many are agents of gentrification and actively 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. Note: For much of this course, we will be engaging in collective research through group work.

**Instructor:** Logan Middleton

CRN: 1462

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

CRN: 1455

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

CRN: 3034

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

**Academic voice, Missing People, and Sources of Knowledge.** In this section, we will explore the different rhetorical demands that different genres of academic writing make on writers. Central to our deliberations will be finding our academic voice(s) as we join scholarly conversations which require the use of academic sources. Furthermore, we will reflect on how common research methodologies create missing people – i.e. People whose knowledge-making practices are frequently overlooked – within our disciplines of interest. Because a key part of this class includes examining sources of knowledge and whose voices we amplify, we will draw maps (using google maps and sheets) to help us visualize who we exclude from our scholarly conversations.

**Instructor:** Alfred Owusu-Ansah

CRN: 3707

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

CRN: 5512

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

CRN: 5513

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

Zora Neale Hurston once defined research as “formalized curiosity... poking and prying with a purpose... a seeking that [they] who wishes may know the cosmic secrets of the world.” We often think of research as a strictly academic and/or objective endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. But this section of WRIT 1133 will adopt Hurston’s view of research to unpack its profound and imaginative possibilities. Over ten weeks, students will select a topic of personal interest and explore creative ways to share their findings with the public. Though we will work with multiple research traditions, our primary task will be an ongoing creative nonfiction project aimed at a popular audience. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books for inspiration.

**Instructor:** Lauren Picard

CRN: 1460

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

CRN: 1908

Scheduled Classroom Meetings: 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: 1454

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

CRN: 4157

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

CRN: 1909

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

**Theorycraft: Gameplay as Research.** In this course, you will conduct qualitative and quantitative research through playing games. You will design a game that models a theory or teaches a concept through play and will have the choice to do so with a partner or two or by yourself. Then, you will theorycraft, or conduct quantitative and qualitative tests by playing the game that measure a specific game rule or mechanic. You will also conduct qualitative playtests: observations of how players play the game and interviews with them afterwards that find out more about their experience playing the game. Finally, you will write about both your theorycraft and playtesting research in a research report.

**Instructor:** Rebekah Shultz Colby

CRN: 1449

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

CRN: 1458

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

**Human Rights, Humans Write.** Some have argued 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 record, and as a global social 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 2743

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

CRN 1461

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

CRN 1459

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

Recipes and cookbooks teach us how to produce something tangible, and tasteable; they convince us that the product and the process will be worthwhile. In this section of WRIT 1133, we will employ rhetorical analysis, genre theory, linguistics/pragmatics, and historical-archival research to explore the rhetorics of recipes and cookbooks, both in our personal collections and in DU's *Cookery and Foodways* Collection. You will learn to apply both text-based and qualitative research methods, including open coding and interviewing. You'll write a collaborative essay exploring cookbook patterns, a personal researched narrative tracing your cooking influences, and an article for a public audience investigating a recipe or cookbook question through archival and online resources.

**Instructor:** Olivia Tracy

CRN: 1438

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

CRN: 4158

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



**Making Meaning Together.** The choices we make in how we make meaning together have consequences for us as individuals as well as for our shared world. In this section of 1133, you will take up multiple research methods to examine your engagements with and around texts in your lives you find meaningful. We'll take a capacious view of "texts" that includes not just words on a page/screen but multimodal products as well, from art to zines. As each student in the class builds their own original research around their chosen literate activity, we'll build a shared understanding of the vast array of communicative tools at our disposal.

**Instructor:** Nicole Turnipseed

CRN: 1448

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

CRN: 1452

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

CRN: 1440

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

## 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:** Bradley Benz

CRN: 2036

Meeting Type: Online

**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: 1915

Meeting Type: Online

**Researching Stories: Oral History and Ethnography.** In this section, we will read oral histories and ethnographies on subjects such as immigration, racial identity, health, and involvement in sports, music, or online communities. Developing projects on topics of your choice, you will use interviews, textual interpretation, observation, and personal experience in researching and relating other people's stories as well as your own. Working in different genres and modes, you will shape not only academic articles but also journalistic pieces, podcasts, or documentaries. You will receive feedback from your peers and professor on multiple stages of the research and composition process.

**Instructor:** Kamila Kinyon

CRN: 3715

Meeting Type: Online

**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: 3168

Meeting Type: Online

## WRIT 1733 Honors Writing

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**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: 1578

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

**AI Writing.** This advanced writing course focuses on AI writing, exploring the various forms of artificial intelligence used to craft various types of digital writing. Students will learn qualitative, quantitative, and interpretive research methodologies to explore AI writing. Through critical analysis, students will gain a better understanding of the implications of AI writing, as well as its potential applications. Additionally, students will explore the ethical implications of AI writing and how its use affects the writing industry. Through readings and hands-on activities, students will gain an understanding of AI writing and its impact on the world of digital writing. By the end of the course, students will have the skills and knowledge to create meaningful and effective AI writing.

**Instructor:** Richard Colby

CRN: 1751

Scheduled Classroom Meetings: M,W 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:** Robert Gilmor

CRN: 1708

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

Zora Neale Hurston once defined research as “formalized curiosity... poking and prying with a purpose... a seeking that [they] who wishes may know the cosmic secrets of the world.” We often think of research as a strictly academic and/or objective endeavor, focusing on the results of our inquiry rather than reveling in the inquiry itself. But this section of Honors Writing will adopt Hurston’s view of research to unpack its profound and imaginative possibilities. Over ten weeks, students will select a topic of personal interest and explore creative ways to share their findings with the public. Though we will work with multiple research traditions, our primary task will be an ongoing creative nonfiction project aimed at a popular audience. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books for inspiration.

**Instructor:** Lauren Picard

CRN: 1577

Scheduled Classroom Meetings: T,R 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:** Geoffrey Stacks

CRN: 1709

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

**Atomic Habits.** Habits are routines or practices we regularly perform; we can have good or bad habits. And these habits tell us a lot about who we are as learners, thinkers, and even writers. What good habits do you have in your daily life? What are some bad habits that you’d like to break? Using autoethnography (a specific type of research), we will explore our habits while also participating in challenges (to create or break habits) in response to our research. Expect to read, write, and reflect while exploring how our habits shape our identities (and vice versa).

**Instructor:** Kara Taczak

CRN: 1637

Meeting Type: Lecture

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

## WRIT 1122 Rhetoric and Academic Writing

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**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 guts to notice the more radical potentials of the genre.

**Instructor:** Jesse Stommel

CRN: 3031

Meeting Type: Online

CRN: 1616

Meeting Type: Online

CRN: 5514

Meeting Type: Online

# Minor in Writing Practices

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## **WRIT 2600 Travel Writing**

**Writing Journeys.** In this course, we will explore diverse facets of travel writing, from destination features, reviews, and roundups to creative nonfiction stories about an author's personal experiences. Tapping into advice for freelance journalists and bloggers, we will consider what it means to compellingly describe a place for an audience. In addition to writing, we will also create multimodal projects, incorporating photographs, video footage, or audio. After engaging in different styles of travel writing or multimodal production throughout the quarter, you will choose a piece to develop further and pitch to a potential magazine editor.

**Instructor:** Kamila Kinyon

CRN: 5511

Meeting Type: Online

## **WRIT 3500 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: 2577

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