

WRITING CLASS DESCRIPTIONS

FALL 2018

English 101 - Expository Writing

Course:	ENG 101	Section #	Days	Time
Topic:	News Literacy in the Digital Age	001	MW	08:30 - 09:45
Instructor:	Sheila Tefft			
<p>Description: This course will teach you to become a more discriminating consumer of news. You will learn tools to determine reliable news sources, distinguish between news and opinion, and develop an appreciation for the free press and its role as news is increasingly delivered via the Internet. The course will look at the First Amendment and the legal underpinnings of an independent press as well as the evolution of the press as a watchdog and guardian of democratic ideals. The power of information and the evolution of how this information is delivered from people who have it to people who need it to be free and self-governing will focus on the basics of good journalism and discussions about news delivery, fake news, fact-checking, bias and fairness, and assertion versus verification. In writing assignments that will include a research-based essay and multimedia formats, you will learn how to apply critical thinking skills to evaluate the credibility of news across all platforms: print, social, media, broadcast and the web.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Activism: Argument, Art, and Affect	003	TuTh	14:30 - 15:45
Instructor:	Kathleen Leuschen	006	TuTh	11:30 - 12:45
<p>Description: The position of the writer is one much like a doorway—writers are the conduits between the discourses and demands of the outside world and the dreams and logic of one’s own inner landscape. Author Ta-Nehisi Coates describes the act of writing as “the art of thinking” which surpasses the mere transcription of words, sentences, paragraphs, and ideas. Writing, as Coates explains, can be and often is “a confrontation with [one’s] own innocence, [one’s] own rationalizations.” In this expository writing class, students will learn to embody writing as a personal “art of thinking” space. Students will write to explore concepts like genre, rhetoric, revision, academic discourse, and critical thinking, while further developing and honing their own methods and styles of writing. Students will achieve this through a thematic exploration of the argument, art, and affect of historic and contemporary activism in the United States. More specifically, students will engage with the words, images, and feelings of immigration policies and activism. This focus, combined with writing and class discussions and activities, is particularly fruitful for writers because activism in itself includes multiple points of view, controversy, revision of ideas, and the need for definitive decision-making. Course assignments include a variety of informal and formal genres including digital and multimodal, and a community-engaged assignment with Project SHINE that requires students to work off campus with Atlanta’s immigrant and refugee populations. The course culminates in a revised writing portfolio of students’ observations and arguments.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Climate Change and Multimedia	002	MW	10:00 - 11:15
Instructor:	Sheila Tefft			
<p>Description: Climate change is one of the most pressing issues of our time. In this course, students will write about the scientific, political, economic, social and cultural aspects of climate change in various multimedia: blogs, essays, journalism, and social media.</p>				

Course:	ENG 101 (with ESL support)	Section #	Days	Time
Topic:	In Someone Else's Shoes	009	MW	14:30 - 15:45
Instructor:	Levin Arnspenger	010	TuTh	14:30 - 15:45
<p>Description: An important quality for students – and for any critical participants in public discourse – is to be able and willing to engage with other people's perspectives in an effort to foster compromise, understanding, and learning. In this First-Year Writing Course with ESL support, you will have the opportunity to consider multiple perspectives on specific aspects of your new host country's and your home country's past, present, and future. We will discuss cultural, political, and environmental issues that affect the United States and other countries. As an instructor, I invite you to analyze and critique your own arguments, while I also encourage you to both empathize with other people's views and provide constructive criticism of others. You will encounter and produce work in diverse modes over the course of the semester: you will frequently read and compose shorter and longer texts, but you will also deliver oral presentations, debate with classmates, actively reflect upon the writing process, interview people, and create and discuss visual materials.</p> <p><i>Please note that enrollment in this course is by permission only. Please contact Jane O'Connor (jcoconn@emory.edu) for registration information.</i></p>				

Course:	ENG 101	Section #	Days	Time
Topic:	The Secret Language of Comics: Visual Thinking and Writing	004	TuTh	10:00 – 11:15
Instructor:	David Morgen			
<p>Description: Writing, traditionally conceived as stringing words on paper, is only one mode employed in effective communication. The writing you do in this class will include not only words on paper but also oral, visual, electronic, and nonverbal communication. We will read and discuss a number of nonfiction comics – including graphic memoir, journalistic comics by writers like Joe Sacco, and others forms of nonfiction comics. We'll also look at the ways in which comics and other visual techniques can be used to visualize and analyze data.</p> <p>You will write and design a nonfiction narrative comic as well as create your own data visualizations and other sorts of visual analyses over the course of the semester. No particular preexisting drawing talent or expertise is required for successful completion of this course.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Writing About Anything	005	TuTh	08:30 – 09:45
Instructor:	Joonna Trapp	008	TuTh	14:30 – 15:45
<p>Description: In this class, we'll learn to write in interesting and compelling ways, ways which draw a reader in. We are going to examine a wonderful non-fiction writer, John McPhee (https://en.wikipedia.org/wiki/John_McPhee) a four time finalist for a Pulitzer and a winner of the award for a five-book compilation. We'll be reading primarily his third book, <i>Oranges. I know, a whole book on oranges? Really? Really.</i> The topic of the book is less pertinent to us than is his method of research. He is a master of gathering information together and creating a tapestry of facts that are both surprising and strangely compelling. We'll learn a great deal from him and immediately take what we learn into our own writing practice in the course. Along the way, you'll write many different genres and learn how to merge some of these genres into a research project that is actually intriguing both to read and write. Trust me—it will be worth your time and help you prepare for writing projects in other classes as well as your own writing in your life outside of the academy. I also think you'll develop an appreciation for facts and the ethical handling of them. Something we need badly today in this world of fact-slinging politicians and media outlets! Writing is thinking. And in some ways, we write ourselves into a way of thinking....a way of being ethical citizens of a republic in which open and accurate communication is so very important.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Write About the Children!	012	TuTh	14:30 – 15:45
Instructor:	Willem Parshley			
<p>Description: Over the last one hundred years, we've put a lot of pressure on kids. While we often promote children as our only hope for an improved future, we tend to remind ourselves, nearly simultaneously, that children are dangerous disrupters, protesters, and nonconformists who threaten all that we hold dear. In some ways, we seem to be speaking and writing about two very different types of people. Are children naïvely innocent, needing protection from a corrupt world, or perversely knowledgeable, requiring the intervention of adults to make them “good” and “mature” citizens? In this course, we will attempt to put the pressure back on adults, asking just what it is we mean when we talk and write about children.</p> <p>By engaging with depictions of children in film, the law, news media, life writing, and social scientific texts, students will learn to read and write in a variety of genres about the social, cultural, and political factors at play in our ever-evolving definitions of childhood, and to recognize how ideas about children tend to vary depending on rhetorical situation and disciplinary boundaries. Students will be expected to complete multiple writing and communication assignments, including an analytical paper, an oral presentation, and life writing about their own experiences as they transition from childhood to adulthood. The course will culminate in a multi-phase research paper which will require students to compose, edit, and revise multiple drafts, conduct formal scholarly research outside of the classroom, and offer advice to fellow students in the form of peer-editing.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Originality & Echo	013	MWF	12:00 – 12:50
Instructor:	Connor Larsen			
<p>Description: The rumors that you have heard are true: JK Rowling, Yann Martel, and William Shakespeare are all guilty of theft. This class will investigate what it means to be an “original” writer, and will argue, perhaps paradoxically, that we will become better writers through theft, literary cannibalism, pastiche, homage, and even plagiarism. We will learn to analyze rhetorical forms, which will become the building blocks for a strong, confident, original prose style of our own. Assignments will include a literacy narrative, an abstract, an op-ed, an argumentative essay, and a presentation.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	The Rules of Writing and the Art of Rule Breaking	20	MWF	13:00 - 13:50
Instructor:	Mixon Robinson	23	MWF	14:00 - 14:50
<p>Description: As in all composition courses, in this one you will learn to put into practice the various “rules” of college writing: grammar, style, citation, research, revision, etc. But rather than simply learning the rules to follow them, you will be challenged to consider the usefulness of the “Rules of Writing” and the value of rules in general. We will read, watch, and listen to materials that will lead us into discussions and debates about all kinds of rules we encounter every day, some that allow for better communication and encourage creativity, others that limit unreasonably and restrict excessively. The challenge will be to develop strategies for assessing the difference. Are there rules that should be broken? When and how? As a class, we will attempt to develop an idea of what an “Art of Rule Breaking” might mean. Over the course of the semester you will create a series of projects, including a personal narrative, a critical analysis, a research paper, and a multimodal presentation. At the end of the semester you will curate a portfolio of your work and reflect on your progress as a writer and researcher.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Punk's Not Dead	016	MWF	08:00 – 08:50
Instructor:	Joseph Fritsch			
<p>Description: Most often associated with loud music played in a basement or bar, in the second half of the twentieth century, punk boomed into a global phenomenon that has contributed its subversive agenda to film, fashion, and visual art. In this course, we will write about a variety of punk materials from diverse cultural settings to improve our skills as writers and commenters while understanding how musicians and artists push social and political boundaries, all while continuing to freak out the normies. We will write regular reflections centered on the question “what is punk” by studying movements and sub-genres including Afro-Punk, Oi!, Hardcore, and Riot grrrl.</p> <p>Some of the writing assignments students will be asked to perform include: close readings of lyrics; photo essays on fashion; analyses of album covers; concert reviews; designing mix tapes, with written reflections on recurring themes in songs; and a final ‘zine in the tradition of punk’s DIY legacy.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Good Taste: The Art of Food Advertising	015	MWF	09:00 - 09:50
Instructor:	Kayla Shipp-Kamibayashi			
<p>Description: People have been talking about food for a long time. We’ve illustrated what we eat from cave paintings to fast food advertisements, and revealed a lot about ourselves in the process. Over the course of the semester we will work together to answer two questions: what draws us to food as a subject, and how should we write about it?</p> <p>Overall, we will look at the way depictions of food illustrate how we communicate as individuals and as a society of different genders, races, and classes. We will begin by looking at the ways what we eat has been painted and photographed, leading to a semester-long exploration of food advertising and how it can teach us to write in direct and compelling ways. We will practice cultural and rhetorical analysis by looking closely at historical food descriptions and depictions, and will sharpen composition skills by creating food advertisements of our own, culminating in an analytical paper and portfolio.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Figuring the Fantastic: Folktales to Fake News	014	MWF	10:00 - 10:50
Instructor:	Hannah Hjerpe-Schroeder			
<p>Description: The stories we tell to ourselves and to each other, the stories that persist through communities and cultures, are sometimes fantastic or absurd to the point of disbelief. But every tall tale reveals a truth about the community that produces it. What do our fictions tell us about the realities we inhabit? What sorts of rhetorical devices do we engage when trying to make something sound truer than it is? Maybe most importantly, how do we distinguish between fact and fiction in the 21st century?</p> <p>Together, we will analyze the rhetoric of magical realism, famous scientific hoaxes of the 1800s, and contemporary examples of trump-ed up news headlines for the devices used to disguise the fictional as factual. Students will engage with the materials of Orson Welles, Tiphonie Yanique, and Kevin Young, and will progress linearly into the digital age with rhetorical analyses of the “post-truth” era and fake news tactics such as typosquatting and IDN homograph attacks. Over the course of the semester, students will compose in a variety of writing genres, experimenting with multimodal compositions as well as more traditional academic writing, and work towards developing critical analysis skills necessary to critically navigate in a post-factual world.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Mixed Messages	011	TuTh	13:00 - 14:15
Instructor:	Sophia Leonard			
<p>Description: In this course, you will learn about writing and effective communication through the close study of print and digital mass media: the written, broadcast, or spoken communications intended to reach a wide audience in modern society. Our focus will be deciphering the mixed messages available to us in a media-rich world—from news articles and advertisements to lifestyle websites and listicles—in order to learn the strategies and rhetorical concepts common to <i>all</i> writing and communication. You will apply this knowledge in a series of writing experiments designed to give you practice thinking critically, composing in multiple modes, and exercising your power as a perceptive consumer and producer of media. Assignments that engage these course outcomes will include: written reflections on your “media diet,” analyses of visual and textual messages in print magazines, a profile of a popular news source, and a multimodal presentation on strategies for remaining media literate in a digital age.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Demystifying Collegiate Writing	017	MWF	11:00 - 11:50
Instructor:	William Tolbert			
<p>Description: Collegiate writing isn’t just difficult; it’s often scary and confusing. The assignments are new and diverse, the expectations are vague, and the professors’ feedback doesn’t make sense. This course is designed to help with that. On its most basic level, this course will introduce students to multiple types of academic writing across different disciplines. As we explore various fields of inquiry, we will ground our search in the study of genre and rhetoric. Along the way, we will also discuss—to varying degrees—academic research, the writing process, dialect diversity, and philosophies of feedback. The ultimate goal of this course is not mastery of any kind; instead, we will strive for self-awareness and stress-management in relation to collegiate writing. You will become more comfortable recognizing rhetorical situations and interacting with writing in diverse contexts. You will also be more confident discussing writing and research with your professors and fellow students.</p> <p>Students will write opinion editorials on current issues in local periodicals, literature reviews for a topic within a scientific discipline, project proposals growing out of those literature reviews, literary analyses, and field reports explaining an original social science experiment. Students will learn to think of every piece of communication in terms of ethos, logos, pathos, and kairos. They will also begin to think of communication as socially constructed, shaped as much by the exigence, audience, and constraints as by the creator. We can never learn to master every type of writing task that we might encounter, but we can learn strategies that <i>enable</i> us to encounter a new task successfully and confidently.</p>				

Course:	ENG 101	Section #	Days	Time
Topic:	Being Here: Technology and Attention	018	TuTh	16:00 - 17:15
Instructor:	Brandon Wicks	019	TuTh	17:30 - 18:45
<p>Description: In this section of Expository Writing, we will explore how technologies of convenience and communication shape not only our attention but also our expectations of <i>others’</i> attention in personal, social, and professional settings. What are the values of concentration or distraction? Entertainment or boredom? Multitasking or mindfulness?</p> <p>Our purpose is not to privilege one form of technology over another, but to gain a critical awareness of how each affects our attention—and then to harness that awareness for different rhetorical situations. To do so, we will take what we have learned and experiment with a wide variety of genres and methods of composition—laptops, phones, pen and paper, visual and audial media—to better understand, firsthand, how these various modes impact us as writers and audiences.</p>				

English 123R - Communicative Grammar

Course:	ENG 123R	Section #	Days	Time
Instructor:	Jane O'Connor	001	W	11:30 - 12:45
		003	Tu	13:00 - 14:15
<p>Description: English 123R is an intensive grammar course designed specifically to prepare students for whom English is an additional language for the communicative expectations and challenges they may encounter over the course their academic careers. This course will focus on researching, analyzing and practicing English grammar in order to develop students' knowledge of form, meaning and usage, while providing continuous and responsive feedback. Through a variety of activities and texts we will study, practice and refine grammatical accuracy for the purpose of expressing clear and precise meanings. At times I will use lecture and focused activities to introduce specific grammar points that are important for additional language learners; in other lessons, students will discover the nuances of grammar usage by reading texts or using corpus linguistics; additionally, students will have ample opportunity to practice and apply what they have learned to revise and refine their own academic writing. We will look at both more serious "global" concerns that can affect a reader's general comprehension of the work (such as verb tense) and less serious "local" concerns that can result in an impreciseness of meaning (such as verb form). What are the choices we make as we construct meaning and how can different choices affect meaning?</p> <p>Permission only from Jane O'Connor. Class to be taken with English 101 with ESL support. Other students may request the class.</p>				

English 181 – Writing About Literature

Course:	ENG 181	Section #	Days	Time
Topic:	Technology and Society	008	TuTh	14:30 – 15:45
Instructor:	Ben Miller			
<p>Description: In this writing course, we will engage with how different authors, cultures, and media engage with the topic of technology and society. Raymond Williams framed one version of this topic when he asked whether television became a dominant cultural modality because it fit the needs of an audience, an industry, the content producers, and/or government, and whether those needs pre-existed it or were precipitated by its invention. Via readings and media drawn from different periods, traditions, and cultures, and about technology ranging from ideograms to algorithms, this course will help us develop our analytic and communicative skills.</p> <p>A central goal of this course is to help you develop the writing skills that will serve you throughout your time at Emory and after regardless of what course of study you pursue. Assignments will include a literature review, a podcast, a thesis-driven paper and revision, two short presentations, a product design, a role in a mock congressional hearing, and an interactive story.</p>				

Course:	ENG 181	Section #	Days	Time
Topic:	Native Youth Speaking Out	006	TuTh	11:30 – 12:45
Instructor:	Mandy Suhr-Sytsma			
<p>Description: In this writing course, we will engage with the voices of Native American young people, in Native-authored fiction and in artistic and activist texts created by Native youth themselves. We will read literature by American Indian and Canadian Aboriginal authors, likely including Eric Gansworth, Cynthia Leitich Smith, Cherie Dimaline, and/or Dawn Quigley. We will also study work by Indigenous young people in a range of genres—such as poetry, film, music, and visual art—as they seek environmental justice, challenge cultural appropriation, raise awareness about murdered and missing Indigenous women, and pursue other activist goals. Assignments will include blog posts, thesis-driven papers, and multimedia presentations.</p>				

Course:	ENG 181	Section #	Days	Time
Topic:	Living in a Society	003	MWF	09:00 - 09:50
		004	MWF	10:00 - 10:50
Instructor:	Patrick Herald	005	MWF	12:00 – 12:50
<p>Description: What does it mean to live, not only for ourselves, but as part of a society? How do we negotiate our own goals and desires alongside both the benefits and constraints of the society we find ourselves a part of? What are our options if we find that society unsatisfying? This course is an introduction to composition through reading and writing about literature. What does literature, particularly from the twentieth century to the present, have to say about the societies in which it is produced? Does our societal context help or hinder our attempts to live meaningful lives? Students will explore these and other questions through reading fiction and composing in multiple genres and modes for multiple audiences. Developing writing skills that will serve you throughout your time at Emory and after by drafting and revising a writing portfolio will be a central goal of the course; your writing tasks will include a regular writing journal, an open-genre text composed for presentation, and an academic article. Likely authors covered will include James Joyce, JM Coetzee, Zadie Smith, and more."</p>				

Course:	ENG 181	Section #	Days	Time
Topic:	Disability Narratives	007	TuTh	10:00 - 11:15
Instructor:	Jessica Libow			
<p>Description: From Academy Award winning films to fundraising campaigns, stories shape public perception of disability. In this course we will examine the myths about disability that circulate in popular culture but focus our attention on the accounts people with disabilities compose in response to such fictions. By reading and writing about these narratives, we will consider how storytelling functions as a tool of self-expression, community building, and activism.</p> <p>Genre will be central to our conversations, as the disability narratives we encounter will range from short stories and poems to podcasts and performances. Students will also write in a variety of genres; assignments will include a close reading, a rhetorical analysis, a multi-modal report, and an annotated bibliography. As we present our ideas both on the page and in the classroom, we will strive to make our work maximally accessible. In doing so, we will think through the possibilities and limitations posed by different modalities (visual, auditory, etc.) and develop a set of accessibility best practices that will inform our approach to writing and rhetoric.</p>				

Course:	ENG 181	Section #	Days	Time
Topic:	Popular Medical Non-fiction: Mukherjee	009	MWF	08:00 - 08:50
Instructor:	Dustin Mengelkoch	010	MWF	09:00 - 09:50
<p>Description: In 2011, Siddhartha Mukherjee won the Pulitzer Prize for general non-fiction writing. His book, <i>The Emperor of All Maladies: A Biography of Cancer</i>, encompassed scientific, medical, historical, and biographical writing. It was – it is – an incomparable work, unique to itself, achieving a rare balance: academic expertise and skilled storytelling. In this course we will read, analyze, and write about Mukherjee’s magnum opus, particularly what features make it persuasive, interesting, genre-bending, even eloquent. For humanists and scientists alike, his book offers a chance to investigate, learn about, and practice some of the techniques of popular scientific communication. Assignments will include several papers (including drafts) and a presentation, each aimed to further practice and develop transferable writing skills.</p>				

Course:	ENG 181	Section #	Days	Time
Topic:	Portraits, Persons, and Photographic Evidence	001	TuTh	08:30 - 09:45
Instructor:	Daniel Bosch	002	TuTh	10:00 - 11:15
Description: Framed by John Berger's <i>Ways of Seeing</i> , <i>P, P, P</i> uses inductive analysis to explore a data set comprised of photographs and photographic essays regarding human subjects. It explores the nature of photographic evidence, the rhetoric(s) at work in and between and across images, the struggle to arrange images in meaningful sequences that are also true, the difficulty of composing words to accompany pictures, and the ethics of representing individuals as instances of types of people. Very close reading is required. Four major compositions, three of which must include images, and one of which will include vocal presentation of carefully revised text.				

English 202 – Writing Center Practicum

Course:	ENG 202	Section #	Day	Time
Instructor:	Mandy Suhr-Sytsma	001	Fri	14:00 - 14:50
Description: This practicum course is designed as a companion to first semester experience as a Writing Center tutor. Tutors will have a chance to reflect on their tutoring experiences and discuss tutoring strategies. They will also learn about writing in different disciplines, promoting transfer of skills, and tutoring non-native speakers of English. And they will conduct academic and practical research related to their tutoring work.				
<i>Note: Enrollment by permission only. Contact Lex Hackney (ahackne@emory.edu) for a permission number.</i>				

Course:	ENG 202	Section #	Day	Time
Instructor:	Levin Arnsperger	002	Wed	18:00 - 19:30
Description: This practicum course is designed as a companion to first semester experience as an ESL Program tutor. Tutors will have a chance to reflect on their tutoring experiences and discuss tutoring strategies. They will also learn about writing in different disciplines, promoting transfer of skills, and tutoring non-native speakers of English. And they will conduct academic and practical research related to their tutoring work.				
<i>Note: Enrollment by permission only. Contact Lex Hackney (ahackne@emory.edu) for a permission number.</i>				

English 221RW - Advanced Writing Workshop

Course:	ENG 221RW (with ESL support)	Section #	Days	Time
Topic:	Surviving America	001	Fri	11:30 – 14:00
Instructor:	Jane O'Connor			
<p>This course, designed for non-native speakers of English offers an interdisciplinary investigation into American history, culture, and identity. This investigation will be guided by such questions as: what does it mean to be American? How has racism, sexism, classism, etc. affected the moral/political character of the US? How do issues of race, gender, and culture complicate American identity formation? To begin to engage these questions, we will explore the interconnectedness between American literature, history, and culture. The stories of a variety of historical and contemporary Americans will guide us through our examinations of America as a social and political space.</p> <p>In order to provide us with a general and yet centered understanding of thematic concerns of the discipline, the course will focus on three case study modules that reflect interdisciplinary perspectives on major conflicts, events, and phenomena in the American experience. These case study modules include: (1) Early Colonial America, (2) Native Americans and Westward Expansion (3) 19th & Early 20th Century Immigration. Through these case studies we will work towards developing an approach that will enable us to analyze critically the processes involved in the ongoing creation, maintenance, and transmission of culture and identity in American society.</p> <p><i>Please note that enrollment in this course is by permission only. Please contact Jane O'Connor (jcoconn@emory.edu) for registration information.</i></p>				

English 223 – Rhetorical Grammar

Course:	ENG 223	Section #	Days	Time
Instructor:	Kathleen Leuschen	001	Tu	16:00 - 17:15
		002	Th	16:00 - 17:15
<p>Description: Grammar is often taught as something separate from rhetorical training and even separate from the writer's own writing. This course in Rhetorical Grammar will serve you as a writer inside your college training as a critical thinker and performer of discourse in relation to the work you do as a writer in college courses. Grammar is all about choices, and these choices are made to forward your argument, help you find an audience, and make a difference with your writing. You will begin to realize that the choices you make at the sentence level should not be tacked on as a final editing activity, but rather, should be integrated throughout the writing process as part of the resources you have as a writer to create meaning. This one-credit course has no tests.</p>				

Course:	ENG 223	Section #	Days	Time
Instructor:	Brandon Wicks	003	Tu	08:30 - 09:45
		004	Th	08:30 - 09:45
<p>Description: Grammar is often taught as something separate from rhetorical training and even separate from the writer's own writing. This course in Rhetorical Grammar will serve you as a writer inside your college training as a critical thinker and performer of discourse in relation to the work you do as a writer in college courses. Grammar is all about choices, and these choices are made to forward your argument, help you find an audience, and make a difference with your writing. You will begin to realize that the choices you make at the sentence level should not be tacked on as a final editing activity, but rather, should be integrated throughout the writing process as part of the resources you have as a writer to create meaning. This one-credit course has no tests.</p>				

ENG/QTM 302W – Technical Writing

Course:	ENG 302W / QTM 302W	Section #	Days	Time
Instructor:	Ben Miller	001	TuTh	08:30 - 09:45
Description: This course introduces the methods of rhetorical analysis and user experience design as means of developing complex information for a variety of audiences, ranging from professional peers to the general public. Communication via prose, speech, visuals, and gestures springs from work in a variety of genres, which may include short research reports, informative and persuasive infographics, technical instructions, translations, and user-selected or user-generated data sets. We will explore a variety of platforms for writing and publishing as we attend carefully to document design and the possibilities for developing narratives using quantitative data.				