Writing Program
Fall 2020 Class Descriptions

Course: ENG 101 – Expository Writing
Section: 1
Topic: Passports and Checkpoints
Instructor: Ra’Niqua Lee
Meets: MWF 08:00 – 08:50
Description: This course will explore topics of mobility and access. Students will examine the roles that travel narratives, blogs, and other media play in reifying typical constructions of space and place. Our conversations will center the production of space in these mediums. Student writing will explore what these productions reveal about how we value, or fail to value, diverse lives. Students will maintain a blog and complete a final research project.

Course: ENG 101 – Expository Writing
Section: 2
Topic: Global Translation: Rhetoric in the Age of #s and @s
Instructor: Karlie Rodriguez
Meets: MWF 11:00 – 11:50
Description: This course centers on influencer culture and online mobilization (be it political, artistic, philanthropic, or even self-promoting). The goal here is to identify and trace the trajectory of revolutionary #Ideas across time and space to better understand how they move, transform, and inspire new ideas and worldviews around the globe. We will engage in comparative analyses of big ideas that have impacted the world, pinpoint their place of origin, identify the historical moment they are embedded in, and attempt to understand the ways in which these ideas—which at times may be in dialectical tension with each other (i.e. ideas that are generally understood to be opposing forces)—converge, and even engage in dialogue once they intersect online. Simultaneous to understanding where, when, how and why ideas are produced and distributed, you will be conceptualizing, historicizing, and theorizing your own. Ideas always matter but they can only do something if they become externalized and mobilized in some form. Thus, this course is not only reading and thinking intensive, but also writing intensive.

In this course, we will cover diverse movements that have begun online but have had material consequences in the “real” world, such as #BlackLivesMatter, #MeToo, #OwnVoice, and #RickyRenuncia. The goal of this course is to make you think about the kind of influence and impact you could have in the world with the mere click of a button, question whether this influence is ethical or not, and help you decide if it even is enough to produce enduring change. You will also read #Scholarship, #Poetry, and a variety of #Manifestos with the final goal of conceptualizing your own movement. Ultimately, this course hopes to inspire you to #Read, #Think, #Write, and maybe #Share.

Course: ENG 101 – Expository Writing
Section: 3
**Topic:** The Millennial Genre: The Pains, Pleasures, and Particulars of Social Media  
**Instructor:** Alexis Mayfield  
**Meets:** MWF 12:00 – 12:50  
**Description:** From activism and advertising — to the dreaded threat of “cancellation”—social media has morphed many familiar genres into hybrid forms that follow old conventions while establishing new rules. Using texts like Dr. King’s “Letter from a Birmingham Jail” students will track the evolution of open letters and memoirs as genres that take new shape on social media. Students will complete scaffolded assignments and take a critical eye to the famous, the infamous, and even themselves to examine the ways genres and narratives are changing at the speed of a tweet.

**Course:** ENG 101 – Expository Writing  
**Section:** 4  
**Topic:** Language and Violence  
**Instructor:** Brenton Boyd  
**Meets:** MWF 13:00 – 13:50  
**Description:** While English literacy yields greater social capital in the modern world, the forces that led to its dominance should be contemplated by all speakers. This course surveys the English language's roots in colonialism, racism, warfare, and epistemic violence. Tasked to suspend presumptions about communication, students will encounter various modes of thinking and writing about language/violence while practicing effective argumentation and curating academic blogs. The act of writing, we will observe, can perpetuate violence or defy the ‘powers that be’.

**Course:** ENG 101 – Expository Writing  
**Section:** 5  
**Topic:**  
**Instructor:** David Morgen  
**Meets:** TuTh 08:30 – 09:45  
**Description:**

**Course:** ENG 101 – Expository Writing  
**Section:** 6  
**Topic:**  
**Instructor:** Richard Hermes  
**Meets:** TuTh 10:00 – 11:15  
**Description:**

**Course:** ENG 101 – Expository Writing  
**Section:** 7
Description: In this class, we will read and write about the people, places, and things that make us feel at home. In the process, we’ll explore representations of belonging across cultures. Assignments will include regular reading and writing alongside major written and multimodal compositions. Students will practice writing as a process through extensive drafting, revision, and reflection. Completion of this course will make students better writers, thinkers, and communicators.

Description: This writing-intensive course invites students to develop skills in rhetoric, research, writing, and revision while exploring the environmental humanities. Selected readings on ecological topics will range in genre from historical nature writing to contemporary science journalism and media. Assignments will include critical and creative essays and multimodal projects.

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Course: ENG 101 – Expository Writing
Section: 11
Topic: Composing Natural Wonders
Instructor: Melissa Yang
Meets: MW 16:00 – 17:15
Description: This writing-intensive course invites students to develop skills in rhetoric, research, writing, and revision while exploring the environmental humanities. Selected readings on ecological topics will range in genre from historical nature writing to contemporary science journalism and media. Assignments will include critical and creative essays and multimodal projects.

Course: ENG 101 – Expository Writing
Section: 12
Topic: Ethnography: Interrogating Culture through Writing
Instructor: Sean Dolan
Meets: MW 14:30 – 15:45
Description: Ethnography is a type of research writing based on participation in social life. Its primary focus is cultural diversity. In this course, we will explore ethnography as an approach to writing applicable to different rhetorical aims and a wide range of research fields. In addition to analyzing examples of ethnography, students will also conduct ethnographic projects by writing about social and cultural events in Atlanta.

Course: ENG 101 – Expository Writing
Section: 13
Topic: Ethnography: Interrogating Culture through Writing
Instructor: Sean Dolan
Meets: MW 16:00 – 17:15
Description: Ethnography is a type of research writing based on participation in social life. Its primary focus is cultural diversity. In this course, we will explore ethnography as an approach to writing applicable to different rhetorical aims and a wide range of research fields. In addition to analyzing examples of ethnography, students will also conduct ethnographic projects by writing about social and cultural events in Atlanta.

Course: ENG 101 – Expository Writing
Section: 14
Topic: Ethnography: Interrogating Culture through Writing
Instructor: Sean Dolan
Meets: MW 17:30 – 18:45
Description: Ethnography is a type of research writing based on participation in social life. Its primary focus is cultural diversity. In this course, we will explore ethnography as an approach to writing applicable to different rhetorical aims and a wide range of research fields. In addition to
analyzing examples of ethnography, students will also conduct ethnographic projects by writing about social and cultural events in Atlanta.

Course: ENG 101 – Expository Writing
Section: 15
Topic: Native American Voices
Instructor: Mandy Suhr-Sytsma
Meets: TuTh 11:30 – 12:45
Description: In this interdisciplinary writing course, we will read the 2019 non-fiction book *An Indigenous Peoples’ History of the United States for Young People* along with several short works of journalism, fiction, and film by Indigenous authors. In addition to readings, class activities, regular short writing assignments, and the portfolio/cover letter required in all first-year writing courses, students will complete three major projects: a rhetorical analysis of Native new media texts, a presentation/essay project based on focused research about one Indigenous nation, and a multimodal journalistic profile of a young Indigenous leader.

Course: ENG 101 – Expository Writing
Section: 16
Topic: Who’s That Writer? Learning to Identify the Writer in the Mirror
Instructor: Kathleen Leuschen
Meets: TuTh 14:30 – 15:45
Description: Nearly everyone in the U.S. today uses writing to communicate and record. Even as writing is a practical and common skill, why is it that so few people identify as a writer? This class will explore the identity of “writer” through a collection of texts about writing and community. Students will learn that writing is not only used to record and communicate, but also as a tool of invention, an art and strategy of thinking.

Course: ENG 101 – Expository Writing with ELL Support
Section: 17
Topic: An Education: Writing College
Instructor: Bailey Betik
Meets: MWF 09:00 – 09:50
Description: You got in! ...So now what? What does it mean to “go to college”? This course asks you to consider representations of higher education in memoir, documentary, & journalism in relation to your own held identities (gender, class, race, etc). With an emphasis on digital composition, we will explore the idea & aims of college, as well as debate & define what it means to be “educated” through blog reflections, multimodal presentations, and an ethnographic interview partnership with Georgia Tech students.
**Course:** ENG 101 – Expository Writing with ELL Support  
**Section:** 18  
**Topic:** Stranger Things  
**Instructor:** Ishanika Sharma  
**Meets:** MWF 10:00 – 10:50  
**Description:** What do we mean when we say something is “strange?” How do we conceive of what seems “familiar?” Might something be strange and familiar at the same time? In tackling strangeness, we will critically engage fiction, images, film, essays, etc., and learn to craft our arguments multimodally through presentations, blog posts, essays, and reflections. Even as we encounter and acquaint ourselves with strangeness, we will learn to compose and present our work clearly and compellingly.

**Course:** ENG 101 – Expository Writing with ELL Support  
**Section:** 19  
**Topic:** Writing Home  
**Instructor:** Sarah Harsh  
**Meets:** TuTh 10:00 – 11:15  
**Description:** In this class, we will read and write about the people, places, and things that make us feel at home. In the process, we’ll explore representations of belonging across cultures. Assignments will include regular reading and writing alongside major written and multimodal compositions. Students will practice writing as a process through extensive drafting, revision, and reflection. Completion of this course will make students better writers, thinkers, and communicators.

**Course:** ENG 101 – Expository Writing  
**Section:** 20  
**Topic:** Being Here: Technology and Attention  
**Instructor:** Brandon Wicks  
**Meets:** MW 10:00 – 11:15  
**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 attention in personal, social, and professional settings. We will apply what we learn to different rhetorical situations and experiment with a wide variety of genres and methods of composition—laptops, phones, visual and audial media—to better understand, firsthand, how these various modes impact us as writers and audiences.

**Course:** ENG 101 – Expository Writing  
**Section:** 21  
**Topic:** Being Here: Technology and Attention  
**Instructor:** Brandon Wicks  
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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 attention in personal, social, and professional settings. We will apply what we learn to different rhetorical situations and experiment with a wide variety of genres and methods of composition—laptops, phones, visual and audial media—to better understand, firsthand, how these various modes impact us as writers and audiences.

Course: ENGRD 123R – Communicative Grammar
Section: 1
Instructor: Jane O’Connor
Meets: W 10:00 – 11:15
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?

Permission only from Jane O’Connor. Class to be taken with English 101. Other students may request the class.

Course: ENGRD 123R – Communicative Grammar
Section: 2
Instructor: Jane O’Connor
Meets: W 11:30 – 12:45
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?

Permission only from Jane O’Connor. Class to be taken with English 101. Other students may request the class.

Course: ENGRD 123R – Communicative Grammar  
Section: 3  
Instructor: Jane O’Connor  
Meets: W 13:00 – 14:15  
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?

Permission only from Jane O’Connor. Class to be taken with English 101. Other students may request the class.

Course: ENGRD 124 – Academic Communication Skills  
Section: 1  
Instructor: Levin Arnsperger  
Meets: Tu 14:30 – 15:45  
Description: English 124 is an intensive academic communication skills course designed to prepare English language learners for success at Emory and beyond. One of the major goals of the course is to familiarize you with U.S. classroom culture and the expectations and challenges you will likely encounter in college. You will develop your speaking, reading, listening, writing,
and note-taking skills through focused activities and authentic materials. You will also become familiar with key rhetorical concepts.

Course: ENG 181 – Writing About Literature
Section: 1
Topic: Contemporary Queer Cultures
Instructor: Tyler Tennant
Meets: TuTh 16:00 – 17:15
Description: From divas and diamonds to drag balls and bestsellers, the “look” and “feel” of queerness is constantly changing. So what makes a text queer? What does it mean to live a queer life? This writing intensive course will ask these guiding questions and explore the evolutions, kinships, and economics of queer aesthetics from the Cold War to the present moment. Students will learn how to write about and engage with queer aesthetic objects, ranging from film and literature to music and performance.

Course: ENG 181 – Writing About Literature
Section: 2
Topic: Charon’s Keen Gaze
Instructor: Daniel Bosch
Meets: TuTh 08:30 – 09:45
Description: The mythological ferryman’s name is drawn from the ancient Greek charopós, “of keen gaze.” But to what, in the dim light of the underworld, should the boatman’s sharp eyes attend? Would Charon risk eye contact with the dead? And if he did, would he see human souls as types, or individuals—is it the commonness of human suffering, or its specificity, even singularity, that bears value? On what grounds might a literally restless boatman stand, were he to make such distinctions?

We may come closest to seeing from Charon’s point of view when we attend to photographs that depict human suffering. (The English word “suffer” is drawn from the Latin root ferre, “to bear,” and the prefix sub, “from below.” The naive view that photographs are inherently truth-telling enhances our strong reactions to what photographs of people in pain “bring up.” This naivete may be ironical, in that photography is associated with modernity and “progress.”) As they compose arguments and essays and real-time PPTX presentations that engage with and argue about some of the most difficult-to-read images ever made, they will grapple with the question “What strengths and weaknesses does writing and rhetoric afford us, when we want to bear human suffering into academic discourse?”

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Topic: Charon’s Keen Gaze
Instructor: Daniel Bosch
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Course: ENGRD 202 Multiliteracy Tutor Practicum
Section: 1
Instructor: Mandy Suhr-Sytsma, Levin Arnsperger
Meets: TBD
Description: (Permission Required Prior to Enrollment) 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.

Course: ENGRD 223 – Rhetorical Grammar
Section: 1
Instructor: Sarah Harsh
Meets: Tu 14:30 – 15:45
Description: The notion of good grammar makes most of us think of getting it right or being correct. In reality, 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. Grammatical choices are part of the writer's toolkit, helping the writer make meaning in collaboration with a reader. Text: Kolln, Martha and Loretta Gray. Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. 8th Ed. 978-0-13-408037-6

Course: ENGRD 223 – Rhetorical Grammar
Section: 2
Instructor: Sarah Harsh  
**Meets:** Th 14:30 – 15:45  
**Description:** The notion of good grammar makes most of us think of getting it right or being correct. In reality, 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. Grammatical choices are part of the writer's toolkit, helping the writer make meaning in collaboration with a reader. Text: Kolln, Martha and Loretta Gray. Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. 8th Ed. 978-0-13-408037-6

Course: ENGRD 223 – Rhetorical Grammar  
Section: 3  
Instructor: Brandon Wicks  
**Meets:** M 16:00 – 17:15  
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Course: ENGRD 223 – Rhetorical Grammar  
Section: 4  
Instructor: Brandon Wicks  
**Meets:** W 14:30 – 15:45  
**Description:** The notion of good grammar makes most of us think of getting it right or being correct. In reality, 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. Grammatical choices are part of the writer's toolkit, helping the writer make meaning in collaboration with a reader. Text: Kolln, Martha and Loretta Gray. Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. 8th Ed. 978-0-13-408037-6

Course: ENGRD 302W – Technical Writing  
Section: 2  
Instructor: Richard Hermes  
**Meets:** TuTh 16:00 – 17:15  
**Description:** This course introduces rhetorical analysis and user experience design as a means of developing complex information for audiences ranging from professional peers to the general public. Communication via prose, speech, visuals, and gestures springs from work in many genres, which may include research reports, infographics, technical instructions, translations, and student-generated data. We will attend to document design and explore possibilities for developing narratives using quantitative data.