Pathway 1: Take Two Half-Semester Mini Courses

Each of the "you pick 2" First-Year Writing mini course experiences have been designed to introduce students to particular organizational structures, writing situations, and sets of rhetorical skills. You can see a brief overview below. Continue reading for the particular descriptions of these courses, as well as their schedules and faculty.

	Genre or type of writing & purpose	Organizational structure	Rhetorical skills
76-106: Writing About Literature, Art & Culture	Academic writing, interpretive, humanistic	Thesis-driven with Topic Sentences, Claim/Reason/Evidence Explanation	Applying a theoretical lens
76-107: Writing About Data	Data-driven, academic writing	IMRD & visualizing data	Synthesizing data from sources
76-108: Writing About Public Problems	Writing for professional or public purposes	Problem/Solution/Feasibility & formatting for busy readers	Perspective taking (for audience and for stakeholders)

Registration Information and Course Descriptions

How Do I Register for Two Mini Courses?

For Pathway 1, you should complete your two mini courses within the same semester. You will take a "mini 3" during the first half of the semester and a "mini 4" during the second half of the semester. Make sure to sign up for a section that ends in "3" and a section that ends in "4."

- For example, if you want to sign up for Writing about Data in the first half and Writing About Public Problems in the second half, you could sign up for **76-107 Section A3** and **76-108 Section A4**.

- You would **NOT** want to sign up for 76-107 A3 and 76-108 A3. If you did this, you would be taking both of your mini courses during the first half of the semester.

- You would also **NOT** want to sign up for 76-107 A3 and 76-107 A4. If you did this, you would be repeating the same course twice.

Course Description for 76-106: Writing About Literature, Art, and Culture

76-106 At A Glance

76-106 courses focus upon teaching skills for making arguments from literary and artistic texts and extending those interpretive and communicative skills beyond the first-year writing classroom. The skills you'll encounter in these courses are highlighted below.

- **Genre or type of writing & purpose**   Interpretive, humanistic academic writing

- **Organizational structure**   Thesis-driven with topic sentences, hierarchical argument (Claim, Reason, Evidence, Explanation)

- **Rhetorical skills**   Applying close reading strategies, applying a theoretical lens

76-106 Course Description

This First-Year Writing course engages students with thesis-driven, interpretive writing. To that end, we read and write about artistic, literary, and cultural texts (e.g., poetry, short story, lyrics, film) so that we can better understand how various representations of people and problems appear in these texts. We examine how literary and cultural scholars write about texts (defined broadly), how they make claims, provide reasoning, and use textual support to argue for particular ways of seeing cultural objects and texts. All 76-106 students write short, close reading analyses and also a longer analysis that uses a particular framework or lens to interpret a text. This academic writing course advances students' capacities for arguing convincingly about textual evidence, writing within a critical, humanistic frame, and producing arguments that are neither factual nor fictitious but rather reasonable.

Below is the course schedule for 76-106. Some sections of 76-106 have a specific theme. Please continue reading for more detailed descriptions of these themes.

76-106 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Theme	Course Modality
A3 & A4	MWF 9:00-9:50AM	Laura Deluca	Writing about Ancient Egypt	In-Person
B3 & B4	MWF 10:00-10:50AM	Rebecca Wigginton	Science Fiction	In-Person
C3 & C4	MWF 8:00-8:50AM	Andrea Comiskey	Animation	In-Person
D3 & D4	MWF 12:00-12:50PM	Emma Johnson	Film	In-Person
E3 & E4	MWF 1:00-1:50PM	Ben Williams	Narratives of Incarceration	In-Person
F3 & F4	MWF 2:00-2:50PM	Chap Morack	Science Fiction	In-Person

76-106 Course Themes

Writing about Ancient Egypt (Deluca: Sections A3 & A4) This section of 76-106 uses texts about ancient Egypt to introduce students to a variety of academic reading and writing practices. In addition to learning about how figures like Cleopatra are represented from varying cultural perspectives in different historical moments, we will learn how to read these stories with theoretical lenses from the fields of gender studies and postcolonial studies, which will enable us to delve into these texts on a deeper level. Students will engage in close reading and critical analysis to enhance their analytical skills and craft thesis-driven essays.

Science Fiction (Wigginton: Sections B3 & B4; Morack: Sections F3 & F4)
This section of 76-106 uses science fiction to introduce students to a variety of academic reading and writing practices. Throughout the semester we'll explore lens such as ecocriticism, queer theory, and postcolonial theory to expand our critical understanding of literary and cinematic texts. Students will draw upon prior strategies and develop new ones for close reading and critical analysis in order to produce their own thesis-driven arguments.

Animation (Comiskey: Sections C3 & C4)
This section of 76106 will introduce students to a variety of academic reading and writing practices through the study of animation. We will consider a wide range of global animation practices, modes, and styles—including traditional cel animation, CGI, and stop motion. We will take a "poetics" approach, which involves close analysis of audiovisual style informed by knowledge of contextual factors like the techniques artists use and the constraints they work within. Students will draw upon prior strategies and develop new ones for close reading and critical analysis in order to produce their own thesis-driven arguments. The course uses humanistic inquiry to promote interdisciplinary analytical skills that will prove valuable in any field.

Film (Johnson: Sections D3 & D4)
This section of 76-106 uses the medium of film to introduce students to a variety of academic reading and writing practices. In this course, we will work together to expand our understanding of what is considered a "text" within academic contexts and cultivate a vocabulary for critically analyzing and discussing film. Throughout the course, students will have the opportunity to view and interpret a variety of films, ranging from Alfred Hitchcock to Jordan Peele. Additionally, they will encounter various theoretical perspectives, with an emphasis on feminist criticism. Students will draw upon prior strategies and develop new ones for close reading (or "close viewing") in order to produce thesis-driven arguments. While this course primarily focuses on preparing students for scholarship in the humanities, the assignments promote interdisciplinary analytical skills that will prove valuable in any field. In particular, the course teaches students interpretive and rhetorical practices for producing a lens essay, a genre that we see in publications across disciplines.

Narratives of Incarceration (Williams: Sections E3 & E4)

In the United States, an overwhelming number of people are held in immigration detention centers, prisons, and jails. This section of 76-106 focuses on narratives and art created by currently or formerly incarcerated people, allowing students to learn about the complex issues surrounding incarceration. The course may include selected writings from Edafe Okporo, Mohamedou Ould Slahi, Jimmy Santiago Baca, and Angela Davis, alongside art exhibitions such as Nicole Fleetwood's "Marking Time" and Cinthya Santos-Briones' "Spaces of Detention." With a focus on US carceral systems and their impact on a global scale, we will explore themes of injustice, resistance, and abolition. This course introduces students to various academic reading and writing practices to discuss texts and evidence from multiple perspectives. Students will write short, reflective essays about readings as well as a longer thesis-driven analysis using a theoretical lens to interpret our course themes.

Carnegie Mellon University
Writing & Communication Program

Course Description for 76-107: Writing About Data

76-107 At A Glance

76107 courses focus upon teaching skills for reading data-driven texts and writing data-driven, academic writing. These courses apply to all majors, because we encounter arguments about both quantitative and qualitative data in our global society. The skills you'll encounter in this course are highlighted below.

- **Genre or type of writing & purpose**   Data-driven, academic writing

- **Organizational structure**   IMRD & data visualization structures

- **Rhetorical skills**   Synthesizing data from sources

76-107 Course Description

This course provides a fascinating look at how numbers and words intersect to create persuasive arguments in academic, professional, and popular contexts. Our lives are increasingly shaped by writing that involves numbers: newspapers routinely report the latest medical fads; politicians support their political agendas with both dubious and credible statistics; parents use data to decide where to buy a house and where to send their kids to school. We will look at research in a range of disciplines—including psychology, education, medicine, engineering, and the sciences—and note how writers select and analyze the data they collect. We will also examine what happens to this research when it is picked up by the popular media. Students will practice collecting and analyzing their own data and reporting it to suit the needs of various stakeholders. Students in data-driven majors will find the course useful for communicating in their disciplines. Students in other fields will learn how to critique and respond to the many ways that numbers shape our lives. This course presumes a basic ability to calculate averages, percentages, and ratios, but no advanced mathematical or statistical preparation. Students will compare and analyze texts that make arguments with data as well as practice rhetorical strategies for synthesizing and representing data, so that by the end of the class, students will apply these strategies to write an original data-driven research proposal.

76-107 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Modality
A3 & A4	MWF 9:00-9:50AM	Jeremy Rosselot-Merritt	In-Person
B3 & B4	MWF 10:00-10:50AM	Mike Laudenbach	In-Person
C3	MWF 11:00-11:50AM	Jungwan Yoon	In-Person
C4	MWF 11:00-11:50AM	Kiera Gilbert	In-Person
D3 & D4	MWF 12:00-12:50PM	Heidi Wright	In-Person
E3 & E4	MWF 1:00-1:50PM	Alan Kohler	In-Person
F3 & F4	MWF 2:00-2:50PM	Ben Markey	In-Person
G3 & G4	MWF 8:00-8:50AM	Alan Kohler	In-Person
J3 & J4	MWF 1:00-1:50PM	Barbara George	In-Person

Course Description for 76-108: Writing About Public Problems

76-108 At A Glance

76-108 courses focus upon teaching skills for communicating a need for change in practice or policy, interacting with stakeholders with professional consideration, and producing oral, written, and visual communication to make a nonacademic proposal for change. The skills you'll encounter in this course are highlighted below.

- **Genre or type of writing & purpose**   Professional, nonacademic genres

- **Organizational structure**   Problem/solution/feasibility and formatting for busy readers

- **Rhetorical skills**   Perspective taking for audience and stakeholders

76-108 Course Description

If all problems only required a simple fix, we could don our Avenger costumes, pick up Thor's hammer, and right the world's wrongs. But most problems aren't so simple. Most of the problems we encounter require careful investigation and research so that we might propose solutions that connect with others to make change. We will learn how public problems are defined and argued across a range of texts, including proposals, op-ed genres, and white papers. By analyzing a range of proposal texts, we will identify the different kinds of legwork necessary to write a successful proposal. We will examine how writers unpack problems rhetorically and use evidence to argue solutions for different stakeholders who may not share common values. We will learn strategies for evaluating and synthesizing data from existing research to use in a proposal argument, and we will learn to communicate with individuals professionally over email and other kinds of channels in order to pursue relevant information. By the end of the course, students will write their own change proposal that recommends a solution and a feasible plan for solving a real problem.

76-108 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Modality
A3 & A4	MWF 9:00-9:50AM	Jimmy Lizama	In-Person
B3 & B4	MWF 10:00-10:50	Courtney Novosat	In-Person
C3 & C4	MWF 11:00-11:50AM	Janine Carlock	In-Person
D3 & D4	MWF 12:00-12:50PM	Julie Pal-Agrawal	In-Person
E3 & E4	MWF 1:00-1:50PM	Yishan Wang	In-Person
F3 & F4	MWF 2:00PM-2:50PM	Courtney Novosat	In-Person
G3 & G4	MWF 8:00-8:50AM	Rachael Mulvihil	In-Person
J3 & J4	MWF 11:00-11:50AM	Stephen Sudia	In-Person
K3 & K4	MWF 9:00-9:50AM	Julie Pal-Agrawal	In-Person