

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?2

Course Description for 76-106: Writing About Literature, Art, and Culture3

76-106 Course Schedule4

76-106 Course Themes..... 5

Course Description for 76-107: Writing About Data6

76-107 Course Schedule7

Course Description for 76-108: Writing About Public Problems..... 8

76-108 Course Schedule9

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	Rebecca Wigginton	Science Fiction – Ecology and Environment	In-Person
B3 & B4	MWF 10:00-10:50AM	Chap Morack	Science Fiction – Class and Gender	In-Person
C3 & C4	MWF 8:00-8:50AM	Henry Aceves	Science Fiction - Ecology and Environment	In-Person
D3 & D4	MWF 12:00-12:50PM	Rebecca Wigginton	Science Fiction – Ecology and Environment	In-Person
E3 & E4	MWF 1:00-1:50PM	Seth Strickland	Poets and Coders	In-Person
F3 & F4	MWF 2:00-2:50PM	Rose Chang	Science Fiction - Ecology and Environment	In-Person

76-106 Course Themes

Science Fiction – Ecology and the Environment (Wigginton: Sections A3, A4, D3 & D4, Chang: Sections F3 & F4, Aceves: Sections C3 & C4)

Science fiction merges literary, philosophical, and scientific expertise to allow us to imagine new realities while considering our own world. In this section of 76106, students will read and write about *science fiction short stories and films* as a means of understanding representation, interpretation, and humanistic inquiry. Students will be introduced to a variety of academic reading and writing practices as they build on and expand their existing skills for writing thesis-driven essays. Additionally, students will engage with interdisciplinary *ecological criticism* to learn the interpretative and rhetorical practices for producing a lens essay, a genre which is relevant across academic disciplines. While this course focuses on humanities scholarship, it teaches analytical skills which can be applied across various fields.

Science Fiction – Class and Gender (Morack: Sections B3 & B4)

Since the inception of the genre, science fiction has been a means through which an author can reflect upon contemporary, real-world observations. This section of 76-106 uses science fiction to introduce students to a variety of academic reading and writing practices. This mini will allow students to engage with gender studies and class analyses in order to expand upon critical understandings 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. Through these critical, analytical approaches, students can develop a greater understanding of how fiction comments upon reality and how all writing is a way of engaging with the world around us.

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	Jungwan Yoon	In-Person
B3 & B4	MWF 10:00-10:50AM	Stephen Sudia	In-Person
C3 & C4	MWF 11:00-11:50AM	Sarah Mansfield	In-Person
D3 & D4	MWF 12:00-12:50PM	Jungwan Yoon	In-Person
E3 & E4	MWF 1:00-1:50PM	Andrea Comiskey	In-Person
F3 & F4	MWF 2:00-2:50PM	Alan Kohler	In-Person
G3 & G4	MWF 8:00-8:50AM	Kiera Gilbert	In-Person
J3 & J4	MWF 1:00-1:50PM	Maria Ferrato	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	Noah Bendzsa	In-Person
B3 & B4	MWF 10:00-10:50	Maddy Nguyen	In-Person
C3 & C4	MWF 11:00-11:50AM	Janine Carlock	In-Person
D3 & D4	MWF 12:00-12:50PM	Janine Carlock	In-Person
E3 & E4	MWF 1:00-1:50PM	Courtney Novosat	In-Person
F3 & F4	MWF 2:00PM-2:50PM	Jimmy Lizama	In-Person
G3 & G4	MWF 8:00-8:50AM	Barbara George	In-Person
J3 & J4	MWF 11:00-11:50AM	Courtney Novosat	In-Person
K3 & K4	MWF 9:00-9:50AM	Julie Kidder	In-Person