

# 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                                      |
|------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------|
| <b>76-106: Writing About Literature, Art &amp; Culture</b> | Academic writing, interpretive, humanistic  | Thesis-driven with Topic Sentences, Claim/Reason/Evidence Explanation | Applying a theoretical lens                            |
| <b>76-107: Writing About Data</b>                          | Data-driven, academic writing               | IMRD & visualizing data                                               | Synthesizing data from sources                         |
| <b>76-108: Writing About Public Problems</b>               | 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

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## 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**

| <b>Section</b>     | <b>Day and Timeslot</b>            | <b>Instructor Name</b> | <b>Course Theme</b>                       | <b>Course Modality</b> |
|--------------------|------------------------------------|------------------------|-------------------------------------------|------------------------|
| A3 & A4            | MWF 9:00-9:50AM                    | Rebecca Wigginton      | Science Fiction – Ecology and Environment | In-Person              |
| B3 & B4            | MWF 10:00-10:50AM                  | Rose Chang             | Diasporic Literatures                     | In-Person              |
| C3 & C4            | MWF 8:00-8:50AM                    | Henry Aceves           | Animal Studies                            | In-Person              |
| D3 & D4            | MWF 12:00-12:50PM                  | Chap Morack            | Science Fiction, Class and Gender         | In-Person              |
| E3 & E4<br>F3 & F4 | MWF 1:00-1:50PM<br>MWF 2:00-2:50PM | Seth Strickland        | Poets and Coders                          | In-Person              |

## 76-106 Course Themes

### ***Science Fiction – Ecology and the Environment (Wigginton: Sections A3 & A4)***

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.

### ***Diasporic Literatures (Chang: Sections B3 & B4)***

Diaspora is a movement, both voluntary and forced, of people away from their homelands into various and dispersed spaces and lives. In this section of 76106, students will read and write about diaspora through 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. Readings will include short stories from authors like Viet Thanh Nguyen and Chimamanda Adichie and films like *Everything Everywhere All at Once*. Additionally, students will engage with cultural criticism to learn the interpretative and rhetorical practices for producing both close reading and lens analysis essays. While this course focuses on humanities scholarship, it teaches analytical skills which can be applied across various fields and disciplines.

### ***Animal Studies ( Acevez: Sections C3 & C4)***

This section of 76-106 uses the interdisciplinary field of animal studies as a framework for students to engage in close reading and critical analysis. As a class, we will analyze works of poetry, short fiction, and film from across genres, time periods, and cultures that explore and critique metaphorical and literal relationships between humans and animals. Students will also employ theoretical lenses from the fields of postcolonial studies and ecocriticism to analyze these texts in greater depth and detail. Throughout the mini, students will be introduced to a variety of academic reading and writing practices as they expand and refine their existing skills for writing thesis-driven essays. While this course focuses on humanities scholarship, it teaches analysis and communication skills and strategies that are applicable to various disciplines.

### ***Science Fiction, Class and Gender (Morack: Sections D3 & D4)***

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 within the context of science fiction 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 science fiction comments upon reality and how all writing is a way of engaging with the world around us.

***Poets and Coders (Strickland: Sections E3, E4, F3, F4)***

In this course, students will read ancient and modern poetry with at least three aims: 1. What stories do poems tell? 2. How do the formal features of the poems make them operate? 3. How can those features be modeled? Students will learn the history and operation of linguistic strategies like metaphor, rhyme, and alliteration. Readings may include selections from Pope, Wolcott, Sappho, Robert Hayden, Moore, Homer, and investigations into contemporary working poets. We'll also apprehend some critical conversations of literary analysis: how race and poetics interact, how formal features shape thought, and how canonicity factors into form. We'll also look at the elements that coding shares with poetic language — from the existence of coding languages to terms like concatenation, compilation, for loops, to consider how studying the formal features of poetic composition can additionally inform human-computer interaction and how coding knowledge can inform and expand forms of poetic analysis. Students will learn select critical theory and its application, write formal and informal argumentative essays. Opportunities to experiment with poetic composition, generative projects, and companion coding will abound as well.

## 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.

- |                                                 |                                      |
|-------------------------------------------------|--------------------------------------|
| • <b>Genre or type of writing &amp; purpose</b> | Data-driven, academic writing        |
| • <b>Organizational structure</b>               | IMRD & data visualization structures |
| • <b>Rhetorical skills</b>                      | 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**

| <b>Section</b> | <b>Day and Timeslot</b> | <b>Instructor Name</b> | <b>Course Modality</b> |
|----------------|-------------------------|------------------------|------------------------|
| A3 & A4        | MWF 9:00-9:50AM         | Natalie Hileman        | In-Person              |
| B3 & B4        | MWF 10:00-10:50AM       | Jungwan Yoon           | In-Person              |
| C3 & C4        | MWF 11:00-11:50AM       | Sarah Mansfield        | In-Person              |
| D3 & D4        | MWF 12:00-12:50PM       | Maria Ferrato          | In-Person              |
| E3 & E4        | MWF 1:00-1:50PM         | Jungwan Yoon           | In-Person              |
| F3 & F4        | MWF 2:00-2:50PM         | Heidi Wright           | In-Person              |
| G3 & G4        | MWF 8:00-8:50AM         | Kiera Gilbert          | In-Person              |
| J3 & J4        | MWF 1:00-1:50PM         | Mercy Faleyimu         | 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.

- |                                                 |                                                              |
|-------------------------------------------------|--------------------------------------------------------------|
| • <b>Genre or type of writing &amp; purpose</b> | Professional, nonacademic genres                             |
| • <b>Organizational structure</b>               | Problem/solution/feasibility and formatting for busy readers |
| • <b>Rhetorical skills</b>                      | 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**

| <b>Section</b> | <b>Day and Timeslot</b> | <b>Instructor Name</b> | <b>Course Modality</b> |
|----------------|-------------------------|------------------------|------------------------|
| A3 & A4        | MWF 9:00-9:50AM         | Janine Carlock         | In-Person              |
| B3 & B4        | MWF 10:00-10:50         | Julie Kidder           | In-Person              |
| C3 & C4        | MWF 11:00-11:50AM       | Julie Pal-Agrawal      | In-Person              |
| D3 & D4        | MWF 12:00-12:50PM       | Courtney Novosat       | In-Person              |
| E3 & E4        | MWF 1:00-1:50PM         | Julie Pal-Agrawal      | In-Person              |
| F3 & F4        | MWF 2:00PM-2:50PM       | Maddy Nguyen           | In-Person              |
| G3 & G4        | MWF 8:00-8:50AM         | Ceci Montufar          | In-Person              |
| J3 & J4        | MWF 11:00-11:50AM       | Courtney Novosat       | In-Person              |
| K3 & K4        | MWF 9:00-9:50AM         | Julie Kidder           | In-Person              |