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 1" during the first half of the semester and a "mini 2" during the second half of the semester. Make sure to sign up for a section that ends in "1" and a section that ends in "2."

- 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 A1** and **76-108 Section A2**.

- You would **NOT** want to sign up for 76-107 A1 and 76-108 A1. 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 A1 and 76-107 A2. 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.

Carnegie Mellon University
Writing & Communication Program

76-106 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Theme	Course Modality
A1 & A2	MWF 9:00-9:50AM	Catherine Evans	Writing About Campus Activism	In-Person
B1 & B2	MWF 10:00-10:50AM	Chap Morack	Science Fiction – Class and Gender	In-Person
C1 D1	MWF 11:00-11:50AM MWF 12:00-12:50PM	Rebecca Wigginton	Science Fiction – Ecology and Environment	In-Person
C2	MWF 11:00-11:50AM	Rose Chang	Science Fiction - Ecology and Environment	In-Person
D2	MWF 12:00-12:50PM	Henry Aceves	Science Fiction - Ecology and Environment	In-Person
F1 & F2	MWF 1:00-1:50PM	Seth Strickland	Poets and Coders	In-Person
G1 & G2	MWF 2:00-2:50PM	Emma Johnson	Film	In-Person

76-106 Course Themes

Writing About Campus Activism (Evans: Sections A1 & A2)

Activists design flyers, write speeches, perform poetry, photograph their actions, and engage in many other kinds of media production. Yet, the art of campus activism is often viewed as a means to an end rather than as art itself. This section of 76-106 will focus on art, writing, and photography growing out of campus activism of the 1960s, 1970s, and 1980s. Students will engage the CMU Archive's "Campus Activism and Advocacy Collection," close viewing student-produced materials intended to invoke change. We will read selected writings from Audre Lorde and graphic literature from Derf Backderf alongside historical issues of the CMU campus newspaper, *The Tartan.* The course explores themes of social change, justice/injustice, CMU campus life, and American culture while introducing students to academic reading and writing practices that invite them to think critically and carefully from multiple perspectives.

Science Fiction – Class and Gender (Morack: Sections B1 & B2)

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.

Science Fiction (Wigginton: Sections C1 & D1, Chang: Section C2, Aceves: Section D2)

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.

Poets and Coders (Strickland: Sections F1 & F2)

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.

Film (Johnson: Sections F1 & F2)

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, from Alfred Hitchcock to Denis Villeneuve. 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.

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.

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76-107 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Modality
A1 & A2	MWF 8:00-8:50AM	Andrea Comiskey	In-Person
B1 & B2	MWF 9:00-9:50AM	Kiera Gilbert	In-Person
C1 & C2	MWF 10:00-10:50AM	Heidi Wright	In-Person
D1 E1	MWF 11:00-11:50AM MWF 12:00-12:50PM	Jungwan Yoon	In-Person
D2	MWF 11:00-11:50AM	Maria Ferrato	In-Person
E2	MWF 12:00-12:50PM	Sarah Mansfield	In-Person
F1 & F2	MWF 1:00-1:50PM	Alan Kohler	In-Person
G1 & G2	MWF 2:00-2:50PM	Alan Kohler	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

This First-Year Writing course centers on professional writing and offers students the opportunity to develop a proposal for change; students will examine a public problem of their choice, conduct primary and secondary research, and create a public-facing presentation. This course asks students to recognize that many problems we encounter in our communities require an invested stakeholder, like ourselves, to conduct a careful investigation of perspectives and constraints before proposing a feasible solution that considers diverse stakeholders' values and viewpoints. Students will learn how public problems are defined and argued in the proposal genre by reading a range of expert texts and analyzing a variety of sample proposals. Students will conduct various forms of social research (email, interview, survey, and/or observation) to gain perspective on a problem and develop a solution mindful of others' expertise and experience. Students will also synthesize relevant secondary research to rhetorically frame a proposal in ways that will compel their intended audience to take action. By the end of the course, students will write and present their own change proposal that identifies a community-based problem, proposes a thoughtfully-researched solution, and recommends a feasible plan for change in one of their own communities.

76-108 Course Schedule

Section	Day and Timeslot	Instructor Name	Course Modality
A1 & A2	MWF 8:00-8:50AM	Julie Kidder	In-Person
B1 & B2	MWF 9:00-9:50AM	Julie Kidder	In-Person
C1 & C2	MWF 10:00-10:50AM	Stephen Sudia	In-Person
D1 E1	MWF 11:00-11:50AM MWF 12:00-12:50PM	Courtney Novosat	In-Person
D2	MWF 11:00-11:50	Noah Bendzsa	In-Person
E2	MWF 12:00-12:50PM	Maddy Nguyen	In-Person
F1 & F2	MWF 1:00-1:50PM	Julie Pal-Agrawal	In-Person
G1 & G2	MWF 2:00-2:50PM	Rachael Mulvihill	In-Person