

Program in Writing and Rhetoric Stony Brook University  
Spring 2014 Advanced Writing Courses

Grammar and Style for Writers  
WRT 200.02/01

William Marderness/Staff  
MWF 10:00 AM-11:20 AM/TUTH 1:00 PM-2:20 PM

Students will study the aspects of grammar that are most relevant to punctuation and to clear writing, including nouns, verbs, adjectives, adverbs, conjunctions, phrases, clauses, gerunds, participles, infinitives, and complete sentences. Students will also study prose style as a way of achieving rhetorical effectiveness through arranging and rearranging sentence elements. Students, through frequent writing, will learn to apply principles of clarity, concision, and coherence with more consciousness. Sentence imitation, sentence combining, and sentence invention techniques will be used to help students become more flexible in their syntactic fluidity. Several tests and three short papers.

Writing for the Social Sciences  
WRT 302.01

Jacqueline Corrigan  
MWF 10:00 AM-10:53 AM

This course will teach writing skills and styles used in the field of social science—anthropology, economics, history, political science, psychology, and sociology. Applying critical thinking skills, learning research methodology and reading publications from the field will help students develop a social science perspective that they will use to produce twenty pages of written work. Writing assignments include observation, data table, literature review, annotated bibliography, lab report, short research paper, etc. Knowledge and skills developed in this course will be useful to students in undergraduate and graduate social science courses.

Rhetorics of the Hero  
WRT 302.02

Wilbur Farley  
TUTH 1:00 PM-2:20 PM

This course will examine the political, cultural, and economic factors which shape popular American understandings of the terms 'hero', 'heroic', and 'heroic ideal'. We will trace out the constantly shifting character of American identity (on both national and local levels) in relationship to these terms by interrogating our understandings of the hero's significance and value through the lenses of race, class, and gender. Texts will include Sturges' *The Magnificent Seven*, Hammet's *The Maltese Falcon*, and Frank Miller's *Batman: Year One*. Three 4-5 page essays as well as an 8-10 page research-based final essay are required.

Rhetorics of Love and Compassion  
WRT 302.03

Peter Khost  
MW 4:00 PM-5:20 PM

In this course we examine and engage with artistic, rhetorical, and theoretical representations of love and its ethical counterpart, compassion, as distinct and interrelated forces. Students research individual interests within these subject areas and respond to the call for connecting education to critical citizenship, including with application to contemporary global conflicts. Addressing verbal, musical, and especially visual texts of popular and scholarly origins, our assignments emphasize analytical and argumentative writing. A central question throughout the term will be how texts function and can be made to function as influences on individual and collective moralities. Course materials range from popular songs and films to essays by Sontag and Irigaray to Margulies's play *Time Stands Still* to the U.N.'s *Convention on the Rights of the Child*. Inquiries may be sent to [peter.khost@stonybrook.edu](mailto:peter.khost@stonybrook.edu).

Fiction Writing  
WRT 302.04

Kevin Clouter  
MWF 12:00 PM-12:53 PM

In this course we will concentrate on the reading and writing of fiction; you will have the opportunity to improve your own craft, discuss your peers' short stories, and learn from contemporary masters such as Junot Díaz, Deborah Eisenberg, and George Saunders. In all of the work, we will examine together what makes a piece of writing worth reading—focusing on issues of voice, character, structure, conflict, rhythm, and syntax. You will be expected to participate actively, complete in-class writing assignments, and present your creative writing for workshop. Writing and thinking about writing is hard work, what Fitzgerald called "the moving about of great secret trunks." Come to this course ready to move.

Writing for the New Media  
WRT 302.05

Cynthia Davidson  
TUTH 2:30 PM-3:50 PM

In this course we will explore online networked reading and writing practices. We will examine the social, cultural, educational, and ethical dimensions of digital texts. The topics we cover, the readings we do, and the discussions we have should help us to understand digital spaces as deeply rhetorical spaces, become more sophisticated navigators of the information available to us in digital spaces, and become more effective writers and communicators in print and digitally mediated spaces. Digitally mediated spaces to be explored may include, but are not limited to, blogging, YouTube, Facebook, Twitter, Second Life, networked video games, and Neal Stephenson's *Metaverse* in *Snow Crash*. Students will write reading responses and several shorter essays, and have the opportunity to engage a specific issue in depth through a final project with a multimodal component.

Program in Writing and Rhetoric Stony Brook University  
Spring 2014 Advanced Writing Courses

The Personal Essay  
WRT 303.01

Thomas Tousey  
MWF 12:00 PM-12:53 PM

The personal essay is a form that has recently come back into fashion. In this class we will engage the form by writing our own personal essays as well as reading and responding to the work of writers who have come to define the genre: examples include Michel de Montaigne, Charles Lamb and E.B. White, as well as more contemporary writers such as Joan Didion and Scott Russell Sanders. We will explore the differences between shaping experience as truth in a personal essay or memoir and as a work of fiction. As a definition of personal essay evolves, we will consider whether personal writing and essay writing (or “essaying”) have a place in academic writing. Students in this class will also be able to prepare a personal statement for their application for graduate or professional school.

The Personal Essay  
WRT 303.02

Kevin Clouter  
MWF 11:00 AM-11:53 AM

In this course we will concentrate on the reading and writing of narrative non-fiction; you will have the opportunity to improve your own craft, discuss your peers’ personal essays, and learn from contemporary masters such as Joan Didion, John Jeremiah Sullivan, and David Foster Wallace. In all of the work, we will examine together what makes a piece of writing worth reading—focusing on issues of voice, structure, and language. You will be expected to participate actively, complete in-class writing assignments, and present your creative writing twice for workshop. You will submit at least twenty pages of writing—you may submit a personal statement for application for graduate school—and thoroughly revise one piece.

The Personal Essay  
WRT 303.03

Rita Nezami  
TUTH 4:00 PM-5:20 PM

Our search for personal meaning is precisely what generates our passion and curiosity for the subjects we research and write about,” writes Maria Torgovnik. She captures the essence of the personal essay, a form of creative nonfiction that incorporates fiction’s techniques to tell a story that is factually true. The personal essay often takes its point of departure from writers’ experiences, puzzlements, or conflicts: identity, serious illness, personal discovery, or the complexities of family conflict. The successful personal essay moves easily and with discipline among fact, reflection, analysis, speculation, and memory. Our readings will reveal how writers use their story to find meaning in untidy experience. We will closely examine the work of Jonathan Franzen, Judith Otriz Cofer, David Updike, Cynthia Ozick, David Foster Wallace. Students in this class will also be able to prepare a personal statement for their application for graduate or professional school.

The Personal Essay  
WRT 303.04

Kristina Lucenko  
TUTH 11:30 PM-12:50 PM

We all tell stories about ourselves—in conversations and interviews, visually through portraiture, or in written memoirs, diaries, and blogs. Phillip Lopate writes that “The hallmark of the personal essay is its intimacy. The writer seems to be speaking directly into your ear, confiding everything from gossip to wisdom.” In this writing-intensive course we will read essays on ambition, death, family, home, and love by both men and women, and consider the status of the personal essay as an ambiguous literary genre. We will read works by Michel de Montaigne, Mark Twain, James Baldwin, Joan Didion, and Lynda Barry, among others. In this class students will also be able to prepare a personal statement for their application for graduate or professional school.

The Personal Essay  
WRT 303.05

Cathleen Rowley  
TUTH 2:30 AM-3:50 PM

The personal essay has a long literary history and can take many different forms but always tells a story about its author in some way. This course will involve writing personal essays and examining the works of professional writers to use as examples and inspirations. We will read personal essays from the past from writers such as Virginia Woolf and Henry David Thoreau, and more recent examples from writers such as Joan Didion and Richard Rodriguez. We will also consider the new forms the genre of the personal essay has taken in the 21st century. Writing assignments will include journals, short essays, and a longer multimodal final project which will include a digital story. Students in this class will also have the opportunity to prepare a personal statement for their application for graduate or professional school.

Program in Writing and Rhetoric Stony Brook University  
Spring 2014 Advanced Writing Courses

Writing for Your Profession  
WRT 304.02

Shyam Sharma  
MWF 2:30 PM-3:23 PM

Professionals of all kinds consistently attest to the significance of strong writing and communication skills in their field. In fact, a national study shows that about 70% of paid jobs involve writing. This is verified by data from a 2012 survey of over fifty employers of Stony Brook University graduates. So in this course students learn about types of documents, rhetorical principles, and composing practices necessary for writing effectively in and about professional contexts. Coursework emphasizes each student's career interests, but lessons also address a variety of general professional issues, including audience awareness, research methods, ethics, collaboration, and verbal and visual communication. Students complete the course with practical knowledge and experience in composing business letters, proposals, and various kinds of professional reports. A creative, self-reflexive assignment also contextualizes each individual's professional aspirations within a bigger picture of his/her life and culture.

Writing for the Health Professions  
WRT 305.01

Robert Kaplan  
TUTH 5:30 PM-6:50 PM

This course will enable students interested in a health care career to strengthen their critical writing skills. While learning to gather information and to apply ethical principles in a logical, persuasive fashion, students will explore and write about various types of evidence concerning the health care needs of different populations: a field research project on a health issue affecting a local target population of their choice, a critique of government documents that contain data on that issue and population, and a review of scholarly research on the same issue as it affects the larger national population represented by that local one. Writing assignments will include drafts and final versions of a research proposal, field research results, data analysis, literature review and a 20-30 page project incorporating all of the previous work conducted about that issue and population. Students will also write a reflective paper which can serve as the basis for a personal statement for medical or other health-related graduate school applications.

Advanced Research Writing  
WRT 380.01

Robert Kaplan  
TUTH 4:00 PM-5:20 PM

Good research skills are critical to academic success. Most disciplines require writing based upon research, as arguments and explanations make little impact on audiences without effective supporting evidence, drawn from relevant scholarship on the subject. This involves knowing how to use appropriate databases, source materials, and composing processes, as well as negotiating the values, genres, and languages of the scholarly communities in which one is researching. In this course, students will learn fundamentals of research methods, practice these methods in a series of integrated research and writing assignments, and engage in critical reflection about research and writing. Students will focus on an area of disciplinary interest to them, and practice these essential research and writing skills through a series of projects: library assignments, annotated bibliography, literature review, I-Search composing, and presentation of results.

Advanced Analytic and Argumentative Writing  
WRT 381.01

Robert Kaplan  
TUTH 7:00 PM-8:20 PM

Argumentative writing involves making a claim and supporting it with specific, related points and appropriate evidence—in other words, it is thesis-driven writing. Whenever we don't quite like someone else's idea and we want him or her to come closer to ours, argumentative writing is the most efficient method for such persuasion, in whatever profession you're considering. This class, therefore, will focus on learning how to effectively utilize argumentative and counter-argumentative writing strategies. Students will explore an area of disciplinary interest to them through several stages—proposal, preliminary draft, multiple versions, literature review—culminating in a 20-30 page piece of writing in which they make a claim about a particular subject in that area of interest and support it with scholarly research and extensive elaboration. Also offered as EGL 381.

\*\*\*All 300 level courses will fulfill the second half of the Writing Pre-Med/Pre-Health prerequisite.

\*\*\*WRT 302 satisfies the University DEC G requirement