

Program in Writing and Rhetoric Stony Brook University  
Spring 2016 Advanced Writing Courses

Grammar and Style for Writers  
WRT 200.01/02

Eugene Hammond/William Marderness  
MW 2:30-3:50 pm/TuTh 11:30 am-12:50 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.

Visual Rhetoric  
WRT 302.01

Cathleen Rowley  
MW 4:00-5:20 pm

This course will explore the use of visual rhetoric. In our daily lives, we are surrounded by images of all types--photos, advertisements, websites, videos, and so on. These images or visual texts can be seen as presenting arguments. How does persuasion work when it is done through images rather words? Students will learn strategies for reading visual texts and analyzing the rhetorical techniques the authors/creators have used. In the second half of the semester, students will create their own texts that incorporate the visual. Assignments will include short analytical essays, an infographic, and a longer multimodal project.

Rhetoric and War  
WRT 302.02

Roger Thompson  
TuTh 2:30-3:50 pm

This course focuses on the complex relationship between language and armed conflict. By discussing recent writing about the Iraq War, with special focus on Iraq War memoirs, we will examine the interaction between rhetoric, war, and cultural concepts like justice, honesty, honor, and patriotism. Students will be required to write 2-3 response papers and a research paper.

Rhetoric of Mental Health  
WRT 302.03

Wilbur Farley  
MW 2:30-3:50 pm

This course will examine the political, moral, and economic factors underlying how and why mental health issues, such as addiction, are deployed as tropes in popular literature and culture and how those deployments in turn work through the lenses of race, class, and gender to form our understandings of socially productive and / or disruptive "selves". Readings will include Nelson Algren's *The Man with the Golden Arm*, James Fogle's *Drugstore Cowboy*, Ken Kesey's *One Flew over the Cuckoo's Nest*, Grant Morrison's *Arkham Asylum: A Serious House on Serious Earth*, Kurt Vonnegut's *God Bless You, Mr. Rosewater*, as well as selections from Michel Foucault's *Birth of the Clinic* and *Madness and Civilisation*. Weekly short-writing assignments, three 4-5 page essays, and a 10-15 page research-based final essay are required.

Playwriting  
WRT 302.04

Kenneth Weitzman  
TuTh 10:00-11:20 am

This course teaches the fundamentals of the craft of playwriting -- structure, dialogue, conflict, dramatic action, and creating a world -- via focused, creative exercises and the writing of several short plays. Get rid of that inner censor, write a lot, and learn how dramatic writing works from the inside out. Our objectives for the semester will be to demonstrate knowledge of the fundamentals of the craft of playwriting, create and revise dramatic writing for the theatre, analyze existing and original dramatic writing, apply a model of constructive feedback, and to enjoy writing.

Writing for the New Media  
WRT 302.5

Cynthia Davidson  
TuTh 1:00-2:20 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 2016 Advanced Writing Courses

The Personal Essay  
WRT 303.01

Thomas Tousey  
MWF 11:00-11:53 am

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

Cathleen Rowley  
MW 2:30-3:50 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.

The Personal Essay  
WRT 303.04

Rita Nezami  
TuTh 4:00-5:20 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 Judith Otriz Cofer, David Updike, Cynthia Ozick, David Foster Wallace, Joyce Carol Oates, Richard Rodriguz and Michael Bulgakov. 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 303.05

Kevin Clouter  
TuTh 11:30 am-12:50 pm

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 Charles D'Ambrosio, Joan Didion, Leslie Jamison, Mary Karr, 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—you may submit a personal statement for application for graduate school—and thoroughly revise one piece.

The Personal Essay  
WRT 303.06

Kristina Lucenko  
TuTh 10:00-11:20 am

We all tell stories about ourselves—in conversations and interviews, visually through photographs, or in written memoirs, diaries, autobiographies, and blogs. In this writing-intensive course we will explore the personal essay, a notoriously slippery and flexible form. We will broadly define the genre, while at the same time look for fundamental characteristics, especially in contrast to the conventions of the academic essay. Students will write their own personal essays as well as critical analyses of essays by Patricia Hampl, Joe Brainard, Edwidge Danticat, and David Foster Wallace, among others. 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 2016 Advanced Writing Courses

Writing for Your Profession  
WRT 304.02

Peter Khost  
TuTh 2:30-3:50 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 5:30-6:50 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, numerical analysis, literature review, and a final 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 Analytic and Argumentative Writing  
WRT 381.01

Robert Kaplan  
TuTh 4:00-5:20 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 fulfills the University DEC G or SBC HFA+ requirement