ADVISING NOTE on 9 and 12 units for 700- and 800-level Courses:

The number of units for which you take courses listed as 9, 12 (9 or 12 units) depends on the specific graduate degree program in which you are enrolled. The guidelines below describe policy relevant to each of the programs. Exceptions to these guidelines to accommodate unusual circumstances can be made, but require the approval of your program director: Suguru Ishizaki for Rhetoric, Kristina Straub for LCS, and Chris Neuwirth for MAPW.

For courses listed as “9, 12 units,”

- MAPWs register for both 9 and 12 unit courses.
- MA in Rhetoric students register for 4 courses at 12 units each.
- MA in LCS students register for 4 courses at 12 units each in the fall and 3 courses at 12 units + 1 mini at 6 units in the spring – or vice versa.
- Ph.D. students register for 3 courses at 12 units each.

76-700  Professional Seminar
F, 10:30 – 11:50 a.m.
Instructor: Chris Neuwirth
Units:  3
Note:  MAPW Requirement

This weekly, 3-unit seminar is designed to give professional writing majors an overview of possible career and internship options and ways to pursue their professional interests. Each session will feature guest presenters who are professionals working in diverse communications-related fields such as web design, journalism, public relations, corporate and media relations, technical writing, medical communications, and working for non-profits. The visiting professionals talk about their own and related careers, show samples of their work, and answer student questions. The course is required for first-year MAPW students and open to all English undergraduates, who are urged to participate in their sophomore or junior years to explore options for internships and careers.

76-702  Global Communication Center Practicum
MW, 9:00 – 10:20 a.m.
(In Mini A1)
Instructor: Joanna Wolfe
Units:  6
Note:  Permission of instructor

This practicum is restricted to students who have applied and accepted a position as a Global Communication Center tutor. Students in this six-unit mini will learn about best practices in tutoring, gain experience analyzing and responding to a wide range of academic and professional genres, and learn to adapt their tutoring style for different kinds of students. In addition, we will learn to support oral, visual, and collaborative modes of communication alongside more traditional written genres. Assessments include regular hands-on activities, reading responses, and participation in class discussions. Please note that in terms of time commitment, a 6 unit mini is equivalent in weekly workload to a 12 unit full semester course. The mini is half the credits because it requires the same workload but only for half the semester.
Every dataset has a story. In the age of big data, it is vital to understand the unlikely casts of algorithms, data miners, researchers, data janitors, pirates, data brokers, financiers, etc. whose activities shape culture. This course will feature a range of “farm to table” data stories, some going back hundreds of years, and introduce students to resources and strategies for contextual research. It will explore cases such as the London cholera epidemic, Google Books, Netflix, the Oxford English Dictionary, the Strava map, and the Queen Nefertiti scan alongside several pieces of art and fiction that capture aspects of data stories typically obscured elsewhere. Research methods introduced will include book history, media archeology, history of information, infrastructure studies, ethnography, and digital forensics. Students will read scholarly articles, novels, journalism, and popular non-fiction, and they will be responsible for a class presentation, a short paper, and a longer research paper.

How people think and talk about the environment matters; it reveals what they value and shapes what they do. We will look at how competing discourses define man’s relationship to the natural world, frame environmental problems, and argue for public action. As we compare the environmental rhetoric of naturalists, scientists, policy makers, and activists, we will trace an American history that has managed to combine mystical celebration with militant critique, and scientific research with public debate. Equally important, this course will prepare you to act as a rhetorical consultant, by studying how writers communicate the three major “Rs” of environmental rhetoric: man’s Relationship with nature, the looming presence of Risk, and the need for a Response.

Communications are the essence of an organization. Members of an organization who are proficient in various modes of communications and who appreciate the influences of both formal organizational structures and informal social networks generally excel, while those less skilled frequently derail. To help students navigate organizations effectively, this course blends theory and practice in exploring the field of organizational communication. Specific topics include: structures and cultures of organizations; identity and branding; communicating organizational change; communicating to influence and lead; communicating within teams and networks; communication technology; and communication requirements related to performance management, conflict resolution, and globalization. After completing the course you should be able to: describe social and cultural influences on organizational communication, discuss current and emerging issues in organizational communication, identify ways to manage organizational identity and lead effective change, analyze team and network dynamics, and understand and practice key genres of organizational communication.
76-735  20th and 21st Century American Fiction  
TR, 3:00 – 4:20 p.m.  
Instructor: Jeffrey J. Williams  
Units: 9, 12  
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

This course will examine American fiction from 1900 to the present. It will cover the movement from modernism, through midcentury realism and postmodernism, to the contemporary. We will look at scholarly definitions of those modes, as well as some of the cultural context that has informed American literature. Some of the authors will include modernists like Stein and Faulkner; midcentury writers and postmodernists like Ellison, McCarthy, and Pynchon; and contemporary writers like Diaz, Lahiri, and Franzen.

76-755  Leadership, Dialogue, and Change  
TR, 1:30 – 2:50 p.m.  
Instructor: Linda Flower  
Units: 9, 12  
Open to: MAs and PhDs in Rhetoric; MAPW or MAs in LCS as room allows

This is a course about the tradition and strategies of leadership based on dialogue and how this powerful counter-rhetoric organizes people to work together on complex problems through problem-posing, pragmatic inquiry, and the inclusion of marginalized perspectives. By studying contemporary leadership theory and the American tradition of prophetic pragmatism, we explore ways everyday people can act on commitments and create change. Students will work as rhetorical consultants, learning methods for intercultural rhetorical research and developing a Community Think Tank on a current issue.

76-759  Planning & Testing Documents  
MW, 10:30 – 11:50 a.m.  
Instructor: Chris Neuwirth  
Units: 9, 12  
Open to: MAs in Rhetoric and MAPWs; MA in LCS as room allows

In this course, you will deepen your mastery of the following research skills associated with planning and testing documents: interviewing in context, retrospective interviewing, focus groups, surveys, and testing documents. In addition to specific research methods and skills, we will cover issues that pertain to all research methods: How many people do I need to include in my study? How should I select them? Are my results valid? Is what I think I’m finding out reliable? What are the ethical issues in my study? We will use a combination of lecture, discussion, exercises and projects to achieve these objectives. This course will be useful for any student who is interested in learning more about methods that are widely used in professions such as designing/writing for new media, technical writing, science and healthcare communication, public & media relations, policy and non-profit communication.

76-766  Essay Writing Workshop  
MW, 3:00 – 4:20 p.m.  
Instructor: Jason England  
Units: 9, 12  
Open to: Permission from advisor and instructor.
In this course we will analyze the different types of narrative structure, narrative suspense, voice, metaphor, and point of view that make for effective non-fiction writing. We will also examine the difference between good writers and good work, the functions of objective distance from and intimate investment in a subject, as well as the philosophical questions spurred by non-fiction writing. What is the non-fiction writer's role, and how does it differ from that of the fiction writer? Where do the two genres overlap? What gives non-fiction writing integrity? What does the term "creative non-fiction" mean? How have the form and aims of non-fiction writing - from memoir to essays to long-form journalism - evolved for better and for worse?

We will scrutinize the writing of Eula Bliss, Kate Fagan, Joan Didion, James Baldwin, Jo An Bear, Gary Younge, David Foster Wallace, Umberto Eco, and many others. In addition to critical writing assignments, students will have several opportunities to write their own non-fiction pieces.

76-772  News Writing
R, 6:30 – 9:20 p.m.
Instructor: Steve Twedt
Units:  9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

In this introductory class, taught by a working journalist, students will learn the fundamental skills of reporting, writing and copy editing. We’ll start with the basics – judging newsworthiness, conducting research and interviews, then organizing the information into a concise, clear, accurate and interesting news story. Because the key to learning to write effectively is to practice the necessary skills, class emphasis – and much of your grade – will be based on seven writing assignments involving current events and covering various types of news writing. Through readings, assignments and class discussion, we’ll tackle questions such as: What makes a story newsworthy? How does a reporter decide which points to emphasize? What are effective techniques for a successful interview? How does a journalist turn pages of scribbled notes into a coherent news story?

We’ll do a lot of writing, but we’ll also examine issues and trends affecting journalism today. We’ll cover at least two live events and hear from local professionals about working in print, broadcast and public relations. We’ll also look at how newer mediums – such as blogs, the internet, and cable news – shape and influence news reporting.

76-773  Argument
MW, 12:00 – 1:20 p.m.
Instructor: Doug Coulson
Units:  9, 12
Open to: MA in Rhetoric and MAPWs; MA in LCS as room allows

This course is an introduction to the practice of argument. It is designed to help you produce and support a persuasive written argument and to develop the ability to discuss the production and evaluation of arguments with professional peers. The course begins with an overview of major theories of and approaches to argument, particularly the tension between those who view argument as (1) a logical text or product to be tested for the validity of the relationships asserted between its premises and conclusions, (2) a procedural form used to govern exchanges between participants in a dialogue or debate, and (3) a rhetorical process of inference, negotiation, and controversy between people in any situation. The course then considers a variety of topics regarding the production, analysis, and evaluation of both visual and verbal arguments, frequently applying the principles we study by rehearsing arguments on both sides of various cases and controversies in class. In addition to a series of written reading responses, you will write two short arguments
in an argument field of your choosing before extending one of your first two papers into a longer argument for your final paper.

**76-784  Race, Nation, and the Enemy**  
MW, 3:00 – 4:20 p.m.  
**Instructor:** Doug Coulson  
**Units:** 9, 12  
**Open to:** MAs in Rhetoric; MAPWs or MAs in LCS as room allows

Conflicts over racial and national identity continue to dominate headlines in the United States as they often have during the nation’s history, from debates regarding the immigration, naturalization, and birthright citizenship of racial minorities to debates regarding racial disparities in access to civil rights. This course explores the discursive practices through which racial and national identities are formed and the frequent conflicts between them, particularly by focusing on the role of enemies, threats to the nation, and sacrifices made on behalf of the nation in American public discourse. Alongside primary sources of public discourse regarding wars, the immigration and citizenship of racial minorities, racial segregation and civil rights, and the criminal prosecutions of dissidents during periods of crisis, we will read secondary sources offering multiple theoretical and disciplinary approaches to the study of racial and national identity formation. Along with regular brief responses to readings, assignments will include a short rhetorical analysis paper and a longer research paper.

**76-787  Writing in the Disciplines**  
MW, 9:00 – 10:20 a.m.  
**(Mini A2)**  
**Instructor:** Joanna Wolfe  
**Units:** 6

This mini will introduce you to the theory and practice of writing instruction in contexts outside of English studies. We will learn about the distinction between Writing across the Curriculum and Writing in the Disciplines and challenges to providing integrated, high quality writing instruction across the university. We will explore the implications of the wide variety of forms of academic writing for instruction in English classrooms, including high school and first-year writing classrooms. Assessments will include reading responses and a final paper reviewing research on writing in a specific writing context of your choosing. Students enrolled in the course for six units will be expected to do additional readings and give an oral presentation. Please note that in terms of time commitment, a 3-unit mini will require approximately six hours per week (three hours homework and three hours class meetings) and a 6-unit mini will require twelve hours per week.

**76-788  Coding for Humanists**  
TR, 3:00 – 4:20 p.m.  
**Instructor:** Suguru Ishizaki  
**Units:** 12  
**Open to:** MAs and PhDs in Rhetoric and MAPW; MAs in LCS as room allows

This introductory course provides humanities students with the foundational knowledge and skills to develop computer-aided research tools for text analysis. Through a series of hands-on coding exercises, students will explore computation as a means to engage in new questions and expand their thinking about textual artifacts. This course is designed for students with no (or very little) coding experience. During the early part of the semester, students will learn basic
programming using Python through examples and problem sets that are relevant to text analysis. Then, students will be introduced to a limited set of commonly used Python packages for text analysis, such as natural language processing, statistical analysis, visualization, web scraping, and social media text mining. Students are expected to complete a small final project that examines how evidence-based data-driven insights derived from text analysis would support humanistic research in their area of interest, including (but not limited to) genre studies, rhetorical criticism, authorship attribution, discourse analysis, cultural analysis, social network analysis, spatial/temporal text analysis, and writing assessment. Doctoral students in the Department of English must register for 12 units, and are expected to write a publishable quality paper.

76-789  Rhetorical Grammar  
    MW, 1:30 – 2:50 p.m.  
Instructor: David Kaufer  
Units: 9  
Open to: MAPW Required Core Course; open to MA Rhetoric as room allows

This course covers the anatomy of the single and multi-clause English written sentence and is useful for Master’s students of professional writing (MAPWs) and English majors who wish to write with greater awareness and control of the English sentences they write and the awesome variety of sentences available to write. The course overviews the major grammatical forms and functions of the written English sentence. Students will learn to identify the major grammatical forms (Noun, Verb, Adjective…), how these forms map on to grammatical functions (subject, verb, and direct object) and how forms and functions combine to create major constituents of the English sentence. Home-grown software, DiaGrammar, will allow students to diagram all the sentence varieties covered in the course. Students will leave this course with a systematic understanding of English sentence grammar as a resource for their continuing development as writers.

76-790  Style  
    TR, 10:30 – 11:50 a.m.  
Instructor: Stephanie Larson  
Units: 9  
Open to: MAPW Required Core Course; open to MA Rhetoric as room allows

What is the difference between a text that is well written and one that is not? What is it about sentences that make readers judge them as clear or unclear, misleading or straightforward? What makes a paragraph easy to read, and what makes a paragraph hard to understand? How can writers learn to write and revise our own sentences and paragraphs so that they are as clear, straightforward, and easy to read as they can be?

You cannot learn to write well by learning a list of rules. This is because style is a rhetorical concern, not a simple matter of correctness versus incorrectness. What counts as good style depends on the audience and other aspects of the situation. So instead of learning rules, we will be discussing general principles. These include strategies for making it clear what happened and who did it, what is meant to be most important in a sentence, and how topics are meant to connect, as well as strategies for making the reader’s ride through the text smooth, with no unnecessary detours, bumps, or stops. To put these principles into practice, you will do short exercises and longer assignments that require you to revise sentences and texts, and to use the necessary technical vocabulary talk about why and how you made the changes you did.
In the process, we will consider the epistemological (knowledge-creating) and moral effects of choices about style. How, we will ask, do the words and structures writers use shape the world readers see? And how can writers use this world-shaping power ethically?

76-791  Document & Information Design
TR, 4:30 – 5:50 p.m.
Instructor: Suguru Ishizaki
Units: 12
Open to: MAPW Required Core Course. All others by permission only.

Today, many professionals are responsible for the visual design of documents. This course provides students who have already learned the foundation of written communication with an opportunity to develop the ability to analyze and create visual-verbal synergy in printed documents. Students will be introduced to the basic concepts and vocabulary, as well as the practical issues of visual communication design through a series of hands-on projects in various rhetorical situations. Assigned readings will complement the projects in exploring document design from historical, theoretical, and technological perspectives. Class discussions and critiquing are an essential part of this course. Adobe Creative Studio (InDesign, Photoshop, Illustrator) will be taught in class, and used to create the assigned projects.

76-796  Non-Profit Communication: Genres, Methods, and Issues
TR, 9:00 – 10:20 a.m.
Instructor: Korryn Mozisek
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

Given the changes brought on by the information age, non-profit organizations, like all organizations, face an increasing diversity of audiences and media choices. What hasn’t changed is the need for effective arguments (print and digital) that respond to both the situations at hand and their organizational contexts. In this course, designed for students pursuing careers in professional communication, we’ll examine the critically important practices of argument and advocacy. And while our central focus will be on non-profits—the arts, education, political advocacy and social causes—the techniques we’ll learn are also broadly applicable to communications careers in all sectors. Our main focus will be on how arguments and media choices respond to communication philosophies, to specific organizational goals and, of course, to rhetorical situations. Among other questions, we will ask, how does speaking in the “voice” of an organization change the way we communicate? How can we adapt the genres of organizational communication to meet our organization’s goals? How can we have impact while working with limited budgets? The final project will be an interconnected set of portfolio pieces that demonstrates both relevant skills and a high-level theoretical understanding of what makes a public argument successful. Students will also gain experience in translating their technical expertise into language that potential employers understand and look for.

76-805  Introduction to Institutional Studies: English as a Discipline
W, 6:30 – 9:20 p.m.
(Mini A1)
Instructor: David Shumway
Units: 6
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows
The institution on which this course will focus is the academic discipline, the specific historical form that the production of knowledge in the modern research university has assumed. This course will examine the historical development of the discourses, practices, organs, and associations that have defined English as a discipline. While we will of necessity also look at the theories and values that the discipline has proclaimed at different times, this will not mainly be a course in the history of criticism. Criticism will be considered as one practice among others including philology, literary history, literary theory, rhetoric, and composition. In order to understand the broader context, we will read work by Foucault and others on disciplinarily. We will also examine allied institutions, including the professions and the university.

**76-815 Mediated Power and Propaganda**
TR, 1:30 – 2:50 p.m.
Instructor: John Oddo
Units: 9, 12
Open to: MA and PhDs in Rhetoric; MAPW or MAs in LCS as room allows

For most of us, the word “propaganda” triggers a familiar script. We tend to think of totalitarian regimes and closed societies—where the State controls information and prohibits the expression of dissenting views. We also tend to associate propaganda with certain rhetorical techniques—highly emotional words, deceptive representations, and glittering generalities that inhibit rational thought and manipulate public opinion. According to such popular views, propaganda is linked to the dissemination of false information and is antithetical to the norms of democratic society. Our class will challenge these assumptions. First, instead of confining propaganda to authoritarian governments, we will examine how propaganda functions within democratic society. Indeed, we will focus on domestic propaganda in America, especially political propaganda but also propaganda in advertising and public relations. Next, instead of focusing exclusively on deceptive rhetorical techniques, we will ask a more elemental question: What enables propaganda to circulate? Posing this question will challenge us to consider the institutional and ideological infrastructure that allows for propaganda. Specifically, we will investigate the routines and values of corporate media as well as the power relations that give some people special access to channels of mass communication. Of course, we will also examine propaganda messages themselves, paying attention to both manipulative tactics as well as rhetorical strategies used to induce uptake in the mainstream press. We begin our seminar by studying key theories of propaganda, looking at primary texts for various definitions and criticisms of the concept. We will then examine how powerful institutions, especially media organizations, manage the dissemination of propaganda in democratic society. Along the way, we will consider techniques for analyzing propaganda, generating some methodological prerequisites for scholarly study. Ultimately, students will have the opportunity to conduct their own research on propaganda as it relates to their academic and professional goals.

**76-822 Gender and Sexuality Studies**
W, 6:30 – 9:20 p.m.
(Mini A2)
Instructor: Kristina Straub
Units: 6
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

We will anchor our introduction to this broad and diverse field of theory in the admittedly very limited historical period of feminist, queer, and transgender political activism, circa 1970 to the present day. Instead of attempting “coverage” (an impossible task), we will shuttle between recent work in queer, transgender, and feminist theory and a few key texts that are foundational to the development of academic theory as a reaction to and extension from the political activism of these social movements. Our goals are to strengthen our understanding of the continuities and breaks in politically
informed thinking about gender and sexuality, and to deepen our knowledge of the theoretical frameworks available to us from these areas of study. Students will write short response papers to course readings that will help us focus our discussions on their particular interests in literary and cultural studies.

76-829  Politics and Early Modern Drama  
MW, 3:00 – 4:20 p.m.  
Instructor: Stephen Wittek  
Units: 9, 12  
Open to: MA and PhD students in LCS; MA students in Rhetoric or MAPW as room allows

This course will explore a range of questions related to the manifestation of political thinking on the early modern English stage, a key medium for the dissemination and cultivation of information and ideas. Our central curriculum will include plays by William Shakespeare, Thomas Middleton, Christopher Marlowe, and others alongside a selection of critical essays and related literature from the period. To complement this collective investigation, students will also complete a hands-on, entry-level assignment that introduces digital methodologies for visualizing and analyzing early modern texts. No previous experience with the digital humanities is necessary to participate. Technological neophytes, seasoned programmers, and persons at all skill levels in-betw een are all very welcome to participate.

76-844  History of Books and Reading  
TR, 1:30 – 2:50 p.m.  
Instructor: Jon Klancher  
Units: 9, 12  
Open to: MA and PhD students in LCS; MA students in Rhetoric or MAPW as room allows

Rather than putting an end to the book, digital media have had the oddly exhilarating effect of making us look at all kinds of print, past and present, through newly focused lenses. This course will introduce you to the history of books and reading, a cross-fertilizing field of study that is having an impact on many disciplines, from the history of science to literary history, cultural studies, and the arts. Scholarship in this still-emerging field will include work by Roger Chartier, Michel Foucault, Elizabeth Eisenstein, Pierre Bourdieu, Michel de Certeau, and the current scholars who appear in one of our key books, “Interacting with Print: A Multigraph.” We’ll also read primary texts by Joseph Addison, Jane Austen, Samuel Coleridge, and Wilkie Collins to see how differing modes of print and reading became highly contested cultural and political matters in the eighteenth and nineteenth centuries. Other topics include the division between new reading publics and their ways of reading books; important changes in book production, typography, printing methods (hand-press to steam press). Such knowledge of the history of print has become especially crucial in an era of emerging “new media” and the field of digital humanities in the university.

Two papers will be required—one shorter paper (5-7 pp.) and a longer research paper on the uses of books and print by producers and readers. Though the course meets in Baker Hall, you will have hands-on experience with early books and other forms of print as we also meet periodically in the Rare Book Room at Hunt Library.

76-850  Law, Culture, and the Humanities  
TR, 3:00 – 4:20 p.m.  
Instructor: Christopher Warren  
Units: 9, 12  
Open to: MA and PhD students in LCS; MA students in Rhetoric or MAPW as room allows
“I’m not a lawyer, but…” How many times have you heard this disclaimer, closely followed by a lay analysis of law? This course, an introduction to the cultural study of law for graduate students and advanced undergraduate students, can be seen as an introduction to what goes into the making of such a statement. Where do we get our ideas about law? What do we mean when we say “law”? What counts as law? How does culture influence law, and law, culture? And to what degree should historical context condition any answers we might be tempted to give? Students in the course will study works in a range of genres (novels, plays, poems, judicial opinions, pamphlets) and develop methods for investigating ways that law and culture have been made by one another from the 16th-century to the present. Readings will include influential theoretical accounts of law (Aristotle, Hobbes, Cover, Habermas, Bordieu, MacKinnon), canonical texts in Law and Literature (Shakespeare’s Measure for Measure, Melville’s Billy Budd, Kafka’s The Trial) and some “weird fiction” by the novelist/legal theorist China Miéville.

As a counterpoint to the fiercely anti-historical “law and economics” movement, however, the course will put special emphasis on rooting intersections of law and culture in rich historical context, considering both local and international legal contexts (sometimes in fairly technical detail) alongside so-called “ephemera” of culture. Students will tackle the especially fruitful “case” of Renaissance Britain before developing final research projects, whether on the Renaissance or another period of their choosing.

**76-853  Literature of Empire**  
TR, 10:30 – 11:50 a.m.  
Instructor: Marian Aguiar  
Units: 9, 12  
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

Nineteenth and early twentieth-century British literature was shaped by events taking place outside as well as inside of national borders. Even in the eighteenth and nineteenth centuries, with international trade and slavery supporting the manor house and plantations abroad providing the cotton for British looms, the “England” of English literature spanned the globe. By the first half of the twentieth century, this empire had begun to collapse in upon itself, a process witnessed by writers inside Britain and its colonies. This course will investigate British literature within the international context of global imperialism. A section on gothic stories takes us into the realm of popular culture with Mary Shelley’s Frankenstein and Arthur Conan Doyle’s short stories. We take to the seas with Joseph Conrad’s Lord Jim, before we consider W. Somerset Maugham’s exploration of sexuality in the tropics in The Painted Veil. Finally, we return to England to outline the links between colonial empire and international war rendered in Virginia Woolf’s Mrs. Dalloway. These literary works will be read alongside some of the most important works of postcolonial theory. While course readings focus on 19th and early 20th century, student’s will undertake a research project over the semester in their own period of interest in British literature in connection with empire studies.

**76-854  Introduction to Literary and Cultural Studies**  
T, 6:30 – 9:20 p.m.  
Instructor: Jeffrey J. Williams  
Units: 9, 12  
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

This course will study the history, main issues, and methods of cultural studies. We will read some of the thinkers who have inspired it, from Matthew Arnold to the formation of “British cultural studies,” and the theoretical injection of French theory. We will also look at the expansion of cultural studies, as it examined race, sexuality, and ecology. In
addition, we will think about the way that cultural studies might provide alternative methods for doing criticism, and you will write several papers and develop your own research project.

76-863  Contemporary Rhetorical Theory
M, 4:30 – 7:20 p.m.
Instructor: Andreea Ritivoi
Units: 9, 12
Open to: MAs and PhDs in Rhetoric; MAPW or MAs in LCS as room allows

This course offers an introduction to various contemporary theorists whose works are frequently studied and employed by scholars in our field, as well as a systematic and historically informed study of how rhetorical inquiry frames research questions and devises a conceptual course of study. Among the issues we will want to tackle are: a) the demise of rhetoric and its subsequent contemporary revival, with the role played by modernity and postmodernity in this process; b) the relation between contemporary rhetorical theory and its tradition; c) rhetoric as a theory of verbal action. The foci of the course will be major figures in the field, as well as more controversial representatives of contemporary rhetorical theory: Chaim Perelman, Kenneth Burke, Michel Foucault, Pierre Bourdieu, Jurgen Habermas, and others. Students will write three papers: a review of the main journals in the field, a research proposal, and a research paper addressing a question of significant relevance for rhetoricians on the contemporary arena.

76-864  Creative Non-Fiction Workshop: Magazines & Journals
MW, 1:30 – 2:50 p.m.
Instructor: Jane McCafferty
Units: 9, 12
Open to: Permission from advisor and instructor.

In this writing workshop we will read a variety of great non-fiction pieces that will serve as models for your own work. You’ll develop the skill and art of characterization, narrative pacing, use of voice and tone, and structure. You’ll get to tell your own stories, and the stories of others who you’ll be asked to interview. Class will allow for a variety of styles and sensibilities. You might try your hand at science writing, memoir, portraiture, political reporting, or a mixture of all of the above. You’ll come to understand that effective non-fiction writing for lay audiences is almost always dependent on the same craft a fiction writer uses. Point of view steers any given piece, and people need to be alive on the page to make subjects feel relevant to readers. If you like to tell stories, and are deeply curious about your own life and the lives of other people, this would be a good class for you.

76-870  Professional and Technical Writing
MW, 10:30 – 11:50 a.m.
Instructor: TBD
Units: 9
Note: MAPW Required Core Course. All others by permission only.

This graduate-level course introduces the theory, research, and practice of professional and technical writing to those who are going on to careers in the field, or those who are practicing professionals who want a refresher or more depth in the field. Through reading, discussion, projects, and writing workshops, students develop a rhetorically-grounded approach to analyzing communications problems and producing a range of effective professional documents. This user-centered approach views professional documents as a means to accomplish specific, well-defined purposes: getting funding or support for a project (proposals), supporting managerial decision-making (reports), communicating
effectively within organizations (email, correspondence), guiding action (instructional writing), getting a job or internship (resumes and application letters), or making choices among various medical treatments (science writing for general audiences). Because writers need a range of skills that go well beyond inscribing words on a page, you also gain practice in how to interview subject matter experts, work with clients, design documents for readability, test documents on actual users, edit and revise your own work and that of other writers, and participate in and manage collaborative writing projects. The course features five or six major writing assignments, including a final portfolio of revised and polished work. Core course for MAPW students, open to other MA students in English and CMU staff members as space allows.

76-876  Rhetoric of Science  
TR, 3:00 – 4:20 p.m.  
Instructor: James Wynn  
Units: 9, 12  
Open to: MAs and PhDs in Rhetoric; MAPW or MAs in LCS as room allows

This course explores questions about scientific argument and communication that are of interest to scientists, rhetoric of science scholars, and professional/technical writing practitioners. These include questions like: How are scientific arguments structured? How is scientific information and argument transformed when it moves from research papers to publications for non-specialist audiences? How does the social, historical, and cultural context of science shape the way it is communicated and/or argued? What contributions do visuals make to scientific argument and communication? To investigate these questions, we will be examining a wide variety of real-world communications in and about science as well as texts in rhetoric, history, and philosophy of science.

76-881  Introduction to Multimedia Design  
MWF, 12:00 – 1:20 p.m.  
Instructor: Brian Staszel  
Units: 12  
Open to: MAPWs; All others by permission only.  
Prerequisite: 76-391/791 Document & Information Design

There is increasing demand for professional/technical writers who understand multimedia and it’s communicative possibilities. This class will provide students with the opportunity to develop the ability to analyze and create multimedia experiences that merge text, spoken voice, music, animation and video. Students will be introduced to the basic concepts and vocabulary of multimedia, as well as the practical issues surrounding multimedia design through a series of hands-on projects involving various contexts. Students will explore what it means to write for a dynamic medium and how to take advantage of elements of time, motion and sound to help writers expand their communicative skills. Class discussion and critiques are an essential part of this course. Students will be taught to work with a variety of available cameras, recorders and other production equipment to create the elements of their projects. While students are not expected to become masters of multimedia software, the essentials of Adobe After Effects, Premiere and Audition will be taught in order to provide the basic skills necessary to complete assignments and explore multimedia possibilities.

76-902  Teaching Practicum I  
W, 12:30 – 1:20 p.m.  
Instructor: Danielle Wetzel  
Units: 3
This practicum, a requirement for new First-Year Writing teachers, meets weekly to support emergent issues as they unfold within the semester. Within the context of these meetings, we cover various methods for conducting lesson plans, facilitating group work and responding to student writing. At points within the semester, we calibrate our expectations for effective student writing at Carnegie Mellon.

76-904  ESL Practicum I  
M, 12:30 – 1:30 p.m.  
Instructor: TBD  
Units: 3

This practicum requires new teachers of 76-100, Reading and Writing in an Academic Context, to meet weekly and discuss readings about methods for teaching academic literacy practices to second language readers and writers. While the teachers are learning from their hands-on experience, the fall practicum is designed to introduce both graduate student and adjunct instructors to a range of relevant topics for the second language writing classroom, including teaching reading, giving feedback on error, and facilitating peer review. Additionally, some of the practicum meetings focus on calibrating the assessment of student papers. At the end of the semester, all participants produce a document that highlights their teaching strengths and developing areas, as well as a document suitable for use in the 76-100 classroom that demonstrates a particular method they have developed throughout the semester.