

Individual Aesthetic and Process

The program requires students to develop a sense of their own voices and to learn how to be self-critical about their writing. The student will write a theory of writing that examines his or her own view of what makes effective and significant writing. The goal is to develop standards of value appropriate to the genre in which the writer wishes to excel. The writer must articulate a theoretical basis that involves awareness of critical perspectives on his or her principal genre.

Student: Christina Kinsella

Faculty Member: Tim Weed

Course Number: WRT571-05

Semester and Year: Spring 2017

Credit Hours: 4

Subtitle for Course: Developing a Theory of Writing

Course Description: This course is designed to help the student develop her own literary values in both reading and writing, and create a specific statement of philosophy and theory of her own writing.

Requirements:

The course will focus on the student's articulation of her own methodology for writing and what makes an effective piece of suspense fiction. The student will analyze each fiction novel in a 2-5 page paper and assess how each book works or doesn't work for her writing and why. The reading should help the student develop a sense of her own voice as a unique contribution to an established genre. At the end of the semester, she will write a statement/theory of her own literary values in a 10-12 page paper.

Reading list:

For this course you should read 3-4 books (or the equivalent in essays, articles, etc.) addressing aesthetics issues.

Negotiating with the Dead: A Writer on Writing by Margaret Atwood

On Writing by Stephen King

Elements of Fiction Writing- Characters & Viewpoint by Orson Scott Card

Pretty Girls by Karin Slaughter

Right Behind You by Lisa Gardner

Her Final Breath by Robert Dugoni

In the Woods by Tana French

Evaluation:

The student will submit papers on time, according to the discussed schedule. The student's responses will be evaluated on the quality of analysis and the ability to focus on her specific literary values. The student will receive a response from the mentor usually within a week's time. The student and mentor can discuss the responses via email or phone as needed. The student will be given a grade at midterm and at the end of the semester.

Plagiarism Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course. Please familiarize yourself with the university's policy on plagiarism in your academic catalogue and/or student handbook. Plagiarism is the use of another writer's words or ideas without acknowledgment of their source. The penalty for plagiarism will be course failure and will be reported to the appropriate Dean(s) and other university officials.

Department of Writing, Linguistics, and Creative Process Policy on Academic Honesty The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues

of plagiarism, which are available in the catalog on the University website at <https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism. Plagiarism violations include:

- Submitting material that is not one's own.
- Using material – words and/or ideas – directly from a source without proper citation and attribution.
- Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

Accommodations Any student who needs accommodations of any kind to complete this course may make arrangement through AccessAbility Services, <http://www.wcsu.edu/accessability/>, (203) 837-8225.

Interactions:

The papers will be submitted via email. The student and mentor will communicate via email and phone, as needed.

Learning Outcomes:

1. The student will develop her own literary values.
2. The student will analyze and assess her own writing theory through the works read this semester.
3. The student will be able to create a statement of her own theory and philosophy.

Individual Process and Aesthetic

Student: Brian Lance

Faculty Member: Tim Weed

Course Number: WRT571

Semester and Year: Spring 2015

Credit Hours: 4

Subtitle for Course: The Self-Aware Writer: A critical look inward

Course Description:

This course aims to provide the student with a working knowledge of aesthetic principles derived from foundational texts, contemporary discussions on literary movements and periods, and aesthetic statements of influential authors (selected by the student). Using the insight gained from the research, the student will turn the critical lens inward to examine his own aesthetic principles, try to determine where his work fits in relation to the texts, and compose an aesthetic statement based on critical self-awareness.

The course reading list is designed as a text bank to allow multiple paths for the student's research. The list begins with the classical foundation of Aristotle's *Poetics*, moves into more recent (and competing) theories, and then provides author-specific examples. This format will provide room to explore different ideas and concepts as the student selects specific readings.

Requirements:

The student must complete the following requirements:

- Read at least seven of the texts in the course reading list,
- Write a 4-5 page response on topics of interest from each selected text,
- Using those responses as a starting point, compose 15-page paper, discussing the foundational texts in the context of his study of aesthetics, his aesthetic philosophy, and how the texts formed or shaped the aesthetic principles operating in his work.
- Send weekly research updates to faculty member via email.

Evaluation:

The following is a breakdown of grades:

Reading responses: 40%

Final Paper: 40%

Copyediting: 10%

Participation via email updates: 10%

Reading list:

- *Poetics*, Aristotle, Malcolm Heath
- *Modernism: A Very Short Introduction*, Christopher Butler
- *Postmodernism: A Very Short Introduction*, Christopher Butler
- *Aesthetic Theory*, Theodor Adorno
- *The Antimonies of Realism*, Frederic Jameson

- *The Novel Art: Elevations of American Fiction after Henry James*, Mark McGurl
- *Our Aesthetic Categories: Zany, Cute, Interesting*, Sianne Ngai
- *What is Art*, Leo Tolstoy
- *The Art of the Novel: Critical Prefaces*, Henry James, Colm Toibin, Richard Blackmur
- *Gao Xingjian: Aesthetics and Creation*, Gao Xingjian, Mabel Lee

Optional reference texts:

- *Dictionary of Literary Terms & Theory*, J.A. Cuddon, M.A.R. Habib (Penguin Reference)

Interactions: The submission dates for the reading responses are flexible for this course. Either party may request interim interactions at any time throughout the course.

Instructor: tim@goputney.com

Student: btlance@gmail.com

Learning Outcomes:

Student will gain foundation knowledge in the field of literary aesthetics.

Student will be able to put theory into practice by a critical self-examination.

Student will gain exposure to authors with similar aesthetic philosophies and be able to discuss them.

Plagiarism

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course and this program. Students should familiarize themselves with the university's policy on plagiarism in the student handbook, available online. The penalty for plagiarism in the MFA program is course failure and, in most cases, dismissal from the program. Any academic dishonesty will be reported to the appropriate Dean(s) and other university officials.

Department of Writing, Linguistics, and Creative Process Policy on Academic Honesty

The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at <https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism.

Plagiarism violations include:

- Submitting material that is not one's own.
- Using material – words and/or ideas – directly from a source without proper citation and attribution.
- Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

Accommodations

Any student who needs accommodations of any kind to complete this course may make arrangement through AccessAbility Services, <http://www.wcsu.edu/accessability/>, (203) 837-8225.

Individual Aesthetic & Process

The program requires students to develop a sense of their own voices and to learn how to be self-critical about their writing. The student will write a theory of writing that examines her own view of what makes effective and significant writing. The goal is to develop standards of value appropriate to the genre in which the writer wishes to excel. The writer must articulate a theoretical basis that involves awareness of critical perspectives on her principal genre.

Student: Kimberly Moffett

Faculty Member: Anne Witkavitch

Course Number: WRT 571

Semester and Year: Fall 2016

Credit Hours: 4

Subtitle for Course: Discovery and Influence of Voice to Drive Cultural Change

Course Description: This mentor-guided self-designed course will investigate through explication the power of language and the methods writers use to bring depth, context, credibility, and texture to literary works. The primary focus will involve the student's discovery of what makes her voice unique while engaging in exploration and a self-critical approach to revealing her writer's personality.

Learning Outcomes: Through explication of diverse writers' works, reading several texts, and drafting and revising an essay, the student will develop her understanding of voice through comparisons and contrasts that will:

- Realize critical analysis skills through explication and interpretation of literary works
- Identify her unique writing personality through introspection
- Differentiate what makes her voice unique from other writers
- Gain awareness of the critical perspectives of her primary genre

Course Requirements:

This course does not involve an internship or practicum association.

- There is required reading material for this course, which may include, but is not limited to the works included in the reading list.
- Student will submit a working draft essay of a creative nonfiction work on the topic of her choice. Throughout the semester, she will revise the working draft essay to incorporate the learnings that influence her developing voice. The original submission will occur prior to any readings as a baseline for incorporating newfound discoveries.

- On each due date, explicate a short passage of the assigned reading by selecting a short paragraph of 4-5 sentences. Student will explicate and then write an analysis on how the explication might apply to discovering her voice.
- On each due date, a one to two page summary on insight(s) acquired from the reading.
- A final paper to include:
 - an explication of a paragraph from the student’s writing
 - a description of her understanding of voice and what makes her voice unique
 - a summary of how her writing has evolved

All written response papers will be submitted via MS Word as attachments, formatted in Times New Roman, 12 points, and double-spaced, with no extra space between the paragraphs and one-inch margins.

Evaluation:

The instructor will provide a mid-term grade (approximately October 30) during mid-semester checkpoint. This will include a cumulative evaluation of the student’s work-to-date, and clarification of expectations and deliverables for the remainder of the course. Mentor will notify student at any point during the semester if her grade falls below an “A” and advise suggestions for improvement.

A final grade will be determined based on cumulative work and engagement during the course: fulfillment of reading and writing requirements, completion of all assignments on time, thoroughness, quality of insight and personal voice in written assignments, and application of lessons utilizing the above stated learning outcomes.

Reading List:

1. Ibrahim, Laila. *Yellow Crocus*
2. Rigney, Barbara Hill. *The Voices of Toni Morrison*
3. Yagoda, Ben. *The Sound on the Page: Great Writers Talk About Style and Voice in Writing*
4. Heilbrun, Carolyn G. *Writing a Woman’s Life*
5. Coates, Ta-Nehisi. *Between the World and Me*
6. Alexander, Michelle and West, Cornel. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

Due on:

September 6	<i>Yellow Crocus</i> – read and explicate Draft essay
September 17	<i>The Voices of Toni Morrison</i> One to two page summary on insight acquired
September 29	<i>The Sound on the Page: Great Writers Talk About Style and Voice in Writing</i>

	One to two page summary on insight acquired
October 19	First revision of draft essay
October 29	Midpoint analysis via phone call <i>Writing a Woman's Life</i> – one to two page summary of insight acquired
November 7	<i>Between the World and Me</i> – read and explicate
November 19	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> One to two page summary on insight acquired Second revision of draft essay
December 8	Final revision of draft essay One paragraph explication of final draft essay Two to three page paper describing the development of the student's voice based on the readings and explications.

Interactions:

- Each due date, the student will send via email her assignment(s) to her mentor.
- Interactions via phone or email will occur depending on the emergence of any problems, concerns, questions, etc. that may arise during the semester. A phone conversation may take place as needed at the agreement of both the student and mentor.

Plagiarism

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course and this program. Students should familiarize themselves with the university's policy on plagiarism in the student handbook, available online. The penalty for plagiarism in the MFA program is course failure and, in most cases, dismissal from the program. Any academic dishonesty will be reported to the appropriate Dean(s) and other university officials.

Department of Writing, Linguistics, and Creative Process Policy on Academic Honesty

The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at <https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism. Plagiarism violations include:

- Submitting material that is not one's own.
- Using material – words and/or ideas – directly from a source without proper citation and attribution.
- Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

Accommodations

Any student who needs accommodations of any kind to complete this course may make an arrangement through AccessAbility Services, <http://www.wcsu.edu/accessibility/>, (203) 837-8225.

Excerpts of course description and outline taken from the MFA Individual Aesthetic and Process course syllabus template. [www.wcsu.edu/writing/mfa/syllabi/The Individual Aesthetic and Process – Sample syllabi.pdf](http://www.wcsu.edu/writing/mfa/syllabi/The%20Individual%20Aesthetic%20and%20Process%20-%20Sample%20syllabi.pdf)

INDIVIDUAL AESTHETIC AND PROCESS

Student: Camellia Mukherjee

Faculty Member: Sonja Mongar

Course Number: WRT 571-03

Semester and Year: Fall 2015

Credit Hours: 4

Subtitle for Course: What Drives Me to Write and What is My Process?

Course Description: The main theme of the course is to explore writing and creativity theory through the voices and expertise of other writers and artists. Why and how do they create? What is their process? This course will encourage the student to test her own experience against theirs to help her not only remember important things but also to amend and grow her vision of what it means to be a writer as she goes about her process.

Requirements:

- The student will write a personal critical essay on four of the five texts she reads with reference to the fifth where relevant.
- The student will submit a journal response to an artistic field trip where she is required to do something “out of the box” that’ll inspire her imagination and creativity.
- The student will submit a ten-page manifesto based on all the readings including a response to what she learned about writing.

Evaluation:

1. All personal critical essays will be critiqued and returned with comments within one week.
2. Revisions will be assigned if needed.
3. The instructor will provide a midterm evaluation of the student’s progress with suggestions for improvement.
4. A final grade will be given at the end of the semester.

Reading List: 1) *The Memoir Project* by Marion Roche
2) *Courage to Create* by Rollo May
3) *Art and Fear* by David Bayles and Ted Orland
4) “Against Interpretation” by Susan Sontag
5) “Why I Write” by George Orwell
6) “Why I Write” (trope) by Joan Didion

Interactions: Student work will be submitted via email according to the schedule below. Phone conferences may be agreed upon if desired by either the student or instructor.

Submissions Schedule:

- 1) September 3: Personal Critical Essay 1 (3-5 pages)
- 2) September 17: Personal Critical Essay 2 (3-5 pages)
- 3) October 1: Personal Critical Essay 3 (3-5 pages)
- 4) October 29: Field Trip Artistic Response
- 5) November 12: Personal Critical Essay 4 (3-5 pages)
- 6) December 3: 10 page Manifesto
- 7) December 14: 10 page Personal Memoir

Learning Outcomes:

1. Student will come to understand the creative process, its many obstacles and how other artists and writers overcome them.
2. Student will learn to appreciate how other artists and writers create and how their processes and work can inform and inspire her own clear and unique voice.
3. Student will expand her understanding of why she chooses writing as a creative outlet to express herself.

Plagiarism:

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course and this program. Students should familiarize themselves with the university's policy on plagiarism in the student handbook, available online. The penalty for plagiarism in the MFA program is course failure and, in most cases, dismissal from the program. Any academic dishonesty will be reported to the appropriate Dean(s) and other university officials.

Department of Writing, Linguistics, and Creative Process

Policy on Academic Honesty:

The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at

<https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism.

Plagiarism violations include:

- Submitting material that is not one's own.
- Using material – words and/or ideas – directly from a source without proper citation and attribution.
- Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for

failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

Accommodations:

Any student who needs accommodations of any kind to complete this course may make arrangement through AccessAbility Services, <http://www.wcsu.edu/accessability/>, (203) 837-8225.