

**MaryAnn Duffy**  
*maad.duffy0@stonybrook.edu*

**Full-time Lecturer, Program in Writing and Rhetoric**, Stony Brook University, 2008 to present. (Also adjunct at Stony Brook for EOP/AIM, School of Journalism, Materials Science and Engineering.)

**WRT 488** Internship/Independent Study with student working for The Humanology Project, 2019.

**ESM 696** Writing for Materials Science and Engineering. Technical writing for Engineering including reports, proposals, academic journals, resumes and CVs. Emphasis on grammar and syntax for clarity and rhetorical tools for science writers in professional and academic settings.

**WRT 200** Grammar and Style (also online). Focus on texts from different genres and eras to teach rhetorical grammar. Emphasis on syntax and grammar as rhetoric.

**WRT 303** The Personal Essay. In depth exploration into multiple themes using one's self as the main character. Read personal essays from the Enlightenment to contemporary times. Intersections of genre are explored. Students write two long, finely-polished personal essays and create a digital story. Students also must construct a personal statement for graduate school applications. Emphasis on contemporary themes.

**WRT 101 & WRT 102** (also online) Introductory and Intermediate Writing Workshop. Writing for academic purposes. Focus on colonial and postcolonial history as it relates to current global issues. Workshop emphasis on rhetoric and the writing process, peer review, critical analysis, academic research and self assessment. Emphasis on transfer skills through metacognition of writing and reading multiple genres in authentic contexts.

**AIM 102** Expository Writing. Economic Opportunity Program (EOP) compulsory course requirement for historically disadvantaged college freshmen. Writing for academic purposes, expository essay, analysis, research, citation style, logical thinking, thesis and paragraph development, grammar.

**AIM 104** Literary Analysis and Critical Reasoning. Part of the Educational Opportunity Program compulsory course requirement for teaching fundamental academic writing and critical reading skills to historically disadvantaged students. Focused on literary analysis and essay development.

**JRN 111** Grammar and Editing Lab. Grammar and writing instruction particular to journalism style and Associated Press rules.

Guest lecturer for **WRT 487** Tutor Training: Lecture on effective ways of teaching grammar.

**Adjunct Lecturer** Long Island University, Southampton College, NY, Fall 1998-2001

**HEOP Summer Academy:** Introduction to Academic Writing, Higher Education Opportunity Program (HEOP) Summer Academy. Taught reading comprehension, academic writing and scholarly research. Focused on expository essays, particularly development of logical arguments, thesis and topic sentence inference statements, paragraph construction, organization and grammar. Reading focused on active reading including previewing, questioning, outlining and retention. Basic college preparation in writing across the curriculum.

**IDST 150 Applied Learning Strategies, Education Department:** 2000-2001. Mandatory course for students on academic probation. Used "Learning to Learn" method. Focused on reading comprehension strategies using texts on the motivation and psychology of learning. Also emphasized critical thinking, test taking strategies, time management, writing for fiction and nonfiction, and one-on-one tutoring with students to address their individual weaknesses.

**Friends World Program:** Freshman Research Writing, College of Friends World. First half of this course was online while students were abroad "in the field." The second half, students attended class to develop a research paper based on their study-abroad programs. Emphasis was on developing a working thesis statement reflecting scholarly research and personal experience. Students were required to complete annotated bibliographies, proper incorporation of primary and secondary sources, analysis exercises scrutinizing their peers' logic and assertions. Rhetorical analysis essays of sources related to the research paper were also assigned. Focus was on writing and analyzing various genres related to students' field work.

**Tutor** Writing Center, Hunter College, NY, 1997-1998. Participated in year-long training for tutoring writing, specifically focused on collaborative learning techniques for undergraduate and graduate writers. Trained new tutors in tutoring techniques and applicable pedagogical methods.

**Committees** URECA (Undergraduate Research and Creative Activities) Review Committee, 2017, 2018.  
 Essay Contest Reader for PWR, yearly.  
 Search Committee PWR, Lecturer, Professional/Technical Communications, Spring 2018.  
 Undergraduate Studies Committee, 2016- present.  
 Co-Chair, Sub-committee Departmental Assessment Review, 2017 to present.  
 Online Courses Summer/Winter Ad Hoc Committee 2017- present.  
 Task Force to Develop Professional Writing Minor 2016/17.  
 Chair of the Judiciary Committee, Long Island University.

## Administrative Experience

**Director/** Girls Reach Academic Success Program (GRASP) 2011/12, Community  
**Grant Writer** Action Southold Town, Southold, NY. Wrote and received \$12,000 grant from Women's Fund of Long Island to start peer tutoring program for underserved students on the North Fork of Long Island. Implemented and ran program, raised funds from local sources, coordinated with local high schools to train tutors and volunteers.

**Academic** 1998-2001. Higher Education Opportunity Program (HEOP) Long Island University, NY.  
**Coordinator** Advised, tutored, counseled 120 students in accordance with state grant. Programmed events, acted as liaison with other departments on students' behalf. Organized ad hoc committee to draft policy for college catalog regarding learning disabled students.

- Coordinator** 1998-2001. HEOP Summer Program, Long Island University. Planned and implemented five-week intensive academic pre-freshman summer program for 120 students. Developed curricula. Coordinated with other departments.
- Director** 1998-2001. HEOP Tutoring Center, Long Island University. Provided over more than 300 hours of tutoring per semester in writing and reading across the curriculum, research and study skills, exam-taking strategies and time management. Created grammar and writing worksheets as well as handouts addressing students' specific needs. Conducted English Proficiency Exam workshops and student study sessions for specific courses. Trained peer tutors in collaborative learning methods.
- Advisor** 1998-2001. Long Island University. Developed spreadsheet to track progress of students to ensure they fulfilled state requirements and graduated on time. Advised and registered approximately 42 HEOP students per semester. Counseled students regarding personal and academic matters. Collaborated with faculty, particularly concerning student performance.
- Consultant for Grant** 2001. HEOP, Long Island University. Prepared and consulted on HEOP two-million dollar grant and quarterly reports to state legislators.
- Director** 1999-2001. Peer Tutoring/Writing Center, Long Island University. Oversaw budget (federal work study). Hired and trained peer tutors. Trained writing tutors in writing tutoring techniques and grammar instruction. Developed grammar handouts.

## Editing Experience

Blind peer reviewer for *International Journal of Multidisciplinary Perspectives in Higher Education, voices of educators from around the world*. Reviewed manuscripts for publication. Ongoing.

Consultant for changing monograph to book *Low Carbon Energy Transitions: Turning Points in National Policy and Innovation*, by Assistant Professor of Energy-Environmental Systems and Policy at Stony Brook University. Specifically, consulted on overall structure, style, tone and grammar for 250-page manuscript.

Edited for Department of Mechanical Engineering (David Hwang). Wang, Zhen, et al. "Minimal Contact Formation between Hollow Glass Microparticles toward Low-Density and Thermally Insulating Composite Materials." *Journal of Materials Science*, vol. 52, no. 11, June 2017, p. 6726. EBSCOhost.

## Publications

"Travelling (to class) Tales." Contributing author. Web blog post. *Rhetcomp@stonybrook.wordpress.com*. Program in Writing and Rhetoric, Stony Brook University, 2 Feb. 2017.

"Understanding Grammar as Fractal: Rhetorical Effect and Cultural Implications." Web blog post. *Rhetcomp@stonybrook.wordpress.com*. Program in Writing and Rhetoric, Stony Brook University, 3 May, 2015.

"Metaphor, the Magic Modifier." Web blog post. *Rhetcomp@stonybrook.wordpress.com*. Program in Writing and Rhetoric, Stony Brook University, 4 Feb., 2014.

"Why I Teach Grammar." Web blog post. *Rhetcomp@stonybrook.wordpress.com*. Program in Writing and Rhetoric Stony Brook University, 15 Oct., 2013.

"How Does Your Character Sound? Linguistic Tips for the Fiction Writer." *Writers' Journal*, Vol. 30, No. 2, (March/April 2009), 41-45.

"Making the Word Count." *Writers' Journal*, Vol. 29, No. 2, (March/April 2008), 55-58.

### **Tool Kits**

"Grammar" tutorial for Badge - Stony Brook Program in Writing and Rhetoric Writers Online Learning Forum and Information Literacy website (WOLFIE). VoiceThread and other media toolkit software for education. Video Tutorials. PowerPoint.

### **PWR Presentations/Workshops**

"Strategic Reading Skills for International Students," iCafe Workshop Series for International Students, Stony Brook University, October. 2, 2015 and March 9, 2017, March 8, 2018.

"It's All Greek to Me," Brown Bag Session, Stony Brook University Program in Writing and Rhetoric, Feb. 1, 2017.

"Workshopping: Authority --> Agency --> Authenticity-->Opinion," Brown-Bag Session, Stony Brook University Program in Writing and Rhetoric, Sept. 7, 2016.

"The Role of Grammar in Teaching Writing: Establishing Consistency in PWR Outcomes," Brown-Bag Session, Stony Brook University Program in Writing and Rhetoric, March 26, 2014.

### **Professional Interests**

Intersections of how grammar structures create genres and genres reflect aesthetic movements in Fine Arts. Colonial and postcolonial history and literature.

### **Education**

M.A., Education, Secondary English, Hunter College, New York, NY, Jan. 1998.

Matriculated, Master's in Literature, San Francisco State University, San Francisco, CA, 1990-1993. Completed 21 units in literature.

B.A., Major in Philosophy, Minor in History, Mundelein College, Chicago, IL, May 1985. Cum Laude, Departmental Honors, Women's Leadership Award, Who's Who in American Colleges and Universities 1984/85.

**Proficient in Google Docs and other Google Apps, Blackboard, Microsoft Word and PowerPoint, Digication.**