

Fall 2018

FIQWS 10105 Killer Stories Composition

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Ms. Cooper
CCNY Composition
Tu, Thrs: 5-6:15 pm

Course Overview: Composition in Killer Stories

Welcome to the composition segment of your course, *Killer Stories: Killing in Short Fiction*. In this course, we will develop our writing skills in response to the many issues and questions raised through the assigned readings. Through both in-class and at-home work, we will form and refine both short and long-form written responses.

Our goal is to become better persuasive writers: writers who can clearly articulate a position, back it up with well-selected and well-cited evidence from the text(s), and refine that position through the use of well-considered reasoning and logic in our writing. We will do this by sharing and refining your writing in a workshop setting.

Our topic is a challenging one, and invites important, but often difficult, discussion of ideas related to responsibility, perspective, morality, culpability, and initiative. Sharing your perspective is not only welcomed but encouraged here. At the same time, you are expected to remain mindful of others and to refrain from hurtful or abusive language or actions.

Our course will center on ongoing and evolving work with the concept of CER—Claim, Evidence, and Reasoning. As growing persuasive writers, you will become better and more adept at stating a clear claim, offering substantial and well thought out evidence, and linking the two through your reasoning. Our work toward always improving strong CER thinking will be bolstered through both in-class and at-home exercises.

Office Hours

Please note the best way to reach me is to schedule an individual appointment. You can always do so by contacting me via: ccooper@ccny.cuny.edu.

In-Class Work and Homework: Your Portfolio

Our work and progress together will depend on your focus in class to complete, share, and respond to both short and longer writing exercises. We will develop this work over time together, in support of your growth as a writer in general, and your completion of the major assessment in particular.

Please note an additional requirement of this course will be the presentation and submission of a writing portfolio—a body of work you have produced in this class that you feel to be representative of your growth over time as well as your best work. This means you **MUST** hang on to what you write and refine, otherwise coming up with your portfolio at the end of our semester will be pretty tough. I will explain more as we go, but for now, know that you will be doing a good deal of both short and long-form writing, much of which you will want to include in your final portfolio for the class.

Major Assessment

The main assessment for this writing segment of *Killer Stories* will be a research paper (critical analysis), that will require at least one secondary source (which will be explained). All papers must be submitted at the beginning of class on the day they are due. No late paper will be accepted.

This research paper will compare and contrast a theme or idea across at least two texts. The full scope of this assignment will be made available to you as the class proceeds.

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

We will follow the reading syllabus for this course as provided by Prof. Peters. In coordination both with that reading syllabus and our own writing goals, your grade will be determined in this writing section of this course as follows:

1. In-Class and other Short Writing Exercises 30%
2. Short CER Exercises 25%
5. Research Paper 20%
6. Final Portfolio and Reflection 25%

(Note: These proportions are subject to change as warranted by class performance, cancellations, etc.)

REMEMBER: All your CER work requires you to produce a 1) claim, 2) at least 3 cited pieces of evidence and 3) logical reasoning that links and asserts your argument. No CER is complete without these three elements. Perhaps the main CER question you will be responding to pertains to culpability: Who or what is **responsible** for the murder or death in this story, and why?

NOTE I: You will receive a detailed final paper outline helper and official assignment sheet in early October. This information will help to answer most of your questions and concerns about our final paper.

NOTE II: You will receive additional assignments that you will be expected to completed for our class. The schedule you see below focuses on support only for our major projects and assignments. Your final grade will be based on your meeting expectations, completing assignments, and reflecting on your work.

Tentative due dates:

9/7/18	Revised Raoul-Marie statement paper due	
9/12/18	“Owl Creek” CER due	
9/14/18	Letter to Peyton Farquhar due	
9/19/18	“Jury of her Peers” CER due	
9/26/18	“Maria Concepcion” CER due	
10/5/18	Statement Response: What is a CER and why is CER important?	
10/10/18	Overview doc of which stories/materials will ground your final paper and why.	
10/17/18	Draft 1 of your critical analysis is due	
10/24/18	Draft 2 of your critical analysis is due	
11/14/18	Peer edit of critical analysis due	
11/30/18	Revised and critical analysis due	
12/7/18	Final Portfolio and Reflection due	

Materials

To be successful in this class, you will need to be prepared to write, share, and evaluate both your own work and that of your peers. This includes arriving with the reading materials as well as what you need to write. Note that additional materials will not necessarily be provided if you arrive unprepared.

You may always contact me via the following email address: ccooper@ccny.cuny.edu