

Fall 2018

# FIQWS 10113 Composition for Creative Expression- Narrative Medicine

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## **NARRATIVE MEDICINE**

### **FIQWS 10113 [MED1] 28598**

Monday and Wednesday 9:30-10:45am. Room NAC 6/311

**Instructor Julia Brown**

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NAC 6/333C

Office Hours: TBA

*“Writing is an exploration. You start from nothing and learn as you go.”-E.L. Doctorow*

### **Course Description**

In this course, you will learn the process of writing and how to be a successful writer in the university and in professional settings. You will also learn habits of critical thinking that will assist you in and out of the classroom. Classes will be conducted as seminars, involving student-centered discussions, response to peer drafts, and writing practice.

### **Composition Section Learning Outcomes**

Students successfully completing a FIQWS composition course will demonstrate ability to:

- Explore and analyze in your own and others’ writing a variety of genres and rhetorical situations
- Develop strategies for reading, drafting, revising, and editing
- Practice systematic application of citation conventions
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations
- Develop and engage in the collaborative and social aspects of writing processes
- Understand and use print and digital technologies to address a range of audiences
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the internet and evaluate them for credibility, accuracy, timeliness, and bias
- Compose texts that integrate your stance and language with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation

### **Academic Requirements**

Beyond keeping up with weekly assignments and continued course participation, there are a few additional requirements:

**Shared Writing.** Writing is not a solitary process. Great feedback stems from having as many eyes as possible read and evaluate your writing. Nearly every piece of writing you do for this class will be shared with your classmates as well as myself. Make sure you are writing things you are okay with sharing.

**Citations and Formatting.** All assignments should be written in Times New Roman, 12 point font. All citations should be in MLA formatting.

**Drafting.** Great writing doesn't start out great. Similarly, an "A" paper isn't conceived in one 8-hour-long keyboard mashing session. Drafting and revising are an extremely important part of the writing process and is required for this course. Your grade will suffer if you don't turn in the required drafts for your papers.

### Expectations

\* Be on time, be early, just don't be late.

\* If you miss more than two full classes, your final grade will be reduced by a quarter grade. If you are more than 10 minutes late, or tardy three times, it will also count as one absence.

\* Ask me questions! If you're struggling with the class (even if you aren't), I'm the best resource you have and I love to help my students; if I didn't, I wouldn't be in this profession. I can give you the best advice if you ask me face-to-face, but if you email me, I will try to get back to you in a timely fashion. Please, though, try to remember that even though I check my emails frequently, I also have a personal life... If you email me late at night, right before a deadline, chances are I won't respond.

\* No cell phone use during class, including texting, unless it is with prior permission due to extenuating circumstances. Keep your phones on silent, or turned off during my class. It isn't fair to your classmates who are trying to learn if you are being a distraction.

\* Students must read all assignments and come to class prepared to discuss them, **which means bringing your texts to class**. Class can get very boring if I am the only one talking. Interact with the texts as you read them: underline key passages, take notes, write down your thoughts and questions and ideas and any aspects that you don't understand.

\* In professional settings, a late submission can have grave consequences. In this class, the stakes are lower, but I will impose penalties with the goal of helping you to develop good habits. I will accept writing assignments up until 2 weeks after they are due. If a paper is late, within the first week you will be docked 5% of the grade, within the second week you will be docked 10% of the grade. After 2 weeks, I will not accept late papers and you will receive a zero for the assignment.

Should you experience an extraordinary hardship, you may request a deadline extension. I will grant these on a case by case basis.

To request an extension, please do the following:

1. Contact me in writing to request the extension prior to the deadline (the same day will not suffice)
2. Describe the status of your assignment and the reason you feel you deserve an extension
3. Propose a new deadline date
4. Wait to hear back from me, as I will grant extensions at my discretion
5. If you are requesting a course incomplete, you must contact me before the last day of class. I grant these only in rare circumstances.

\*RESPECT IS A MUST. Because of the personal nature of writing, especially with the topics covered in this course, sharing writing can be an intimidating and scary experience for some. Respect is key in creating an environment that fosters the ability to share writing and ideas, and to accept feedback constructively

## **The Writing Center**

<http://www.ccnycuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3<sup>rd</sup> floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15. I strongly advise you contact them as soon as possible, even if you don't have anything specific you need assistance with yet.

## **AccessAbility Center Tutoring Services, NAC 1/218**

<http://www.ccnycuny.edu/accessibility/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

## **SEEK Peer Academic Learning Center, NAC 4/224**

Phone: 212-650-5786; Email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

## **Student Code of Conduct**

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University.

The goals of the CCNY Community Standards are:

1. To promote a campus environment that supports the overall educational mission of the University
2. To protect the University community from disruption and harm
3. To encourage appropriate standards of individual and group behavior
4. To foster ethical values and civic virtues
5. To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct

<http://www.ccny.cuny.edu/studentaffairs/community-standards.cfm>

### **Plagiarism and Academic Integrity**

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work written. Plagiarism is unacceptable and has serious consequences that can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY's Policy on Academic Integrity, which is available here:

<http://www1.ccny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf> .

### Grading

Class Participation/In Class Writing 20%  
Outsider Narrative 10%  
Metaphor Paper 10%  
Critical Lens 15%  
Prospectus 5%  
Annotated Bibliography 10%  
Final Paper Drafts 15%  
Portfolio and Self-Assessment Essay 15%

### **Grading Scale**

99-100	A+
93-98	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

*69 or Below: Reassess. Eligibility will be determined by the Office of Academic Affairs.*

### Assigned Texts

All texts are linked to in the syllabus, the Blackboard page and on the course webpage.  
Note: I reserve the right to, and almost certainly will, make changes to the readings and schedule.

## **WEEK 1.**

### **Introduction to Writing, The Rhetorical Situation and the Course**

**M 08/27**

*In class:*

Course Introductions

Introduce Outsider Narrative

Anne Lamott “Shitty First Drafts”

**W 08/29**

Read [Plan Your Writing](#) and [Navigating Genres](#)

*In Class:*

Critical Reading Handout

Genre Activity

## **WEEK 2.**

### **Writing as a Process and Literary Analysis**

**M 9/3**

NO CLASS

**W 09/05(Monday schedule)**

Read [Revising Drafts](#)

**OUTSIDER NARRATIVE DRAFT 1 DUE- Bring hard copy to class**

*In class:*

“Pieta” Revision Exercise

Peer Review of Literary Analysis

## **WEEK 3.**

### **Summarizing and Paraphrasing**

**M 9/10**

NO CLASS

**W 09/12**

Read [Summarize More Concisely](#) and [When to Quote and When to Paraphrase](#)

**OUTSIDER NARRATIVE FINAL DUE**

*In class:*

Reflection on Narrative Techniques

Introduce Metaphor Paper (address readings too)

**WEEK 4.**

**M 9/17**

Library Visit

**W 09/19**

NO CLASS

**WEEK 5. Incorporating Quotes**

**M 9/24**

**METAPHOR PAPER DRAFT 1 DUE- Bring 2 hard copies to class**

*In class:*

Go over PIE Paragraphs

Peer Review

**W 09/26**

Read Kyle D. Stedman “Annoying Ways People Use Sources”

*In class:*

Integrating Quotes Worksheet

Practice identifying metaphor/PIE Paragraphs

**WEEK 6.**

**Evaluating and Citing Sources**

**M 10/1**

Read [Evaluating Sources](#)

Explore the Purdue OWL Citations Website

*In Class:*

Evaluation Exercise

Citation Exercise

**W 10/03**

Read [Formulating a Thesis](#)

**METAPHOR PAPER FINAL DRAFT DUE**

*In Class:*

Introduce Critical Lens Paper

Thesis Statement exercise

Practicing writing through a lens

**WEEK 7.**

**Brainstorming**

**M 10/08 (NO CLASS)**

**W 10/10**

Read [Brainstorming](#)

*In Class:*

Introduce Prospectus and Final Paper

Brainstorming exercises

**WEEK 8.**

**Brainstorming and Prospectus**

**M 10/15**

MIDTERM CONFERENCES

**CRITICAL LENS DRAFT 1 DUE**

**W 10/17**

Bring 3 hard copies of Critical Lens

*In class:*

Peer Review

How to write a prospectus

**WEEK 9.**

**Annotated Bibliographies**

**M 10/22**

Read [Create an Annotated Bibliography](#)

**PROPSECTUS DUE**

*In Class:*

“Reading a Peer Reviewed Journal Article”

Critical Analysis Lab Part 1

**W 10/24**

**CRITICAL LENS FINAL DUE**

Complete Critical Analysis Part 2

Bring 2 peer-reviewed sources to class

*In class:*

Summary exercise

10/25 Library Session in Prof. Barrick’s class

## **WEEK 10.**

### **The Argument and Logical Fallacies**

**M 10/29**

Read [Argument](#)

**ANNOTATED BIB. DRAFT 1 DUE**

*In Class:*

“Argument Clinic” Video

**W 10/31**

Read [Fallacies](#)

*In Class:*

Logical Fallacies Refresher

Logical Fallacy Activity

## **WEEK 11.**

### **Introductions and Conclusions**

**M 11/05**

Read [How to Write an Engaging Introduction](#)

**ANNOTATED BIB FINAL DRAFT DUE**

*In Class:*

Revisit Final Paper Assignment

**W 11/07**

Read [How to Write a Compelling Conclusion](#)

*In Class:*

Identifying parts of a conclusion

## **WEEK 12.**

### **Visual Rhetoric**

**M 11/12**

Come to class with a rough thesis for your final paper

*In Class:*

Partner exercise on narrowing topic/thesis

**W 11/14**

Read [Breaking Down an Image](#)

*In Class:*

Visual Rhetoric Activity

## **WEEK 13.**

### **Some More Writing Strategies/Reflections**

**M 11/19**

**FINAL PAPER DRAFT 1 DUE**

*In class:*

Kinetic peer-review activity

**W 11/21**

Read [Writing an Academic Reflection Essay](#)

*In Class:*

Introduce Portfolio Assignment

Discuss Reflection Essay

**WEEK 14.**

**Reflecting on Writing and Portfolios**

**M 11/26**

**FINAL PAPER DRAFT 2 DUE**

*In Class:*

Peer Review

**W 11/28**

Read [Abstracts](#)

*In Class:*

Abstract Example Exercise

**WEEK 15.**

**Portfolios**

**M 12/03**

**FINAL PAPER DRAFT 3 DUE**

*In Class:*

How to use CUNY Academic Commons to Create a Portfolio

**W 12/05**

*In Class:*

Portfolio Workshop

**WEEK 16.**

**M 12/10**

**Final Presentations/ Final Paper Questions**

**W 12/12**

**Final Presentations**

**FINAL PAPER FINAL DRAFT DUE to Prof. Barrick**