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2023

FIQWS Killer Stories Syllabus for Writing Section

Serhiy Metenko
CUNY City College

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Killer Stories (Writing)
FIQWS 10105, HA6.
Tu, Th 5p-6:15p @ TBA
 Fall 2023

course info
 instructor info

Serhiy Metenko
 smetenko@ccny.cuny.edu
 Text: (516)-962-4241
 Office: Tu 4-5pm or by apt.

Course Description

This two-part course is designed to help you read and think critically, and transfer your acquired knowledge, ideas, and thoughts into clear and succinct writing. Our first stop on this writing journey is understanding how rhetoric is used to shape and convey messages in writing. Next, you will practice and study good writing with your fellow classmates, share your ideas, and respond to theirs. You will seek trustworthy sources using library databases to get your points across, establish trust with the reader, and to continue the conversation where the previous person left off. Yes, if you have not picked up on it by now, writing is a conversation that takes place over long periods of time. Once you master these skills through the various assignments, you will be prepared for future writing situations in college and in your profession. This syllabus is your guide throughout the semester. It is subject to change based on the needs of the classroom.

Reading Materials

Jeffrey Robin – *About Writing, a guide* and other supplementary readings on Blackboard.

First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

Course Learning Outcomes

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- 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 with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

COURSE POLICIES

Plagiarism and Academic Integrity

Do you like it when other use your stuff without permission? Neither do I, nor anyone else. That is plagiarism in a nutshell. Do not copy or use others 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. Plagiarism is unacceptable! 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, a failing grade for the course, academic probation, or expulsion.

Attendance and Participation

This class relies heavily on participation and collaboration; making attendance mandatory. Students are expected to attend every class session and participate. The CCNY attendance policy states “the number of hours absent may not exceed twice the number of contact hours the course meets per week (4 absences). A WU grade will be assigned to a student by the instructor for excessive absence. The instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences.”

Late Assignments

I know that you stay up all night completing deadlines for other classes and that there are not enough hours in a day. That is why I encourage you to communicate and let me know when you cannot meet a deadline. Though I can be flexible with many of the assignments for this class, some have to be completed on time. I expect you to submit your essay drafts and participate in the peer-review on time. For all other assignments, I will subtract a point per day late.

Food and Drinks

Please do not eat in the classroom; your snack could be a distraction. Please eat outside of the classroom if you need to. Drinks are fine as long as there is no slurping involved.

Electronics

I recommend students handwrite notes. Studies have shown that hand written notes aid retention of information and reviewing notes within 48 hours doubles the retention of the same information. If you choose to use electronics in class, keep the brightness to the lowest possible setting and turn off sounds to avoid distracting other students.

Language

In some of the works that we encounter, we might come across offensive language. Whether this is an artistic choice or historical language, we will acknowledge the language but not act it out. To do so, only read the first letter of the word and if it's plural add an s. By not giving life to offensive words, we will foster a safer and more inclusive learning environment.

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:

- To promote a campus environment that supports the overall educational mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- 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>

RESOURCES

Everyone here at City College is committed to making your academic experience an enriching one and should you find yourself in need of help, please make use of these resources.

The Writing Center

<http://www.ccny.cuny.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, 3rd floor plaza or call (212) 650-8104.

Gateway Advising Center, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services,

NAC 1/218

<http://www.ccny.cuny.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.

Health and Wellness Services

Marshak Science Building Room J-15.

Provides students access to confidential counseling services, health insurance enrollment, free health screenings, vaccines, and support services for students with disabilities. (212) 650-8222

[\[twalker@ccny.cuny.edu\]](mailto:twalker@ccny.cuny.edu)

Free software and media for students:

[Microsoft Word](#) and [The New York Times](#)

ASSIGNMENTS

All assignments must be submitted in size 14 Times New Roman font, on a page with one-inch margins, and the text double spaced. The layout of the page must follow [MLA guidelines](#), which include a heading; this includes your name, class number, date, and the name of the instructor; numbered pages with your last name; a descriptive title; and if there are any citations, they must be marked in the text using the authors last name followed by a page number and arranged alphabetically by last name on the bibliography page. This semester I will only accept online submissions through Blackboard. Please save your files as PDF's before uploading to avoid any formatting issues resulting from uploading your documents. Blackboard does not accept .pages file extensions and can fail to upload documents with poor Wi-Fi connections. Please give yourself at least half-an-hour to upload your assignments to Blackboard to avoid any issues and submit early, if possible, to avoid any outages. You are fully responsible for submitting your assignments on time.

Essays

In this course you will compose four essays. In the narrative essay, you will write about a life experience and how it changed or shaped you. In the end, you will have crafted a well-told story filled with vivid detail and narrative significance. In the exploratory essay, you will spend a lot of time conducting research to make sure you have all of the facts on a particular issue. Then you will introduce your readers to the opinions people hold about the issue by comparing and contrasting them. In the critical research analysis essay, you will conduct a close reading of a text and argue your interpretation. Here, you will stand on the shoulders of giants and use crafty writing to convince your readers that your voice matters in the discourse of your chosen text. Finally, you will write a self-assessment essay, in which you will reflect on your writing this semester. Here, you will define the progress and shortcomings of your writing this semester. **See the assignment sheet for more details on the essays.**

Peer Reviews

No one likes to be critiqued, but this form of discourse lets us know where we erred in our writing and where we have fallen short of our rhetorical goal. Here, you will review your classmates work based on the grading criteria listed for each assignment. You are to review your classmates work as if it was your own and provide them with constructive criticism. There is a peer-review for every essay, and one for the Portfolio and Self-Assessment. The peer-reviews will be conducted in-class and cannot be made up.

Self-Reflection

For each essay you will reflect on your writing process and how you achieved or did not achieve the rhetorical situations presented in your essay. This type of freewriting will help you better understand where you grew and where you still need to improve as a writer.

Portfolio

Throughout the semester you will update and develop your portfolios. Like any artist, you need a medium to showcase your work and your growth. This you will achieve using a webpage, a visual text, which will be hosted on CUNY Academic Commons. As a curator, you are to select and arrange your works that will help demonstrate, to anyone who looks at your portfolio, that you have (or have not) achieved these course learning outcomes.

GRADING SCHEMA

Low stakes in-class writing assignments and essay drafts will receive a grade based on completion; zero points for not-complete, fifty points for incomplete, and a hundred point for complete. Quizzes will receive a percentage mark based on the number of correct questions over the total number of questions on the quiz. Major assignments will be graded according to a rubric and assigned a letter grade.

Breakdown

- 20% | Narrative
- 20% | Exploratory Essay
- 20% | Critical Research Analysis
- 20% | Portfolio and Self-assessment
- 10% | Discussion boards, in-class work, homework, and quizzes.
- 10% | Participation (peer-reviews; class discussions, and attendance)












Letter Grade	Percentage
A+	97-100 %
A	94-96 %
A-	90-93 %
B+	87-89 %
B	84-86 %
B-	80-83 %
C+	77-79 %
C	74-77 %
C-	70-73 %
D+	67-69 %
D	64-66 %
D-	60-63 %
F	0 - 59%

An opportunity to improve your grade

You may submit one additional revision of either your narrative essay or exploratory essay. You will receive a new grade based on your revision and the highest grade will be calculated into your final grade. There are no revisions on the Critical Research Analysis Essay or the Portfolio and Self-Assessment. Due by December.

MARKINGS

Below are samples of markings that you may encounter on your essays and an example of how to read them.

 Delete.	<p>Delete extra letters or unnecessary darling words.</p>
 Add a new paragraph.	<p>Let it <u>stand</u>:</p>
 Let it stand; ignore my correction.	<p>Transpose a letter or a word that's <u>misplaced</u> been.</p>
 Transpose; switch places.	<p>Add <u>space</u>.</p>
 Add a space	<p>A way to remove pesky <u>ex tra</u> spaces.</p>
 Close up, extra space.	<p>Dr. Author omitted something small but significant. Circling is also used to convert a comma into a period.</p>
 Spell out.	<p>As you can see, <u>commas</u> get a roof placed over them.</p>
 Add Period.	<p>Sometimes it's <u>easy</u> to miss apostrophes.</p>
 Insert.	<p>Did I forget I was speaking? <u>she</u> said.</p>
 Capitalize.	<p>When in <u>new york</u>, do as the <u>romans</u>, the <u>Australians</u>, or the <u>martians</u> would do.</p>
 Sentence error.	<p>Josh went to the woods. <u>The paths delusioned and the trees confused made.</u> So, he quickly left the place.</p>

CLASS SCHEDULE

Week #	Class #	Date	Reading To do	Class Activities	Assignments Due
	1	08/29	Syllabus – Reading #1	Introduction – Good Writing	
	2	08/31	Reading #2	Analyzing Texts	
	3	09/05	Narrative Sample	Intro – Narrative Structure	
	4	09/07	<i>Cask of Amontillado</i>	Vivid and Sensory Details – Room Description	
	5	09/12	<i>Owl Creek Bridge</i>	Building Significance	
	6	09/14	Reading #3	Peer-Review	Narrative Draft
	7	09/19	Narrative Sample 2		
	8	09/21		Audience Adaptation – Five levels	Essay Revision / Reflection
	9	09/26		Audience Adaptation – Voice Exercise	
	10	09/28	Exploratory Sample and Reading #4	Intro – Exploratory Essay	
	11	10/03	Reading #5	Researching – Library	Select Essay Topic
	12	10/05		Paraphrasing Sources	
On Tuesday, October 10th, City College Follows a Monday Schedule					
	13	10/12	Reading #6	Active Voice Exercise – MLA - Synthesis	
	14	10/17	Exploratory Sample 2	Evaluate Essay	
	15	10/19		Peer-review	Exploratory Draft
	16	10/24	Reading #7	Transitions	
	17	10/26		Mid-Term Evaluations	Essay Revision / Reflection
	18	10/31		Creating a Portfolio (library)	
	19	11/02	Reading #8	Designing a Portfolio (library)	Bring essays, images, and scans.
	20	11/07	CRA – Sample <i>A Rose for Emily</i>	Intro – Critical Research Analysis	
	21	11/09	<i>The Lottery</i>	Writing an Analysis	
	22	11/14	<i>Crafting Commentary</i>	Richard Cory Thesis Activity	
	23	11/16	Reading #9	Thesis Activity	
	24	11/21		Peer-Review	CRA Draft
On Thursday, November 23rd, City College is closed in observance of Thanksgiving					
	25	11/28	<i>By the River</i> CRA Sample 2		
	26	11/30		Intro – Self Assessment	CRA Revision/Reflection
	27	12/05		Self-Assessment Samples	
	28	12/07		Portfolio Peer Review – Library	Surveys
		12/12			Portfolio and Self-Assessment

- All readings highlighted in green are from the topic section and will be discussed in class.

TEXTBOOK READING SCHEDULE

Reading Number	Class Number	Pages to read	Topic
1	1	3, 23 – 26.	Types of Writing Styles, Active Reading, and Analyzing Text
2	2	6-8, 11-12, 27-29.	Understanding the Assignment, Assessing the Writing Situation, Outlining and Planning, and Rhetorical Concepts
3	6	117 to 129 and 131	Revising Strategy; How to be a constructive peer-reviewer
4	10	30 to 31.	Academic writing; point of view and verb tense
5	11	41-49	Researching
6	13	53 to 59.	MLA citations
7	16	13.	Transitions
8	19	14 to 19.	Visuals help you communicate
9	23	9, and 33 to 34.	Testing your thesis, Countering Opposing Arguments