



## FIQWS 10113: Narrative Medicine Composition

Composition Instructor: Yolande Brener

Topic Instructor: Antoinette Cooper

Class Hours: M/W 12:30-1:45 pm

Zoom Classroom: <https://ccny.zoom.us/j/94795472833>

Email me anytime: [ybrener@ccny.cuny.edu](mailto:ybrener@ccny.cuny.edu)

Text me anytime: (917) 650 0515 (include your name and class)

Office Location: NAC 6/222

In the medical world, one does not just encounter disease, but illness embedded in stories. Health care professionals must synthesize and interpret countless narratives: the ones the patient tells them, the one the patient's body tells, and the one the patient does not (and/or cannot) tell. All of these stories are rich in social, cultural, political, and familial contexts. How do we tell the stories of ourselves, and in the case of illness, of our suffering? Each of us has a story, and we tell our stories in different ways. How do the ways we tell the stories of our own selves affect the way we hear (or don't hear) the stories of others?

In this course, we will explore various examples and modes of self-expression and narratives of illness, as well as different ways to understand illness and the clinical encounter.

This FIQWS course is broken up into two **equal** parts: a topic seminar guided by Ms. Antoinette Cooper, and a writing seminar facilitated by Ms. Yolande Brener. These two FIQWS seminars are closely linked. There will be significant interaction, both in class and online, between seminar instructors and students. You will receive individual grades for each section of the course and they are worth three credits each (for a total of six credits.)

The **topic seminar** will concentrate on developing analytic skills and conveying critical responses to texts in weekly discussions. Students must read all assignments and come to class prepared to discuss them. Adequate preparation for class discussions will require that you interact with the texts as you read them:

underline key passages, take notes, write down your thoughts, questions, ideas, and any information that you don't understand. Participation in discussions is a very important part of your grade in this course, and crucial to further work in this program.

The **writing seminar** will introduce and hone skills that increase and ease the production of strong analytic writing. Structured classroom practices will work toward building a writing community that fosters the development of unique voices built around a set of shared values about writing and the work that writers do. Participation as a member of the writing community requires that your writing be public within the classroom. The purpose of sharing writing is to get a sense that academic writing is more than a matter of private student/instructor communication. Writing that has a real sense of **audience**, tends to have a real **purpose**, which in turn is the foundation for all effective writing.

The purpose of the writing seminar is to help invent, identify and/or develop a writing process that will sustain your work both in academic and professional settings. As such, the focus of every class period will be writing. There will be extensive in-class writing periods supplemented by assessment and peer review. The writing you produce will be the main text for the class to use for review.

### **Required Texts:**

**OER**

### **Texts Assigned in**

#### **Topics Section:**

- *Paradise*, Toni Morrison
- *The Cancer Journals*, Audre Lorde
- *Salvage the Bones*, Jesmyn Ward

### **Course Learning**

#### **Outcomes:**

- Negotiate writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation;
- Recognize and practice rhetorical terms and strategies when engaged in writing situations. Develop and engage in the collaborative and social aspects of writing processes;
- Compose texts that integrate your stance and language with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation;
- Practice design and composition of web-based documents and portfolios;
- 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;
- Develop strategies for reading, drafting, revising, and editing; and
- Practice systematic application of citation conventions

**Grade breakdown**

- Narrative Essay: 10%
- Expository Essay (metaphor) 10%
- Critical Analysis 10%
- Peer reviews (2) 10%
- Essay Reflections (3) 15%
- Research Paper 15%
- Portfolio and self-assessment essay 20%
- Class Participation (includes informal writing and in-class peer review) 10%

**Grading Criteria and Assessment** Formal writing assignments will receive a score out of 100 points based on rubrics created for individual assignments. In most cases, first drafts of all formal assignments are required. While first drafts will not receive an explicit grade, failure to submit them will have a negative impact on the grade you receive for the final submission either by a direct deduction (of up to 10 points) off the grade of the final submission or a deduction of points from the participation grade.

On formal writing assignments, you will get numerical grades based on the fulfillment of criteria set forth in a rubric that you receive with each writing assignment. Please pay close attention to the rubrics because they vary according to assignment. A good essay can get a bad grade if you don't pay attention to assignment requirements.

**Numerical grade to letter grade conversion:**

A+: 98.0-100%

A: 94.0-97.9%

A-: 90.0-93.9%

B+: 87.0-89.9%

B: 83.0-86.9%

B-: 80.0-82.9%

C+: 77.0-79.9%

C: 73.0-76.9%

C-: 70.0-72.9%

D+: 67.0-69.9%

D: 60.0-66.9%

F: 0.0 - 59%

Informal assignments will not be given a grade, but you, your peers, and/or instructor will assess the writing to determine how well it fulfills the requirements of the task that it addresses. Informal writing is important for your **portfolio**. The portfolio must include, not all of your work, but a range of work that demonstrates growth as a writer in multiple contexts. Informal work is important; while it isn't graded in the traditional sense, it is a fundamental component of both the portfolio and participation grades.

**Course Policies: 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](#).

**Attendance and lateness:** You can miss two **full** classes without penalty. Your third absence will drop your overall grade average by 3 points; your fourth absence will drop your overall grade average by an additional 5 points. More than five absences result in a failing grade unless a documented, verifiable excuse is offered.

**Note: If you are more than 30 minutes late for class or tardy (5-10 minutes late) three times, it will count as one absence.**

**Assignment submission:** Late submissions are discouraged. Late papers will lose 5 points immediately; then, 5 points for every 24 hour period after the assigned submission deadline. That means if you submit a paper 24 hours after the deadline, 10 points will be deducted from the grade you receive on the paper. If you're having trouble with work load or a particular assignment, please let me know (well in advance of submission deadline) during office hours, in class, or by email. I can only help if I know there's a problem.

**Revision policy:** You may revise any of the first three essays for a different grade provided you inform me, in writing, of your intention to do so within a week of receiving your grade. The writing you submit should indicate how you intend to revise the essay. Maybe you just need to fix your citation or maybe there are bigger issues of structure or organization...whatever your reason(s), I want to know beforehand. All revisions must be submitted within four weeks of the essay's original due date. The revision will be graded as soon as possible, but it may take a few weeks for the new grade to be posted.

## **Expectations**

- Arrive on time and prepared with the materials you need for class. This includes hard copies of your essay if applicable.

- Be prepared to spend two hours of study time for every hour of class time (5.5 - 6 hours per week **per section**).

- Cell phones will sometimes be used as supplementary technology for classroom activities in the composition section. Outside of sanctioned activity, cell phone use during class time is discouraged.

- Please be tactful and respectful during discussions and critiques. No one likes to be criticized, but it is absolutely necessary. Think before you offer an opinion that might be tough for a classmate to hear.

**Food and Drinks:** Eating and drinking during class is fine, but please be aware when your screen is on.

**Writing Seminar Class Schedule:** The writing seminar schedule is subject to change at any time.

**Dates Prep and due dates Dates In class**

**BB: Blackboard; DB: Discussion Board; A: Assignments**

Wednesday **8/26** Syllabus Review -- Assignment #1: Narrative

Monday **8/31** Post first draft of narrative essay on BB (DB) by 7:30am on 09/01

Wednesday **9/02** The Rhetorical Situation: Author and Audience

Monday **9/07 No Class (Labor Day)**

Wednesday **9/09** Peer review of narrative essay (#1)-- on BB (DB) Post peer review on BB by 7:30am

Monday **9/14** --Portfolio Class

Wednesday **9/16** The Rhetorical Situation: Purpose Final draft of narrative essay due on BB (A) by 7:30am

Monday **9/21** Library Session

Wednesday **9/23** --The Rhetorical Situation: Tone -- Assignment #2: Metaphor, Reflection on the narrative essay --Bring "How to Write about Africa" to class meeting--The Rhetorical Situation: Stance and Language

Monday **9/28** No Class

Tuesday **9/29 Monday Schedule** Post reflection on narrative essay to BB (DB) by 11:59pm

Wednesday **9/30** Post first draft of metaphor essay) on BB (DB) by 7:30am -- Citation basics

Monday **10/05** Read Allen, "THE RHETORICAL SITUATION OF THE SCIENTIFIC PAPER AND THE "APPEARANCE" OF OBJECTIVITY" -- Argument and objectivity --Peer review of metaphor essay

Wednesday **10/07** Claim/Evidence structure in analytical writing Questions on metaphor feedback

Monday **10/12** College Closed (Columbus Day)

Wednesday **10/14 (Monday Schedule)** Assignment #3: Critical Lens -- Final draft of metaphor essay due on BB (A) by 7:30am

Monday **10/19 \*Midterm Conferences\*** with Topic and Writing Instructors Reflection on Metaphor essay (#2) -- Post reflection on metaphor essay on BB (A) by 11:59pm

Wednesday **10/21** Post first draft of critical lens essay on BB (DB) by 7:30am

Monday **10/26** Online peer review of critical lens essay due Evaluating sources

Wednesday **10/28** Citation practice Questions about feedback of critical lens essay

**Monday 11/02** Post final draft of critical lens essay on BB (A) by 7:30am

Wednesday **11/04** Assignment: The Research paper -- Reflection on the critical lens Post reflection on critical lens essay on BB(A) by 11:59pm

Monday **11/09** Bring some topic ideas to workshop in class -- What's your topic?

Wednesday **11/11** Searching for sources

Monday **11/16** Post your topic with background on BB (DB) by 7:30am --

Wednesday **11/18 Assignment: Portfolio and theory of writing** -- Portfolio and theory of writing workshop

Monday **11/23** Post preliminary works cited list on BB (DB) by 7:30am --Post rough draft of research paper on BB

Wednesday **11/25** No Class (Friday Schedule)

Monday **11/30** Peer review of rough drafts of research paper (DB) by 7:30am --Revision period **Bring draft to class 11/20** Post link to portfolio on BB (A) by 11/30 at 11:59pm

Wednesday **12/02** Post second draft of research paper on BB (DB) -- Peer review of second draft of research paper by 7:30am -- Revision period **Bring draft to class**

Monday **12/07** --Individual conferences (CG feedback on research drafts) Post first draft of theory of writing essay **on** Rhetorical analysis and peer review of self-assessment essay **Bring draft to class**

Wednesday **12/09** Individual conferences (CG feedback on research drafts)

**Final draft of research paper due on BB (A) on 12/12 by 7:30am**

**Portfolio and self-assessment essay due by 12/13 at 12:00pm**

## **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](#).

**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](#) 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.

[Gateway Advising Center](#), NAC 1/220 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 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](mailto: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.

## **Teacher-Learner Expectations**

**(AAMC Teacher-Learner Expectations)** The School holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn.

**GUIDING PRINCIPLES:** **Duty:** Medical educators have a duty to convey the knowledge and skills required for delivering the profession’s standard of care and also to instill the values and attitudes required for preserving the medical profession’s social contract with its patients. **Integrity:** Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes. **Respect:** Respect for every individual is fundamental to the ethic of medicine. Mutual respect is essential for nurturing that ethic. Teachers have a special obligation to ensure that students and residents are always treated respectfully.

### **RESPONSIBILITIES OF TEACHERS AND LEARNERS:**

Teachers should:

- Treat students fairly and respectfully
- Maintain high professional standards in all interactions
- Be prepared and on time
- Provide relevant and timely information
- Provide explicit learning and behavioral expectations early in a course or clerkship
- Provide timely, focused, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a course or clerkship
- Display honesty, integrity and compassion
- Practice insightful (Socratic) questioning, which stimulates learning and self-discovery, and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive

- Solicit feedback from students regarding their perception of their educational experiences
- Encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately

Students should:

- Be courteous of teachers and fellow students
- Be prepared and on time
- Be active, enthusiastic, curious learners
- Demonstrate professional behavior in all settings
- Recognize that not all learning stems from formal and structured activities
- Recognize their responsibility to establish learning objectives and to participate as an active learner
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- Recognize personal limitations and seek help as needed
- Display honesty, integrity and compassion
- Recognize the privileges and responsibilities coming from the opportunity to work with patients in clinical settings
- Recognize the duty to place patient welfare above their own
- Recognize and respect patients' rights to privacy
- Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse"

**Relationships between Teachers and Students** Students and teachers should recognize the special nature of the teacher-learner relationship which is in part defined by professional role modeling, mentorship, and supervision. Because of the special nature of this relationship, students and teachers should strive to develop their relationship to one characterized by mutual trust, acceptance and confidence. They should both recognize the potential for conflict of interest and respect appropriate boundaries.

## **MISTREATMENT POLICY Definition of Mistreatment**

Certain behaviors are clearly antithetical to a productive learning environment and are classified as mistreatment of students. Mistreatment of students includes but is not limited to disclosing confidential student information; public humiliation and other actions that can be reasonably interpreted as demeaning or humiliating; sexual harassment (including unwelcome sexual remarks or jokes); inappropriate comments about student's dress, ethnicity or sexual orientation; physical aggression (including pushing, shoving, or other intentional inappropriate physical contact) or the threat of physical aggression; unjustified exclusion from reasonable learning opportunities; and other unfair treatment of students. Mistreatment of students can result in disciplinary action of the offender. These policies as outlined are in compliance with the CCNY Academic Affairs Integrity Process and are not meant to supersede or supplant CUNY policy.

## **Policy and Procedure for Reporting Alleged Mistreatment and Unprofessional Behavior**

All reports of alleged mistreatment will be monitored and tracked by the Office of Student Affairs by the procedures described below:

Contemporaneous allegations of mistreatment/unprofessional behavior If students encounter mistreatment and/or unprofessional behavior, it must be addressed immediately. They have non- anonymous and anonymous mechanisms to report mistreatment/unprofessional behavior.

Non-Anonymous reporting: Students may talk to the course/clerkship director, who will try to resolve the issue. The course or clerkship director will report the issue to the Office of Student Affairs. If the course/clerkship director is unable to resolve the issue, the student and/or the course/clerkship director will report it to the Office of Student Affairs. The student always has the option to report directly to the Office of Student Affairs, either in person or via email at the address [mistreatment@med.cuny.edu](mailto:mistreatment@med.cuny.edu). The Office of Student Affairs will report issues to the appropriate course/clerkship director, the department chair, and the Assistant Dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Office of Student Affairs.

Anonymous reporting: Students may report instances of mistreatment via an [ONLINE REPORTING SYSTEM](#). They will have the option to provide their name, or they may report anonymously. The Office of Student Affairs monitors and reports issues to the appropriate course/clerkship director, the department chair, and/or the Assistant Dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Office of Student Affairs.

Course/clerkship directors must report allegations of mistreatment/unprofessional behavior as soon as possible, but no more than five working days after the report.

Allegations of mistreatment/unprofessional behavior reported in end-of-experience

evaluations

Students are asked explicitly about their experiences with mistreatment and unprofessional behavior in every course, clerkship, and clinical experience evaluation. Reported instances are highlighted and given immediately to the course/clerkship director, appropriate personnel at the site of the mistreatment/unprofessional behavior, the Assistant

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Dean charged with that area of the curriculum, the department chair and the Office of Student Affairs. The Office of Student Affairs is charged with ensuring the issue is addressed in a timely fashion.

Resolutions of allegations of mistreatment/unprofessional behavior

Those engaging in mistreatment/unprofessional behavior may be disciplined, up to and including removal from the teaching responsibilities at CUNY School of Medicine. Determination of consequences that may arise from mistreatment will be the responsibility of the course or clerkship directors, Assistant Dean charged with that area of the curriculum, site directors at clinical sites, and/or the department chair. Students who engage in mistreatment/unprofessional behavior will be referred to the Office of Student Affairs, and may face disciplinary proceedings through the Student Academic Progress Committee.

CUNY Policy for Student Complaints about Faculty Conduct

Students may always use the CUNY policy for complaints about faculty conduct in academic settings, found [HERE](#).