Course objectives:

This is an intensive course in expository writing. The aim is to teach students to write effectively by using correct grammar, sound logic, and persuasive rhetoric. Students will read and discuss writings by different authors, but their own writing will remain the primary focus of the class. Through writing, revision, reading, and discussion, the class will analyze the relationship between writing and thinking. The course introduces research techniques, including the use of the library, the conventions and principles of documentation, the art of synthesis, and analysis of sources.

Students will need to participate actively in class, revise their work, and critique the work of fellow students. Meeting together in sections of no more than seventeen, students receive individual guidance in discovering for themselves the ways in which their writing affects their thinking, their thinking their writing.

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Required Texts:

A pen.
A notebook.
Microsoft Word or similar word processor.
Any good collegiate dictionary.
A folder to keep all assignments, handouts, and returned papers.
Requirements:
Written Assignments: This is a writing class and you should expect to write often. Expect to write one essay per week. In addition to the listed essays, we will complete various in-class exercises and assignments.

Readings: Our primary focus will be on our own writing. We will also be reading a number of short pieces. These will be provided digitally or by printed hand-out depending on the topic and class need. Sections of the Bedford Handbook will also be assigned as needed.

Conferences: While I require two conferences, you are encouraged to come by as much as you like. Whether you need help revising, getting started, or brainstorming, we will have plenty to discuss. Please contact me by e-mail to set up an appointment.

Attendance: Attendance is mandatory and more than one unexcused absence will negatively impact your grade. This is a writing and discussion course, so your presence is always needed and your participation is a vital (graded) part of the course. Failure to prepare and lateness will also adversely impact your grade.

Revisions: Two revisions are required. Due to the intensive nature of our summer session and our constant progress, these two revisions will be our only revisions. Throughout the semester, we will expand our preconceptions of “revision” to include much more than another draft of a completed essay.

Late Papers: Because of the basic principles of the course, I will not accept late papers. Deadlines are an unfortunate reality and this class will treat them as such.

Academic Dishonesty: Academic dishonesty or plagiarism is a serious offense. Any instance of academic dishonesty on your part will result in a failure for the course and a report to your dean. When we discuss research techniques and papers, we will discuss various forms of plagiarism and how to avoid them.

The Library: You should acquaint yourself with Fordham’s library as soon as possible. A number of assignments will require you to use the resources of the library. As a class, we will have one library visit.

Essay format: Essays must be typed, double-spaced, and stapled. Include your name, course name and section (ENGL 1102-L21), date due, a title (but no title page), and my name. All papers (unless otherwise noted) must follow the MLA format. You need to hand in a hard copy of each paper, and you need to submit an electronic copy of each paper to my email address.
Schedule of Classes and Topics

Week of

Jul. 5: In-class diagnostic essay. **Introduction to the course, the classical trivium, and logical techniques for writing and analyzing essays;**
Reading selection [TBA]

Jul. 10: **Getting started: identifying and describing**
Essay # 1 due; Reading selection [TBA]

**Can we save that old cliché, “comparing and contrasting”?**
Essay # 2 due; Reading selection [TBA]

Jul. 17: **The chicken or the egg? Causality, etiology, casuistry**
Essay # 3 due; Reading selection [TBA]

**First revision due (you can choose from essays 1-5)**

**What are classification systems and why are people saying such terrible things about them?** Reading selection [TBA]

Jul. 24: **Different processes of writing: defining the process and the process of defining;** in-class Midterm; Reading selection [TBA]

--Intensifying our methods of argument for writing and analyzing essays--

**Bottoms up! From top down! Reviewing induction and deduction**
Essay # 4 due; Reading selection [TBA]

**Why leave the “real” topic? Examining analogies and metaphors.**
Reading selection [TBA]

Jul. 31: **Rethinking claims, evidence, thesis, and antithesis when writing longer research papers** Essay #5 due; Reading selection [TBA]

**Second revision due**

--Intensifying our rhetorical considerations for writing and analyzing essays--

During this part of the semester, as we write longer papers and work with the challenges of selecting and evaluating additional information and research, we will also address key rhetorical considerations such as tone, humor, irony, wit, bias, value judgments, and narration as analysis.

Please note: The length of the essays will vary over the course of the semester. We will begin with 400-500 word—three-paragraph—essays and move to longer papers. The last six weeks of the course will be devoted to three longer essays (each of which will be revised). Along the way (especially in response to the readings), we will practice brief, written responses, and the art of concise paragraphs. In addition, during the first half of the semester, we will continue to revise many parts of the shorter essays.
Reminders: Even though there are only two required conferences, please feel free to stop by during office hours to discuss the class and your writing. Also, take advantage of Fordham’s Writing Center (which we will discuss in class).

Resources

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<tr>
<th>Writing Center: Walsh Library, Room 121 (in Reference); 718-817-0077. The Writing Center offers free and useful tutoring. Our expert staff of tutors can help you at all stages of the writing process. I strongly urge you to make use of this resource.</th>
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<tr>
<td>Counseling and Psychological Services: O’Hare Hall Basement; 718-817-3725. Free, professional counseling is available to all Fordham students.</td>
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<tr>
<td>Disability Services: O’Hare Hall Lower Level; 718-817-0655. Certain disabilities may mean that you are eligible for accommodations like extra time for in-class assignments and exams. Please let me know if you have a letter from Disability Services as soon as possible so that we can make the appropriate arrangements</td>
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