English Composition and Rhetoric

It calls for spectators who are active interpreters, who render their own translation, who appropriate the story for themselves, and who ultimately make their own story out of it. An emancipated community is in fact a community of storytellers and translators.


Course Description

[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. Through individual guidance and in class participation, students will develop a deeper understanding of the ways in which their writing affects their thinking, their thinking their writing.]

Welcome to our intensive course in expository writing! The aim is to teach students to write effectively by using correct grammar, sound logic, and persuasive rhetoric. We will read and discuss writings by different authors, but your own writing will remain the primary focus of the class. Through writing, revision, reading, and discussion,
we 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, as well as the art of synthesizing and analyzing sources.

You will need to participate actively in class, revise your work, and critique the work of your peers. Through individual guidance as well as our time together in class, you will develop a deeper understanding of the ways in which our writing affects our thinking, our thinking our writing.

Required Texts
- The assigned readings will be available on Blackboard (and I’ll distribute hard-copies in class).

Assignments and Grading Policy
- Attendance and Participation 15%
- (2) Grammar Quizzes 10%
- (4) Short Essays 40%
- (1) Research Paper (includes first draft and final presentation) 35%

Attendance
Attendance is mandatory. More than three unexcused absences or latenesses will result in an automatic half-letter reduction from the final grade. If you miss more than five classes, I will contact the Dean’s office and you will be at risk of failing the course per Fordham’s policy.

Technology
Phones, laptops, pads, etc. are not allowed in class. Using a device in class will count as an unexcused absence. If you need to use a laptop to take notes, you must disconnect from the internet at the beginning of class.

Email/Extensions/Etiquette
Late assignments will not be accepted, but you are allowed **ONE** 24 hour extension. If/when you decide to use the extension, let me know the day the assignment is due. Also, all emails should be considered professional correspondences and include subject headings, appropriate salutations and minimal grammatical errors. This skill will prove invaluable throughout your career at Fordham (and beyond), and there’s no time like the present to begin honing it!

**Academic Integrity**
Plagiarism will not be tolerated. Evidence of plagiarism will result in an automatic zero for the assignment as well as a notification to the Dean’s office and possibly failure of the course. For more information of Fordham University’s policy on academic integrity, please consult your student handbook. If you have any questions about citing sources, please ask!

**Paper Submission and Formatting**
Please submit an electronic copy of each paper 30 minutes prior to class the day the assignment is due and bring a hard copy to turn in at the start of class. All hard copies should be stapled and pages clearly numbered. They must also be formatted according to MLA standards: double-spaced, Times New Roman 12-point font, a header and works cited page, etc. See **Purdue Owl** or **The Bedford Handbook**.

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**Course Schedule**

*Please note: The syllabus is subject to change*

Week 1 (July 5)

**Introduction:**

**The Classical Trivium and Logical Techniques**

- Diagnostic Essay
  - Quiz will cover “Punctuation” section from **Purdue Owl Online Writing Lab**. [https://owl.english.purdue.edu/owl/section/1/6/](https://owl.english.purdue.edu/owl/section/1/6/)
Week 2 (July 10-12)

Getting Started:
Identifying and Describing to Comparing and Contrasting

- July 10: TBA
- July 11: Essay #1 Due
- July 12: GRAMMAR QUIZ #1
  - Quiz will cover “Punctuation” section from Purdue Owl Online Writing Lab (https://owl.english.purdue.edu/owl/section/1/6/)
  - Reading: O’Brien, Tim. excerpt from The Things They Carried (1990)

Week 3 (July 17-19)

Working Both Ways:
From Cause-Effect and Effect-Cause to the Process of Defining and Defining the Process

- July 16: Essay #2 Due
  - Reading: Badiou, Alain. excerpt from In Praise of Love (2012)
- July 17: TBA
- July 18: Essay #3 Due
  - Reading: Lincoln, Abraham. “Speech at New Haven” (1860)

Week 4 (July 24-26)

Deepening Your Rhetorical Methods:
From Organization and Evidence to Analogies and Metaphors

- July 24: GRAMMAR QUIZ #2
  - Quiz will cover “Mechanics” and MLA citations sections from Purdue Owl Online Writing Lab (https://owl.english.purdue.edu/owl/section/1/4/)
- July 25: Essay #4 Due
  - Meet basement of Quinn Library for Source Hunt
- July 26: TBA


- July 31: Please be prepared to share your fieldwork and research question for Essay #5 with the class
  - Reading: Didion, Joan. “Goodbye to All That” (1967)
- Aug 1: TBA
- Aug 2: Essay #5 In-Class Presentation Due

Essay #5 is DUE via email by the end of the day on Tuesday, August 7th