Course Objectives
This is an intensive course in expository writing. It aims to teach you to write effectively by using correct grammar, sound logic, and persuasive rhetoric. Throughout the course, we will read and discuss some writings by different authors, but our main focus will be your own writing. Through reading, writing, and revising, we will analyze the relationship between writing and thinking. The course also introduces research techniques, including the use of the library, the conventions and principles of documentation, the art of synthesis, and analysis of sources.

To succeed in this class, you will need to participate actively in class, submit your work on time, revise your work, and engage in constructively critiquing the work of your classmates. You will receive individual guidance in crafting, structuring, and revising your own writing.

Required Materials
- Launch Pad (to purchase online)
  - Launch Pad includes the *Bedford Handbook for Writers*, ed. Hacker and Sommers, which will be our main writing manual for the class, and from which we will have a number of readings. It also includes a variety of online writing and grammar activities, which we will utilize throughout the semester.

Requirements
- Writing assignments (50%): every week you will be assigned at least one essay to be completed outside of class. The first four essays will be shorter, three-paragraph responses to a prompt. The final essay will be a longer, research-based essay. This essay will include research and revision components (such as outlines, rough drafts, peer reviews, bibliographies, etc.). You will submit your essays on Blackboard by 1 p.m. (beginning of class) on the assigned day. Work not submitted by 1 will be considered late and therefore will not be accepted.

- Revisions: because the revision process is integral to the writing process, I require at least one revision, which must be submitted on Blackboard by June 25 at 1 p.m. Additional revisions are optional, but strongly encouraged. The essay or essays you choose to revise are up to you; the only essay not eligible for revision is the Search for New York Essay. These revisions should not only correct grammatical or typographical errors from the first draft but also demonstrate that you’ve thought more about the logic of your work.
Revised essays must be submitted on Blackboard within seven days of receiving the graded paper with comments. The grade you receive on a revision will replace the original grade. The completion of the required revision counts as one weekly essay.

- **Learning Curve exercises (15%)**: I will regularly assign Learning Curve exercises on Launch Pad. These exercises are scored based on completion. These exercises will be due by **5 PM on Thursdays**, and I will assign them the previous Thursday so that you have a full week to complete them.

- **Grammar quizzes (15%)**: I will regularly assign open-book, at-home grammar quizzes for you to complete. You may consult your copy of the *Bedford Handbook* through Launch Pad when doing these quizzes, but you may not consult another person (unless you meet with me).

- **Readings**: I will post assigned readings on Blackboard. Your completion of written responses to the readings (when applicable) will count towards your participation grade.

- **Class participation and attendance (20%)**: in order to participate well in this class, you will be expected to be attend our Zoom meetings, complete all synchronous and asynchronous exercises on time, provide constructive feedback on your peers’ writing, offer comments during class, and attentively listen to your peers’ comments during class.

**Essay Format Policy**

Essays must be typed with one-inch margins, double-spaced, and in 12-point font. Include your name, course name, date due, title (but no title page), and page numbers (if longer than one page). All papers must follow MLA format for citation.

**Late Work Policy**

I will not accept late work. If problems arise and you need additional time to complete an assignment, I am more than happy to grant an extension, but you must discuss the issue with me **beforehand**, either in person or via email, to get my approval and set a new deadline.

**Attendance Policy**

Due to the interactive nature of this course and the importance of in-class discussions, attendance of the synchronous Zoom meetings is mandatory. You are allowed one unexcused absence; a second unexcused absence will result in a full letter grade deducted from your final attendance and participation average. If you are absent more than three times unexcused, you will automatically fail the course. Please note that any assignments due must still be submitted electronically on time, even if you are absent. Lateness (arriving ten or more minutes after the start of class) counts as a third of an absence, so that arriving late to class thrice will result in an unexcused absence. Arriving more than thirty minutes late counts as an unexcused absence. Per Fordham’s policy, absences are considered excused if they are for religious holidays, serious illness, required participation in a University-sponsored event, or a death in the family. To have an absence count as excused, you must submit an Excused Absence Request Form through the following website: [http://tiny.cc/fcrhexcusedabsence](http://tiny.cc/fcrhexcusedabsence).
Zoom Policy
Our synchronous class meetings will be held on Zoom. I will schedule and circulate meeting info, including meeting IDs and passcodes. When we meet on Zoom, please enable both video and audio, but keep your audio muted when not speaking in order to minimize background noise. We will only meet on Zoom for an hour and a half each day. The rest of the contact time will be through asynchronous exercises and activities.

Chosen Name/Pronoun Policy
Some members of the Fordham community are known by a name that is different from their legal name. Please let me know if there is a name you prefer to go by, either in person or via email. Please also let me know what your correct pronouns are. If there is a different pronoun or name you would like to be called in class vs. individually/in one-on-one meetings, also let me know. Names or pronouns might also change over the course of the semester. Feel free to email or speak with me at any time (not just at the beginning of the semester) to re-introduce yourself. If I ever mispronounce your name, please do not hesitate to correct me.

Email Policy
I typically do not read or reply to emails between 7pm and 8am Monday through Thursday or between 5pm Friday and 8am Monday. I will respond to emails I receive during those times the following weekday.

Etiquette
- Treat your fellow students and their writing with respect. We will spend a lot of time in this course discussing each other’s grammar and logic in writing, and constructive criticism is key. Consider the Golden Rule of Comp II: treat your peers’ writing the way you would want yours to be treated.
- The tone of your emails should agree with the professional tone of your written essays and classroom discussion. The use of text speak/chat speak (for example, “c u 2morrow”) is not acceptable in email.

Academic Dishonesty
Academic dishonesty or plagiarism is a serious offense. Any instance of academic dishonesty on your part will result in failure of 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.

Resources
- Me! I have office hours every week and by appointment. If you have questions, concerns, or just want to discuss the course further, please attend office hours, which I will hold on Zoom. You may also email me with questions at any time.
- Library: you should acquaint yourself with the Fordham Library online resources as soon as possible. A number of assignments will require you to use the resources of the library. The library website is www.fordham.edu/library.
• Purdue OWL: The Purdue Online Writing Lab (OWL) is an excellent resource for learning the details and formatting of MLA writing and citation style. The website is owl.purdue.edu.

• Counseling and Psychological Services: equally important to your physical wellbeing is your mental wellbeing. The Lincoln Center campus CPS office provides a range of services to help students address and manage stress and psychological concerns. Schedule an appointment with them by calling 212-636-6225. It is open during the summer Monday–Friday, 9–5.

• Disability Services: the Office of Disability Services for Students (ODS) works to ensure equal access and opportunity for all Fordham students. If you are a student with a documented disability and require academic accommodations, you need to register with ODS in order to request academic accommodations for your courses. Please contact the main ODS office at 212-636-6282 to arrange services. Staff at ODS can walk you through the process and arrange appointments. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you are already registered for accommodations with Fordham. To learn more about eligibility and scheduling appointments, visit www.fordham.edu/info/20174/disability_services or call the number listed above.

• Writing Center: the Fordham Writing Centers are an invaluable resource for receiving assistance with and feedback on your writing at any stage during the writing process. While I do not have all the details yet on summer hours, the Writing Center should be available for e-tutoring. The Writing Center is free for all Fordham students. You can register and schedule an appointment online at https://fordham.mywconline.com/.
Weekly Schedule

Note: I will upload assigned readings to Blackboard. I may also assign further readings throughout the course at my discretion.

Week 1

Zoom sessions: TWR 1–2:30

May 26: Introduction to the course and syllabus review; diagnostic essay
   Reading: “Aristotle Lives”

May 27: Identifying and Describing
   Reading TBA

May 28: Identifying and Describing
   Essay #1 due

Week 2

Zoom sessions: TWR 1–2:30

June 2–4: Comparing and Contrasting; Classifying and Defining
   Essay #2 due Wednesday
   Reading TBA

Week 3

Zoom sessions: TWR 1–2:30

June 9–11: Cause and Effect; Induction and Deduction
   Essay #3 due Wednesday
   Search for New York topic due Thursday
   Reading TBA

Though we will still talk about writing techniques, the rest of the course will be dedicated to working on a longer research-based essay.

Week 4

Zoom sessions: TWR 1–2:30

   Essay #4 due Tuesday
   Preliminary requirements for Search for New York Essay due Thursday
Reading TBA

Week 5

Zoom sessions: TWR 1–2:30

June 23–25: The Search for New York Essay
   Rough draft due Tuesday
   Final draft due Thursday

Please note: the length of essays will vary over the course of the semester. We will start with 400-500 word three-paragraph essays and increase the length with each essay. The final essay (The Search for New York) will be a longer paper of about 1300 words, for which you will conduct research outside of class. As such, you should start to familiarize yourself with the Fordham library resources as soon as possible.