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

- Notebook and folder to keep all assignments, handouts, and returned papers.
  - Please bring every reading, handout, and returned paper to class.
- You will need to join the Google Classroom for our class.

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.).

For every essay, you must submit an electronic copy through Google Classroom by 5:30 p.m. on the assigned day. Your electronic version should be titled with your last name and the essay number (e.g. Campbell #1) or essay title (e.g. Campbell Search for New York). Work not submitted by 6 will be considered late and therefore will not be accepted.

Revisions:
The revision process is integral to the writing process, I require two revisions, which must be submitted to me by August 1 at 6 p.m. Additional revisions are optional, but strongly encouraged. Which essays you choose to revise are up to you; the only essay not eligible for revision is the Let’s Fix Fordham Paper. 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 google classroom) within seven days of receiving the graded paper with comments. Include your last name, the Essay # or title, and “revised” in the title of your electronic copy. The grade you receive on a revision will replace the original grade. The completion of the two required revisions counts as one weekly essay.

Presentations (25%):

Mini-Presentations:

Rhetoric is not just simply about what ends up on the page, but is also a verbal skill that is necessary for your day-to-day life. Once a week, one or two students will be asked to present a three-minute argument as to why they think something (of their choice and appropriate for the classroom) should be recognized as the “oddest” thing in the world. These presentations should not take a significant amount of time to prepare, but should help you think about selecting evidence, being aware of your audience, and how to respond to counter arguments. Every week, the class will discuss what they found effective in each presentation.

Note: Anything above a PG rating will result in an instant F for the assignment.

Grammar & Writing Tip Presentations:

Proper grammar and punctuation are essential to good writing. Over the course of the semester, each of you will work individually or in pairs and teach the class a grammar lesson and/or give us a review. Your ten-minute oral report must include a five-item grammar quiz (to be taken by the class after your lesson) with an additional sixth question in which you ask your peers to evaluate your presentation. You could also use the game-based platform Kahoot (https://kahoot.com/) to create a grammar quiz with a minimum of ten questions. Be creative and have fun!

Readings:

I will bring upload digital copies of assigned readings to google classroom. Always bring the reading material to the following class so that we can directly refer to it in class discussion. Your completion of written responses to the readings (when applicable) will count towards your participation grade.

Class participation and attendance (25%):
In order to participate well in this class, you will be expected to be in class on time, complete all in-class writing and grammatical exercises, provide constructive feedback on your peers’ writing, orally 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, in 12-point font. Include your name, course name, date due, title (but no title page), my name, and page numbers (if longer than one page). All papers must follow MLA format for citation. As stated previously, you must hand in a hard copy and an electronic version of each paper.

**Late Work Policy**

I will not accept late work. If problems arise and you need additional time to complete an assignment, you must discuss the issue with me beforehand, either in person or via email, and get my approval for an extension. Printing or Internet connectivity issues are not excuses for late work; if you encounter such problems, you must let me know before the assignment deadline.

**Attendance Policy**

Due to the interactive nature of this course and the importance of in-class discussions, attendance 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.

**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.
- This course requires everyone’s active engagement. Therefore, absolutely no cell phone or laptop use is permitted during class.
- Snacks and beverages are fine in class, but please refrain from bringing particularly noisy or pungent food and bring all beverages in spill-proof containers.

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

- Library: you should acquaint yourself with Quinn Library and its physical and 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.

- Counseling and Psychological Services: equally important to your physical wellbeing is your mental wellbeing. The Lincoln Center campus CPS office is located at 140 W. 62nd St., Room G02 and provides a range of services to help students address and manage stress and psychological concerns. Schedule an appointment with them by visiting their office or 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), located in Lowenstein 408, 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. The Lincoln Center Writing Center is located in Quinn Library, Room 233. The summer hours are Wednesdays from 3PM–7PM and Thursdays from 12PM–3PM. The Rose Hill Writing Center is located in Walsh Library, Reference Area (Room 121). If you would like the Rose Hill summer operating hours, reach out to me and I can get them for you. 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 bring assigned readings in hard copy to class. I may also assign further readings throughout the course at my discretion.

June 30: In-class diagnostic essay, syllabus review, and introduction to the course
    Reading: “Aristotle Lives”

July 1: Identifying and Describing
    Reading: “How It Feels to be Colored Me”

July 2/4: No Class (University closed for Independence Day)

July 7-9: Comparing and Contrasting; Classifying and Defining
    Essay #1 due Tuesday
    Essay #2 due Thursday
    Reading TBA

July 14-16: 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.

    Essay #4 due Wednesday
    Preliminary requirements for Search for New York Essay due Thursday

July 28-30: Let’s Fix Fordham
    Rough draft due Wednesday
    Reading TBA

August 3: Let’s Fix Fordham due via Google Classroom.
    Final Exam Presentations: TBD

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.