Course Objectives

This is an intensive course in expository writing that aims to teach you to write effectively by using correct grammar, sound logic, and persuasive rhetoric. Though we will read and discuss writing by a variety of authors, your own writing will be the primary focus in this class. Through writing, revising, reading, and class discussions, you will analyze the relationship between writing and thinking. To aid you in this endeavor, this course will introduce you to various research techniques, including the use of the library, the conventions and principles of documentation, the art of synthesis, and the analysis of sources.

You are expected to participate actively in class, revise your work, and critique the work of your fellow students. You will receive individual guidance in discovering for yourself the ways in which our writing affects our thinking, and our thinking our writing.

With the primary focus on the course being bettering students’ rhetorical and logical skills, the class will focus on food and foodways, the cultural, social and economic practices relating to the production and consumption of food. We will consider both historical and contemporary issues, discussing such issues as gender, race, class, and nationalism as they relate to food and foodways. This course expects self-motivation, dedicated reading, critical writing, and class participation.

Required Texts

ISBN: 781457683039
You will eventually be expected to purchase, or acquire, a Cookbook which you find interesting (this will be discussed further in class).

**All other class texts I will digitally supply to you via Blackboard.**

**Additional Costs:**
Though not a textbook, over the course of the semester you’ll be expected to eat at one or two restaurants. Information relevant to these tasks will be presented in class.

**Attendance Policy**
Class attendance is fundamental to performing well in this class. A recursive process of writing and discussion is core to this class, not only for your own work, but also for the benefit of your peers. Attendance will be taken every day, and will be an important consideration when figuring grades at the end of the semester. Due to the condensed nature of this class, **two absences are allowable without penalty. Any further absences will result in a full letter grade reduction for each absence.** If you have an emergency, a death in your family, etc. there is the possibility of receiving an excused absence which will not count against you. These often require at least 2 week advanced notification and/or verification from a doctor, etc. *(EX.- “In case of personal illness, verification will be accepted from a physician writing on official letterhead or prescription pad”— You can find this information online in the Undergraduate Faculty Handbook, On Classes and Exams, section 2.4 Student Attendance). If you know you will be late in advance, you are expected to contact the professor and make appropriate arrangements beforehand. Similarly, leaving class early must be discussed via email, or in person, with the professor prior to class. Chronic or extreme tardiness, leaving the class early without prior discussion with the professor, or being substantially unprepared for class, may result in an absence.

**Late Work**
Due to the recursive nature of the work we do in a Composition course, as well as the fast paced and concise nature of a Summer Session course, late work is generally not accepted. For **Essays**, late submissions will result in a *Zero* grade unless you have an excused absence. I am willing to consider extenuating circumstances, but ultimately the decision to accept or decline remains my prerogative. Regarding **Homework**, I may or may not respond to late homework, but generally speaking late homework receives a zero grade. You are responsible for submitting work for days that you’re absent (generally via Blackboard or email).

**Course Conduct**
Students are expected to cooperate in maintaining a classroom environment that fosters the learning experience of fellow students and faculty.
Academic dishonesty of any kind— cheating, plagiarism, etc.— will not be tolerated. Any instance of such action will result in an immediate and irrevocable failing grade on the assignment, the possibility of failing the course, and a report to your dean. If any student has questions as to what plagiarism is, I am available for all questions the student might have.

- As is suitable for a course on food, snack foods and drinks are allowed, but not full meals, unless the student brings something for the whole class. Alcohol is strictly prohibited.
- Laptops are allowed; however, technology should enhance your learning experience, not detract from it. I reserve the right to ask students not to use computers. **Phones must be placed on SILENT.** If you must use your phone (for instance a family emergency), please step out of the room. Otherwise put your phones away - they mitigate your ability to be an engaged student and disrupt the class more broadly.
- Students are expected to respect both the professor and fellow colleagues in all venues of lecture and discussion. This includes refraining from personal attacks during discussion. Students are expected to conduct themselves in a manner fitting of a university classroom.
- Students who feel the need to nap during class will be excused from the classroom, and marked absent for the day.
- Students with special needs should identify themselves at the beginning of the term. Fordham University is dedicated to providing all students with the necessary academic and auxiliary aids to facilitate their participation and performance in the classroom.

**Grades Breakdown**
Homework: 15% of grade  
Presentations: 5% of grade  
Class Participation: 10% of grade  
Essay Assignments: 50% of grade (5 individual essays)  
Final Essay: 20% of grade (this grade will include multiple steps, such as a précis, annotated bibliography, etc.)

**Homework**
All homework will be submitted via BlackBoard, and will be graded on a pass/fail scale. Poor quality work, in which it’s obvious you have not read the text, or fulfilled the expectations of the prompt, will be given a failing mark. I’ll mention to you if I see a trend of poor quality homework, but I won’t comment on each piece of homework (in other words, if you don’t hear from me, you’re probably doing fine).

**Presentations**
You’ll be responsible for 2 class presentations. These will be graded on the clarity and depth of information and claims presented. I’ll email you some brief comments after your presentation.
The first will be on a common grammatical error. I’ll assign you a presentation topic and date. You’ll be responsible for providing a **class handout** which draws on the Bedford Handbook to help explain the error, and which includes examples of the grammatical error and ways to address it. I expect you to send me a copy of your handout via email at least **one** full day before your presentation so I can have a look at it and offer potential revisions. Slides (for instance Google Slides or Prezi) are welcome additions to your presentation, but I ask that you share it with my Fordham email address (apinnix@fordham.edu) so we don’t have to go through the process of signing out and signing in on multiple accounts.

The second will be a presentation on your final paper in which you explain the claims you put forth in your essay, and your support/examples. Again, handouts and digital presentations are welcome (and productive) additions.

**Class Participation**

- **Keep A Folder**— **You must bring copies of the day’s readings, and indeed all recent texts, to class.** This means students are expected to have primary texts available for class usage (printed out or readily available on a tablet or laptop), as well recent class texts (essays, notes from the previous class, the class syllabus, etc). It is recommended that you carry your class materials in a binder or folder. Furthermore, it is **strongly** recommended that students take notes on all primary texts read/viewed (in other words, **annotate your readings**, including this document). This will ensure that you retain, and are more easily able to develop, interesting insights, both for your own work, and to share with the class.

- **Class Participation**, meaning your attendance, your preparedness for class, and your engaged and thoughtful contribution to class discussion, are all factored into this portion of your grade.

**Essay Expectations and Formatting**

All assignments must be either submitted via **Blackboard by the time indicated OR Brought to class in hard copy form**, as according to the prompt.

**Essay Formatting**

- The usual 1” margins
- Double spaced
- Justified left
- A size 12 font (generally Times New Roman)
- Pages should be numbered
- Include your name in the Header or Footer
- If required on the prompt, include a Works Cited page, on its own page, in MLA format.
- Digital Submissions should include your last name in the file name.
- At the end of your essay, please print the exact word count.
Grading
The most common grades, given by instructors, are letter grades representing levels of academic achievement. These letter grades, their description, and their quality points, are indicated below. This information comes from the Fordham Undergraduate Handbook.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent; Honors-level work, outstanding</td>
<td>95%+</td>
</tr>
<tr>
<td>A-</td>
<td>Still Excellent</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good; High Level of Performance</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>Good; Solid &amp; Above Average Performance</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>Good; Still Above Average</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>Average Level of Performance</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory; Acceptable Level of Performance</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>Minimally Acceptable</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but Unsatisfactory</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Failure; Inferior Performance</td>
<td>&lt;60%</td>
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Schedule of Classes and Topics
Readings for every week will be made available via BlackBoard on the day of their assignment. It is your responsibility to keep up with class readings. If for any reason you have trouble accessing a reading, please contact the professor via email immediately (apinnix@fordham.edu). This schedule is subject to change.

July 5,6  **Week 1: Taste**
Introductions to Academic Writing

July 11,12,13  **Week 2: Food’s Varied Meanings**
Identifying and Describing, Comparing and Contrasting:

July 18,19,20  **Week 3: Food Prohibitions**
Tone, Classification Systems

July 25,26,27  **Week 4: Cookbooks**
Defining, Analogies, Metaphors

Aug. 1,2,3  **Week 5: NYC, Global City Essay**

Aug. 8  **Week 6: Final Essay Presentations**