



Course Description:

This is an intensive course in college writing designed to help students become stronger writers and communicators. Toward this goal, students will study the principles of grammar, logic, and rhetoric; develop projects for different audiences, mediums, and purposes; investigate their diverse language habits and assumptions about “good” writing; learn research techniques, including the use of the library, the conventions and principles of documentation, the process of analyzing evidence, and the art of synthesizing sources. Students will read and discuss writings by different authors, but their own writing will remain the primary focus of the class. Students will need to participate actively, read rhetorically, revise their work regularly, and critique the work of their peers generously. Through these efforts and individual guidance, students will build a strong foundation for their careers at Fordham and develop a deeper understanding of their writing, thinking, and power.

Welcome to our intensive course in college writing! The class is designed to help you become a stronger writer and communicator. Toward this goal, we will

- study the principles of grammar, logic, and rhetoric,
- develop projects for different audiences, mediums, and purposes,
- explore our diverse language habits and assumptions about “good” writing,
- approach writing as a multi-step process that involves brainstorming, drafting, revising, reflecting, and collaborating, and
- learn academic research techniques, including the use of the library, the conventions and principles of documentation, the process of analyzing evidence, and the art of synthesizing sources.

In our weekly meetings, we will read and discuss texts by different authors, but your own writing will remain the primary focus of the class. You will need to participate actively, read rhetorically, revise your work regularly, and critique the work of your peers generously. Through these efforts

and individual guidance, you will build a strong foundation for your career at Fordham (and beyond!) and develop a deeper understanding of your own writing, thinking, and power.

Recommended Books (there are no required books for this course)

- If you do not have a writing handbook, I highly recommend Diana Hacker's [The Bedford Handbook for Writers](#) (2020) – it is a great resource for your career at Fordham.
- Ian Manuel, *My Time Will Come: A Memoir of Crime, Punishment, Hope, and Redemption* (2021) ISBN 978-1524748524

*All reading are available under the "Content" tab on Blackboard

Required Digital Platforms

- Google Docs
- Fordham Blackboard
- Zoom Pro (free access on Blackboard)
- [Microsoft Office](#) (free access on Fordham portal)
 - All papers must be submitted in Word format (.doc or .docx). **No pages, pdf, etc.**

Assignments and Grading

- Attendance and Participation 20%
- (2) Revision Quizzes 10%
- (4) Short Essays 40%
- (2) Research Projects 30%

Short Essay Assignments (see BB for prompts)

- E1: Graffiti Autoethnography
- E2: Rhetorical Analysis of *My Time Will Come*
- E3: Digital Opinion Editorial on NYC Issue
- E4: Midterm Graffiti Revision

Attendance, Participation, and Absence Policy

Your attendance and participation are important. Great classes are built on a collective commitment to working together to formulate questions, share ideas (laughs, frustrations, challenges, etc.), debate claims, develop special interests, expand our perspectives, and learn the subject matter. So come to class ready to participate! To participate, you will need to

1. read/watch the assigned text,
2. organize your thoughts about the work prior to our meeting,
3. bring the assigned text to class, and
4. actively listen to me and your classmates.

Participating in class and on Blackboard will take different shapes for different people, but to receive full credit for attendance and participation, you must attend class, share your ideas with the group, contribute to in-class activities, and engage with the ideas and work of your classmates. To this last point, we should all aim to create a supportive and vibrant community

where everyone can grow as writers, scholars, and peers. As Judith Butler argues, “If I am to live a good life, it will be a life lived with others. I will not lose this I that I am; whoever I am will be transformed by my connections with others, since my dependency on another, and my dependability, are necessary in order to live and live well.”

You will not be penalized for your first **three absences** or **latenesses**; thereafter, your final course grade will drop one grade for each day missed. Six or more absences may result in failure of the course per [Fordham’s policy](#).

Extensions, Late Work, Emails, and Etiquette

Everyone is entitled to **one** extension over the course of the semester. If you need or want to use the extension, simply request it 24 hours before the deadline via email, and we can establish a new due date—typically two days after the original deadline. Unexcused late work will be marked down or not accepted.

If you have a question or an issue arises, sign up for office hours or let me know after class (I hang back at the end of the period for just this reason). You may also email me, but note that the best way to reach me is via office hours and our in-person meetings. When emailing me (or any professor), keep in mind that there is no time like the present to begin honing your email etiquette. Consider all messages professional correspondences and include subject headings, appropriate salutations, and minimal grammatical errors. This skill will be valuable throughout your career at Fordham and beyond.

Last but not least, I know we are still navigating a devastating global pandemic and that our lives have changed dramatically over the last three years. While learning about writing and rhetoric is important, your health and well-being are my top priority. I am happy to make adjustments, so please ask for what you need. Communication is key (always but especially now), so please do not wait or be afraid to reach out to me after class or via office hours if an issue arises. Fordham’s [Counseling and Psychological Services](#) is also an excellent resource. They offer free one-on-one appointments and group workshops to support your mental, psychological, and emotional health.

COVID-19

If you have to miss class because you test positive for COVID and are symptomatic, please

1. email/text/call your assigned class partner(s) to get notes from class;
2. sign up to meet with me during Zoom office hours on Monday;
3. post a 250-word reflection on the Blackboard Discussion Board *if* you have to miss more than one class because you are symptomatic; and
4. rest up and feel better!

Plagiarism and Academic Integrity

Participating in an academic conversation means learning from others and giving them credit for what you have learned. This skill is one of the great responsibilities and joys of writing. Moreover, plagiarism undermines the integrity of your work, our classroom, and our school. Therefore, 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.

Please note that Chat GPT and other AI tools are not permitted in this course, and AI generated work will be considered plagiarism. As a reader (and your professor), it is not difficult to identify AI writing because it does not replicate the excitement, curiosity, creativity, originality, and critical insight which begets engaging humanities writing. In short, it does not replicate what makes us human. For more information on Fordham University's policy on academic integrity, please consult your student handbook. Also, while we'll practice citing, synthesizing, and incorporating the work of others in class, please don't hesitate to reach out to me with questions about using outside sources.

Paper Submission and Formatting

Submit an *electronic copy* of each assignment on Blackboard under the Content tab and bring a *hard copy* to class. Essays should be formatted according to MLA standards: double spaced; Times New Roman, 12-point font; header and title; citations and works cited page, etc. See *The Bedford Handbook for Writers* or [Purdue Owl Online Writing Lab](#) if you need a refresher. Fordham's [Writing Center](#) is also an excellent resource.

Revision, Feedback and Conferences

For the midterm, you will revise E1. At this time, you are invited to revise one additional essay (the Diagnostic, E2, or E3) for a new grade. You will also be expected to meet with me for an individual conference regarding your final project (RP6) in April, but I will be available for one-on-one meetings during office hours and in-class workshops throughout the semester.

Mandatory Reporting

As a faculty member, I am a mandatory reporter. If I observe, learn, or suspect that you have experienced sexual or any other type of misconduct, I am obligated by law to report this information to Fordham's [Gender Equity & Title IX Office](#). This obligation extends to the work that you produce in this class. Once reported, the University has committed to supporting you and ensuring that the misconduct stops and does not happen again.

Commitment to Equity, Diversity, and Inclusion

One of my goals is to make this course inclusive, equitable, and explicitly antiracist by supporting the vital truth of Black Lives Matter and its charge to all of us to recognize biases, confront privilege, and labor toward justice for all Black, Indigenous, and People of Color (BIPOC). During this semester, we will strive to be courageous and empathetic when we

navigate difficult topics and discuss complex issues related to racial and other intersectional forms of social justice.

As part of this effort, we will answer [Toni Morrison](#)'s challenge to ensure that oppressive language is "rejected, altered and exposed." This means disavowing speech that attempts to silence, threaten, and degrade others and communicating in ways that are inclusive of individuals and groups regardless of race, sex, gender identity or expression, sexual orientation, national origin, political affiliation, disability, religion, appearance, and more. For example, we will use gender-inclusive and non-sexist language, which avoids misgendering people, and recognizes the distinction between biological sex and gender expression. Similarly, we will not repeat racial slurs even when we watch a video or read an essay that includes them. This choice shows respect to all the people who have been subjected to hate speech and acknowledges the history and violence of this language. Last, like everyone, I am still in the process of learning about diverse perspectives and identities. If something is said in class by me or a classmate that makes you feel uncomfortable, please talk to me about it or provide anonymous feedback via Blackboard.

*Everyone has the right to be addressed by the name and pronouns that they use for themselves. Please let me know what name and pronouns I should use for you. A student's chosen name and pronouns are to be respected at all times in the classroom.

Disability Services

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities at our university. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the [Office of Disability Services](#).

Course Schedule

Please note: The syllabus is subject to change. See Blackboard for updates.

Week 1

Getting Started: Rhetoric & Composition

- Jan. 17: No Reading Due
 - Diagnostic Essay
- Jan. 20: Evans, *Do I Make Myself Clear?*

Week 2

Do You See What I See?: Description & Naming

- Jan. 24: Manuel, *My Time Will Come*
- Jan. 27: Baldwin, "If Black English Isn't a Language, Then Tell Me What Is?"



- Graffiti Autoethnography (E1) Due

Week 3

"A Foothold As Small As a Word": Analysis & Comparative Thinking

- Jan 31: Vuong, "Reimagining Masculinity"
- Feb. 3: No reading
 - Rhetorical Analysis (E2) Due

Week 4

Can't Live With It, Can We Live Without It?: "Standard" English & Grammar

- Feb. 7: Shuman, "The End of the College Essay" & Young, "Should Writers Use They Own English"
- Feb. 10: Jarrar, "The Adventures of Zelwa the Halfie"
 - Revision Quiz I

Week 5

Make Your Case: Persuasion & Causal Reasoning

- Feb. 14: Manuel, *My Time Will Come* & [Prison University Project](#) on Vimeo
- Feb. 17: No reading
 - Digital Op-ed (E3) Due
- Feb 21: No Class / University on Monday Schedule

Weeks 6-7

"The All Absorbing Topic of the Day": Inquiry & Definition

- Feb 24: Lincoln, "Speech at New Haven"
- Feb 28: Adichie, "[The Danger of a Single Story](#)" on YouTube
 - Revision Quiz II

Weeks 7-9

Work in Progress: Revision & Research Methods

- March 3: Sliver, [Style Wars](#) on YouTube
 - Meet at Ram Van for Field Trip to Boone Avenue in the Bronx
- March 7: Lady K Fever Class Visit
- March 10: No Reading Due
 - Please bring a *clean hard copy* of the essay to class for a peer workshop
- March 13-17: No Class / Spring Break
- March 21: No Reading Due
 - Midterm Revision (E4) Due

Weeks 9-10

How Should I Put This?: Remediation & Genre

- March 24: Collet, [Mémorable](#) on Vimeo
- March 28: Gold, "War Is Rad"

Week 10-12

In Search of Answers: Sources & Evidence

- March 31: Meet in Walsh Library for Source Hunt Assignment
- April 4: Source Hunt Assignment Due
- April 7: No Class / University Closed

- April 11: No Reading Due
 - Social Justice Case Study (E5) Due

Weeks 12-15

“What Is Already There and Just to Bring It Out”: The NYC Site Research Project

- April 14: Kukla, *City Living: How Urban Dwellers and Urban Spaces Make One Another*
- April 17: Video of [New York Senatorial Debate Between Clinton and Lazio](#) (8 Oct. 2000) on C-SPAN.org
 - Fieldwork Assignment Due for Research Project (E6)
- April 21: No Reading Due
 - Outline and Annotated Bibliography for E6
- April 24: Didion, “Goodbye to All That”
- April 28: Final Presentations (E6)
- May 2: Final Presentations (E6)

Final Research Essay Due by the end of the day (11:59 pm) on Wednesday, May 17