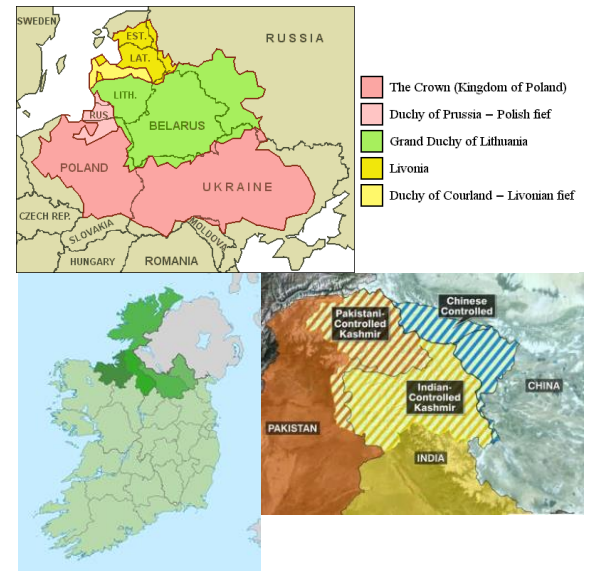


**WTG 100, Academic Writing,
Department of Languages, Literature, and Cultures,
Fall 2018**



I. COURSE INFORMATION

Instructor:	Dr C Dawson
Instructor's Email:	cdawson@fus.edu
Office Hours:	Monday 1.15pm – 5.15pm
Class location:	Main villa (Kaletsch Campus) Room 1
Class meeting times:	Monday & Thursday 5.30pm-6.45pm

II. COURSE DESCRIPTION

Designed as a discussion/workshop seminar, this writing course develops students' awareness of scholarly discourse and their participation in it: what makes academic discourse different from other kinds of writing, how different disciplines approach analysis and evidence, and what counts as effective communication within scholarly communities. Through the study of borders – what they are, how they shape culture, politics and society, and why they change – the course helps students develop academic communication strategies that are applicable across the curriculum at Franklin. The main focus of the course is to help students develop strategies for joining the academic conversation, covering skills such as close reading and responding to texts; generating, supporting and sharing ideas in both oral and written form; and scholarly researching. Drawing from a wide selection of texts and media about cross-border and cross-cultural practices, students will explore various academic responses to the phenomenon of border crossing, concluding with a research-based final project and defence.

III. RATIONALE

This is a writing intensive core-curriculum course, designed to ensure that all Franklin students are fully literate members of the academic community.

IV. COURSE GOALS

The overall aim of the course is to help students become independent learners who understand the basics of the scholarly writing process and can apply what they have learned in this course to other courses.

V. SPECIFIC LEARNING OUTCOMES

Students who complete this course with a C or better will demonstrate that they can:

- Accurately summarize “texts” of various kinds (fiction, non-fiction, film, visuals, objects) using active reading skills based on analytical reasoning, not merely personal opinion;
- Respond to “texts” effectively and appropriately in a variety of contexts, both oral and written, by creating solid claims based on logical reasoning;
- Employ appropriate rhetorical techniques in their own writing assignments to produce stronger essays, with a focus on content development, organization, conciseness and mechanics;
- Successfully integrate evidence into their own arguments using a variety of primary and secondary sources in order to produce legitimate, properly documented academic writing;
- Use effective library and internet research skills to join the conversation about a given topic, including developing an appreciation for different types of sources (scholarly, trade, popular, primary, secondary), and evaluating the credibility of sources in order to participate more fully in a knowledge-producing learning community;
- Become an active contributor to the academic community at Franklin by engaging with the classroom learning experience, practicing effective peer review, following through on the draft and revision process, and by responding to peer suggestions.

VI. REQUIRED TEXTS AND MATERIALS

Please purchase the following books at the FC Bookstore

Diener, Alexander C. and Joshua Hagen. *Borders: A Very Short Introduction*. London: Oxford University Press, 2012. Print.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd Edition. New York: W.W. Norton & Co., 2010. Print.

Satrapi, Mariane. *Persepolis*. London: Vintage, 2008. Print.

VII. ASSESSMENT OVERVIEW

Contribution to the class	10 %
Class Preparation Assignments (informal reading responses)	10 %
Three formal papers @ 5, 10 and 15 % respectively	30 %
Research project and component parts	40 %
Final thesis defence	10 %

VIII. ASSESSMENT DETAILS

Contribution to Course 10 %
Your contribution to the course is important and means more than simply coming to class. Rather, it means active participation in the class through discussions, peer review, and other class activities.

Class Preparation Assignments 10 %
There is a discussion forum on Moodle to which you are expected to contribute on a regular basis. You should post responses to readings and other material presented during the course, and you should also open and contribute to discussions about any other ideas that you get interested in during the course of the semester. This writing serves two purposes: it allows you to get in the habit of writing frequently and intelligently, and it helps you to move towards more effective and more academic engagement with others' ideas.
Get in the habit of writing regularly right from the start, as you are expected to continue this part of the course autonomously even once your workload gets heavy towards the end of the semester.

Reflection Essay 5 %
Your first formal essay for this course will be a reflection essay about your experience with borders. The goal of the paper is to give you practice in strategies to generate ideas and discover a thesis, structuring tactics, the importance of being concise, and the peer review process. The finished thesis-based essay should be about 3 pages long, and will draw on your personal experience.

IMRAD Report 10 %
For this essay you will conduct a mini-survey and then write it up using a paper structure often used in the natural and social sciences, which includes Introduction, Methods, Results and Discussion (often called IMRAD).

Analysis essay 15 %
In this essay, you will practice close text analysis based on one of the primary texts we have read in class. In addition to consolidating skills learned in the first and second papers, this essay will give you practice integrating primary source evidence and using citation conventions. It should be about 4-5 pages long, not including the works cited list.

Research project 40 %
This focused research-based project will give you practice in the research process, from finding a topic and focused research question to integrating both primary and secondary sources into your writing. You will need to find and make use of at least two book-length works and five scholarly articles related to your topic.

This project has 3 components:

- Short proposal and annotated bibliography: the proposal should be 1 page, introducing your topic and stating why you chose it and what you set out to investigate. The annotated bibliography, 2-3 pages, will list the secondary

sources you have found for your topic and include a paragraph summarizing the source and how it is useful to you.

- Presentation of work in progress: each student will give a short presentation of his/her research in progress and working thesis. The presentation should introduce us to your topic, your primary and secondary sources, and your scholarly process. It should be about 5 minutes long with 5 minutes for questions.
- Journal article: the final scholarly paper should be about 10 pages long and integrate both primary and secondary sources. This paper should showcase all that you learned during the semester in terms of scholarly writing.

Thesis defence

10 %

Instead of a final exam, you will read the papers of either two or three other students and prepare searching questions about them. You will ask these questions in front of me in a final meeting, and be graded both on the quality of your questions and of your response to the questions put to you by other students.

XIX. GRADING POLICIES AND EXPECTATIONS

The formal papers and research project will be assessed using a rubric with categories such as content and development, structure, mechanics, and citation. The points for each category will be averaged out to get a Grade Point Average (GPA) from 4 (A) to 0 (F). This system will allow you to see what you need to work on with future papers.

A = 4.0 = Excellent: your work exhibits outstanding quality and exceptional follow through on the assignment. You have superb command of the material and the quality of the final product (essay, presentation) goes well beyond the good quality work in the B-level range. A-level work shows originality and depth of thought, excellent evidence, argumentation, organization and flow, mechanics and citation/documentation. This grade honours an exceptional job and recognizes significant effort on your part.

B = 3.0 = Good: your work is above-average quality for college-level work and shows a thorough understanding of the assignment. B-level work shows some of the same good qualities as "A" level work, but not as consistently, or to the same extent. There may be one weak area in an otherwise exceptional paper, or the paper may simply lack the "polish" of an A paper. B-level work shows some originality, good use of sources, logical argumentation, coherent organization and flow, good mechanics and citation/documentation. B means that you are doing an above average, all around good job.

C = 2.0 = Adequate: your work is acceptable at the college level. It follows the assignment, meets the basic standards of college-level work in terms of relevance, factual accuracy, and logic. You reveal a sufficient understanding of the material, exhibit a satisfactory argument, have suitable organization and use standard English in terms of mechanics and punctuation as well as proper citation and

documentation. This grade also covers work that is excellent or good in some respects but significantly weaker in others.

D = 1.0 = Inadequate: you do not meet the standards for acceptable college level work, but the text does exhibit some positive qualities, indicating that it deserves credit for having been done. Content and/or mechanics do not adequately meet basic college expectations. Attempts at citation or documentation are not sufficient. A grade of "D" should be understood as a warning sign that something is wrong with your study habits and that you would be wise to see me to set up a plan on how to improve.

F = 0.0 = Fail: your work does not earn college-level credit. You may have not followed the assignment or the essay may reveal little or no understanding of the material. You exhibit a lack of basic academic skills and/or produce incomprehensible writing with many mechanical errors and little understanding of the citation/documentation process. All in all, your work is completely unacceptable. A grade of F is also given if the work is not completed at all. You should immediately see me to discuss a course of action.

	A A-	B+ B B-	C+ C C-	D+ D D-
Context/ Purpose	Follows assignment in a thought-provoking way; clearly expressed and well defined central claim (thesis) with compelling insights and excellent attention to audience throughout.	Follows assignment well; thesis clearly defined and integral to essay but some parts may be vague; good attention to audience but lacks polish of A paper.	Follows purpose of assignment; thesis acceptable but vague; some but not enough attention to audience.	Follows assignment vaguely; unclear or irrelevant thesis; little attention to audience.
Content/ Develop- ment	Uses content that fully supports and develops ideas presented in the thesis; appropriate, relevant and compelling material that illustrates mastery of subject and shapes the entire argument.	Uses content that supports and develops ideas presented in the thesis; appropriate development; ideas linked but some not always fully developed.	Uses content that supports the main claim, but gaps in the overall argumentation.	Uses content that is not always appropriate; vague or unclear development.
Structure / Paragraph Organiza- tion	Well-paced and appropriately divided paragraphs structured to easily guide the reader through the development of the arguments.	Each paragraph has one clear main point with supporting ideas; but flow or reflection could use polishing.	Paragraphs understandable, but lack polish, flow or logical progression.	Little structure to paragraphs; meanders randomly rather than flowing, with illogical leaps.

Evidence / Citation	Uses a wide variety of evidence effectively; in the case of textual evidence, excellent use of sources; correctly supplied citation, attribution and documentation; consistency of citing style.	Effective use of evidence; good summaries, paraphrase and quoting in case of textual evidence; correctly cited material, but may lack proper attribution here and there.	Adequate use of evidence; cited and documented correctly but with consistent small mechanical mistakes.	Inappropriate evidence; incorrectly cited, documented and/or attribution.
Language / Mechanics	Fluent use of appropriate college vocabulary with rare grammatical or punctuation errors, coherent and sophisticated style with excellent word choice.	Paper well written on whole, but a few mechanical, punctuation or stylistic errors; good varied vocabulary.	Recurrent small grammatical or punctuation or stylistic errors.	Many mechanical and punctuation errors; unacceptable college-level style.
Draft Process	Demonstrates clear understanding of draft process with evident revisions, editing and proofreading.	Understands draft process with appropriate revisions and editing but lacks quality of revisions for an A in category.	Adequate attention to draft process, revisions and editing may need more attention.	Little attention to draft process; little visual evidence of revision or editing.

X. HOW TO DO WELL IN THIS COURSE (POLICIES / REQUIREMENTS)

To do well in this course, you will need to work on average 2-3 hours on your own for every hour in class, which means an average of 6-9 hours per week in addition to class time (9-12 hours total per week). As a workshop rather than lecture course, your presence and your participation in class are crucial. Each class will include different activities designed to help you with academic writing. They include, but are not limited to: discussions about the readings, review of class preparation assignments, in-class writing assignments, information literacy assignments, peer review, and presentations. To do well in this course, you will need to engage yourself with the material and spirit of the course.

XI. ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 199):
https://www.fus.edu/images/pdf/FUS_ACADEMIC_CATALOG_2018_2020_web.pdf

XII. COURSE SCHEDULE

Week 1	Monday Aug 27
In Class	Introduction to Course Collective Brainstorming on Academic Writing Introductory in-class writing Guidelines for Paper 1
Week 1	Thursday Aug 30
Class Preparation	Read "They Say I Say" up to page 29 and write about it in the forum Brainstorm and Draft Paper 1 and bring hard copy to class Bring syllabuses from other classes to class
In Class	Key strategies: What do they say academic writing is? Peer Review 1: big picture issues: thesis/organization/paragraphs Workshop: understanding assignments
Week 2	Monday Sep 3
Class Preparation	Read "They Say I Say" Chapter 11 (pp141-144) and write about it in the forum Revise paper 1 based on peer review feedback
In Class	Key strategies: How to enter class discussions Peer Review 2: Fine details: style, grammar, punctuation
Week 2	Thursday Sep 6
Class Preparation	Read the first three chapters of "Borders" and write about it, and/or develop thoughts and arguments of your own, in the forum Finish paper 1 and upload to Turnitin.com (via Moodle), bring all drafts to class
In Class Paper 1 due	Key strategies: Reading for the Conversation Introduction to research – finding a recent paper on inter-cultural communication Workshop: Notetaking Strategies
Week 3	Monday Sep 10
Class Preparation	As always, read any material on Moodle and write about it, and/or develop thoughts and arguments of your own, in the forum
In Class	Key strategies: The IMRAD structure and guidelines to paper 2 Discussion: Inter-cultural communication Workshop: what is a thesis
Week 3	Thursday Sep 13
Class Preparation	Brainstorm and Draft paper 2

In Class	Key Strategies: Writing for assessment Peer Review
Week 4	Monday Sep 17
Class Preparation	Revise paper 2 based on peer review comments
In Class	In-class writing
Week 4	Thursday Sep 20
Class Preparation	Finish paper 2 and upload to Moodle; bring all notes and drafts to class
In Class Paper 2 due	Key Strategies: Starting with what others are saying
Week 5	Monday Sep 24
Class Preparation	Readings and forum, as usual Read <i>Persepolis</i> .
In Class	Key Strategies: The Art of Summarizing Guidelines to paper 3 (close analysis)
Week 5	Thursday Sep 27
Class Preparation	Choose which primary text you want to write your paper on and brainstorm ideas
In Class	Brainstorming ideas for paper 3, including thesis Workshop: Plagiarism and Citation
Week 6	Monday Oct 1
Class Preparation	Outline your paper and bring to class for submission
In Class	Film <i>Persepolis</i>
Week 6	Thursday Oct 4
Class Preparation	Draft paper 3
In Class	Peer Review 1: The thesis and structure
Week 7	Monday Oct 8
Class Preparation	Revise paper 3 based on peer review
In Class	Peer Review 2: Conciseness and citation Guidelines to research-based project in 2 nd half of course
Week 7	Thursday Oct 11
Class Preparation	Finish paper 3 and upload to Moodle, bring all notes and drafts to class Choose three potential research topics, and write a sentence about each. Bring them to class.
In Class Paper 3 due	Workshop: Research and library searches

Week 8	Monday Oct 15
Class Preparation	Read up on your chosen research topic
In Class	Research Workshop: Narrowing your Research Topic
Week 8	Thursday Oct 18
Class Preparation	Write short proposal for final research topic and bring hard copy to class
In Class	Finalizing research topics
Week 9	Monday Nov 5
Class Preparation	Start your annotated bibliography: bring two annotations to class
In Class	Workshop on annotated bibliographies and peer review of annotation
Week 9	Thursday Nov 8
Class Preparation	Continue to work on your annotated bibliography: begin to write your paper
In Class	Research Workshop: Why your argument matters
Week 10	Monday Nov 12
Class Preparation	Finish annotated bibliography and upload onto Moodle
In Class	Key Strategies: Joining your research together
Ann. Bibl. Due	Research Workshop: Charting Out Your Argument
Week 10	Thursday Nov 15
Class Preparation	Work on first draft / Prepare presentation
In Class	Research Workshop: On Introductions and Conclusions Presentation guidelines
Week 11	Monday Nov 19
Class Preparation	Finish first draft. Make an appointment with writing tutor and with me.
In Class	Key Strategies: The Art of Metacommentary
Draft paper due on Moodle	Presentations
Week 11	Thursday Nov 22
Class Preparation	Re-think your paper and write second draft.
In Class	Presentations
Week 12	Monday Nov 26
Class Preparation	Respond to peer feedback, revise and polish your paper. Write reading responses on everyone else's topics from the presentations, and develop the discussion. Finish complete 2 nd draft of paper and upload to Moodle.

In Class 2nd draft due	Workshop: identifying and improving text flow.
Week 12	Thursday Nov 29
Class Preparation	Intensive polishing of all aspects of the final version of your paper.
In Class	Workshop: editing text
Week 13	Monday Dec 3
Preparation	Complete the final editing and formatting of your research paper. Start to write a review of the academic literature you studied for your research project
In Class Final research paper on Moodle	Workshop: literature reviews
Week 13	Thursday Dec 6
Preparation	You will receive two other students' papers. Read them and prepare questions.
In Class Due: literature review	Workshop: the thesis defence – finding and addressing searching questions Open discussion session: 'Borders and writing'
Week 14	Monday Dec 10 6.30-8.30pm
Final Exam Week	Paper defence