

CROSSING BORDERS



WTG 100 SECTION 4

"Rewriting is the essence of writing well: it's where the game is won or lost.

because

"...It ain't whatcha write, it's the way atcha write it."

—Jack Kerouac

Spring 2019 Course Information

Instructor:	Tracie Mac Kenzie
Email:	tmackenzie@fus.edu
Office Hours:	Mon./Thurs. 10:00-12:00, Tues./Fri. 11:30-12:30 & by appointment
Office	Main Villa Office 7
Class Room:	MV 1
Class Time:	Tuesday and Friday: 10:00-11:15

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. The special theme of this particular section is borders and identity. Through the study of borders – what they are, how they shape culture, politics, individuals 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 defense.

Course Rationale

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

Learning Goals

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

The overall aim of the course is to help students become independent writers who understand the basics of the scholarly writing process and can apply what they have learned in this course to other courses. In addition, the course aims to consolidate essential writing strategies and rhetorical structures that will help students achieve writing competency in the academic context.

Expected Learning Outcomes

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

- Accurately summarize “texts” of various kinds (written texts, 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.

Please purchase the following texts at the FUS Bookstore

- Diener, Alexander C. & Joshua Hagen. *Borders: A Very Short Introduction*. New York: Oxford University Press.
- Graff, Gerald & Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd edition. New York. W.W. Norton and Company.
- Satrapi, Mariane. *The Complete Persepolis*. New York: Pantheon, 2007. Print.

All other texts will be available on the course Moodle site. You are responsible for accessing the site, and reading all assigned material in preparation for each class.

Assessment Overview

Your performance in this course and the degree to which you fulfill the expected learning outcomes will be based on the following criteria:

- | | |
|---|------|
| • Class contribution – this includes preparatory reading and writing assignments, attendance, progress and effort | 10 % |
| • Low-stakes assignments | 15% |
| • Three “higher stakes” formal papers @ 5, 10 and 15 respectively | 30% |
| • Research project with component parts | 35% |
| • Final Defense | 10% |

Definitions for success:

- **Coming to class prepared** means doing the reading, and completing any assigned low-stakes or draft writing.
- **Good reading strategies** require active reading: taking notes in the margin, annotating the text, etc.
- **Good informal response** entails active reading, thoughtful reaction, and reviewing for typos and mechanical errors.
- **A good draft** should include citations (this also helps avoid plagiarism).
- **Peer review** involves (inter)active reading and, above all, active response.
- **Class participation** involves taking an active role in class discussions and activities.
- **Satisfactory attendance:** more than two absences (for any reason, including medical) will reduce your overall course grade and can result in your failing the course. Being late once or twice will not affect your grade; consistent lateness will. Excessive late arrival to class will be counted as half an half-absence.

Class sessions will include different activities that are 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, information literacy assignments, peer review, and presentations.

As this is a workshop rather than lecture course, your presence and your participation in class are crucial. Class participation involves coming to class prepared, asking questions and sharing your observations.

Make use of your resources: these include the well-trained tutors at the Writing and Learning Center and, of course, me! Come see me when you have any questions and/or concerns about your writing or your writing assignments

To do well in this course, you need to engage with the material and the spirit of the course. And remember: writing is a process. The only way to address and improve your

writing is to read, to write and to rewrite (see inspirational quotes and truisms about writing on the first page of the syllabus).

Individual assignments will be graded using the Grade Point Average (GPA) system: 4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D; 0 = F as well as increments in between. Grading rubrics will be used for each of the major assignments. The formal papers and research project will be assessed using a rubric with categories such as content and development, structure, mechanics, and citation. Each category will receive up to 4 points and then 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.

What Grades Mean

A range = 4.0 = excellent work: 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 honors an exceptional job and recognizes significant effort on your part.

B range = 3.0 = making good progress: 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 range = 2.0 = developing: 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. Your 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. Citation/documentation exists, but is not entirely in order. A grade of "D" should be understood as a warning sign that something is wrong with your writing approach 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 incomprehensible writing with many mechanical errors and little understanding of the citation/documentation process. All in all, work unacceptable at the college level. 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.

Academic Integrity

Academic integrity is an important aspect of college success and this course will pay particular attention to it. Cheating, reusing someone else's paper or your own previous papers, fabricating evidence and plagiarism all go against the university academic

integrity policy and can result in disciplinary action such as probation and/or dismissal from Franklin College. All violations of academic integrity will result in an “F” for the assignment without the possibility of making it up. The student may also fail the course entirely and may be subject to further disciplinary action on the part of the dean.



Week 1

Tuesday 22/01

In Class

- Course introduction & discussion of scholarly writing – what it is, what it means, what you expect and what is expected of you.
- Getting started: free writing, mind mapping, outlining, looping, etc.
- 6-word essays
- Discussion of borders, roles & identity

Friday 25/01

- ***Before class:***
 - Create your own “visual passport”.

The concept of “borders” begins with the establishment and identification of a specific place, group, person or culture. As such, in order to begin a clear discussion of borders, it is necessary to establish a clear idea of how we identify the above. Thus, for this class, you will bring in an image that represents your own (or an aspect of your) identity. Be ready to present your image and explanation to the class. Write up your explanation (approx. 1 paragraph) & turn it in to Moodle

- Read “A Very Bordered World” and “A Very Bordered Future” on Moodle. Reading response assignment:

Write your notes summarizing the key points in the two chapters (which are the introduction and the conclusion of the Very Short Introduction to Borders) in bullet form. Think about the following questions and be ready to discuss them in class.

- *According to these two chapters, what is the function and the definition of borders?*
- *How do the following concepts impact - and how are they impacted by - borders: territoriality, sovereignty, jurisdiction, geographic boundaries?*
- *How/where can we see these concepts impacting - and determining - events around the world*

Bring your notes to class on Friday.

- Prepare to discuss “What constitutes a border: Role? Identity? Culture? Race? Religion? Experience?” Brainstorm some initial ideas – free write, mind map, outline, etc. – to prepare for discussion in class.

In class:

- 6-word essays
- Discussion of reading: “A Very Bordered World” and “A Very Bordered Future.”
- Presentation of images & identity: Your personal borders.
- Discussion: “What constitutes a border?”
- Introduction of Essay assignment: Borders

Assignment Descriptions

In order to be successful in this course, you will need to complete a number of different tasks throughout the semester. These include:

- **Class Preparation Assignments:** *Class assignments* include the assigned readings, which must be completed **BEFORE** the start of that day's class. This is essential in order for you to be able to contribute fruitfully to the discussion of the day. You will also be given a variety of informal written assignments on Moodle throughout the semester. These will include various guided reading responses about the assigned texts. These responses will focus both on content and on specific aspects of college---level writing such as summary, integrating quotes, paraphrasing, etc. The purpose of these assignments is to help you see how writing about a topic can help you to generate and formulate your ideas about it.
- **Formal essays:** You will write a number of formal essays in order to help you develop techniques such as incorporating different types of evidence based on writing assignments, drafting and peer review. These assignments will include both low-stakes and high-stakes writing assignments, which will work together as part of the process leading to up to your final research project. Final essays must be turned in with all brainstorming, drafts, tasks, etc. Any graded assignment may be rewritten for a revised grade, provided that you a) meet with me to conference on the paper you wish to revise, and b) turn in the revised version (together with the previously---graded version) within a maximum of 2 weeks of receiving your graded essay.

High-Stakes Assignments:

- Definition essay
- Empirical essay (mandatory data-gathering session Week 3)
- Text analysis essay

Low-Stakes Assignments:

- Visual Passport
 - Reading responses on moodle
 - In-class essays (midterm & end of semester)
- **Research project:** you will spend much of the second half of the semester producing an extended paper which will take you through the scholarly research process. This assignment will include a series of smaller graded assignments which will serve as stepping---stones toward the final "product". The process of researching and writing this paper will help you understand what academics do and what research is. This unit will include an oral presentation and a final defense.
 - 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 various components:

- **Short proposal/prospectus 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.
- **Concept map** – initial organization and connection of sources

- 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.

Stepping stone assignments*:

- Prospectus 5%
- Annotated bibliography 5%
- Concept map 3%
- State of the Paper presentation 7%
- Final version of paper 15%

*All stepping stone assignments are obligatory. Any missing assignment will result in the entire Research Project counting as 0%.