

CROSSING BORDERS

WTG 100: ACADEMIC WRITING

Course Details

Mon/Thurs: 13:00-14:15

Main Villa 6

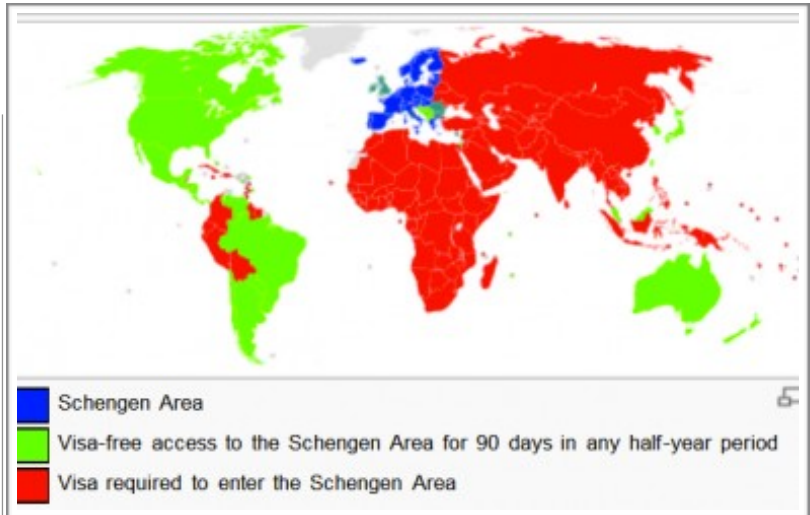
Instructor

Dr. Kate Roy

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Office: Villa Office 4

Office Hours: Mondays &
Thursdays 14:30-15:30 and
17:30-18:30, or by
appointment



Course Description

Designed as a discussion/workshop seminar, this course introduces students to the rigors of academic writing: what makes it different from other kinds of writing, how different assignments approach evidence, and what counts as effective communication within scholarly communities. The course helps students develop scholarly communication strategies for a successful university experience across the curriculum, covering skills such as close reading; generating, supporting and sharing ideas in both oral and written form; and scholarly researching. Drawing from a wide selection of texts and media, students will explore various responses, from class discussion and oral presentations to individual essays and further research.

The special theme of this course is cross-border experience. The study of borders – what they are, how they shape culture, politics and society, why they change – has recently become a topic of much interest among scholars, not only in the social sciences, but also in the humanities, arts, and natural sciences. As perennial border-crossers at Franklin, this topic should find resonance among the entire student body, help us think about who, how and why people cross borders and lead us to reflect upon what we are doing when we actually cross a border and negotiate different cultures.

Course Rationale

In accordance with Franklin's mission and overall learning goals, this 100-level course contributes towards the university's commitment to developing writing skills among its students. It is a core-curriculum writing-intensive course and counts towards satisfying the 12-credit writing requirement.

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. In addition, the course aims to consolidate essential writing strategies and rhetorical moves that will help students achieve benchmark or higher levels of writing competency in the academic context.

Student 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, by practicing effective peer review, by following through on the draft and revision process, and by responding to peer suggestions.



Course Materials

Short primary texts and secondary readings are available on our Moodle site.

Visual material (images, films) will be viewed in class or, in the case of longer films, will be available online and/or have a separate screening arranged.

You should buy your own copy of the following texts, which will be discussed in depth:

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

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.

Satrapi, Marjane. *The Complete Persepolis*. New York: Pantheon, 2007.

Assessment Overview

Contribution to the course including write-to-learn tasks	20 %
Three formal papers @ 10 % each	30 %
Research project and its component parts	40 %
Research project defense during final exam slot	10 %

Mid-term grades will be posted for this course during Academic Travel. These grades will be based on your three formal papers and your contribution to the course thus far. This work represents about 40% of the final grade.

How To Do Well In This Course

What you put into the course will determine the grade you get. Here are some guidelines for doing well:

- Expect to work at least 2-3 hours on your own for every hour in class: this means approx. 6-9 hours on your own per week. Good writing and good reading take time. If you find that you are putting considerably less or considerably more time into your weekly assignments, please see me to discuss the situation so that we can figure out an appropriate plan of action. The syllabus has been designed for about 3 hours of work on your own for every class period.
- Come to class prepared. Coming to class prepared means doing the reading and, if asked, the informal or draft writing beforehand. Good reading strategies mean marking up and taking notes on the text. A good informal response, even if it is a brainstorming response, means giving your writing a quick review for typos and other mechanical errors. A good draft is mostly complete and includes citations.
- Be prepared to ask questions and share your observations in class. Simply coming to class does not constitute active participation.
- Make use of the Writing and Learning Center for all formal papers. The tutors can help you at any stage of the process, from brainstorming ideas to fine-tuning citations.
- Come see me when you have concerns about the course or the assignments.
- Be positive about what you can learn, engage yourself with the spirit of the course – and write!

Assignment Descriptions



Contribution to the course including write-to-learn tasks 20 %

Your contribution to the course is important and will impact your grade significantly. Readings, for example, should be completed before you come to class. In addition, we will complete 4 short, in-class write-to-learn tasks over the course of the semester. These tasks are low stakes, informal opportunities to further explore and practice various writing skills (e.g. summarizing, annotated bibliographical entries...). As these are exploratory tasks, they will not be formally marked – instead, for each task I will assign a ✓, ✓ +, or ✓ - based on the amount of effort you put into the task. In calculating your final grade for this segment of the course, I will drop the lowest task score and will also take account of your progress throughout the course.



Formal Paper 1: Primary Literature Commentary Essay 10 %

Your first formal essay for this course will be a response essay that draws closely on and analyzes a fictional text or film about 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 essay should be 3-4 pages long. You'll find more details – and the text/film for analysis – on Moodle.



Formal Paper 2: Empirical Essay 10 %

In this essay, you will practice data collection and writing up ethnographic observations using the so-called IMRAD paper structure. This type of structure is often used in the sciences and social sciences and is based on collection of data and interpretation of that data. It should be 3-4 pages long (not including the bibliography) and will be based on an in-class simulation activity and your observations on that activity.



Formal Paper 3: Critical Review 10 %

For this essay, you will be given a choice of secondary literature on borders. You will be asked to choose ONE of these texts, and to review it, both summarizing the theorist/critic's argument and the ideas s/he puts forward, and engaging critically with this argument and these ideas. In addition to consolidating skills learned in the first and second paper (summarizing and paraphrasing, both essential for academic writing), this essay will give you practice in evaluating secondary literature (how others join the conversation) and in using Chicago citation conventions. It should be ca. 4 pages long, not including the bibliography.



Borders Research Project

40 %

This research-based project will give you practice in the research process, from finding and narrowing down a topic to integrating both primary and secondary sources. In addition to your primary text, which could be anything that deals with borders, such as the photograph above, you will need to find five secondary scholarly sources related to your topic (articles, book chapters). This project has 3 components:

- Short proposal and annotated bibliography (10%): the final proposal and annotated bibliography should be about 3-4 pages with 1 page devoted to introducing your topic, why you chose it and the rationale and 2 pages for the annotated bibliography. The annotated bibliography will list the secondary sources you have found for your topic and include a substantial paragraph summarizing the source, the conversation it takes part in, and how it is useful to you.
- Presentation of work in progress (10%): each student will give a short presentation of her/his research in progress and working thesis. The presentation should introduce us to your topic, your primary and secondary sources, and your scholarly process, as well as concerns you currently have about the project. It should be about 6-7 minutes long with time for questions, for a total time not to exceed 15 minutes.
- Research project (20 %): the final scholarly paper should be about 10-12 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.

Paper defense during final exam week

10 %

As a culminating activity for the class, we will hold paper defenses in groups of 3-4. Students will share their paper with their colleagues beforehand. After a brief 5-minute presentation of your work, your colleagues will ask questions about the paper and make suggestions about where you could develop it were you to pursue the topic further.

What Grades Mean

Grades for all formal papers and the 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 will then 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. Here is a breakdown of the point system; these grades-points are detailed in the rubric on the following page.

A = 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 = 3.0 = Making good progress: your work is above-average quality for university-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 = Developing: your work is acceptable at university level. It follows the assignment, meets the basic standards of university-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 = Needs improvement: you do not meet the standards for acceptable university-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 university 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 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 university-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, 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.

Rubric for Formal Papers and the Research Project

Category	4 = Excellent work	3 = Making good progress	2 = Developing	1 = Needs improvement
Assignment Context Purpose	Follows assignment in a thought-provoking way; compelling central claim (thesis) with creative 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 Development Logic	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 Organization	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 flows – and/or contains illogical leaps.
Evidence Citation	Uses a wide variety of evidence effectively; excellent summaries / quoting / paraphrase; correctly supplied citation, attribution and bibliography with consistency of style.	Effective use of evidence; good summaries, paraphrase and quoting; correctly cited material, but may lack polish here and there.	Adequate use of evidence; cited and documented correctly but with consistent small mechanical mistakes.	Inappropriate evidence; incorrectly cited, documented and/or attributed.
Language / Mechanics	Fluent use of appropriate university 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 university-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.

Additional Course Policies

Attendance: Your participation is really important, especially on days that you present or lead a discussion. Everyone will get 2 absences for any reason without affecting the grade. For each additional unexplained absence, your contribution grade will drop by 15 points (out of 100). Coming to class late one or twice will not affect your grade; consistent lateness will. If you are seriously ill and need to miss several classes, you should provide a medical note and speak to me to make arrangements for making up the work.

Extra credit: there is no extra credit for this course but the short formal papers may be rewritten for a better grade. If you would like to rewrite a paper, you should make an appointment with me to discuss improvements and suggestions. Rewritten papers should be submitted within one week of getting the grade along with the original graded paper.

Academic Support

My office hours: Do come and see me during office hours to discuss your work! I can help you with all aspects of the course, from brainstorming to polishing papers. I am also happy to discuss your progress in the course or any course concerns you might have.

The Writing and Learning Center: Fowler Learning Commons, LAC 1st floor. You can work with any tutor by visiting the link on the front page of Moodle (<https://moodle.fus.edu/course/view.php?id=2617>) to make an appointment.

Moodle site: The Moodle site for this course provides copies of all assignments for the course, extra readings, as well as places for you to upload your papers.

Learning Disabilities: If you have a documented learning disability, please make an appointment with the Accessibility Coordinator (cmoro@fus.edu) to discuss a plan of action for the semester. With the proper documentation, you have the right to request appropriate accommodations, for example, extra time for exams, exams in a quiet environment, or use of a laptop. The Accessibility Coordinator will help you determine the best accommodations for you.

Technology Help: Lowerre Academic Center, ground floor, for all computer related problems. Drop by or email the help desk (helpdesk@fus.edu).

Grace and Fowler Libraries: Grace Library houses books supporting courses in the humanities, social sciences and the arts, in addition to print journals and newspapers. The Fowler Learning Commons houses books in the sciences and those written in languages other than English. Electronic resources such as academic journals and databases can be accessed from either. Our librarians, Clélie Riat (criat@fus.edu) and Nigel Butterwick (nbutterwick@fus.edu) are happy to help with your research.

Academic Integrity

Academic integrity is an important aspect of university 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 go against the school's academic integrity policy (please see the 2018-2020 Academic Catalog, p.199, for the university's full statement). These actions can result in disciplinary action such as academic warning, probation, and even dismissal from Franklin.

Plagiarism in particular is a serious matter and comes in all shapes and sizes, from using third-party services (i.e. having someone write your paper for you) or downloading an entire paper to over paraphrasing someone else's words even if you cite the source. We will pay particular attention to plagiarism in this course: all papers will be submitted to turn-it-in.com, and I reserve the right to substitute a paper with an oral exam and/or to request evidence of a meaningful research and drafting process.

Violations of academic integrity including plagiarism generally 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, who will be informed of every academic integrity violation. If you have questions about academic integrity that are not covered in class, please ask.

Select Bibliography on Borders in Grace Library*

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- Black, Shameem. *Fiction Across Borders: Imagining the Lives of Others in Late 20th Century Novels*. New York: Columbia University Press, 2010.
- Brunet-Jailly, Emmanuel. *Borderlands: Comparing Border Security in North American and Europe*. Ottawa: University of Ottawa Press, 2007.
- Buchanan, Allen, and Margaret Moore, eds. *States, Nations, and Borders: The Ethics of Making Boundaries*. Cambridge: Cambridge University Press, 2003.
- Canclini, Nestor. *Hybrid Cultures: Strategies for Entering and Leaving Modernity*. Minneapolis: University of Minnesota Press, 2005.
- Diener, Alexander C., and Joshua Hagen, eds. *Borderlines and Borderlands: Political Oddities at the Edge of the Nation State*. Lanham, MD: Rowman and Littlefield, 2010.
- Duany, Jorge. *Blurred Borders: Transnational Migration Between the Hispanic Caribbean and the United States*. Chapel Hill: University of North Carolina Press, 2011.
- Ganser, Paul and David E. Lorey, eds. *Borders and Border Politics in a Globalizing World*. Lanham, MD: SR Books, 2005.
- MacKenzie, David Clark. *A World Beyond Borders: An Introduction to the History of International Organizations*. Toronto: Toronto University Press, 2010.
- Moré, Inigo Martinez. *The Borders of Inequality: Where Wealth and Poverty Collide*. Trans. Lyn Dominguez. Tucson: University of Arizona Press, 2011.
- Nicole, Heather and Ian Townsend-Gault. Eds. *Holding the Line: Borders in a Global World*. Vancouver: UBC Press, 2005.
- Pecoud, Antoine, and Paul de Guchteneire, eds. *Migration without Borders: Essays on the Free Movement of People*. New York: Berghahn Books, 2009.
- Popescu, Gabriel. *Bordering and Ordering the Twenty-First Century: Understanding Borders*. Lanham, MD: Rowman and Littlefield, 2012.
- Rajaram, Prem Kumar and Carl Grundy-Warr. *Borderscapes: Hidden Geographies and Politics at Territory's Edge*. Minneapolis: University of Minnesota Press, 2007.
- Saldívar, Jose David. *Border Matters: Remapping American Cultural Studies*. Davis: University of California Press, 1997.
- Salehyan, Idean. *Rebels without Borders. Transnational Insurgencies in World Politics*. Ithaca: Cornell University Press, 2009.
- Ward, Janet, Marc Silberman and Karen E. Till. Eds. *Walls, Borders, Boundaries: Spatial and Cultural Practices in Europe*. New York: Berghahn Books, 2012.
- Wastl-Walter, Doris. Ed. *The Ashgate Research Companion to Border Studies*. Farnham: Ashgate, 2011.
- Zaiotti, Ruben. *Cultures of Border Controls*. Chicago: University of Chicago Press, 2011.

* This is merely a short selection to get you started. Please also use the Library Catalog and available databases for your own research! Please also check out our Lib Guides course page.

Planned Day-by-Day Schedule*

Week	Date	Class Preparation and Major In-Class Activities
1	Monday, January 21	Introductory session, borders brainstorming and syllabus review
	Thursday, January 24	Go over <i>They Say, I Say (TSIS)</i> : Introduction and chapter 1: “They Say” In class: Academic writing as a conversation; Strategies for starting with what others are saying
2	Monday, January 28	Read <i>Short Introduction to Borders</i> , chapter 1, think about how it relates to your ideas from last week Joining the conversation – in-class write-to-learn task 1
	Thursday, January 31	Go over <i>They Say, I Say</i> , chapter 2: “Her Point Is” Bring a hard copy of your paper 1 draft to class In class: Peer review of Formal Paper 1 (they say moves, thesis, focus and structure); in-class discussion of the paper 1 primary text by Manto – strategies for summarizing
3	Monday, February 4	Finish paper 1: Primary Literature Commentary (Moodle Upload) ; go over <i>They Say, I Say</i> , chapter 12: “I Take Your Point”; Bring all brainstorming and drafts to class (or put them in my Kaletsch mailbox or upload them on Moodle) In class: Notetaking strategies with Parag Khanna on borders (TED Talk), strategies for entering class discussion; paper 2 guidelines
	Wednesday, February 6	16:00-18:00 (tentative): Cross Cultural Simulation required for all students
	Thursday, February 7	Read <i>Persepolis</i> , 3-86 and Newman’s Introduction (Moodle) – using Newman, what kind of borders do we see in <i>Persepolis</i> ? Review <i>They Say, I Say</i> , chapter 17, “Analyze This” In class: Post simulation follow-up and writing in the social sciences; discussion of <i>Persepolis</i> based on Newman’s ideas
4	Monday, February 11	Read <i>Persepolis</i> , 87-165 and Newman, section 1 and 2 (Moodle) Workshop: Plagiarism – Understanding it and Avoiding it
	Thursday, February 14	Read <i>Persepolis</i> , 166-259 and Newman, sections 3 and 4 (Moodle) - how does <i>Persepolis</i> illustrate one of Newman’s sub points (inclusion-exclusion/power relations)? Final draft paper 2: bring a hard copy to class In class: Discussion <i>Persepolis</i> and Peer Review: Fine Details: Paper 2

5	Monday, February 18	Finish <i>Persepolis</i> , 260-343 and Newman, sections 5 and 6 In class: Framing graphic novels and borders; begin secondary lit analysis - how do <i>Persepolis</i> critics join the conversation?
	Thursday, February 21	Formal Paper 2 due (Moodle upload): put hard copy drafts in my Kaletsch mailbox or upload them on Moodle Finish Newman In class: Guidelines to paper 3; the concept of a frame; continuation of secondary lit analysis - how do <i>Persepolis</i> critics join the conversation?

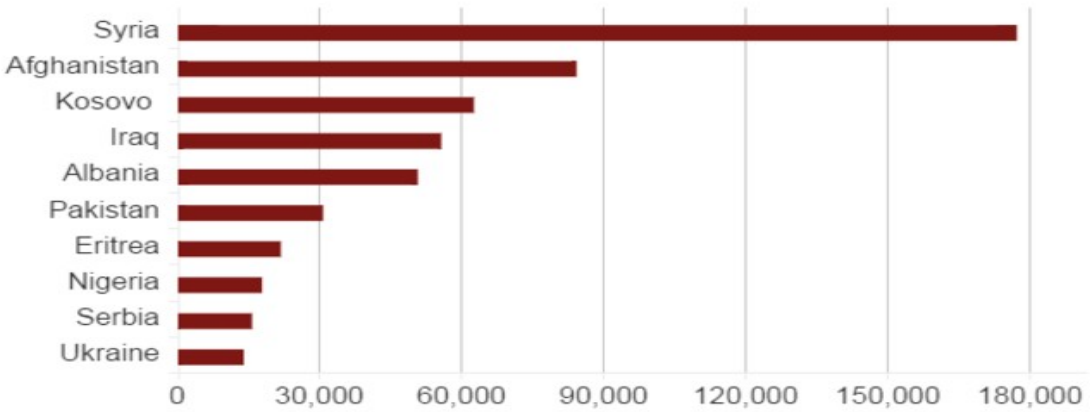
6	Monday, February 25	Reading for the conversation – in-class write-to-learn task 2
	Thursday, February 28	Drafting your paper 3 In class: Write-to-learn task feedback – further strategies for reading for the conversation; bring draft of your 3rd paper to class – peer review of big picture
7	Monday, March 4	Research Proposals: Choose 3 potential topics dealing with borders. Write a short paragraph about each (1 page total) and email to me Have a look at JR's Face to Face Project online: http://www.jr-art.net/projects/face-2-face In class: Discussion of Face2Face; paper 3 peer review and citation check
	Thursday, March 7	Formal Paper 3 Critical Review (Moodle upload): bring drafts to class today, put them in my Kaletsch mailbox or upload them on Moodle In class: The research process and what you will do post-travel; research proposal discussions
8 & 9	NO CLASS	ACADEMIC TRAVEL
10	Monday, March 25	Zineb Sedira: <i>Saphir</i> (materials on Moodle) Sharmeen Obaid-Chinoy: <i>HOME1947</i> (materials on Moodle) In class: Comparative discussion – Art: reshaping borders?; introduction of annotated bibliographies – guidelines and tips; research proposal discussions
	Thursday, March 28	Read <i>Short Introduction to Borders</i> , chapter 2, "Borders and Territory in the Ancient World" / Review <i>They Say, I Say</i> , chapter 5: "And Yet" – think about how you would summarize the main point of the chapter and add your own comment (distinguishing what they say from what you say) In class: Bring final proposal to class for Library Workshop

11	Monday, April 1	Annotated bibliographical entries – in-class write-to-learn task 3
	Thursday, April 4	Read <i>Short Introduction to Borders</i> , chapter 4: “The Practice of Bordering”; Go over <i>They Say, I Say</i> , chapter 8: “As a Result” In class: Strategies for connecting your research dots; peer review of annotations: at least 3 out of 5 should be done; presentation guidelines
12	Monday, April 8	Annotated Bibliographies and Final Proposal due (Moodle upload) Read <i>Short Introduction to Borders</i> , chapter 5, “Border Crossers and Border Crossings”; Go over <i>They Say, I Say</i> , chapter 10: “But Don’t Get Me Wrong” In class: Discussion – border crossers and border crossings; strategies for metacommentary
	Thursday, April 11	In class: Research Presentations
13	Monday, April 15	In class: Research Presentations
	Thursday, April 18	Read <i>Short Introduction to Borders</i> , Epilogue, “A Very Bordered Future” Review <i>They Say, I Say</i> , chapter 4: “Yes / No / Okay, But” In class: Research Presentations; mini debate on epilogue arguments
14	Monday, April 22	NO CLASS – EASTER BREAK
	Thursday, April 25	Summarizing (secondary literature/theory) – in-class write-to-learn task 4
15	Monday, April 29	Draft 1 of your research project In class: open discussion based on the Week 14 readings – whither the border?; Research Project peer review draft 1
	Thursday, May 2	Draft 2 of your research project In class: Research Project final peer review session, defense preparation and final discussion
Final Exam Period (16 & 17)	Wrapping It All Up	
16	Tuesday, May 7	Final Research Project due (upload drafts on Moodle or drop them in my mailbox)

17	Monday, May 13, 11:00-13:00	Defense slots will be 30-40 minutes each, groups tbc (likely groups of 3-4).
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* NB: This is a tentative program: secondary readings, for example, are subject to change

Top 10 origins of people applying for asylum in the EU
January - October 2015, first-time applications



Source: Eurostat

