

FWIS 100: FUNDAMENTALS OF ACADEMIC COMMUNICATION BORDER NARRATIVES

Course Info

Location: Kraft 102

Date/Time: 10-10:50, MWF

Instructor: Dr. Baird Campbell

Email: baird@rice.edu

Office Hours: TWTh, by appointment

Required Texts

All required materials are available on Canvas

Formatting

All written work should be formatted as follows:

- Times New Roman 12
- Double Spaced
- 1 inch margins all around
- Page Numbers

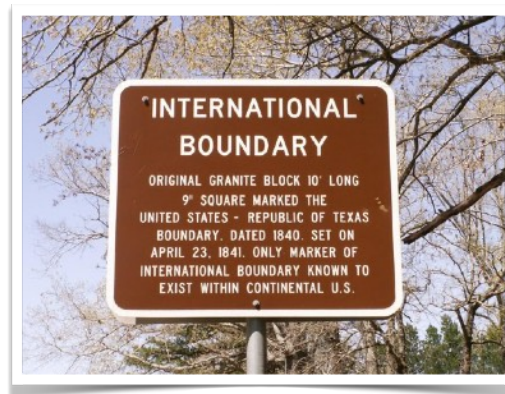
In top left corner:

- Name
- Date
- Course

All work should be spellchecked, proofread, and have a meaningful title.

Course Description

If you live in the United States, and especially if you live in Texas, you likely have a very particular understanding of “the border.” Despite bordering both Canada and Mexico, US residents generally understand “the border” to be the highly politicized boundary between the United States and Mexico. Though it has historically been quite permeable, this imaginary line is now imbued with markers of race, class, criminality, and belonging.



Though this is the most prevalent example in popular US discourse, our world—and the places and cultures that comprise it—is criss-crossed with borders: physical, geographical, philosophical, linguistic, and sociocultural. And just like “the border” between the US and Mexico, *all borders are political*, and can be *politicized*. In this course, we’ll explore the concept of the border, broadly construed, analyzing how they create and reinforce divisions that go beyond lines on a map, and how the space of “the border” itself represents a particular kind of liminal, transitional space with politics all its own.

What is a FWIS 100 Course?

The overarching goal of FWIS 100 is to develop the skills students will need to participate fully and confidently in a FWIS in the spring. In particular, the courses are designed to **cultivate academic literacy** – an awareness of the purpose and conventions of college-level reading and writing; and **attention to the writing and revision process**.

Student Learning Goals

At the end of this course, students will be able to:

1. Distinguish between academic and other genres of writing and reading.
2. Understand purpose, argument, and structure of college-level readings.
3. Improve sentence level accuracy of Standard Written English.
4. Use appropriate academic tone in writing.
5. Construct a written academic argument with a thesis, supporting claims, and relevant evidence.
6. Recognize the academic practice of using and acknowledging the work of others in one's own writing.

"Borders are set up to define the places that are safe and unsafe, to distinguish us from them. A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue of an unnatural boundary. It is in a constant state of transition. The prohibited and forbidden are its inhabitants."

- Gloria E. Anzaldúa



ASSIGNMENTS

Participation - 20%

Participation is more than just speaking up in class. It means doing **all the reading**, completing **all assignments**, being a **generous and thoughtful peer reviewer**, and coming to **office hours**.

Writing Coach Sessions - 10%

Each student in FWIS 100 is **required** to attend **five** sessions with our assigned writing coach. Students are responsible for scheduling and keeping appointments, and will be **penalized for each missed appointment**.

Argument Map - 10%

Students will **prepare an argument map following the steps covered in class**, for an article selected by the instructor.

Outline - 10%

Students will complete an **outline of an academic article** to be chosen by the instructor.

Critical Summary - 10%

Following the guidelines presented in class, students will write a **critical summary** of an academic article chosen by the instructor. Work will be graded on **accuracy, critical thinking**, and **academic writing style**.

Photo Walk - 5%

In order to gain an understanding of framing, students will conduct a **"photo walk"** as modeled in the **corresponding reading**. Work will be graded on **understanding of the concept**, not artistic merit.

Collaborative Literature Review - 10%

Each student is responsible for contributing **six entries** to the class literature review.

Abstract - 5%

Using your preliminary paper proposal as a starting point, you will craft an **abstract** that accurately reflects the **main arguments** and **contributions** of your final paper.

Final Paper - 20%

Building on previous drafts, students will conduct a **6-7 page analysis** of a border of their choosing and **make** and **support** a **scholarly argument** about it. Papers should provide **contextual information, properly cited scholarly support**, and contain a **clear argument and intervention**. Papers will be graded according to this rubric, as well as for appropriate tone, register, and scope.

Grading

A: 94-100, A-: 90-93
 B+: 87-89, B: 84-86, B-: 80-83
 C+: 77-79, C: 74-76, C-: 70-73
 D+: 67-69, D: 64-66, D-: 60-63
 F/I: 59 and lower

Need Help with Class?

CAPC (Center for Academic and Professional Communication)

Book an appointment with a writing consultant at capc.rice.edu.

The Reference Desk

Any of the librarians at the Reference Desk will be helpful, but Joe Goetz (jgoetz@rice.edu) is the dedicated librarian for anthropology, and loves to help students!

Digital Media Commons

The staff at the DMC can help you with audiovisual assignments, and can also provide you with any equipment you may need. Located in the Fondren basement.

Need Other Help?

Counseling Services

To help you manage course work, deadlines, personal and professional relationships and being away from home and/or family matters, the Rice Counseling Center (RCC) offers free, confidential support.

A more complete list is available under "**On Campus Resources**" on Canvas.

Writing Coaches

Each student in FWIS 100 **must** participate in five one-on-one meetings with a trained Writing Coach. These meetings are an ideal opportunity to **identify your individual strengths and weaknesses** and to explore strategies for **improving your skills**. Your active preparation for and participation in Writing Coach meetings is an important component of your grade.

Making and keeping appointments with our coach is **your responsibility**. A few things to keep in mind:

- Each appointment corresponds to a **particular assignment**;
- You should **prepare for** each meeting by **reviewing** the assignment in question, and **bring all related materials with you**;
- Each missed appointment will result in a **deduction** of 2 points;
- Failure to attend at least 3 appointments will result in an **automatic 0** for this assignment group;
- I will receive regular updates from our coach on your performance.

Technology Policy

Some studies show that reading on a screen **negatively affects reading comprehension**; on the other hand, many people find screens **more accessible** for reading and note-taking. I trust that if you choose to have a screen in class, that you will remain focused and use it only for class purposes. However, **I reserve the right to ask you to put your technology away**. If you have suggestions for a better technology policy, I am very open to ideas!

Resubmission Policy

You may resubmit **two** of the following assignments **once**:

- Argument Map
- Outline
- Critical Summary
- Photo Walk

Assignments must be resubmitted **within two weeks** of receiving the initial grade.

You **must** email me with your intention to resubmit a minimum of **one week before** the deadline.

Along with your edited draft, you **must** submit a short statement (min. 250 words) **explaining the changes you've made and how they respond to the feedback** you received.

Attendance

Showing up to class is the single biggest determiner of your success. However, life happens, and sometimes absences are not avoidable. **You may miss three (3) classes without penalty.** After this, each missed class will result in a deduction of 1/3 of a letter grade from your semester grade.

- If you miss a class, you must **find out what you missed** from a classmate and come to the next class **prepared**.
- Tardiness of **more than 15 minutes** is considered an absence.

School-sanctioned absences: Students who anticipate multiple school-sanctioned absences **are expected to attend all other classes unless absolutely necessary.**

Students who present a **letter** with anticipated absences **must still email Dr. Campbell** to confirm each absence.

-Unconfirmed sanctioned absences will be considered unsanctioned and will count against your attendance and participation grades.-

Late Work

Missing a deadline is a **stressful** experience. Students in this situation often **blame themselves** and feel they could complete the assignment if they had **one more day**, but the next day might not be any easier, and the stress snowballs as late penalties accumulate. Students sometimes **fail classes** because they get **trapped in this cycle!**

If you're not going to make a deadline:

1. **Email me** whatever you have before the deadline, and you'll be granted an **automatic 24-hour extension** (exceptions apply)
2. Each additional day late will result in a **1/3 letter grade reduction** from the assignment in question
3. Late assignments **can** be resubmitted, but any late penalties from the first draft **will still apply**.

Classroom Expectations

Students will **arrive on time** and **be prepared** for the day's activities. This means:

- All assigned reading has been **read**, key terms **defined**, and questions **prepared**
- All assignments have been **turned in**, and **printed copies** prepared if requested
- Students will treat **each other, the instructor, the classroom, and the people who keep it running** with respect.

This means:

- Respecting **class-defined norms** governing class interactions
- Respecting the time of both the **instructor** and your **classmates** (arriving on time, meeting deadlines, etc.)
- Leaving the classroom in **better condition** than you found it (picking up trash, straightening chairs, etc.)



Academic Accommodations

I am committed to making our classroom an **accessible space for all**.

If you have a disability or other condition that may affect academic performance:

- **File documentation** with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need
- **Speak with me** to discuss your accommodation needs.

Important: Sometimes we need accommodations that fall outside the framework of disability as understood by the DRC. Please **do not hesitate** to let me know about any additional help you may need.

COURSE SCHEDULE

This syllabus is a guideline for this course. As such, I reserve the right to make changes in it as necessary. All changes to the syllabus will be announced in class and on Canvas.

	Week 1: Welcome to College	
	In Class	Reading / Assignment
Monday August 22	Welcome Introductions Syllabus Review	<ul style="list-style-type: none"> • Getting to Know You Survey due Thursday by 11:59 PM
Wednesday August 24	Hidden Curriculum Collaborative class norms	<i>No reading</i>
Friday August 26	Professional communication norms	<p>"How to Email Your Professor..." by Laura Portwood-Stacer</p> <ul style="list-style-type: none"> • Professional email due to baird@rice.edu Sunday by 11:59 • FWIS Writing Sample due Sunday by 11:59 PM
	Week 2: Building Blocks	
	In Class	Reading / Assignment
Monday August 29	Strategic reading techniques	"Reading Strategically"
Wednesday August 31	Demystifying academic writing	<p>Preface and Intro - TSIS*</p> <p>*<i>They Say, I Say</i> - Graff, Birkenstein, Durst</p>
Friday September 2	<p>Making a scholarly argument</p> <p>In class workshop</p>	Chapter 1 of TSIS - "They Say" Starting with What Others Are Saying

	Week 3: What are borders?	
	In Class	Reading / Assignment
Monday September 5	LABOR DAY - NO CLASS	
Wednesday September 7	What is a border?	"Contemporary Research Agendas in Border Studies: An Overview" by David Newman
Friday September 9	What is a border?	"Contemporary Research Agendas in Border Studies: An Overview" by David Newman <ul style="list-style-type: none"> • Choose a border to study and be ready to talk about it on Monday
	Week 4: Language as Border	
	In Class	Reading / Assignment
Monday September 12	How to write a project proposal Style workshop - informal vs. formal English	Chapter 9 of TSIS - ""You mean i can just say it that way?" Academic Writing Doesn't Mean Setting Aside Your Own Voice" <ul style="list-style-type: none"> • Bring hard copy of writing sample to class
Wednesday September 14	Raciolinguistics	"Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts" by Jonathan Daniel Rosa
Friday September 16	Raciolinguistics	"Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts" by Jonathan Daniel Rosa <ul style="list-style-type: none"> • Preliminary Project Proposal due in class on Monday (bring hard copy)
	Week 5: Research Methods and Citation	
	In Class	Reading / Assignment

Monday September 19	Scholarly research workshop (meet at Fondren)	<ul style="list-style-type: none"> Add to Jamboard by Friday at 9 AM
Wednesday September 21	Interpreting a literature review	Review "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts" by Jonathan Daniel Rosa
Friday September 23	Preparing a literature review	Chapter 3 of TSIS - ""As he himself puts it" The Art of Quoting" <ul style="list-style-type: none"> Two collaborative literature review entries due Sunday by 11:59 PM
Week 6: Nationality and Nationhood		
	In Class	Reading / Assignment
Monday September 26	Summarizing workshop	Chapter 2 of TSIS - ""Her point is" The Art of Summarizing"
Wednesday September 28	Discussion of reading	"Sinks for the Press: Cholera and the State Performance of Power at the Dominican Border" by Kyrstin Mallon Andrews
Friday September 30	Discussion of reading	"Sinks for the Press: Cholera and the State Performance of Power at the Dominican Border" by Kyrstin Mallon Andrews <ul style="list-style-type: none"> Critical Summary due Sunday by 11:59 PM
Week 7: Liminality		
	In Class	Reading / Assignment
Monday October 3	Argument mapping workshop	"In Between Nations: Ethiopian-Born Eritreans, Liminality, and War" by Jennifer Riggan
Wednesday October 5	Discussion of reading	"In Between Nations: Ethiopian-Born Eritreans, Liminality, and War" by Jennifer Riggan

Friday October 7	Discussion of reading	Chapter 4 of TSIS - ""Yes / no / okay, but" Three Ways to Respond"
	Logical Fallacies	<ul style="list-style-type: none"> • Argument Map due Sunday by 11:59 PM
	Essay 1 Instructions	<ul style="list-style-type: none"> • Mid-semester Check-in Survey due Sunday by 11:59 PM
Week 8: The Border as a Place		
	In Class	Reading / Assignment
Monday October 10	NO CLASS	
Wednesday October 12	Discussion of reading	Preface and Chapter 1 of "Borderlands/La Frontera" by Gloria Anzaldúa
Friday October 14	Discussion of film	Watch: Separated: Children at the Border (on Kanopy) <ul style="list-style-type: none"> • 1st draft of Final Essay due Sunday by 11:59 PM
(J)	Week 9: Refusal	
	In Class	Reading / Assignment
Monday October 17		Individual consultations with Dr. Campbell
Wednesday October 19	Discussion of reading	Chapter 1 <i>Mohawk Interruptus</i> by Audra Simpson
Friday October 21	Outlining Workshop	Chapter 1 <i>Mohawk Interruptus</i> by Audra Simpson <ul style="list-style-type: none"> • Two collaborative literature review entries due Sunday by 11:59 PM
(J)	Week 10: Refusal (cont'd)	
	In Class	Reading / Assignment

Monday October 24		Individual consultations with Dr. Campbell
Wednesday October 26	Discussion of reading	Chapter 5 of <i>Mohawk Interruptus</i> by Audra Simpson
Friday October 28	Discussion of reading	Chapter 5 of <i>Mohawk Interruptus</i> by Audra Simpson • Outline due Sunday by 11:59 PM
	Week 11: The Body as a Border	
	In Class	Reading / Assignment
Monday October 31	Discussion of reading	"Fixing Sex: Surgery and the Production of Normative Sexuality" by Katrina Karkazis
Wednesday November 2	Discussion of reading	"Fixing Sex: Surgery and the Production of Normative Sexuality" by Katrina Karkazis
Friday November 4	Photo walk	<i>No reading</i> • 2nd draft of Final Essay due Sunday by 11:59 PM • Upload photos by Sunday at 11:59 PM
(J)	Week 12: Visualizing Borders	
	In Class	Reading / Assignment
Monday November 7	Discussion of reading	"A Space "In-Between": Liminality and Landscape on the Thailand-Burma (Myanmar) Border" by Courtney T. Wittekind
Wednesday November 9	In class workshop	"A Space "In-Between": Liminality and Landscape on the Thailand-Burma (Myanmar) Border" by Courtney T. Wittekind
Friday November 11	NO CLASS	• Photo walk due Sunday by 11:59 PM
(I)	Week 13: Metacommentary	

	In Class	Reading / Assignment
Monday November 14	Discussion of reading	Chapter 8 of TSIS - ""As a result" Connecting the Parts"
Wednesday November 16		Individual consultations with Dr. Campbell
Friday November 18		Individual consultations with Dr. Campbell • Two collaborative literature review entries due Sunday by 11:59 PM
	Week 14: Bringing it All Together	
	In Class	Reading / Assignment
Monday November 21	In class peer- review	Chapters 10 and 11 of TSIS - ""but don't get me wrong" The Art of Metacommentary" and ""he says contends" Using the Templates to Revise"
Wednesday November 23	NO CLASS	
Friday November 25	NO CLASS	
	Week 15: The Home Stretch	
	In Class	Reading / Assignment
Monday November 28	Workshop: from proposal to workshop	• Bring a hard copy of your preliminary project proposal to class
Wednesday November 30	Review of final paper format, best practices, questions	• Review instructions on Canvas and prepare questions
Friday December 2	Wrap-Up	• Final paper with abstract due Friday, December 9 by 5:00 PM

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at:

<http://honor.rice.edu/honor-systemhandbook/>.

This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.