

**INTD 100/ College Writing Seminar: Fall 2013**  
**“Fences and Neighbors”**

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**COURSE DESCRIPTION**

The U.S.-Mexico border is a place of contradictions. It is the busiest border in the world, where people commute daily across the geopolitical divide to go to work and school. It is also a place where fences and guards attempt to keep people from crossing. The border both contains and provokes mobility. The class will read important texts and explore key concepts to help understand how writers in different disciplines construct and support arguments about the border. This is an intensive composition course which aims to develop critical thinking, reading, and writing skills. Students are guided in understanding and participating in writing as a process that unfolds over time and how to read in ways that promote good writing.

This course is linked with SOWK 190: Immigrants and Refugees. Immigrants and refugees introduces students to: 1) immigration and refugee policies in the U.S, 2) the social, economic, and political factors that influence the movement of peoples, 3) the experience of transition - the leaving, the journey, and the arrival, and 4) working with immigrants and refugees (the International humanitarian response and the U.S. social service response). Throughout the semester we hope you will make connections between INTD 100 and SOWK 190 and we wish for you to share these connections with the class.

**COURSE OBJECTIVES**

Upon completion of the seminar, as demonstrated through written assignments and class discussion, I expect students will be able to:

- 1) Identify, summarize, and critique the arguments presented in class readings.
- 2) Demonstrate the ability to write an effective essay which states and supports a thesis.
- 3) Demonstrate the ability to communicate clearly, in written and oral form, conclusions about complex problems.
- 4) Evaluate the mechanical strength of his/her own writing.
- 5) Develop a habit of revision.
- 6) Write a final analytical paper of more substantial length supported by research.

I will measure student engagement and learning primarily through work presented in five essays and a composition book.

**Texts:**

1. Ramage, John C., John Bean, June Johnson. 2012. Writing Arguments: a Rhetoric with readings, concise edition, 6<sup>th</sup> edition. Boston: Pearson.
2. Hacker, Diana. 2012. A Pocket Style Manual, 6<sup>th</sup> edition. Boston: Bedford/St. Martin's.

3. Ruiz, Ramon Eduardo. 1998. *On the Rim of Mexico encounters of the rich and poor*. Boulder: Westview Press.
4. Urrea, Luis Alberto. 1993. *Across the Wire: Life and Hard times on the Mexican Border*. New York: Anchor Books.
5. Composition Book
6. Readings in Moodle

Note: All books are available at the Bookstore. The Ramage, Bean and Johnson book is available through rent-a-text. In addition, all books are on reserve at the library, some books may also be available through LINK+ and Interlibrary Loan (Library services that let students borrow books from other libraries).

**Assignments:** Your final grade will be based on participation (10%), Essay #1 (5%), Essay #2 (20%), Essay #3 (20%) Essay #4 (20%) and essay #5 (25%).

**Participation:** Discussion and in-class writing in the composition book is meant to help students engage with and clarify ideas presented in assigned texts and the class. I will evaluate your participation grade using four criteria: 1.) attendance 2.) composition book 3.) peer revision 4.) coming to peer-mentor office hours.

**Attendance:** The first step towards success is showing up to class. Students can miss 2 classes with no penalty. All other absences will result in the deduction of 1/3 of a letter grade from your participation grade. The only exception is a doctor's note.

**Composition Book:** We will start most days by taking five minutes to write about the reading assigned for that day. I do not allow time extensions or make-ups for students arriving late or missing class. Each day's writing should start on a fresh sheet of paper (front and back is o.k.) and include a header with the date, chapter, and author of the reading and a brief title that summarizes what I asked you to write about.

**Peer Revision:** On peer revision days students will have one classmate read and comment on their work in class and one classmate read and comment on their work out of class. The job of the peer reviewers is to help classmates reach their full potential. The peer reviewed draft is worth 10% of the total grade for papers that include a peer review.

**Essays:** Students will write five essays including a reading summary, reading analysis, position paper, in-class timed essay, and a research paper.

**Re-writes:** Students will re-write their first essay. The final exam is a re-write of two essays of your choice from the course. This means that if you earn a "C" on an essay you can significantly revise it and may earn a higher grade on the re-write which will be your final grade for that essay. Good news!

### **Other Policies**

**Readings:** Readings are due on the day they are assigned in the syllabus. Please bring readings to class on the day they are assigned and Hacker to class daily. These readings should be marked up with highlighter and or a pen. When we discuss readings you will need to be able to reference them.

**Electronic Devices:** No electronic devices are allowed in class unless we need them for an activity.

**Lateness Policy for Papers:** Most assignments are due at the start of class. Some papers will need to be submitted through Moodle. I will subtract one third of a letter grade from the assignment each **calendar** day it is turned in past the due date and time. In class assignments, including peer editing, can only be made up if you have an admission slip from the hospital.

**Academic Honesty:** I want to read your work, not the work of someone else. Evidence of plagiarism, a purchased paper, copying a classmate's work, or similar offences will result in a zero on the assignment in question. In addition, I will complete an "Academic Dishonesty Report" and file it with the Dean of Students.

**Extra Credit:** Good writing is a life-long project. Students can earn extra credit towards their participation grade by identifying typos, grammatical errors, and other writing problems in class handouts. Typos do not need supporting documentation but notation of all other errors should include the page number in Hacker that identifies the problem. The first person that alerts me to the issue either by raising their hand or sending me an e-mail will get the extra-credit.

**Office and E-mail Hours:** I love working with students one-on-one. I am available to answer questions, strategize about studying and writing, help with assignments, and chat about writing, college life, and careers. E-mail is great for quick questions but if you need help on assignments come see me during office hours!

**Disabilities:** Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Library building, first floor room G003 and can be reached by calling extension 4825.

\*This syllabus may change to accomplish learning objectives. In particular, working with museum partners will require flexibility. The details of the visit to the Tijuana River Estuary Interpretive Center may change as the program develops. The visit to LA Plaza de Cultura y Artes is in the planning stages and will probably take place on a Saturday.

\*Special thanks to the National Endowment for the Humanities for the funding that made the museum partnerships possible.



## Schedule of Readings, Discussions, and Assignments

Wednesday, September 4 <sup>th</sup>	Moodle: Andreas “Escalation of Border Patrol” Discussion: High school writing classes and the writing process PowerPoint: The border fence <i>*Add your photograph to the course Moodle site.</i>
Friday, September 6 <sup>th</sup>	Writing Focus Day <i>*Essay #1 “Summary” due</i> PowerPoint: Writing Basics Discussion: Reading Smart
Saturday, September 7 <sup>th</sup>	LA Live: Meet at 10:00 at Campus Center Parking Lot
Monday, September 9 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 1 Ramage, Bean and Johnson: Chapter 4 Discussion: Reading and Writing arguments
Wednesday, September 11 <sup>th</sup>	Library Tutorial: Meet in the instructional lab on the ground floor of the Wardman Library at 9:00 Urrea: Preface, Acknowledgements, Prologue, and Chapter 1
Friday, September 13 <sup>th</sup>	Urrea: Chapters 2, 3, 4 Maps: States and sister cities Discussion: Academic and Non-academic Sources
Monday, September 16 <sup>th</sup>	Ruiz: Chapter 2 <i>* Re-write Essay #1 Due</i> Sign up for Special Office Hours Discussion: Writing an analysis of a reading Workshop: How to revise PowerPoint: Border asymmetry view from the air
Tuesday, September 17 <sup>th</sup>	<i>Special Office Hours 9 – 12</i> Discussion: open (writing, college life, career goals, choosing a major, etc)
Wednesday, September 18 <sup>th</sup>	<i>Special Office Hours 9-10</i> Discussion: open (writing, college life, career goals, choosing a major, etc)
Friday, September 20 <sup>th</sup>	Writing Focus Day <i>*Essay #2 Reading Analysis First Draft Due</i> Group Exercise: Peer Editing
Monday, September 23 <sup>rd</sup>	Ruiz: Chapter 8 Video: Frontline World Mexico: Crimes at the Border Workshop: Quotes and paraphrasing
Wednesday, September 25 <sup>th</sup>	Discussion: Position Papers PowerPoint: Constructing an Argument Workshop: Citing Internet Sources <i>*Essay #2 Reading Analysis Final Draft Due</i>
Friday, September 27 <sup>th</sup>	Ruiz: Chapter 7 Discussion: Immigration on the border, “Us” vs. “them” Workshop: Plagiarism

Saturday, September 28th	Helping Hands Day
Monday, September 30 <sup>th</sup>	Writing Focus Day <i>*First Draft Essay #3 Position Paper Due</i> Group Exercise: Peer Editing
Wednesday, October 2 <sup>nd</sup>	Ruiz: Chapter 3 <i>*Composition Book Due</i> Discussion: How did border towns turn into sin cities? Work shop: Thesis Statements
Friday, October 4 <sup>th</sup>	Video: The Forgotten Americans <i>*Final Draft Essay #3 Position Paper Due</i>
Monday, October 7 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 5 Discussion: What types of evidence does Ruiz use in chapter 3?
Wednesday, October 9 <sup>th</sup>	Ruiz: Chapter 5 Discussion: Inequality in Tijuana and in our campus community Discussion: Cheating
Friday, October 11 <sup>th</sup>	Urrea: Chapters 5, and 6 Discussion: In class essays
Saturday, October 12 <sup>th</sup>	All day fieldtrip to Border Field State Park and Tijuana Estuary Visitor Center. <i>*Wear old clothes and comfortable shoes.</i>
Monday, October 14 <sup>th</sup>	Ruiz: Chapter 7 Discussion: Campus Experiences, clubs, sports, arts
Wednesday, October 16 <sup>th</sup>	Writing Focus Day <i>*Essay #4, In-class Exam</i>
Friday, October 18 <sup>th</sup>	Urrea: Chapters 7, 8, 9 <i>*Topic Essay #5 Due</i> Discussion: Research Papers
Monday, October 21 <sup>st</sup>	Workshop: Meet in front of Wardman library at 9:00
Wednesday, October 23 <sup>rd</sup>	Writing Focus Day <i>* Bibliography for Essay #5 Due</i>
Friday, October 25 <sup>th</sup>	No Class: Mid-Semester Break
Monday, October 28 <sup>th</sup>	Ruiz: Chapter 9 Discussion: Research Papers, continued
Wednesday, October 30 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 7 Composition Book Due <i>*Research question Essay #5 Due</i>
Friday, November 1 <sup>st</sup>	Ramage, Bean, and Johnson: Chapter 9 p. 158-163
Monday, November 4 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 11 p. 177-190 Discussion: Definitional Arguments Lecture: Demarcating Borderlands and Defining <i>fronterizos</i>

Wednesday, November 6 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 12 Moodle Reading: “Death Rate Climbs” Discussion: Causal Arguments
Friday, November 8 <sup>th</sup>	Writing Focus Day <i>*First Draft Essay #5 Research paper due to peer mentors</i> Discussion: Figuring out what professors want. <i>*Bring in one writing assignment from a class for us to dissect</i>
Monday, November 11 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 11 p. 191-195 Discussion: Resemblance Arguments
Wednesday, November 13 <sup>th</sup>	Moodle Reading: Arreola Discussion: What types of argumentation does Arreola use?
Friday, November 15 <sup>th</sup>	Writing Focus Day Second Draft Essay #5 Due Group Exercise: Peer Editing
Monday, November 18 <sup>th</sup>	Ramage, Bean, and Johnson: Chapter 9 p. 139-157 Slide Show: Border Wall Political Art Discussion: Visual arguments
Wednesday, November 20 <sup>th</sup>	Moodle: Social Movement Response in Ciudad Juarez
Friday, November 22 <sup>nd</sup>	Guest Speakers: Study Abroad, Internships, and Careers
Monday, November 25 <sup>th</sup>	Student Research Discussions: What did you find? <i>*Final draft Essay #5 Due</i>
Wednesday, November 27 <sup>th</sup>	Thanksgiving Break
Friday, November 29 <sup>th</sup>	Thanksgiving Break
Monday, December 2 <sup>nd</sup>	Student Research Discussions: What did you find? Moodle: Nortec Collective
Wednesday, December 4 <sup>th</sup>	Ruiz: Chapter 6 Workshop: Passive Voice Audio Session: Nortec Collective
Friday, December 6 <sup>th</sup>	Urrea: 10 and Epilogue <i>*Composition Book Due</i> Discussion: Moving the audience, why did Urrea write this book? Is it effective?
Thursday, December 12 <sup>th</sup>	Finals Final re-write of two papers of your choice and two letters documenting changes due in my box by 12:30 p.m.