

## FTS 100: First-Term Seminar

Instructor: Dr. Rebecca T. Fremo	Course: FTS 100-303
Office: 315 Vickner	Credit: 1 WRITI
Phone: x7392	Class Schedule: 1:30-2:20 MTWF
Email: rtfremo@gustavus.edu	
Office Hours: M 2:30-4:00, T 11:00-12:30, W 2:30-4:00 (and by appointment if you have class or work conflicts)	

### Course Description

Welcome to First Term Seminar, a class that introduces students to critical thinking and a discussion of values, and develops oral and written communication skills. This semester, we'll investigate what it means to be "multi" in our culture. Why does "multi" matter? We might name ourselves multilingual or multicultural, but why are such terms important? In this class, I'll argue that being multilingual also makes us multiliterate, which means that we are able to move from one form of literacy to another, as we move from place to place. You can expect to study your own transition from your home community to the Gustavus campus, and then speculate about how your literacy practices change when you choose a major or field of study. Our seminar requires much critical reading, formal and informal academic writing, and discussion, as well as research (both interview-based and more traditional library research). You can expect to work individually and collaboratively throughout the semester, and you will share your writing with a peer response group regularly. In addition, your FTS professor is your academic adviser and will introduce some of the college's resources.

#### Required Texts: (Other readings may be distributed in class.)

Sherman Alexie, *Absolutely True Diary of a Part-Time Indian*  
Richard Rodriguez, *The Hunger for Memory*  
Maxine Hong Kingston, *The Woman Warrior*  
Andrea Lunsford, *The Everyday Writer (fourth edition)*  
Materials on MOODLE (<http://moodle.gac.edu>)

**Required Events:** Dinner and Discussion number one (Thursday, October 25 5:30-7:30)  
Dinner and Discussion number two (Thursday, December 13 5:30-7:30)

### The FTS Program and Area Requirements

First-Term Seminars at Gustavus meet five specific goals, all of which are central to education in the liberal arts tradition:

- 1) to challenge students to **think** critically
- 2) to help students **write** fluently and analytically
- 3) to encourage students to **speak** purposefully and effectively
- 4) to help students articulate and reflect upon their own **values**
- 5) to cultivate **advising** relationships

Note that this FTS is one of your required **WRITI** (writing intensive) courses, and the class uses **Portfolio Evaluation**. See below for an explanation.

### What does “Writing Intensive” mean?

- Students will write both formally and informally in this class. Much of this writing will be shared, either via MOODLE forum or during peer response sessions.
- Writers will produce multiple drafts of each formal writing assignment before it gets graded.
- Students will consider the comments of peers *and* professor when revising.
- Students can visit the Writing Center and/ or Andrew Grace for tutoring sessions throughout the course.

### What is Portfolio Evaluation?

- A portfolio is a collection of your best formal work, fully revised and edited, accompanied by a self-reflective letter introducing the work.
- Portfolios include both rough drafts and final drafts of three formal writing assignments.
- Formal writing will not be graded until the portfolio is submitted at the end of the course.
- All rough drafts will have specific due dates. If drafts are late, the final portfolio grade may be lowered.
- After I read and respond to your rough drafts, students can then revise those drafts. Likewise, peers will read them and make suggestions for revision, and you can take them to the Writing Center or Andrew Grace for additional feedback.
- At midterm, I will provide you with a “shadow grade”—just to let you know how I think you’re doing so far. But that shadow grade will not count for or against you once I grade the final portfolio.
- Please note that your portfolio must be complete--with drafts of all three formal essay assignments and the final cover letter--in order to earn a passing grade.

### Evaluation

**Formal Portfolio (50%):** The following assignments will be included in your Portfolio:

- Essay One:** The “Fight” for Education (summary and response)
- Essay Two:** Is There a “Bilingual Advantage” in College? (argument)
- Essay Three:** Outlaw Knot-Maker (critical analysis and reflection)

**Research Project (15%):** Library activities, annotated bibliography, and research statement. This research-based project is designed to introduce students to contemporary topics within a potential major field of study. This is tied to the Oral Presentation (see below).

**Oral Presentation (15%):** Working in small groups, investigate a field of study that you are interested in and consider the current “conversation” within its literature. Group members will browse popular sources, academic journals, and scholarly books, and they will interview one faculty member within the major in order to discuss this “hot topic.” The group will then give a formal presentation to introduce the rest of us to the current conversation.

**Writing Exercises and Leading Discussion (10%):** There are ten assigned writing exercises. These are short, informal papers that respond to the literature we read or the events that we attend. In turn, you'll take turn leading discussion, using your Writing Exercises as a springboard. Please submit your Exercises via MOODLE.

**Community Contributions (10%):** Your CC grade is based on the following expectations: Read carefully and critically. Come to class daily and contribute to class discussion in meaningful ways. Participate in all peer review sessions; attend all advising sessions and presentations, and attend evening events as required.

## Course Policies

### Attendance and Late Papers

The collaborative nature of many FTS assignments and activities makes it very difficult for students to “make up” work following an absence. With that in mind, these are the policies I offer regarding absences and late work:

1. I expect you to make your own responsible decisions about your participation in the course. We all have different kinds of family obligations, and I also want all of us to stay healthy. But if you miss an excessive number of class meetings (more than four), you can expect your grade to be affected negatively. Generally, I deduct one third of a final letter grade for every absence over four. Please talk with me right away if you know you need to miss class; also see me when you return.
2. If you must miss class, it is your responsibility to consult with classmates to discuss what you've missed. Please do not send me an email that asks, “Did I miss anything while I was gone?” The answer is yes! You did miss something! I'm happy to discuss what you missed during office hours.
3. If you are absent on the day that an assignment is due, please arrange for someone to turn it in for you or submit it electronically. It is your responsibility to ensure the document is received and readable. Late work will lose **one full letter grade** per day. Late Exercises will lose **one point per day**. (Rough drafts are not graded; late rough drafts, however, go to the bottom of my response pile. If you want good, early feedback, submit your work on time.)

### Plagiarism and Academic Dishonesty

Using the ideas and/or words of another writer and representing them as your own is plagiarism. I will spend time during class helping you learn to balance the voices in your papers and to quote, paraphrase, and summarize other writers responsibly. Ultimately, though, it is your responsibility to give credit to those whose ideas and language you utilize when you write. Plagiarism is a very serious offense within the scholarly community, and the college does not permit it. In this class, *documented cases of plagiarism can result in failure of the course*. Note also that I will submit copies of plagiarized work on final drafts of formal papers to the Dean's office. We will spend several class periods talking about plagiarism and learning how to cite, summarize, and paraphrase other writers.

In addition, Gustavus Adolphus College has adopted an Honor Code, which we will discuss during our FTS.

### Resources for Students with Disabilities

If you have any kind of disability (physical or otherwise) and require accommodations, please let me know during the first week of class so that I can help you get the support you need. You can provide

documentation via the Advising and Counseling Center (204 Johnson Student Union). All discussions will remain confidential. Call Laurie Bickett in Academic Advising (x7072) for more information.

### The Writing Center

At the Writing Center, you'll work with a peer tutor one-on-one: you can talk frankly about your writing concerns and receive on-the-spot feedback. The Writing Center is not a proofreading service; rather, it is a peer teaching facility that helps you to clarify your thinking, structure your papers, develop evidence, hone your style, and practice self-editing skills. Please call x6027 or visit [www.gustavus.edu/writingcenter](http://www.gustavus.edu/writingcenter) for hours and locations.

### Resources for Multilingual Students

If you grew up speaking more than one language at home in the U.S., or if you are an international student (all of my FTS students should fit one of these descriptions!), you will benefit from working with Andrew Grace. Andrew specializes in tutoring students who are multilingual. You can email Andrew at [agrace@gustavus.edu](mailto:agrace@gustavus.edu). His schedule is also available at [www.gustavus.edu/writingcenter](http://www.gustavus.edu/writingcenter). (Andrew and Professor Fremo have worked together for years; he was quite involved in the planning for this FTS and is eager to work with you!)

### Course Calendar

(Dates are subject to change.)

MOO=a reading in MOODLE

Date	Reading Due	Writing/ Presentation Due	Discussion/Activity
T 9/4			Rhetorical situation: purpose, audience, and context
W 9/5	Lunsford 12-17; 43-51; 201-205; MOO: Churchill's "A Liberating Education"	<b>Diagnostic Essay (Churchill Response)</b>	Exploring a liberal arts education; reading academic arguments
F 9/7	MOO: Turkill's "The Flight from Conversation"		Communicating in the college classroom; introduce Dr. Fremo's research project on revision
M 9/10	Alexie (all)	<b>WRITING EXERCISE ONE; Informed Consent Form</b>	Transitions from home to school
T 9/11	Alexie (all)		Transitions from home to school; watch Alexie interview
W 9/12	Alexie (all)		Home communities and literacy practices
F 9/14			<b>No class:</b> English department faculty retreat. Read for Monday.
M 9/17	Handouts: Edmundson's "Who Are You and What are You Doing Here?"; Wilhoit "What Makes an	<b>WRITING EXERCISE TWO</b>	Discuss Essay One; rhetorical situation and college level writing

	Academic Argument 'Academic?''		
T 9/18	MOODLE (read sample papers)		<b>Writing Workshop: Modeling Peer Review</b>
W 9/19	Lunsford 52-67		Planning Essay One: strategies for drafting
F 9/21		<b>First draft of Essay One (post in MOODLE)</b>	Writing Workshop: Peer Review Bring copies for group members
M 9/24: Schedule mandatory conference with Dr. Fremo this week	Rodriguez (Prologue and Chapter One)	<b>WRITING EXERCISE THREE</b>	The demands of academic literacy
T 9/25			ADVISING VISIT: COUNSELING and ACADEMIC ADVISING (Lisa and Jane)
W 9/26	Rodriguez (Chapters Two and Three)		The bilingual question; Introduce Essay Two
F 9/28	Rodriguez (Chapter Four)		The bilingual question, continued
M 10/1		<b>Second draft of Essay One (post in MOODLE)</b>	<b>Writing Workshop: Peer Review. Bring copies of revision of essay one</b>
T 10/2	MOO: "The Bilingual Advantage" (NYTimes article) and Lee "HmongSpeak"		Is there a "bilingual advantage" in college? Guest speakers: Vang Yang, Murusek Mena, Der Vang
W 10/3	T.B. A. (Nobel Conference)		
F 10/5	Rodriguez (finish)	<b>WRITING EXERCISE FOUR</b>	Discuss Essay Two
M 10/8	MOO: Chap. 3 from Multiple Voices ("Who is a Bilingual?")		Understanding bilingualism
T 10/9	Faculty Panel, Readings T.B.A.		ADVISING VISIT: Panel of Faculty Members from Across the Disciplines; SCIENCES: Joel Carlin, SOCIAL SCIENCES: Marie Walker, HUMANITIES: Sun Hee Lee, Blake Couey
W 10/11		<b>WRITING EXERCISE FIVE</b>	Discuss plans for Essay Two
F 10/13		<b>First draft Essay Two (post in MOODLE)</b>	<b>Writing Workshop: peer response Essay Two</b>

M 10/15			ADVISING DAY: MEET IN CAREER CENTER / CENTER FOR SERVANT LEADERSHIP
T 10/16	Lunsford 149-167 (Chapters 14-15)		Hand out library tour assignment (Exercise Seven) and do an advising MIDTERM CHECK IN
W 10/17			Discuss revision strategies for Essay Two; take midterm revision questionnaire
F 10/19		<b>Second draft of Essay Two (post in MOODLE)</b>	*Meet with group members for peer review outside of class.
M 10/22	NO CLASS: READING DAY		
T 10/23	NO CLASS: READING DAY		
W 10/24		<b>WRITING EXERCISE SIX</b>	MEET IN LIBRARY: Collaborative library tour activity
F 10/26	Lunsford 168-197 (chapter 16)		Project work in class
M 10/29	Re-read Lunsford Chapter 16		MEET IN BACK OF LIBRARY (CLASSROOM LAB): popular sources, academic sources
T 10/30			MEET IN LIBRARY: finish source comparison activity
W 10/31	MOODLE Wilhoit chapter 8; reread Churchill	<b>WRITING EXERCISE SEVEN</b> (Upload annotation of Churchill article to MOODLE)	How to avoid plagiarism (scary topic for Halloween!); writing a sample annotation
F 11/2	MOODLE: Wilhoit Chapter 8		Writing from sources and citing sources
M 11/5		<b>First draft of annotations</b>	<b>Writing Workshop: First draft of annotations due for peer review</b>
T 11/6			MEET IN CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION
W 11/7		<b>First draft of research statement due for peer review</b>	<b>WRITING WORKSHOP:</b> Peer review first draft of research statement
F 11/9		<b>WRITING EXERCISE EIGHT</b>	ADVISING DAY: discuss registration for spring semester
M 11/12			Revising annotations and research statements
			*Schedule mandatory conference with Dr. Fremo this week
T 11/13	Lunsford: 17-40		Planning the presentation; working with visual aids

W 11/14	Meet with group		*Work on presentation during class time.
F 11/16		<b>Final draft of Research Project</b>	ADVISING: MEET IN D-CENTER
M 11/19			<b>Presentations due (groups 1-2)</b>
T 11/20			<b>Presentations due (groups 3-4)</b>
W 11/21	No Class: Thanksgiving Recess		
F 11/23	No Class: Thanksgiving Recess		
M 11/26	<i>Woman Warrior (All)</i>	<b>WRITING EXERCISE NINE</b>	Why do stories help us understand our cultures?
T 11/27		Bring portfolio	Revision strategies for portfolio
W 11/28	<i>Woman Warrior (all)</i>		Identity and education
F 11/30	<i>Woman Warrior (all)</i>		Outlaw Knot-Makers: using narrative to make sense of your life; introduce Essay Three
M 12/3			Planning essay three
T 12/4		<b>First Draft of Essay Three</b>	<b>Writing Workshop: Peer review Essay Three</b>
W 12/5	Lunsford (consult Chapter 19)	Bring revisions of essays one and two	<b>Writing Workshop: Editing for sentence level issues</b>
F 12/7			<b>Writing Workshop: Revision strategies for Essay Three</b>
M 12/10	MOO: (“Here I Am” Vang; “To Make a Return” Vang)		Synthesis day; discuss Cover Letter for portfolio
T 12/11		<b>Second draft of Essay Three due for peer review</b>	<b>Writing Workshop: Second draft of Essay Three</b>
W 12/12	MOO: Edmundson	<b>WRITING EXERCISE TEN</b>	Was the Gustavus mission accomplished?

**Final draft of PORTFOLIO is due on exam day, which is Monday, 12/ 21 at 10:30 a.m.**

**\*Meet in classroom from 10:30-12:30 for final revision questionnaire. \***