



# FTS 100-190 NORDIC EXPLORERS

Fall Semester 2011  
Course Meeting: Beck 313  
MTuWF 10:30-11:20

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Dr. Glenn Kranking  
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Office: Beck 333 (x7435)  
Office Hours: MWF 11:30-12:30  
and by appointment

Additional Resources:  
Library: Julie Gilbert  
Writing Center: Steve Olson

Welcome to Gustavus and to Nordic Explorers! For hundreds of years, Scandinavians have journeyed out into the world to explore, seeking adventure, economic benefits, and scientific understanding. Some of these voyages involved seeking out new lands to inhabit, feats to conquer nature, or pursuing adventures in far-off lands. They encountered many different civilizations and faced off against nature, gaining greater understanding of the world in which they lived. This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills, through an investigation of Nordic exploration. We will focus on explorers heading to North America during the Viking Age, the North and South Poles prior to the First World War, and Africa on the eve of the Second World War and decolonization. Through readings and in our discussions we will address issues of cross cultural contact and environmentalism, as well as the spirit of adventure, as recorded through oral traditions, histories, and memoirs.

## Required Reading:

- Lunsford, Andrea A. *The Everyday Writer*. Boston: Bedford/St. Martin's, 2009.
- *The Vinland Sagas*. Trans. Magnus Magnusson and Hermann Pálsson. London: Penguin Classics, 1965.
- Amundsen, Roald. *My Life as an Explorer*. Gloucestershire, England: Amberley, 2008.
- Dinesen, Isak. *Out of Africa*. New York: The Modern Library, 1992.
- Additional readings will be posted on the course Moodle site ([moodle.gustavus.edu](http://moodle.gustavus.edu))

### First-Term Seminar Program and Area Requirements:

The FTS program at Gustavus meets 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.

This FTS also meets the **WRITI** (writing intensive) general education requirement. We will work on the mechanics of writing through both formal and informal writing assignments. Some of the assignments will also involve a revision process, where you will consider the comments of peers and/or the professor.

### Grades:

Participation	25%	Amundsen Paper	10%
Weekly Moodle Discussion	10%	Dinesen Paper	10%
Saga Creative Writing and Oral	10%	Final Paper	15%
Kensington Position Outline	5%	Personal Reflective Journals	10%
Kensington Oral Presentation	5%		

### Grading Scale:

	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A: 93-100%	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
A-: 90-92.9%	B-: 80-82.9%	C-: 70-72.9%	F: > 62%

### Campus Visits:

Each Tuesday, class time will be devoted to exploring various aspects of the Gustavus campus community. This may involve visits to various offices (such as the Diversity Center), introduce you to various services (such as the Library and the Writing Center), or some other way we will interact with the Gustavus community. Your attendance and participation is required for each of these visits or class discussions.

### Getting Acquainted with Campus Life:

There are a lot of things to do at Gustavus. As part of your participation grade, I expect you to explore various aspects of life on campus. Over the course of the semester, you are expected to attend at least one event in each of the following categories and type a one-page reflection that summarizes what happened and your response to the event. Your reflection should be turned in within a week of the event, and at least three are to be completed by Midterms.

1. Public Lecture
2. Theater and Dance Performance
3. Music Performance
4. Student-Led Group Meeting
5. Nobel Conference (at least two speakers)
6. Sporting Event

**Important Dates:**

The day-to-day assignments are posted on Moodle. Specific assignment prompts will also be available on Moodle at least one week prior to the due date. Below are the approximate due dates for all written assignments:

- September 23: Saga Oral History, part 1
- September 26: Saga Oral History, part 2
- October 3: Kensington Outline and Talking Points
- November 11: Polar Exploration
- December 12: *Out of Africa* Writing Assignment
- December 19: Final Paper

**Advising:**

The transition from high school to college is itself a journey – one filled with excitement, anticipation, anxiety, and challenges. The FTS program is intended to help you in this transition, and we will spend time in class and in one-on-one meetings discussing various aspects of the transition. Throughout your first year, or until you select a major and a major adviser, I will serve as your academic adviser. At regular intervals throughout the semester, we will schedule meetings. These meetings are required.

**Participation, Moodle Discussion, Deadlines, and Assignment Submissions:**

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. “Ready” means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments. We will periodically do short in-class writing assignments based on the readings.

Each week you are to post your reflections of the week’s readings and class discussions on the week’s **Discussion Forum** on the course Moodle site. These forums are completely open-ended, allowing you to present points you wish we had discussed in class, offer an additional perspective, or simply reflect on what we have covered that week. You can either start a new thread of discussion, or add your take to one of your classmate’s postings. While you must post at least once each week (posts must be made by Monday morning), you are encouraged to revisit the forum and respond to each other.

All typed assignments for this course are to be submitted in **electronic format** through Moodle. Additionally, we will periodically be working on drafts and do peer-reviews of your writing, which may also necessitate bringing in hard copies of your paper to class. Please pay attention to the paper prompts and directions to know when you must bring a hard copy to class.

Requests for an extension must be made at least 24 hours before the assignment is due; papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late.

**Reflective Journal:**

Throughout this course, you are expected to keep a journal, and make entries at least once a week. While there will be regular checks to ensure that you are keeping your journal up-to-date, I will not read anything you write unless you decide to turn it in. While the discussions in class and on Moodle will involve reflection and dialog with your classmates, the journal is for your individual and private contemplations.

**Formatting Guidelines for Typed Assignments:**

- All writing assignments are to be typed, with one-inch margins and page numbers;
- Use only 12-point font size, Times or Times New Roman, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations;
- Read and re-read the question asked to make sure you are answering it fully.
- For additional help, please visit the Writing Center ([gustavus.edu/writingcenter](http://gustavus.edu/writingcenter)) or talk to me during office hours.
- For multilingual/ELL students, you are also encouraged to meet with Andrew Grace ([agrace@gustavus.edu](mailto:agrace@gustavus.edu), x7395).

**Plagiarism and Academic Integrity:**

As a student at Gustavus, you are expected to know and abide by the College's Academic Honesty Policy as printed in the academic catalog. The policy states, in part, "In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source." By turning in any assignments for this course you are agreeing to the **honor pledge**: "On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work." All instances of academic misconduct (including plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

Andrea A. Lunsford offers the following suggestions to "Avoid Plagiarism" in *The Everyday Writer*:

- Maintain an accurate and thorough working bibliography.
- Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
- Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
- Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
- Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

**Disability Services:**

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

**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, our peer tutors will help you to clarify your thinking, structure your papers, develop evidence, hone your style, and practice self-editing skills. Please call x6027 or visit [gustavus.edu/writingcenter](http://gustavus.edu/writingcenter) for hours and to schedule an appointment.