

English 1A: Analytical Reading and Writing
Food Matters—Writing about Food, Community, and (Agri)Culture
FALL 2014 (4 units) CRN—E6153 or E6154

“A mind that is stretched to a new idea never returns to its original dimension”
--Oliver Wendell Holmes

IDENTIFYING AND CONTACT INFORMATION:

- **Course meets:** (E6153) M/W/F 2:50 - 4:05 PM in Student Services/Administration Building, Room 109
(E6154) M/W/F 4:30 - 5:45 PM in Student Services/Administration Building, Room 109
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu
- **Writing Center Hours:** Mondays 1:15-2:40 PM; Wednesdays 6:00-7:25 PM
- **Office Hours:** Email me or speak to me before or after class to set up a time to meet.
- **Turnitin.com Information:** E6153 2:50-4:05 PM Class ID: 8466698 Password: kale
E6154 4:30-5:25 PM Class ID: 8466710 Password: pumpkin

REQUIRED TEXTS AND MATERIALS (available at the college bookstore):

Texts:

- *They Say, I Say: The Moves That Matter in Academic Writing* (3rd Edition), Gerald Graff and Cathy Birkenstein, Norton, ISBN: 978-0-393-93584-4
- *The Omnivore's Dilemma* (paperback edition), Michael Pollan, Penguin Press, ISBN: 978-014303-8580
- *Praxis: A Brief Rhetoric*. 2nd edition. Carol Lea Clark, Fountainhead Press, ISBN 978-159871-5088.
- *Food Matters*, Holly Bauer, Bedford St. Martin's, ISBN 978-14576-6096-2.

All other course texts and readings will be distributed in class or made available via MyCR. While not required, a recent edition of *The Bedford Handbook* is strongly recommended for the research component of this class.

Materials:

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access MyCR every day.)
- **An active MyCR email account** that you check regularly for announcements
- The ability to post/submit **Microsoft Word** compatible documents
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 lined paper
- A **stapler** (Loose papers will not be accepted.)
- 2-4 **folders** (One for final assessment portfolio and one for each Working Portfolio)
- A **3-ring binder** (to save and organize ALL your work from this course).
- A **USB Flash drive** for saving your work. Please be sure to back up all files in a few different ways.

COURSE DESCRIPTION AND OVERVIEW:

This course is designed to help students develop the ability to express ideas in a coherent and persuasive written form appropriate for the college level. In this class, students will refine their abilities to read critically and to recognize the qualities of effective writing. Students will produce writing based on observation, experience, discussion, analysis of texts and readings, reflection, and research. Students will learn to analyze and produce diverse genres and rhetorical practices, with attention to how writing techniques may be used to achieve intended purposes in different situations. Additionally, students will develop skills associated with the collaborative nature of writing and critique, which will include attention to writing as a recursive and social process.

Revision and reflection form the core elements of this course, since they deepen our insights and critical abilities with language. The course will be student centered, meaning active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage and discuss. Students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make

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appropriate rhetorical choices, who compose strong, relevant essays featuring analytic claims supported with credible evidence, and who are committed to improving each other's writing and thinking.

COURSE THEME: FOOD MATTERS—WRITING ABOUT FOOD, COMMUNITY, and (AGRI)CULTURE

In this course, we will examine and write about how rhetoric and culture connect to food in our everyday lives, on both individual and social levels. We will look at the production and distribution of food, food heritage and cultures, language and beliefs about food, and representations of food as related to individual choices and practices that have significant social, cultural, and environmental consequences.

Careful analysis of the cultural commonplace “you are what you eat” will guide our inquiry for the semester and link personal decisions to their wider ramifications. If this common saying is true, then what are you? How and why does it matter what we eat? What guides or constrains the daily choices we make about food and the options we recognize as available when we make those choices? How and why might we intervene in established choices, patterns, practices, beliefs, and relationships with food, whether on individual, community, or cultural levels?

Taking a critical, analytical look at something as allegedly simple as what we're eating for breakfast or dinner can promote new insights into how cultural values are continually reinscribed and at times challenged—both through food practices themselves and the rhetorical moves and situations giving meaning to these practices. This writing course will provide the opportunity to examine the variety of possible answers to the question of what our food means—to our bodies, to our families, to our communities, to our cultures, and to the land.

We will begin with analysis of personal participation in the food system that will extend to local, global, and transnational sites as we trace how and why certain foods are on our plates and examine what those foods mean to us, to society, and to the planet on their varied journeys from seed to table.

ENGLISH 1A COURSE OUTCOMES:

Active participation in this class will enhance your ability to do the following:

1. Analyze argumentative claims.
2. Respond to arguments with persuasive critical essays.
3. Locate, synthesize, and document sources for use in response to arguments.
4. Revise and edit for sentence structure and mechanics.

COURSE REQUIREMENTS

The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning excellent grades will require investing more time and effort than the expected minimum.

Major assignments for English 1A include:

- Two Major Papers (1250-1800 words) & accompanying Working Portfolios.
- A Farmer's Market Observation
- A 6-8 page Research Project requiring a variety of genres (proposal, annotated bibliography, persuasive analytical paper featuring MLA style and Works Cited, oral presentation, visual aid)
- 15 Reading Responses (500+ words each).
- Short Formal Writing, including a Food Journal and Food Journal Reflection.
- Leading class discussion for a chosen section of *The Omnivore's Dilemma* as part of a small group & written reflection about the activity.
- Active, engaged participation in discussion and class activities.
- Peer Response Groups: Class time to participate in respectful, critical response to peer writing in small groups. To get credit you must be present, on time, and come prepared with multiple copies of your draft.
- Regular in-class reading, writing, collaborative work, and discussions in groups of various sizes.
- An Assessment Portfolio (see below for details).

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Meeting Deadlines:

Due Dates for all assignments are in the course calendar, which will be distributed the first week of classes.

Assignments are due in properly formatted hard copy paper form at the beginning of class AND posted to the appropriate MyCR Forum by midnight of the due date. To get full credit for assignments, they must be submitted **both** ways by the deadline. Submitting work online will not substitute for bringing paper copies to class.

All Major Papers and the Final Assessment Portfolio must be submitted to Turnitin.com, as required by the English Department.

LATE WORK will result in significant grading penalties unless an extension has been requested and granted IN ADVANCE of the due date or unless official documentation excuses an absence.

You will receive 2 late coupons, one for Reading Responses (or some short assignment of your choice) and one for a Major Paper Working Portfolio (the coupon will not work for the rough draft or peer review—only final draft). These coupons will give you an extra week to submit the assignment with no penalty to your grade.

Work will not be accepted more than one week after the original due date. Assignments not submitted within a week of the due date will receive a zero. Late assignments may lose up to 25% of the points, at the instructor's discretion. In addition, instructor comments and feedback may not be provided on late work.

It is your responsibility to communicate with me BEFORE due dates to request extensions or alternate due dates. For students current on course work and regularly attending class, occasional extensions may be provided, but such decisions will be at the discretion of the instructor and will be made on an individual basis.

Expectations—Stay on top of your work:

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare ahead of time. Often, you will generate or revise writing assignments during class using new techniques modeled for you.

All students are responsible for coming to class on time and prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 1A, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved. Please understand that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that don't have simple answers. Expect to stretch your capabilities. How much you learn and how much your writing improves will depend on the intensity of your commitment to this class, your willingness to interact and collaborate with each other, and your genuine engagement in course activities.

Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views on many issues, but that should not prevent us from listening to and learning from each other. Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be asked to leave and will receive an absence for the day.

The Assessment Portfolio

In the last few weeks of the course, you will compile and submit a final assessment portfolio of 2-3 revised pieces of writing and a reflective cover letter. You will need to revise course writing significantly using techniques learned in the course and feedback provided by your readers (me, your peers, and perhaps Writing Center tutors).

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This final portfolio must contain a minimum of 13 pages of revised writing (including the cover letter). **The portfolio cannot contain more than 4 individual submissions** (including the cover letter). The portfolio is worth 25% of the course grade and will be due during our scheduled final exam time.

The Working Portfolios:

Each major paper will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. To document your hard work and your developing writing skills, it is essential to **keep all the work you produce**, even false starts or drafts you might typically throw away.

Save both electronic and paper copies of your work. Start a new file when you begin a new draft of a paper. The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. As such, the working portfolio can document and archive your developing writing process, which will be important when writing the cover letter for the final portfolio. The Working Portfolio can also safeguard you against charges of plagiarism.

Working portfolios will have cover sheets detailing point values for individual assignments expected to be in them. These sheets must be completed outside of class so that the work is ready to submit at the beginning of class on the designated due date. Working portfolios submitted without completed cover sheets will not earn credit.

Paper Format:

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. Papers should be typed using a standard 12-point double-spaced font (Times, Calibri) with one-inch margins and must be **stapled**. For every assignment you turn in, unless I indicate otherwise, use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, and the word count. Please type this heading on the left side of the first page of every out of class assignment.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 1A
 Reading Response #1
 September 9, 2014
 Word Count: 523

**For assignments longer than one page, have a right-aligned header (typed or written in by hand) with your last name and the page number. Do NOT forget to staple your work before submitting it.

MyCR:

MyCR will be used extensively in this section of 1A. Please make it a habit to visit the site and explore what it contains. The "Syllabus" link is where I will post course documents, readings, and handouts I give out during class. The "Forums" link is where you will post all the assignments created outside of class that do not get submitted to Turnitin.com. There are many interesting links to websites and files related to the course theme under the "Resources" link. I will also update the Gradebook approximately every two to three weeks.

Grading Policy and Criteria:

Major writing assignments (the Major Papers and Persuasive Research Project) will be considered developing until submitted in final form as part of the assessment portfolio at the end of the term. Major assignments will earn points on a credit/no credit basis for the required components of each working portfolio. Each major paper will have a cover sheet indicating all required assignments and their point values in the Working Portfolio. Completing this cover sheet and organizing the working portfolio before coming to class is the responsibility of each student.

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The Major Paper Working Portfolios will be a combination of credit/no credit for the smaller required assignments leading up to the revised essay (prewriting, organization techniques, peer review, etc) and an assessment of the quality of the essay itself, for which students can earn full, partial, or no credit.

Incomplete Working Portfolios will not earn credit unless they contain both rough and revised drafts of the essays. No points will be earned for a Persuasive Research Project Working Portfolio unless it contains 10 complete Annotated Bibliography entries.

Some shorter, informal, and in-class assignments will be evaluated credit or no credit (✓/⊙). Most formal assignments (including reading responses) will be given a mark denoting quality, ranging from ✓+, ✓, OK, ✓-, or a zero. Work that does not meet minimum expectations of quality and/or length will not receive credit.

All word counts are required MINIMUMS—you can always write more than required, but writing fewer words than the minimum word count will earn less than full credit.

While many assignments will count as credit/no credit, their initial high quality will contribute to your increasing development as a writer and thinker. Writing at your best ability at every opportunity will help you produce the most impressive revised pieces for your final portfolio. I will provide written comments on your work to highlight your existing writing strengths, to share a reader's reaction to what you have communicated, and to suggest possible ways to improve through revision. Only by giving me the opportunity to respond to what you consider your best work can my advice help you improve and submit even better work in the assessment portfolio.

<u>Grading Symbol</u>	<u>Point Value</u>	<u>Assessment Portfolio Grades</u>		<u>Final Course Grades</u>	<u>Point Values</u>
✓+	100	A	93-100	A	93-100
✓	90	A-	90-92	A-	90-92
OK	80	B+	87-89	B+	87-89
✓-	70	B	83-86	B	83-86
⊙	0	B-	80-82	B-	80-82
		C+	77-79	C+	77-79
		C	70-76	C	70-76
		F	0	F	0-69

Breakdown of your Grade:

1. Citizenship and Course Work

75%

This part of your grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, contributions to daily discussion and Peer Response Groups.

- **Major Essay Working Portfolios** **10%**
- **Peer Response** **5%**
- **Persuasive Research Project (annotated bibliography required)** **20%**
- **Shorter Formal & Informal Work (writing, presentations, participation, RR)** **40%**

2. Assessment Portfolio

25%

Students must complete both major essay working portfolios and the research project in order to be eligible to submit an assessment portfolio. Also, students must be passing with a 70 or above to submit an assessment portfolio. Assessment portfolios must contain a cover letter and 2-3 revised pieces of writing and be at least 13 properly formatted pages long to be eligible for scoring.

Any portfolio that does not meet minimum submission requirements will be considered incomplete and will not be assessed, meaning you will not earn credit for this course. No student can pass this course without submitting an assessment portfolio that conforms to stated requirements and is earns a C or higher.

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Attendance Requirements:

The English Department Attendance Policy

Since regular attendance is a critical factor in student success, students at the college are expected to attend all sessions of each class in which they are enrolled. **Students may not miss more than two weeks of class.** Since this class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, the instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, make arrangements to submit your work on time (MyCR has a time stamp and can verify adherence to the deadlines). Also, find out about any new work assigned before returning to class so that you do not fall behind. Email is a good way to communicate with me in these circumstances. Students who miss all or part of the first week of classes without contacting the instructor may be dropped from the class.

You may miss up to 4 classes with no consequence to your grade. Each absence after the 4th will reduce your course grade by 3%. Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. Students who accrue more than 5 late arrivals may lose up to 5% of their course grade. Partial absences will count towards the total allowable absences, so please be mindful of your punctuality. If you come late, check in with me before leaving class to be sure that I have recorded your attendance.

Missing 7 or more classes (more than 2 weeks) will result in an "F" for this course.

****Students who have perfect attendance, participate actively, and submit all required assignments will receive a 3-point bonus to their final course grade, meaning a 90 would become a 93.**

Other Important Matters:

Unplug: Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session—unless you are using devices to enhance your success in the course. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Disrespecting this policy may result in points deducted from your final course grade for your technology interfering with our work. Repeated problems with this issue may require you to leave your devices on my desk.

Write for a Public Audience: All writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (examples for future students or in conference presentations).

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies and due dates based upon mitigating circumstances, but you must communicate with me in a **timely** manner in order for that to happen. Email is the best way to communicate with me. I check it daily.

Stay Connected: You will be expected to check MyCR regularly for course updates and for links to course related information, including handouts and readings. In addition, all writing assignments and presentation materials will need to be posted to MyCR. Activate your MyCR email account and check it several times each week, including the days we don't have class. Find computer resources on campus if you do not have them available at home.

Academic Honesty:

Academic dishonesty, including plagiarism, has no place in the college setting. Turning in work you did not produce will not help you grow intellectually, nor will it satisfy the requirements of the course. Any student who knowingly

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submits work that is not his or her own or work that has not been written expressly and exclusively for this course may fail the assignment and possibly the course. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college, including expulsion.

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. We will devote class time to proper MLA documentation and citation of sources so that you develop confidence in these skills.

****OUTSIDE SOURCES INCLUDED IN WRITING PRODUCED FOR THIS CLASS MUST BE DOCUMENTED, WHETHER SOURCES HAVE BEEN FORMALLY REQUIRED AS PART OF THE ASSIGNMENT DESCRIPTION OR NOT. BE RESPONSIBLE. KEEP TRACK OF WHERE YOU FIND INFORMATION—otherwise it cannot be used in your work.**

www.turnitin.com: Students are required to register with turnitin.com and to submit each of the major writing assignments there, including the revised pieces comprising the Assessment Portfolio. At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the grade book, and you will receive a "zero" for the essay. Essays not submitted to Turnitin.com will not receive feedback.

Campus Writing Resources

- Writing Center (WC): The WC is located in the library (LRC). I **highly encourage** signing up for English 52, which gives you access to English instructors and peer tutors M-TH from 8:30 AM-7:25 PM and Fridays from 8:30 AM to 2:40 PM. For each ½ unit, students need to acquire 22.5 hours in the WC.
- Academic Support Center (ASC) Tutoring: The ASC is located at the back part of the LRC, near the math lab. This FREE resource is a great option for students who want to schedule a writing conference for specific days and times. You can schedule 30 or 60 minute one on one conferences.

Final Exam Policy / Plans

Paper versions of the Final Assessment Portfolios are due during our scheduled Final Exam Meeting period. The portfolios must also be submitted to Turnitin.com (as one continuous document) by midnight December 10. Students from either section may submit portfolios during either final exam period.

2:50 section: Monday, December 8 from 3:15 to 5:15 in SS 109

4:30 section: Wednesday, December 10 from 3:15 to 5:15 in SS 109

Late portfolios will NOT be accepted.

Please write down the contact information of three classmates here, in case you need to find out what happened in class on a day you're absent:

Name:

Phone:

Email:

1. _____

2. _____

3. _____

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Week	M	TU	W	TH	F
1	8/25 Course Overview Interviews		8/27 Introductions, Reading Responses Syllabus Q & A		8/29 RR #1 Adler (DRAFT) DUE Annotation & Analytical Reading
2	9/1 NO CLASS		9/3 RR #1 Adler (REVISED) DUE Praxis CH. 1—rhetoric Farmer’s Market Assignment		9/5 RR #2 Rawlins DUE Praxis CH. 2—rhetorical triangle Farmer’s Market prewriting
3	9/8 TSIS “They Say” (xvi-54) In-text citation practice Introduce Writing Practices Letter		9/10 RR #3 Berry DUE (64-71) Praxis CH. 3—rhetorical analysis Writing Process Freewriting		9/12 RR #4 Barlett & Steele DUE (131-142) Praxis CH. 4—argument/stasis/kairos
4	9/15 TSIS “I Say” (55-104) Paraphrase practice Writing Practices Letter DUE		9/17 View Food, INC		9/19 Complete/discuss Food, INC RR #5 Pollan Intro. DUE (1-14) Introduce MP #1
5	9/22 TSIS CH. 8-12,14(105-166;173-83) Organize discussion leading 3-5 MP #1 Topic Ideas DUE		9/24 MP #1 Freewrites DUE MP #1 Topic Development		9/26 Discuss Responding Techniques Farmer’s Market Notes DUE
6	9/29 Pollan discussion leading prep. Farmer’s Market Analysis DUE		10/1 Praxis CH. 5—writing In class work with MP #1 draft Arguable Thesis Statements		10/3 MP #1 Draft DUE/PRG Descriptive Outlines Post Thesis to MyCR by noon 10/5
7	10/6 MP #1 Peer Letters DUE Praxis CH. 6—revising Introduce MP#2/Brainstorming		10/8 MP #1 Working Portfolio DUE MP#2 Topic Development Cubing		10/10 Corn Discussion (15-64) RR #7 DUE
8	10/13 MP #2 Freewrites DUE MLA Practice Works Cited Praxis Ch. 7/Appendix A		10/15 MP #2 draft Proposal DUE Annotated Bibliographies		10/17 Corn Discussion (65-122) RR #8 DUE MP #2 Topic Approval
9	10/20 MP #2 Revised proposal DUE Practice Works Cited DUE /MLA Research presentation sign-ups		10/22 *Meet in LRC-103—Research Day		10/24 Grass Discussion (123-207) RR #9 DUE *CORN Reflections due
10	10/27 Annotated Bib DUE (5) Practice Works Cited DUE Paraphrase/Quote/Summary		10/29 MP #2 Draft DUE/PRG Draft of MP #2 Works Cited DUE		10/31 Grass Discussion (208-276) RR #10 DUE
11	11/3 Research Presentations Peer Response Letters DUE		11/5 Research Presentations Post MP #2 THESIS to MyCR		11/7 Forest Discussion (277-333) RR #11 DUE, *GRASS Reflections due
12	11/10 NO CLASS		11/12 Annotated Bib DUE (10) Research Presentations		11/14 Forest Discussion (334-391) RR#12 DUE
13	11/17 Research Presentations MLA/Grammar Considerations Introduce MP#3		11/19 MP #2 Working Portfolio DUE Developing MP#3 Introduce Final Portfolios		11/21 *FOREST Reflections due Final Portfolio Requirements Higher/Later Order Concerns
14	11/24 MP #3 draft DUE/PRG		11/26 NO CLASS		11/28 NO CLASS
15	12/1 MP #3 DUE		12/3 RR #13: Cover Letter Analysis		12/5 RR #14: Cover Letter Draft DUE/PRG

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	MLA Review, Revising Tips				
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