

English 121 - Composition: Social Issues

Section E - Food, Environment & The Rhetoric of Change

Winter Quarter 2018

Instructor: Jessica Holmes
Location/Time: Monday/Wednesday 12:30-2:20 MUE 155
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Office Hours: By appointment
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Class Website: <https://canvas.uw.edu/courses/1187124>

Course Description

“How do I know what I think until I see what I say?”
— E.M. Forster

English 121: In this writing course students work closely with their peers and instructor to develop a portfolio that reflects an ability to write papers with complex claims that matter in academic and non-academic contexts. The course focuses on a particular social issue, the study of which is enhanced by direct service activities in the Seattle community. Students combine readings, course work, and direct service to write well-documented, evidence-based argumentative papers.

Section G: This section of Composition will focus on the relationship between language and food. Students will read, write and discuss topics centered around direct service learning experiences performed alongside the course. Students will examine food-based rhetoric and participate in conversations about food and the contexts (or “environments”) in which they take place – both at the service locations, in students’ day-to-day lives, and in the global community at large. The primary goal is for students to be able to engage in and reflect upon the topic of food through their writing and to do so in a variety of genres for a variety of audiences. In order to achieve this, we will spend as much time analyzing language and rhetorical decisions surrounding each issue as the issue itself. The current political and cultural climate combined with course readings will provide students with ample material to place in dialogue with their service learning experiences. Students will be expected to make connections between those service experiences and broader contexts – local, national, global, public, private, scholarly, rhetorical, etc. Students will learn to consider the issues at hand from an array of perspectives, to engage in productive dialogue, and ultimately to craft persuasive arguments on specific food-related issues.

Disclaimer: This class is not an easy A. The readings are challenging, the pace of the class is rigorous, and writing (like service) is hard!

Course Materials

- ✓ A notebook of your choice – to be used for class notes and journaling. Please bring to class daily.
- ✓ A folder for keeping all your handouts, readings and assignments.
- ✓ Access to course website for class readings. You are responsible for printing materials, preparing in advance, annotating ALL readings and bringing them to class.
- ✓ \$10-\$20 for copying/printing charges
- ✓ Internet access and an active UW Net ID and email account which you check daily.

Optional texts:

- ✓ Contexts for Inquiry (without readings)

Assessment

PORTFOLIO: 70%

In this course, you will complete a series of writing assignments designed to help you fulfill the course outcomes. You will have a chance to revise your essays significantly using feedback generated by your instructor, peer review sessions, and writing conferences. Toward the end of the course you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include your revised work that best demonstrates that you have met the course outcomes. While you will not revise every single assignment, you must complete all required assignments and include them in the portfolio in order to pass the course. **A portfolio that does not include all assignments will be considered “Incomplete” and will earn a grade of 0.0-0.9.** The grade for complete portfolios will be based on the extent to which the pieces you select demonstrate the course outcomes. The portfolio will be worth 70% of your final grade.

Because you will not be turning in your portfolio until the end of the quarter, you will not be graded on any of your assignments until that time. You will receive written feedback throughout the term, but no formal grades. The great benefit of this portfolio system is that you are able to develop new skills and techniques *before* being assessed. Therefore, **your grade will be based on how well you address the course outcomes at the end of the quarter** rather than the beginning.

PARTICIPATION: 30%

The remaining 30% of your grade will be determined by your participation, both inside and outside class. Your participation grade consists of the following components:

- ✓ **Service Learning (10% of total grade):** Your participation in the service learning component of the course is imperative to your grade. The typical commitment is 3-5 hours (plus commute) per week, but this may vary depending on your particular organization. Not only will participation in the service learning comprise a portion of your participation grade, but if you do not complete the service learning most other assignments and components of the course will be impossible to complete (since they require you to reflect on, analyze and/or discuss aspects of the service learning experience).

- ✓ **Attendance:** If you are not present in class, you cannot participate; therefore regular attendance is key to your participation grade. Each student will be granted 1 excused absence *without* giving the instructor prior warning and 1 excused absence *with* prior warning (at least 24 hours' notice). If extenuating circumstances cause you to miss more than two days of class, please discuss with me directly at your earliest convenience. Furthermore, if you miss class at any time, I expect you to see me or email me to discuss make-up work and upcoming deadlines. Unless we have discussed otherwise, you will still be held accountable for the assignments for that day. Repeated tardiness will also negatively impact your participation grade. Each student will be granted one excused tardy (no more than 10 minutes late to class). Any additional tardy will count as an unexcused absence. *Peer Review Workshop* days are worth triple participation points. If you need to miss class on a peer review workshop day, please discuss with me at least one week in advance.
- ✓ **In-class discussions and activities:** Your contributions to class should include responding to questions, engaging in group work, and providing thoughtful peer feedback when appropriate. I expect you to be consistently prepared for class, text in hand, and active in all discussions. This includes active listening as well as oral participation.
- ✓ **Presentation:** You will be asked to make a short presentation on your service organization during the first few weeks of the quarter.
- ✓ **Homework:** Homework will primarily include reading, writing, and peer review preparation. I expect complete work to be turned in *on time*. Late work will not be accepted. Incomplete work will not be accepted. Writing assignments turned in online or over email will not be accepted. If extenuating circumstances apply, you may request an extension ahead of time (at least 24 hours before the due date). I will accept/reject such requests on a case-by-case basis.
- ✓ **Conferences:** You should schedule a short conference with me at some point during the quarter. (Please keep in mind that office hours fill up quickly during the portfolio stage of the course.)

Policies & Expectations

Because the exchange of ideas is so important to this class, it is crucial that we respect one another. There will likely be differing points of view offered up in class discussions. Differences can and should be discussed, but these discussions should maintain an academic spirit of respect. Derogatory or discourteous language and behavior will not be tolerated in our classroom.

During the "Food and Animals" section of the course, there will be some explicit video content shown in class (i.e. slaughterhouse footage). I will give the class ample warning. Please discuss with me in advance if you would prefer not to watch such content and I will make other arrangements for you to earn participation points during this small portion of the class.

Please turn off all **cell phones** and any other electronic gadgets before coming to class. If you feel the need to answer a call or send a text, you will be asked to leave class and this will count as an unexcused absence. Use of **laptops or tablets** is not permitted in class unless cleared with the instructor (and then should only be used for coursework). Please do not wear earphones during class (even if there is nothing playing on them).

Please check your university email account regularly as I will send out announcements and updates via email. Outside of office hours, email is the best way to get in touch with me. While there is no need to be overly formal, please keep your emails professional and respectful in nature. Use correct grammar and avoid “chat-speak.”

Writing Resources

I encourage you to take advantage of the following writing resources available to you at no charge. If you attend a writing conference, please write a 1-page single-spaced summary/reflection about the experience. I will add extra points to your participation grade.

- ✓ Odegaard Writing and Research Center (OWRC)
Appointment required.
Hours: Sunday 12pm to 9pm, Monday-Thursday 9am to 9pm, and Friday 9am to 3pm
Website: depts.washington.edu/owrc

- ✓ CLUE Writing Center (in Mary Gates Hall)
No appointment necessary. Arrive early and expect a short wait.
Hours: Sunday-Thursday 7:00pm-midnight

Academic Integrity

Plagiarism, or academic dishonesty, is presenting someone else’s ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people’s thoughts and writing – as long as you credit them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Public Writing Policy

Nearly all public writing assigned in English 121 is done either with or for community partners (flyers, testimonials, newsletter articles, fundraisers, research on areas of interest to the organizations, surveys, etc.), so this public writing is already cleared by those agencies for use beyond the classroom. In cases where public writing is not done in consultation or collaboration with agencies, but refers to agencies or is based on your work at those agencies, even if the agencies are not identified by name, you must receive permission for this work to go beyond your classroom through a signed release from your site supervisor. Examples of public writing referring to organizations, but not necessarily done with or for organizations, might include policy proposals, wikis, editorials, letters to the editor, public blogs, Facebook pages, etc. If you have any question about whether your writing is public or requires permission, consult with your English 121 teacher.

Accommodations

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

Concerns

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact Elizabeth Simmons-O'Neill (English 121 Faculty Mentor) at esoneill@uw.edu.

What is service-learning?

Service-learning provides a unique experience to connect coursework with engagement in and with the local community. Offered as an integral part of many University of Washington courses, service-learning provides students an opportunity to reflect on their in-class learning in tandem with an on-going commitment to a local non-profit or community-based organization. Service-learning opportunities address concerns that are identified and articulated by community partner organizations. Service-learning combines community-based service with structured preparation and reflection opportunities.

The Carlson Leadership & Public Service Center coordinates service-learning opportunities for undergraduate students and is a resource as you connect to community-based opportunities.

Commitment expectations

Service-learning opportunities generally expect a minimum weekly commitment of at least three hours. Students are expected to commit from the second week of the quarter through the last week of classes. Service-learning is seen as an essential “text” of your class – you are expected to regularly engage with, reflect on, and integrate the service-learning into your classroom experience through structured classroom reflection and assignments. Building authentic relationships and consistent, weekly engagement with your community organization are essential components of successfully completing your service-learning.

How do I select a service-learning position?

Instructions for reviewing a list of service-learning opportunities matched with this course will be presented during the first day of classes. You can also visit uw.edu/carlson and follow the service-learning link on the website.

Registration for a service-learning position takes place online. Please check the Carlson Center web site for the specific date and time registration will open for this class. Most courses will register for service-learning positions during the latter half of the first week of classes.

Service-learning orientations

All students are expected to complete an orientation with their selected service-learning organization as soon as possible after registering for service-learning. As soon as you register for your position online and receive a confirmation email from the Carlson Center, contact your organization by phone and email to either 1) confirm your attendance at an already scheduled orientation or 2) to schedule an orientation if no specific date/time was listed in your position description. Ideally, orientations should occur during the second week of the quarter and no later than the third week.

If, by *XXX [typically Friday of week 3]* you have not registered for service-learning, selected an organization, attended an orientation and begun your service-learning work, it is your responsibility to notify both your classroom teacher and the Carlson Center to discuss next steps.

SERVICE LEARNING:

How is my service-learning evaluated?

The schedule and duties for your service-learning are outlined in the position you select, and should be discussed with your site supervisor at orientation/as you begin your service. If you have any questions about schedule, hours, or duties necessary to fulfill your commitment to the organization, you should check in with your supervisor at the organization or with the Carlson Center by *Friday 13th October 2017*.

At the end of the quarter, the organization where you have engaged in service-learning will submit an evaluation of your service-learning work. Organizations complete a rubric assessing issues such as your responsibility in contacting them and attending an orientation, maintaining the schedule you committed to, your contribution to the work of the organization, your professionalism, and your concern for the clients and mission of the organization. In addition, the organization is asked to note either that you have a) fulfilled your commitment to the organization, or b) that you have not yet fulfilled your commitment but are expected to by the end of the quarter, or c) that you have not fulfilled your commitment and are not expected to by the end of the quarter.

How is my service-learning evaluation used in figuring my final grade for English 121?

Service-learning is required in English 121. Participation in service-learning is 10% of the final course grade. Students whose organizations report that they have fulfilled their commitment, or are expected to by the end of the quarter, will receive full credit for this 10% of their course grade in English 121. Students whose organizations report that they have not fulfilled their commitment and are not expected to by the end of the quarter will receive no credit for this 10% of their course grade in English 121. Service-learning is also essential to some of your assignments in English 121, and is thus essential for creating a complete (eligible for grading) portfolio.

Students do not need to reach out directly to the Carlson Center to inquire about whether their evaluation has been received. The Carlson Center conducts multiple rounds of targeted follow-up with partners when necessary, reminding them to complete the evaluations. In the event

that your service-learning evaluation is not submitted or your work received a negative ("did not fulfill commitment") evaluation, your instructor will pursue clarification.

Service-learning workshops

The Carlson Center offers the following workshops for service-learning students:

- Service-learning workshop for International Students
 - o Geared toward international students with limited experience with volunteering or service-learning in the U.S. Focused on exploring the concept of service, expectations for engaging in service-learning, and how to make the most of your experience.
- Pre-Service Workshops
 - o Focused on engaging in critical self-reflection, utilizing a strengths-based perspective in service, exploring motivations for service and building authentic relationshipsWorkshops are offered at the Carlson Center in Mary Gates Hall 171.

Check the Carlson Center's website for specific dates and times.

Questions about service-learning

The staff of the Carlson Center is available to answer any questions about service-learning or assist you in registering or connecting with an organization. Stop by the Carlson Center weekdays between 9:00 AM - 5:00 PM to speak with a member of our team. You may also email at serve@uw.edu or call (206)543- 4282.

Course Calendar and Readings (tentative)

Date:	Class topic(s):	Homework (for the following class, unless otherwise noted):
Wed 3 Jan	Introductions Review of Syllabus	Read Introductory Readings: 1) Service Learning Handout 2) Belsey excerpt on Linguistics Start Food Journaling
Mon 8 Jan	Carlson Center Pre-Service Workshop (shortened class)	Environment Readings: 1) Leopold "The Land Ethic" 2) Alaimo excerpt on Matter Short reflection on workshop: write a half page discussing your expectations and goals for service-learning this quarter
Wed 10 Jan		SA1 due Mon (Food Diary Parts 1 & 2) Environment Readings: 1) Nixon Slow Violence 2) Selections on Climate Change
Mon 15 Jan	<i>MLK Day – no class</i>	
Wed 17 Jan		SA2 due Mon (Key Word Analysis)
Mon 22 Jan	<i>Cowspiracy</i>	Service Learning Journal #1 due Wed Film Worksheet
Wed 24 Jan	Introduction to Midterm Paper	SA3 due Mon (Spatial & Rhetorical Analysis) Animal Readings
Mon 29 Jan		Service Learning Journal #2
Wed 31 Jan	<i>Earthlings</i>	Rough draft of Midterm Paper due Mon Film Worksheet
Mon 5 Feb		Prepare for Peer Review Workshop
Wed 7 Feb	Peer Review Workshop	MIDTERM PAPER due Mon Public Health Readings
Mon 12 Feb	Introduction to Final Project	Service Learning Journal #3 due Wed
Wed 14 Feb	<i>What the Health or Forks Over Knives</i>	Film Worksheet Public Health Readings
Mon 19 Feb	<i>President's Day – no class</i>	
Wed 21 Feb		FINAL PAPER due Mon
Mon 26 Feb	Final project presentations Introduction to portfolios	
Wed 28 Feb	Final project presentations	
Mon 5 March	Portfolios	
Wed 7 March	Portfolios	
Mon 12 Mar	FINAL PORTFOLIO DUE 12 noon	

Reading Sequences:

1. *Food & Environment*
2. *Food & Animals*
3. *Food & People / Public Health*

Writing Assignments (for deadlines, please refer to course calendar)

Short Assignment 1 Food Diary & Reflection

Short Assignment 2 Key Word Analysis

Short Assignment 3 Spatial & Rhetorical Analysis

MIDTERM PAPER

FINAL PROJECT/PAPER

Service Learning Journal (3)

1 page, single-spaced, Times font, 1-inch margins (each)

You should write a total of 3 service learning journal entries over the course of the quarter (see calendar for specific deadlines). These journal entries are an opportunity to reflect on various aspects of your service learning experience. No research is required for these papers. They may be less formal and less analytical than your other papers (though they should still be typed and proofread) – depending on the topic, they may be more observational, creative, or reflective.

Choose any 3 of the following topics (don't write on the same topic more than once):

1. What kind of “service” does the organization provide and how does that service line up with or differ from your previous understanding of “service”?
2. For what or whom does the organization provide service(s)? Why are service(s) needed? How did this need arise?
3. Write about your own personal contribution to the organization. How do you see yourself in relation to the organization at large, the people in it and/or the service(s) being provided?
4. What are some challenges you notice the organization (or members of the organization) encountering in their attempts to provide service(s)? How do you think these challenges might be addressed in the future?
5. Other – If you'd like to select a different topic for one of your journal entries, please okay it with me in person or over email at least 48 hours prior to the due date.

OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

University of Washington

Outcome One: To compose strategically for a variety of audiences and contexts, both within and outside the university, by

- recognizing how different elements of a rhetorical situation matter for the task at hand and affect the options for composing and distributing texts;
- coordinating, negotiating, and experimenting with various aspects of composing—such as genre, content, conventions, style, language, organization, appeals, media, timing, and design—for diverse rhetorical effects tailored to the given audience, purpose, and situation; and
- assessing and articulating the rationale for and effects of composition choices.

Outcome Two: To work strategically with complex information in order to generate and support inquiry by

- reading, analyzing, and synthesizing a diverse range of texts and understanding the situations in which those texts are participating;
- using reading and writing strategies to craft research questions that explore and respond to complex ideas and situations;
- gathering, evaluating, and making purposeful use of primary and secondary materials appropriate for the writing goals, audience, genre, and context;
- creating a “conversation”—identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations; and
- using citation styles appropriate for the genre and context.

Outcome Three: To craft persuasive, complex, inquiry-driven arguments that matter by

- considering, incorporating, and responding to different points of view while developing one’s own position;
- engaging in analysis—the close scrutiny and examination of evidence, claims, and assumptions—to explore and support a line of inquiry;
- understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts; and
- designing/organizing with respect to the demands of the genre, situation, audience, and purpose.

Outcome Four: To practice composing as a recursive, collaborative process and to develop flexible strategies for revising throughout the composition process by

- engaging in a variety of (re)visioning techniques, including (re)brainstorming, (re)drafting, (re)reading, (re)writing, (re)thinking, and editing;
- giving, receiving, interpreting, and incorporating constructive feedback; and
- refining and nuancing composition choices for delivery to intended audience(s) in a manner consonant with the genre, situation, and desired rhetorical effects and meanings.