

English 102-17
Intermediate College Writing
Course Theme: Food Issues
Spring 2015

Instructor: Rick Wysocki
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Classroom: Davidson 207
Meeting Time: MWF 11:00 -11:50pm

Office: HUM LL4H, Carrel: 59
Office Phone: 852-0987 or
852-7068

Office Hours:
Mondays and Wednesdays 12-1pm and by appointment

Course Description:

From the composition department: “The focus of English 102 is creating and answering questions through research and writing that draws upon written texts and other sources. A student in English 102 should expect to create research questions, find relevant information to answer those questions, and write longer essays that use the information to create and support a clearly defined position on the topic involved. A student in English 102 can expect to write four to six papers during the term, including at least one extended research essay, totaling about 20 to 25 pages of text.”

While the focus of English 102 is to discuss ways of doing research and responding to research and sources through writing, I find it beneficial to have a course topic on which to center our discussion. The topic I’ve chosen is “Food Issues.” Much of our reading and all of your writing this semester will be in the service of learning about the different sorts of research and arguments about food and how you can respond to them. I am by no means an expert on this topic, but I look forward to working through it together and seeing what we can learn.

General Education Requirement: This course fulfills a General Education requirement in Written Communication.

Course Prerequisites/Placement Criteria: English 101, approved transfer credit for English 101, or Portfolio Placement into 102.

Student Learning Outcomes for English 102:

Rhetorical Knowledge

By the end of English 102, students should demonstrate the ability to produce writing that

- Demonstrates rhetorical purpose by creating a position relative to their research
- Analyzes the needs of the audience and the requirements of the assignment or task
- Demonstrates knowledge of genres employed in writing with research
- Provides supporting evidence from research sources
- Employs a tone consistent with purpose and audience

Critical Thinking and Reading

By the end of English 102, students should demonstrate the ability to produce writing that

- Identifies rhetorical strategies and summarizes main ideas of outside sources
- Places sources in context with other research
- Represents and responds to multiple points of view in research

Processes

By the end of English 102, students should demonstrate the ability to produce writing that

- Identifies a research question
- Develops a research strategy
- Identifies and evaluates sources
- Uses research sources to discover and focus a thesis

Conventions

By the end of English 102, students should demonstrate the ability to produce writing that

- Integrates sources with one another and with own analysis
- Demonstrates control over conventions of format and presentation for different purposes and different audiences
- Demonstrates an understanding of the purposes and conventions of documentation
- Demonstrates awareness of multiple methods of citation

Texts and Materials:

Required Texts:

- 1) *They Say, I Say: The Moves That Matter in Academic Writing*, 2nd Edition by Graff and Birkenstein 978-0393933611
- 2) *Food Matters* by Holly Bauer 978-1457660962

Recommended (but not required) Text:

- 1) *The Everyday Writer* (UofL Edition) by Andrea Lunsford

General overview of required work:

Weekly Response Papers:

These short responses will ask you to respond to each of the course readings regarding food issues. They serve two purposes: to ensure that you are keeping up with the reading and to prepare you for class discussions (hence why there is not a participation grade in this class—it is built into the response papers). They also, however, will ask you to respond to the reading in ways that engage with what we've been talking about in class. For example, if in one week we discuss metacommentary as a tool of thinking and writing, I might ask you to practice carrying out metacommentary in your next response paper.

The specific prompts for these assignments will be posted on blackboard, but they will all follow the same general format. They will be 12 point Times New Roman font, double spaced, and exactly one page long, including the header and title. Your responses will also include MLA in-text citations when quoting or paraphrasing from the texts. While there are thirteen of these responses on the course schedule below, I will only count the ten of them with the highest grades, so you have (some) wiggle room.

Research Question Proposal:

Early in the course (week four) I will ask you to provide a short paper that details the research question(s) you intend to take up in the course. We will talk more specifically about this in class, and I will distribute a prompt that details what is required. Basically, however, what I will be looking for is a statement that details what you want to know more about under the broad topic of “food.” While this proposal will be flexible (in fact, I expect that your research interests will grow, narrow, change, adapt, etc. over the course of the semester), you should make sure that your proposal contains ideas that you’re interested in and comfortable working with for the entire semester.

Annotated Bibliography:

In this project, you will carry out research based on the interests and questions you pose in your proposal, developing that research into a document listing the sources you found and discussing the content they contain. This document will contain a minimum of six sources, and each annotation will ask you to provide basic information about the source’s author, its argument, and how it relates to the research question(s) you outlined in your proposal. More specific information about this assignment will be distributed later in the semester.

Course “Presentations”:

I put “presentations” in scare quotes because the word doesn’t quite capture what I will be asking you to do. Instead of giving a talk to the class, you will assign one of the readings from your annotated bibliography for the class to read, and then lead a discussion on the reading for fifteen minutes. This will allow you to demonstrate your ability to not only understand and write about sources but to help others do so as well. It will also allow the class to share research—you are encouraged to use the discussions led by your peers as a way of being introduced to sources for your final research paper that you may not have found yourself. More specific information about this assignment will be distributed later in the semester.

Final Research Paper:

This project will be the culmination of your work in this course, in which you will write an eight to ten page research paper responding to and answering—to some degree—the interests and questions you posed in your proposal and researched throughout the semester. This project will be broken up into an outline, a partial draft, and a final draft due on the last day of class. More on this to come later in the semester.

Major Assignment Due Dates (subject to change):

- 1) Research question and proposal: **Friday, 1/30**
- 2) Annotated Bibliography
 - a. Part I: **Friday, 2/13**
 - b. Part II: **Friday, 2/20**
 - c. Part III: **Friday, 2/22**
- 3) Outline: **Friday, 4/6**
- 4) Partial Draft of Research Paper: **Monday, 4/13**
- 5) Final Draft of Research Paper: **Wednesday, 4/22** (the last day of class)

Grading:

This course will be graded on a point system, so each assignment will be worth a certain number of points out of **1000**. The points are distributed as follows:

Ten Response Papers, each worth 10 pts. – **100 pts.**

Proposal – **100 pts.**

Presentation – **100 pts.**

Annotated Bibliography – 3 parts, each worth 100 pts = **300 pts.**

Outline of Research Paper – **100 pts.**

Partial Draft of Research Paper – **100 pts.**

Final Research Paper – **200 pts.**

Grading Scale:

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 97-100% | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% |
| A | 93-96% | B | 83-86% | C | 73-76% | D | 63-66% |
| A- | 90-92% | B- | 80-82% | C- | 70-72% | D- | 60-62% |
| | | | | | | F | -59% |

Attendance Policy:

The success of this class depends on our ability to create a community of writers in which we are all invested in helping each other engage with new perspectives and ideas. Therefore, both your physical and mental presence are essential.

I do not differentiate between “excused” and “unexcused” absences. **You may have four absences, no questions asked; after that, 30 points will be taken off of your final grade per additional absence. If you miss more than 9 days of class (which equals three weeks for a MWF course), you WILL fail the course.**

Contact me *as soon as possible* if you are in a situation where you will miss more than the allotted four absences.

Keep in mind: **You will be counted absent if you sleep** in class, are using your **phone or computer** for non-class related tasks, or if you are **more than 15 minutes late** for a class.

Communication:

I check my email on a daily basis (usually several times a day), so if you have any questions about materials or assignments, contacting me via email is usually the best option. If you don't get a response from me within 48 hours, I did not get your email the first time, so please re-send it. I also ask that you try to check your university email and Blackboard at least once a day for any announcements about the course.

I encourage you to come see me during office hours so that we may discuss the course and any questions you have in person. Of course, if my scheduled office hours do not work with your schedule, you can always email me or see me after class to find a time to meet that works for both of us.

Late Work Policy:

I *will not* accept late work. Your assignments are due on the assigned date. Should extraordinary circumstances arise that will prevent you from meeting an assignment deadline, contact me as soon as possible.

Extension Policy (applies only to the larger assignments, not to homework or weekly responses):

Because I do not accept late work, you do have the option of requesting an extension on an assignment if extenuating circumstances will prevent you from turning it in on time. You must contact me at least 48 hours prior to the date and time the assignment is due to ask for an extension, and extensions will be considered on a case-by-case basis.

Electronic Devices:

Electronic devices such as cell phones, laptops, tablets, etc. are excellent tools, and as such they are permitted in the classroom. However, such devices should only be used for class-related activities. If work/family/other conditions will lead to you needing to be on your phone multiple times in a class, please let me know in advance. If you are repeatedly on your phone or using your computer to surf the Web or work on another class's material, you will receive an absence for the day. Note: If you plan on using electronic devices in class, you should plan on me asking you what you are doing with them.

The University Writing Center:

The University Writing Center is an excellent resource available to all members of the UofL community. The consultants work one-on-one with writers at any point in the writing process. You can visit the writing center to make up for one absence this semester, but I encourage you to visit it frequently. It is located on the third Floor of Ekstrom Library and you can make an appointment online at louisville.edu/writingcenter or by calling 852-2173.

Plagiarism:

The University of Louisville's plagiarism policy applies in this course: "The University defines plagiarism as 'representing the words or ideas of someone else as one's own in any academic exercise.'"

Thus, all writing you do for this course must be your own.... Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported to the College of Arts and Sciences.”

Accessibility and Accommodations:

The University of Louisville states: “Students who have a disability (temporary or permanent) or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform your instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center (852-6938).”

However, I want to add that I am always available to discuss any difficulties you may have or start having at any time and that I am willing to work with you, to the best of my ability, to help you navigate those difficulties in this course.

Grievances:

If you have questions or concerns about your progress in this course, please do not hesitate to come by during office hours to discuss these issues. If you are not satisfied with our discussion, you may see an Assistant Director of Composition in Humanities 319F (852-5919).

Important Note: I reserve the right to alter the terms of this syllabus. Situations such as cancelled classes or changes in our learning objectives, for example, might warrant such a change.

Weekly Schedule

*Keep in mind: All content below is due the day that it is listed.

Week 1

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| Wednesday, 1/7 Day 1 | Introductions; The syllabus; Blackboard |
| Friday, 1/9 Day 2 | Syllabus Quiz READ— <i>TSIS</i> : “Introduction: Entering the Conversation” (1-15); “I Take Your Point’: Entering Class Discussions” (141-144); “What’s Motivating This Writer?’ Reading for the Conversation” (145-155) |

Week 2

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| Monday, 1/12 Day 3 <i>*1/13: Last Day to Add/Drop</i> | READ—“Eat Food: Food Defined” (<i>FM</i> 9-19); “Taking Local on the Road” (<i>FM</i> 37-39) WRITE—Reading Response #1 (see prompt on BB) |
| Wednesday, 1/14 Day 4 | READ—“‘They Say’: Starting with What Others Are Saying” (<i>TSIS</i> 19-29) |
| Friday, 1/16 Day 5 | MLA Format |

Week 3

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| Monday, 1/19 <i>Martin Luther King Jr. Holiday</i> | NO CLASS |
| Wednesday, 1/21 Day 6 | READ—“‘Her Point Is’: The Art of Summarizing” (<i>TSIS</i> 30-41) |

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| Friday, 1/23 Day 7 | Discuss Proposal Assignment |
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Week 4

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| Monday, 1/26 Day 8 | READ—"The Eco-Gastronomic Mirror: Narcissism and Death at the Dinner Table" (<i>FM</i> 50-59); "The Pleasures of Eating" (<i>FM</i> 64-71); "Eating Made Simple" (<i>FM</i> 72-81) WRITE—Reading Response #2 (see prompt) |
| Wednesday, 1/28 Day 9 | READ—"As He Himself Puts It': The Art of Quoting" (42-51) |
| Friday, 1/30 Day 10 | PROPOSALS DUE Share proposals and research questions |

Week 5

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| Monday, 2/2 Day 11 | READ—"Eating the Hyphen" (<i>FM</i> 40-44) "Reclaiming True Grits" (<i>FM</i> 82-86); "What the World Eats" (<i>FM</i> 90-95); "When Did Young People Start Spending 25% of Their Paychecks on Pickled Lamb's Tongues?" (<i>FM</i> 101-108) WRITE—Reading Response #3 (see prompt) |
| Wednesday, 2/4 Day 12 | READ: "'Yes/No/Okay, But': Three Ways to Respond" (<i>TSIS</i> 55-67); "'And Yet': Distinguishing What You Say from What They Say" (68-77) |
| Friday, 2/6 Day 13 | Discuss Annotated Bibliography Project |

Week 6

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| Monday, 2/9 Day 14 | READ—"Monsanto's Harvest of Fear" (<i>FM</i> 131-142); "Soy Imperialism and the Destruction of Local Food Cultures" (<i>FM</i> 143- 155); "Downsizing Supersize" (<i>FM</i> 123-126) WRITE—Reading Response #4 (see prompt) |
| Wednesday, 2/11 Day 15 | READ—"“Skeptics May Object’: Planting a Naysayer in Your Text” (<i>TSIS</i> 78-91); ““So What? Who Cares?’ Saying Why It Matters” (<i>TSIS</i> 92-101) |
| Friday, 2/13 Day 16 | Annotated Bibliography Part I Due |

Week 7

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| Monday, 2/16 Day 17 | READ—"The Changing Significance of Food" (<i>FM</i> 166-177); "Do Foodies Care about Workers?" (214-218) WRITE—Reading Response #5 |
| Wednesday, 2/18 Day 18 | Work Day |
| Friday, 2/20 Day 19 | Annotated Bibliography Part II Due |

Week 8

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| Monday, 2/23 Day 20 | READ—"Equality for Animals?" (178-183); "You Can't Run Away on Harvest Day" (184- 194); "Animal Vegetable, Miserable" (195-200); "The Only Way to Have a Cow" (200-203) WRITE—Reading Response #6 |
| Wednesday, 2/25 | Work Day |

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| Day 21 | |
| Friday, 2/27 Day 22 | Final Annotated Bibliography Project Due |

Week 9

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| Monday, 3/2 Day 23 | Introduce Class Presentations |
| Wednesday, 3/4 Day 24 | Conferences |
| Friday, 3/6 Day 25 | Conferences |

Week 10

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|---------------------------|---|
| Monday, 3/9 Day 26 | Introduce Outline Assignment READ—TBA WRITE—Reading Response #7 |
| Wednesday, 3/11 Day 27 | READ—“‘As a Result’: Connecting the Parts” (<i>TSIS</i> 105-120); “‘Ain’t So/Is Not’: Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” (121-128) |
| Friday, 3/13 Day 28 | READ—TBA WRITE—Reading Response #8 |

Week 11: No Class, Spring Break Mar 16-22

Week 12

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|---------------------------|---|
| Monday 3/23 Day 29 | READ—TBA WRITE—Reading Response #9 |
| Wednesday, 3/25 Day 30 | READ—“‘But Don’t Get Me Wrong’: The Art of Metacommentary” (<i>TSIS</i> 129-138) |
| Friday, 3/27 Day 31 | READ—TBA WRITE—Reading Response #10 |

Week 13

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| Monday, 3/30 Day 32 | READ: TBA WRITE: Reading response #11 |
| Wednesday, 4/1 Day 33 | READ: TBA WRITE: Reading response #12 |
| Friday, 4/3 Day 34 | READ: TBA WRITE: Reading response #13 |

Week 14

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| Monday, 4/6 Day 35 | Outline due |
| Wednesday, 4/8 Day 36 | CONFERENCES |
| Friday, 4/10 Day 37 | CONFERENCES |

Week 15

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| Monday, 4/13 Day 38 | Half Draft of Paper Due |
| Wednesday, 4/15 Day 39 | Work Day |
| Friday, 4/17 Day 40 | Work Day |

Week 16

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| Monday, 4/20 Day 41 | Work Day |
| Wednesday, 4/22 Day 42 Last Day of Classes | Final Research Paper Due |