

ENG 101-38: College Writing I

Food Rhetorics

Fall 2016

MW 2:00-3:15: **554 Eberhart**

Instructor: Dr. Lauren Shook
Office: MHRA 3129

Email: lbshook@uncg.edu
Office Hours: MWF, 9:30-10:30

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Course Description: In this section of ENG 101, you will acquire the necessary writing skills for succeeding in academic writing by focusing on the topic of food rhetorics. This course emphasizes academic writing as a conversation, which writers should enter into ethically and responsibly. By reading and responding to conversations surrounding food advertisements, food insecurity, and food and social justice movements, you will become persuasive rhetors of written arguments by honing writing techniques (thesis statements, organization, grammar and mechanics), practicing revision, and developing individual writing processes. Students and instructor alike consider the following questions with an open-mind and a willingness to speak with others: How is food sold? Is access to food a human right? How does food help promote cultural change?

English 101 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students “gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively” (<http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-CategoryMarker-Descriptions>).

In addition, **English 101** is designed to address Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to “think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.” (<http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/University-Requirements/General-Education-Program>).

The following are English 101 **Student Learning Outcomes** (SLOs), each of which corresponds to both the GRD goals and to LG1. At the completion of this course, students will be able to:

1. Analyze the content and structure of complex texts (written, oral, and/or visual in nature);
2. Compose cogent, evidence-based, argumentative texts;
3. Identify and employ the rhetorical triangle, the canons, and the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.

Required Texts, (Purchase the Correct ISBN #):

A Place at the Table. Dir. Kristi Jacobson and Lori Silverbrush. Perf. Jeff Bridges. Magnolia Pictures, 2013. Film. (library, Amazon Prime, or purchase a physical copy)
 Blevins, Brenta S., et. al, eds. *Rhetorical Approaches to College Writing*. Plymouth, MI: Hayden-McNeil, 2017. ISBN 978-073808249-3

Other materials will be posted on Canvas. You may print these off or access them electronically.

Course Work and Evaluation

Three formal essays (10% each)	30%
• Three Writing Group Drafts & Peer Reviews***	5%
• Three Revision Reports***	5%
Portfolio, with Critical Rationale Essay	30%
Final Exam Activity	5%
Pop Quizzes	5%
Informal Assignments (10 total)	10%
Participation/Group Work***	10%

***I calculate these grades at semester's end.

Students must have completed all three Writing Group Drafts & Peer Reviews (~33pts each) and all three Revision Reports (~33pts each) on each due date to receive full credit.

Grade Scale:		
A+ = 100-97	A = 94-96;	A- = 93-90
B+ = 89-87	B = 86-84	B- = 80-83
C+ = 79-77	C = 76-74	C- = 73-70
D+ = 69-67	D = 66-64	D- = 60-63
F = 59-0		

Late Work Policy: I only accept the final drafts ("Dr. Shook Draft") of essays late, which comes with a penalty of a *full-letter grade* per every day late, including the weekends. Thus, a paper due on Friday at 5PM will be deducted 1 letter grade any time starting after 5PM on Friday thru 5PM on Saturday, 2 letter grades on Sunday, 3 on Monday, and receive an F on Tuesday.

No other course work may be submitted late. If you know in advance of an upcoming absence (at least 24 hour written notice to me via email), you may submit an informal writing assignment early if possible. It is your responsibility to consult with me beforehand. **To be clear:** peer review, revision reports, pop quizzes, and in-class group work may not be submitted late.

Description of Course Work

Three Formal Essays (30%), (SLOs 1-6): 1) Selling Food 5 pages; 2) Arguing over Food 5-6 pages; and 3) Researched Arguments 6 page minimum. Each essay must meet the following requirements to receive full credit: 1) MLA format; 2) 5-page minimum; 3) Draft 1 "Writing

Group Draft” should be submitted via Canvas to Writing Group and Dr. Shook by due date at 5PM; 4) Draft 2 “Dr. Shook Draft” submitted via Canvas to Dr. Shook by due date at 5PM with completed Peer Review and Revision Report.

For each missing requirement, students will be deducted 1 full letter grade on the individual essay, without exception. For example, a ‘B’ paper that is not in MLA format (-1 letter grade) and has not been submitted to a Writing Group on time (-1 letter grade) would automatically receive a ‘D.’ **Students submit all essays through Canvas.**

Writing Groups & Peer Reviews (5%), (SLO 5): Students circulate a first draft of each formal essay via Canvas to their writing groups for peer review. Students read each other’s first drafts, provide feedback via Canvas, and discuss the feedback on designated Writing Group days as noted on the course schedule below. **NOTE:** To participate in Writing Group Days, you must submit your first draft via Canvas on time; provide adequate peer review; and be present on the scheduled writing group day. *You must have completed all three peer reviews and participated on all three Writing Group Days to receive full credit (credit applied at end of semester).* Please see the Writing Group assignment sheet on Canvas.

Revision Reports (3 total) (5%), (SLO 6): After reviewing responses from their Writing Group members, students will draft an informal document, entitled a **Revision Report**, that explains the changes made from the Writing Group Draft (draft 1) to the Dr. Shook Draft (draft 2). Students submit **Revision Reports and Peer Review** with the Dr. Shook Draft (draft 2). *You must have completed all three revision reports to receive credit for them (credit applied at end of semester).* Please see the Revision Report assignment sheet on Canvas.

Portfolio (30%), SLOs 1-6: ENG 101 concludes with a final portfolio consisting of an **argument-based, critical rationale essay** (4-6 pages); **2-3 final draft formal essays** (totaling at least 12 pages of revised prose); and original peer reviews, drafts, and revision reports. **Important:** I advise creating separate electronic files for each new draft of each essay and appropriately marking these drafts, “Essay 1, Writing Group Draft;” “Essay 1, Dr. Shook Draft;” and “Essay 1, Portfolio Draft.” Please see the Portfolio Assignment sheet on Canvas.

Final Exam Activity (5%), SLOs 5-6: Portfolios are due on or before December 12 at 3:30PM and must be submitted through Canvas. We will meet during exam time to celebrate our semester, reflect on our writing, and share in holiday cheer. Attendance is mandatory, and there are mandatory writing group reviews, which count for a small grade. So, yes, you have to show up on December 12 at 3:30 to participate. **Just to be clear:** you may not take the ‘exam’ early.

Pop Quizzes (5%), SLOs 1-6: I administer random quizzes weekly throughout the semester. Read and be prepared.

Informal Writing Assignments (10%), SLOs 1-6: There are 10 total informal writing assignments throughout the semester, noted as “IW” on the course schedule. I post these assignments on Canvas. Students submit them during class time on the scheduled day.

Participation (10%), SLOs 1-6: This course is not lecture-based but discussion driven. I depend on students’ active and thoughtful engagement with the assigned course material. In

preparation for class, you should come to class with at **least one specific question or response** about the reading for that day. I do call upon individuals. Participation operates on a points system; you accumulate points throughout the semester for asking engaged questions, leading group work, volunteering to read, etc. You do not gain points for attending class or bringing materials to class although you may be deducted participation points for absences, failing to bring materials, or not taking notes. A total of 100 points is available by the end of the semester. Please see the Participation rubric on Canvas. *At midterm, you will give a written review of your participation that you will present to me at our mandatory individual conferences.*

Course Policies, or The ABC's of Dr. Shook's Classroom

ATTEND CLASS:

Attendance is crucial for your success in this course. As mandated by the College Writing Program, students in a Monday/Wednesday class agree to the following attendance policy:

- **2 Absences:** no penalty
- **3 Absences:** half-letter grade deduction for the course
- **4 Absences:** automatic failure
- Attendance at the final exam period is included in this maximum allowance.

In addition to the College Writing Program's guidelines, I, Dr. Shook, require that students come to class on time and stay for the entire class:

- Being 5 minutes counts as a tardy. **Two tardies is one absence.**
- Being more than 5 minutes late is an **absence.** .
- Leaving class early (**10 minutes or more**) counts as an **absence.**
- Tardy students or those leaving early are required to sign their names to a sheet located in the back of the classroom.

I do **not** distinguish between excused and unexcused absences; thus, it is the student's responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. For this English course, the College Writing Program's attendance policy supersedes any other.

You are, by state law, allowed two excused absences due to religious holidays, which do not count toward your total allowed absences. If you plan to miss class because of religious holidays, you must notify me in advance of your absence.

Finally, come to me with extenuating circumstances. If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (<http://sa.uncg.edu/dean/>). You can use that department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in

appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

BEHAVE LIKE ADULTS:

Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

“Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment.

Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.”

For the entire policy, go to http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf

CONTACT ME REGULARLY:

Come see me during my office hours (MHRA 3129 on MWF 9:30-10:30AM) and feel free to email me at lbshook@uncg.edu. A **note about emailing**. I check email Monday-Friday, 9am to 5pm and should respond within 24 hours. If after 24 hours, I fail to respond during the mentioned hours, please resend your email. **I have over 100 students. Please provide your name and class meeting time and be as specific as possible** when emailing me.

DISABLE THOSE PHONES (Electronics Policy):

All cell phones, smart phones, and iPods should be turned completely off and put away in your bag before class begins. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

Laptops and Tablets are cool. These may be used in class to take notes pertaining to our class, to view documents on our Canvas site, or to engage in class-related activities as approved by the instructor. Any student who uses a laptop for any activity not relevant to this course during class time will not be allowed to use a laptop in class again. **To be perfectly clear:** one violation means no laptop use.

**LAST, BUT NOT LEAST:
DON'T PLAGIARIZE!**

Academic Integrity Policy

“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” – UNCG’s Academic Integrity Policy. To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>. **I expect you to abide by the Academic Integrity Policy.**

What is a Violation of the Academic Integrity Policy? :

- **Plagiarism** includes misrepresenting outside sources (improper quotation; failure to cite sources, etc.); submitting someone else’s essay as your own; having another person write your essay for you; and re-submitting an assignment from another class without permission from the instructor.
- If you have any questions about what constitutes as a violation of the academic integrity policy, ask!
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Penalties for Violating the Academic Integrity Policy

Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at <http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>

- Upon first violation: depending upon severity, you will either have a chance to re-do the assignment or receive a ‘F.’ You are reported to the Dean of Students.
- Upon second violation: You automatically receive a ‘F’ for the course and potential suspension or expulsion from the university.

Violating academic integrity is serious business, so “always properly document any use of another’s words, ideas, images, or research both in the text and in a Works Cited/Bibliography. Failure to properly document is a form of plagiarism and may earn a zero on an assignment” (2016-2017 Syllabus Handbook, UNCG College Writing Program, 18).

PEOPLE WHO WANT YOU TO SUCCEED

Office of Accessibility Resources and Services

Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday-Friday. Telephone: 334-5440; email: oars@uncg.edu.

The Writing Center (<http://www.uncg.edu/eng/writingcenter/default.php>)

The Student Success Center (<http://success.uncg.edu/lac/>)

The University Speaking Center (<http://speakingcenter.uncg.edu/default.php>)

The Digital Act Studio (<http://digitalactstudio.uncg.edu/>) housed in the Digital Media Commons (<http://library.uncg.edu/spaces/dmc/index.aspx>)

COURSE SCHEDULE

For each class meeting, consult the course schedule for that day's assignment(s). You are to read the assigned readings before class, bring them to class, and be prepared to discuss them. **I reserve the right to make changes in the daily schedule as needed.**

WEEK	TOPICS & TEXTS	ASSIGNMENTS
Week 1	WELCOME TO COLLEGE ENGLISH	
8/22, M	C: Syllabus, Essay Assignments, and Writing Groups	
8/24, W	C: Portfolio Assignment Sheet RACWA: Hall, "Reflecting Back..." 50-56; and Benson, "Understanding Course Materials," 169-174	
UNIT 1: RHETORIC OF SELLING FOOD		
Week 2	Introduction to Rhetoric and Context	
8/29, M	RACWA: Blevins, "An Introduction to Rhetoric," 3-17, and Blades, "Reading Critically," 59-66 Canvas: Essay 1 Assignment Sheet, Writing Group Instructions, and Calgary Food Bank advertisement	IW 1: Letter to a Young Writer (Bring to Class)
8/31, W	RACWA: Berrier, "Writing with the Rhetorical Appeals" 18-26 and Lee, "Pre-Writing Strategies," 71-76 Canvas: Snickers, "Marsha, Marsha, Marsha"	IW 2: Brainstorming (in-class)
Week 3	Rhetorical Appeals	
9/5, M	NO CLASS – LABOR DAY – Sleep, Eat Good Food, and watch some Netflix.	
9/7, W	RACWA: Shook, "Reading for the Rhetorical Appeals," 27-35 Canvas: Campbell's, "Mama's Legion"; Katherine J. Parkin, "A Mother's Love: Children and Food Advertising"	Essay 1: Writing Group Draft Due on Canvas by 5PM
Week 4	Writing a Rhetorical Analysis	
9/12, M	RACWA: Laminack, "Rhetorical Analysis and Visual Media" 207-214, and Ensor, "Viewing Peer Review as a Rhetorical Process," 184-188 Canvas: Katherine J. Parkin, "A Mother's Love: Children and Food Advertising", continued	IW 3: Details, Details, Details
9/14, W	Writing Group / Writing Workshop RACWA Readings: Shook, "Writing a Rhetorical Analysis," 175-188; Shook, "Sample Rhetorical Analysis," 244-247	Essay 1: Peer Review. Circulate Feedback through Email; Respond in Class.

	Recommended Reading: Dodson and Skelley, "The Canons of Rhetoric..." 36-42 and Schlachte, "Re-Seeing Revision," 109-116	
	Unit 2: Rhetorical Arguments on Food Insecurity	
Week 5	Memory & Invention: Identifying a Conversation / Academic Integrity	
9/19, M	Film: <i>A Place at the Table</i> (Watch on your own) RACWA: Burns, "Analyzing Film Rhetoric," 215-232 Canvas: Essay 2 Assignment Sheet	IW 4: Rhetoric and Film
9/21, W	Film: <i>A Place at the Table</i> , discussion continued RACWA: Tedder, "Academic Integrity," 50-56 and Leuschen, "Invention, Asking Questions to Find a Starting Point" (67-70)	IW 5: Defining Food Insecurity
9/23, Friday	Essay 1, Dr. Shook Draft w/Revision Report and Peer Review Due on Canvas no later than 5PM (no exceptions)	
Week 6	Invention & Delivery: Developing Arguments & Responses to Food Insecurity	
9/26, M	RACWA: Dolive, "Staying on Track with Your Thesis," 77-82 Canvas: <i>The Onion</i> , "Woman a Leading Authority on What Shouldn't Be in Poor People's Shopping Cart" and Leanne Brown, <i>Good and Cheap</i>	IW 6: Arguing with Others
9/28, W	RACWA: Ray, "The Art of Summarizing, Paraphrasing, and Quoting," 135-141 UNCG Scavenger Hunt	Essay 2, Writing Group Draft Due on Canvas by 5PM
Week 7	Delivery & Style.: Solutions / Developing Voice	
10/3, M	RACWA: Berberyan, "Understanding Tone and Voice," 95-101 Canvas: Noel King, "Campus Food Pantries for Hungry Students on the Rise" and Susan Andreatta, "Through the Generations: Victory Gardens for Tomorrow's Tables"	IW 7: Quoting with Style
10/5, W	Writing Group and Workshop RACWA: Sorenson, "Personal Voice and Style in Academic Discourse," 88-94	Essay 2: Peer Review. Circulate Feedback through Email; Respond in Class.
Week 8	Individual Conferences	

10/10, M and 10/12, W	RACWA: Meriwether, "Conferencing Rhetorically," 195-197 Students meet with Dr. Shook, individually, at a scheduled time in MHRA 3129. Failure to attend results in an absence. Read the above selection from RACWA and bring IW 8 with you.	IW 8: Midterm Review
Week 9	Arrangement: Organizing Your Argument	
10/17, M	NO CLASS-FALL BREAK. Enjoy it, kids ☺	
10/19, W	RACWA: Skelley, "Arrangement as Rhetorical Composing," 83-87, and Wooten "Finding a Conversation to Find Research," 119-123 Canvas: Essay 3 Assignment Sheet	PRINT OUT ESSAY 2! (It's the only time I'll ask you to bring a hard copy of your essay to class)
10/21, Friday	<i>Essay 2, Dr. Shook Draft w/Revision Report and Peer Review Due on Canvas no later than 5PM (no exceptions)</i>	
	UNIT 3: DO YOUR RESEARCH Food and Social Movements	
Wk 10	Memory & Invention: Generating Topics for Academic Research	
10/24, M	Library Orientation Day: Meet in the Library, read RACWA: Dale, "Conducting Academic Research," 124-134, and bring with you the "Beginning Research" study guide found on Canvas. Canvas: Food Moments	IW 9a: Beginning Research
10/26, W	RACWA Compton, "Rhetorical Elements of Academic Citation," 154-166 Canvas: Lundgren "Eating Fresh in America: Subway's Restaurant's Nutritional Rhetoric"	
Wk 11	Securing Ethos: Sources are Where it's At	
10/31, M	RACWA (2): Johnson, "Genres Other than Essay Writing in Academic Discourse," 198-206; Bryan, "Organizing Research by Synthesizing Sources," 149-151 <i>Recommended Reading:</i> Ethos Review from RACWA, Berrier (pages 21-23) and Shook (pages 27-30).	
11/2, W	Research Day – No Class --I'll be camped out in the library if you want to come see me.	IW 9b: Prospectus and Annotated Bib
Wk 12	Stop crying, Pathos! Why Establishing Your Significance is Vital	

11/7, M	RACWA: Pathos Review from Berrier (pages 23-25) and Shook (pages 30-32). Canvas: David Foster Wallace, "Consider the Lobster" and Margaret Cavendish "The Hunting of the Hare"	
11/9, W	Canvas: Jumpha Lahiri, "When Mr. Pirzada Came to Dine"	Essay 3: Writing Group Draft Due on Canvas by 5PM
Wk 13	Logical Research: Putting together Evidence	
11/14, M	RACWA: Johnson, "Situating Evidence through Contextualization," 142-148 and Logos Review from Berrier (pages 18-21, 25-26) and Shook (pages 32-35).	
11/16, W	Writing Group / Writing Workshop	Essay 3: Peer Review. Circulate Feedback through Email; Respond in Class.
	Unit 4: Constructing the Portfolio	
Wk 14	Reviewing Your Writing	
11/21, M	RACWA (2): Hall, "The Portfolio and the Critical Rationale," 50-66; and Schlachte, "Re-Seeing Revision," 109-116	<i>Essay 3, Dr. Shook Draft w/Revision Report and Peer Review</i> <i>Due on Canvas no later than 5PM (no exceptions)</i>
11/23, W	NO CLASS: Gobble-Gobble! Eat Up, Be Thankful, and Don't Check Out (you still have 2 weeks and exams!)	
Wk 15	Reflecting on Your Writing	
11/28, M	RACWA (2): Ward, "Writing about Your Composing Process," 189-194; and Appendix, pages 254-256; 257-261 Canvas: Sample Critical Rationale	IW 10: Revision Checklist
11/30, W	Workshop Day: Critical Rationale	
Wk 16		
12/5, M	Portfolio Work Day – Last minute Conferences	

Final Exam, or Feasting on Writing

Exam time: Monday, December 12 at 3:30.

Portfolios are due on or before December 12 at 3:30PM and must be submitted through Canvas. We will meet during exam time to celebrate our semester, reflect on our

writing, and share in holiday cheer. Attendance is mandatory, and there are mandatory writing group reviews, which count for a small grade. So, yes, you have to show up on December 12 at 3:30 to participate. **Just to be clear:** you may not take the 'exam' early.