

## Course Information

Basic info:

College: Bellevue College

Instructor: Lauren Shea

Quarter: Spring 2013

Meets: Tuesday/Thursday  
from 9:30-10:20

Online: Monday/Wednesday

Credits: 5

**Prerequisites:** A C- or  
above in Engl&101.



**Welcome to English 102: The Politics of Eating in America!** Develops skills required for writing research papers. Students learn research techniques, source analysis, thesis development, argumentation styles, and summarizing. Fulfills a written communication course requirement at BC.

**“Every act of eating is an agricultural act.”**

**-Wendell Barry**



**Contact Lauren Shea:**

**By Email:**

Use the Canvas email (preferred)  
or

lauren.shea@bellevuecollege.edu

(longer response time)

**By Phone:** 206-619-4143

**Required Texts/Materials:**

1. Salt, Sugar, Fat: How the Food Giants Hooked Us by Michael Moss ISBN: 1400069807
2. The Omnivore's Dilemma, by Michael Pollan ISBN: 9781594200823
3. Ability to download and print online readings
4. An active email account that is registered on Canvas for the course and that you check daily M-F.
5. Access to a computer with internet to work online weekly (Course will be conducted online Mon./Wed.
6. Ability to research sources

**Inside this syllabus:**

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## 6 Course Learning Outcomes:

Upon successful completion of the course students should be able to do the following:

1. Write an objective summary of college-level material which identifies primary and supporting assertions
2. Evaluate different types of evidence (i.e., tone/diction, logical reasoning)
3. Synthesize source material with own writing
4. Write original and clearly supported thesis
5. Use proper in-text citations and works-cited page
6. Use a breadth of varied primary sources which demonstrate a familiarity with library research skills

**Students can demonstrate competency in the following ways:**

### Objective 1:

- Produce accurate summaries of course texts.

### Objective 2:

- Evaluate evidence based on audience, purpose, and context genre, strategies, organization, style, tone, and diction.
- Producing college-level work suitable for varied academic assignments and contexts.
- Demonstrating effective techniques of academic argumentation, such as awareness of audience, anticipation of opposition, and appropriate use of voice and tone.

### Objective 3:

- Planning: Generating appropriate pre-writing and steps in sequence over the course of the quarter (examples: research proposal, hypothesis development, annotated bibliography, outline/plan of organization)
- Drafting: Constructing an extended argument to develop the thesis. Decide where and how to use material from sources to develop and substantiate the argument. Use summary, paraphrase and quotation to incorporate cited material from sources into the argument.
- Documenting: Using MLA documentation for both in-text citations and Works Cited.
- Revising: Refining preliminary drafts for content and style.
- Editing: Reviewing final draft for control of conventions and manuscript form.
- Collaborating: Working constructively with other student writers via peer reading, review and response.
- De-briefing: Completing thoughtful reflective and self-assessment activities on the research process and its product.

### Objective 4:

- Creating, supporting, and sustaining thesis-based academic argumentation through writings, culminating in clear, coherent, and focused research papers developed through a systematic research process.

### Objective 5:

- Citing ideas accurately from sources, applying the current system of MLA documentation appropriate to the discipline of English.

Tips for success:



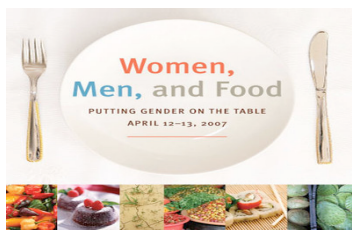
1. Do all daily work. Each assignment is set up to help you achieve the skills to meet the course objectives.
2. Read carefully, and mark your text with your thoughts, questions, key words and definitions.
3. Participate actively in Canvas Discussions.
4. Work on research independently throughout the quarter, in addition to the research activities I assign.

- Demonstrating technical control of the standard conventions of written English, with some attention to sentence variety and complexity.

### Objective 6:

- Demonstrating skills associated with locating and using sources, such as using online library catalogues and databases as well as other library resources, independently and critically evaluating reliability, pertinence and appropriateness of sources, and developing systematic strategies for using these sources in an extended essay.
- Synthesizing material from sources with original ideas to develop the argument.
- Avoiding plagiarism by acknowledging outside sources with MLA style in-text citation (author tags, attribution phrases, and parenthetical page citations) and a Works Cited

**Students who successfully pass 201 will be able to demonstrate competencies in 6 course objectives above.**



## THINK CRITICALLY ABOUT THE FOOD YOU EAT.

### Daily Work:

You will be expected to complete daily assignments. These assignments are designed to help you practice the skills we will focus on for each essay assignment, and they will act as pre-writing work for the essays as well. Doing these assignments diligently will help you with your essays for this class.

### The Family Dinner Essay and Recipe/Interview Assignments:

In order to begin to explore what food has meant to your lives, your first assignment will be to write a 5-6 page, double-spaced essay on The Family Dinner. A detailed prompt will be provided for this assignment. To prepare for this assignment you will read selections from a number of publically

### Long Term Projects:

accessible online sources, as well as writing a recipe narrative, using introductory research skills to find an additional source, and interviewing a peer.

### Annotations:

A key part of what makes a strong research paper is a collection of credible sources, and an understanding of those sources. Annotations will aid you in using sources for your paper and help you guide your research. You will turn in annotations for each of the research papers. A specific prompt will be provided for these assignments.

**Disability:** If you require any accommodation in the course due to a documented disability, please contact Services for Students with Disabilities at or by calling (425) 564-2498.

### Quizzes:

Additional quizzes may be given throughout the quarter in order to help students achieve success.

**Emailed assignments are not accepted unless permission is given in advance.**

### Research Papers:

You will write 2 research papers for this class. One will be about fast food topics and the final research paper will be on a topic of your choice inspired by the Omnivore's Dilemma. Now that you have the basics of writing down, you have the chance to use that knowledge to investigate new ideas, and find the answers to tough questions. The essays will be in MLA format, with 5 supplemental sources. Each of the reading and research assignments will aid you in preparing your research papers, so if you put time and effort into these smaller projects you will be successful.

**Evaluation:**

- **Assignments: Roughly 34% of grade**
  - Short writing responses 2 points each  
(Roughly 50 pts total)
  - Recipe narrative assignment 10 points
  - Essay Drafts 5 points each
  - Draft reviews 5 points each
  - Annotations 4 points each
  - Presentations 5 points each
- **Essays Roughly 68% of Grade**  
(300 pts. total) 100 points each
- **Quizzes** Points variable
- **Extra Credit** 10 points each, limit 2

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Approximate total= 436 pts.

**Extra Credit Opportunities:**

I will accept proposals for extra credit during each of the three units. Extra credit needs to be turned in before each paper is due. Proposals must be submitted to me one week before each paper deadline.

**Grading Scale:**

%	Value	%	Value	%	Value
95-100	4.0	83	2.8	71	1.6
94	3.9	82	2.7	70	1.5
93	3.8	81	2.6	69	1.4
92	3.7	80	2.5	68	1.3
91	3.6	79	2.4	67	1.2
90	3.5	78	2.3	66	1.1
89	3.4	77	2.2	65	1.0
88	3.3	76	2.1	64	0.9
87	3.2	75	2.0	63	0.8
86	3.1	74	1.9	62	0.7
85	3.0	73	1.8	61	0
84	2.9	72	1.7	Below	0

“V” Grades are not an option for this class. Withdrawal from a class is the sole responsibility of the student.

“I” Grades may be possible, in rare situations, with a signed a contract from the instructor. The essay will receive a grade but not comments. Not all requests for “I” grades will be fulfilled.

**Wondering when you’ll get that essay back?****Assignment Response Time:**

Daily work will be graded as soon as possible. Quizzes and essays will take up to one week. Feedback will be based on what will help the class most with current assignment. If an essay is turned in late, it may not be returned with the group of on-time essays.





### Technology Help for Students:

<https://bellevuecollege.edu/STSC/>



### Need a computer?

There is a computer lab in N250. Hours: 7:00 a.m.-9:30 p.m. M-TH. 7:00 a.m.-7:00 p.m. F. Sat/Sun: 9:00 a.m.-6:00 p.m.

## Hybrid Course and Technology Info:

**Canvas posts:** This is a hybrid class. You will need to check the course site everyday, and post a response assignment on Canvas on Mon/Wed. Make sure you are able to log in to Canvas. **User name** is your *BC Student Network Username*.

Username only--**without** the @student.bellevuecollege.edu extension.

**Password** is your *BC Student Network Password*.

*BC Student Network Account*

Your *BC Student Network Username* and *Password* are different than your SID and PIN, used in registration, and are established when you create your *BC Student Network Account*. You **MUST** create this account as the information is used to create your Canvas site and populate it with your classes. If you do not have the Student Network Account, start the process at <http://mybcc.net/createAccount.asp>. It can take 24 hours to complete the process.

**Call:** the Distance-Ed Office at 425-564-2438 (Toll free at 1-877-641-2712) **OR**

**E-mail:** [Distance-Ed Office](#)

**Website:** [bellevuecollege.edu/distance/](http://bellevuecollege.edu/distance/)

**Online Submission Format:** Use **.doc**, **.docx**, or **.rtf**. Unless otherwise stated in the assignment, essays submitted in electronic form on Canvas need to be in **.doc**, **.docx** or **.rtf** file formats only. Otherwise, group members cannot open them and so the submission will not be considered turned in.

**Email address:** You are responsible for verifying your email address on Blackboard (go to “Personal Settings”).

I use the Canvas email function to send necessary information to the class and to individuals. If your email address is incorrect or not one you use, you can miss important information.

**Student Email:** Your Canvas email will be your preferred email for the class. Please make sure to check this through Canvas, daily.

**My Email Policy/Etiquette:** I will check my blackboard email, from 1:00- 4:00 p.m. Monday/Wednesday/Friday and there will be a 24 hour response time for all emails. If you email me after these hours, the response time may be longer. When you email, consider your ethos. Please include a greeting, the reason for your email, and the best email to reach you at. Please also sign your name at the end of the email. Emails about events that connect to the class and great books/documentaries on issues connected to class, are welcome. Extra credit assignments are sometimes based on an event or article a student shared.

# Course Policies and Course Info



## Classroom Conduct:

**Join me in creating a great learning environment** by treating each other with courtesy, listening respectfully to each other, reflecting thoughtfully on each other's ideas, expressing your views in a straightforward but diplomatic way, and offering each other constructive feedback. This applies to verbal and written discussion in class, and, perhaps more importantly, to online contexts.

### Do:

- Respect the work and property of others
- Promote the free expression of views without degrading or harming others
- Respect differing points of view
- Engage in courteous discourse - verbal and non-verbal, electronic and written
- Exhibit the values of

academic and professional integrity: honesty, trust, fairness, respect and responsibility

- Encourage others to abide by the tenets of civility

The above **civility ideals** serve as a guide for appropriate behavior in the classroom and all other campus locations.

### Questions or concerns?

Please contact me by email.

## Common Questions:

### Where do I find assignments?

You can find your assignments under the **Modules Tab**. Each assignment will be in the weekly module folder. Everything you need for your assignment will be located in the Module folder. This includes: discussion boards, assignment drop boxes, scanned readings, and assignment instructions. Please view this folder for handouts, readings, and assignments for the Tuesday/Thursday meetings, too.

### How often are assignments due?

There will be an assignment due **Monday-Thursday**. I will post the assignments for the following week on Friday.

### Can I see all my assignments for the quarter at once?

You will only be able to access assignments for one week at a time. You may work ahead during the week

week if you wish to do so. However, you may see the assignments for the entire quarter by looking at the quarterly schedule. I will post this under the **Modules Tab** for Week 1.

### Will I be penalized for technological issues?

Because this is an online space, there may be moments when the server goes down or there is a problem. I will be understanding of technological issues—just let me know what the problem is and we will work it out as soon as possible.

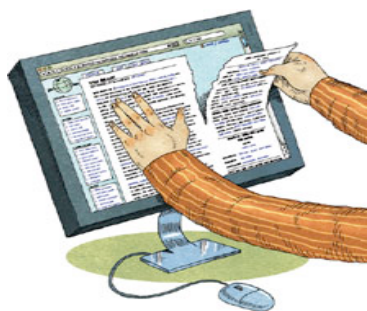
### Where do I go for citation questions?

You will be expected to cite all sources. One of these links is the OWL- Online Writing Lab at Purdue University. Once you go to this site you can find answers to most MLA citation questions. <http://owl.english.purdue.edu/>

### How do I check my grades?

You can check your grade by going to the **My Grades** tab. I will respond to your essays in about one week. I will respond to daily work as soon as possible.

## More important policies, and resources for help



### Plagiarism Policy:

Take pride in your work. New writing situations can often be intimidating; however, **it is never okay to claim someone else's work as your own.** It is mandatory that you cite all sources, and give other writer's credit for their ideas. If you plagiarize you will fail the course. This class will focus on how to use sources in conjunction with your own work, but please do not hesitate to ask if you feel confused about where to draw the line.

*Plagiarism is defined as:*

**“Directly or indirectly using someone else's words or ideas as if they were your own**—in other words, not explicitly identifying the outside source or not using quotation marks and/or parenthetical documentation to let your audience know that you are drawing on another source. In addition to using someone else's exact wording, plagiarism can also include summarizing or paraphrasing someone else's work without acknowledging the source. When in doubt, document and ask your instructor.

Plagiarism accounts to stealing someone else's ideas and does a disservice to that person, your audience and yourself. Aside from its negative effect on your learning process, plagiarism is grounds for failing a course.”

**Note: If you are caught plagiarizing you will not be able to make up for the loss of points by doing extra credit.**

### Extensions:

Extensions may be granted on major assignments if the following standards are met:

- You must ask by email you request at least 24 hours in advance of the deadline. If your essay is due at 10:30 a.m. then you must request an extension by 10:30 p.m. the following evening.
- You have not abused the policy by asking for extensions repeatedly.

### Need Help?

**Writing Center:** The Writing Center is a great student resource. They can help you with any assignment for this class. Stop by and check it out. It is located in Building D Room 204.  
<http://bellevuecollege.edu/asc/writing/>

### Cell Phone Policy:

Cell phones are an important part of everyday life outside of school, but they are a distraction to learning. Turn your cell phones off during

class. You will automatically lose 5 points if you text, or if your phone makes an audible sound. There will be no warnings.



### Late work policy:

No late work will be accepted.

Please see the policy for extensions.

## You never know what spring will bring...



### **Communicating Outside of Class and Severe Weather:**

Canvas has an announcement feature that will allow you to access current information for the course. To stay informed, make a practice of checking the course announcements within 24 hours before each class meeting. In the case of severe weather or emergencies, check the class Canvas and/or my voicemail before coming. If class will be cancelled, I will post this online. Information for make-up work will also be posted online if class needs to be cancelled. (See more information below under: (Emergency Closure Statement).

### **Emergency closure statement:**

In case of an emergency closure, please access the following web site for information: <http://www.schoolreport.org/>. You should also refer to Canvas for specific course announcements in the case of campus closing due to inclement weather.