Bite Me 2.0: Food Security & Sustainability

(Item #'s 5816 & 5817 Winter 2016)
Courses included:

Botany 110, Biology 100, Nutrition 100 or Environmental Science 100 and ENGL 101 Written Expression, ENGL 201 Research Paper or ENGL 271/272 Expository Writing or ENGL 226 Literature & Current Issues

Instructors

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Course Information

Books and Materials Required

American Terroir by Rowan Jacobsen
Food Politics by Marion Nestle

In Defense of Food by Michael Pollan
The Ethics of What We Eat by Peter Singer & Jim Mason
The Good Food Revolution by Will Allen
The Atlas of Food by Erik Millstone
Yes! Issue #68

Course Description

Drive-thru or dining room table? Factory-processed or home-grown? Broccoli, barley, beans or edible food-like substances? What's cheap about cheap food? Is all food equal? What is real? Do you eat for nutrients, taste or cost? The focus of this course is the impacts of lifestyle choices in regard to food. We will examine our behaviors, choices, and responsibilities and consequences of our actions to our communities, nation and the entire globe by investigating ecosystem interconnections. Through our readings and discussions, we will evaluate diverse opinions and values in order to scrutinize our own personal beliefs.

Typical Week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Science Activities 10:30 Lab	Lecture/Discussion Seminar	Discussion Films 10:30 Lab	Writing Activities	Lecture/Discussion Seminar

Classroom Learning Atmosphere

AFFIRMATION of INCLUSION

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. http://bellevuecollege.edu/about/goals/inclusion.asp

COURSE POLICIES

This is an Interdisciplinary class. One of the goals of an IDS class is to dissolve traditional barriers between disciplines as we investigate a common theme. Another barrier we seek to dissolve is the one that separates teachers and students. In an lDS class, we are all teachers and we are all students. This means that you, every one of you, are the driving force of the course. You will be asked to make several decisions concerning form and content of the course. Working collaboratively with other students and the instructors, you will work to keep what works working, and to solve any problems that come up. Yet another characteristic of an lDS course is that you are primarily responsible for your own education, not others in the class, nor the instructors, although we will all do what we can to help. Should you find something interfering with your ability to get the most out of this class, it is up to you to address this problem with either your seminar group, or the class as a whole. From that point on, all concerned parties will work together to resolve the problem.

Keep in mind that this is not a “Warm Body” class; one of those classes which you attend half conscious, take the occasional note and leave. Expect to be challenged, expect to contribute regularly, and expect to labor hard to develop your understanding of the material. As with most courses, we will be trying to do too much in too little time, so we will need to divide the workload equally, every student responsible for more than simply his or her own success or failure. You will spend a majority of your class time doing hands- on activities and group work both seeking and giving assistance. If you, for whatever reason, are not prepared or able to be an *active, responsible* member of this learning community, then another class may more suit your needs.

LATE ASSIGNMENTS

All assignments are due in class on the specified date. On days when drafts are discussed, either in groups or as a whole class, those without drafts will be excused and suffer a participation grade reduction. On days when papers (essays, seminar papers, etc.) are due to the instructors, we expect them in class. We will accept nothing late unless specific arrangements have been made **before** the class in which it is due. We will permit such an arrangement only once. The exception to late assignments are seminar papers. Late seminar papers will be accepted and receive a score of 2 out of 5.

REQUIREMENTS & GRADES

You will receive two grades for this class. One will be assigned for Composition and the other for the Science class you are registered for. Your final grade will be based on these components:

Composition Grade

Portfolio..... 70%
Seminar (papers)..... 20%
Class Participation..... 10%

Botany 110/
Biology 100 Grade

Midterm Exam..... 20%
Final Exam..... 20%
Lab Project..... 20%
Projects*..... 30%
Seminar (papers)..... 20%
Class Participation..... 10%

English 226/Nutrition 100**/Environmental Science 100** Grade**

Midterm Exam..... 20%
Final Exam..... 20%
Projects*..... 30%
Seminar (papers)..... 20%
Class Participation..... 10%

*Projects include: consumption journal, greenhouse journal, nutrition journal and other assignments.
**Writing portfolios are required for all students enrolled in this course. If you are not enrolled in a composition course, talk with your instructors regarding the writing portfolio.

The Grading scale is:

A	4.0	95% or higher of total points possible
A-	3.7	90-94% of total points possible
B+	3.3	87-89% of total points possible
B	3.0	83-86% of total points possible
B-	2.7	80-82% of total points possible
C+	2.3	77-79% of total points possible
C	2.0	73-76% of total points possible
C-	1.7	70-72% of total points possible
D+	1.3	66-69% of total points possible
D	1.0	60-65% of total points possible
F		Less than 60% of total points possible

The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at: http://bellevuecollege.edu/policies/3/3000_grading.asp.

SEMINAR PAPERS

Format: 500 words typed or word processed, single spaced.

Objective: To develop thinking on reading material by responding to all or any part of it in writing.

Seminar papers are your somewhat formalized thoughts on some aspect of the material. They will serve to generate discussion in your groups and may later serve as the seeds for your essays. We will evaluate them primarily on the depth of understanding and thought they reflect. We are less concerned with technical conventions (grammar, spelling, sentence structure, etc.); however, carelessly composed, sloppy response papers will receive no credit; those papers that fail to make a point clearly or whose point we cannot follow due to careless rendering will also

receive no credit. Having said that, please explore, discover new, deeper ways to understand the material. Seminar papers will receive a maximum of 5 points and must be submitted as a paper copy at the end of the class seminar.

Keep in mind:

*Seminar papers address all or any part of the reading
*Seminar papers state what the author says (elements you are responding to)
*Seminar papers explain what the author means
*Seminar papers explore your thoughts on selected material
*Seminar papers can explore connections between reading material and related issues/readings
*Seminar papers ARE NOT SUMMARIES

ATTENDANCE AND PARTICIPATION

To receive full credit for this component, you must attend class daily and on time, have with you all written work and text books on days that you may need them, have all completed drafts in hand for peer critique sessions, participate actively in class discussions by offering insightful or thought provoking, relevant comments that advance and develop the discussion.

PORTFOLIO OVERVIEW

In brief, your portfolio grade is based upon the quality of the final drafts of three self-selected papers (for English 201: two papers, one of which must be the research paper), the degree to which they have been revised and to which the revisions indicate significant improvement, a self-evaluation, and the overall completeness, appearance and presentation of the portfolio itself. Details about portfolios and the criteria used to grade them will follow.

Description

All the writing you do in this class (we are asking you to submit your Seminar Papers even though we will evaluate them as a part of your seminar grade) will be kept in the portfolio. The portfolio is submitted for grading at the end of the quarter. This gives the instructor the opportunity to respond to student writing in progress, to offer suggestions for continued revision as well as praise for improvement, and to suspend the grade until students have learned, practiced and refined writing skills.

Please make your document look professional. We suggest a loose-leaf binder with tabs so that the evaluator can easily find each paper and remove it if necessary. Since

this will be a thick document, please choose a binder that will keep things together and will not fall apart.

Document should include, in this order:

1. A 1-2 page, typed, double-spaced self evaluation (typed or computer generated). Briefly describe your writing process, and then rank your papers from most effective to least effective and, more importantly, why. Your evaluation should provide insight into your writing process as well as your comments on the final product. You may want to address these critical questions: 1. What is a good paper? 2. How do I attempt to meet the standards of a good paper? 3. How successful was I at meeting these goals? We suggest a substantial paragraph on each of the papers followed by a paragraph evaluating your participation in seminars, peer writing groups and overall class discussions. The final paragraph should include your frank self-evaluation of the portfolio, including the grade you think the portfolio deserves. We will give your statement considerable weight, but we reserve the right to go lower or higher as we see fit.

2. The final revisions and all drafts of all papers Place the papers in the order in which you ranked them.

3. Seminar Response Papers.

<u>Evaluation of Portfolio</u>

I. Document Compliance
    A. Professional Appearance
    B. Completeness
II. Self-Evaluation
    A. Papers Ranked
    B. Reasons for Ranking Order
    C. Participation Evaluation
    D. Your Grade for Your Portfolio
III. Drafts of All Papers (Final Draft on Top)
    A. Conceptually Revised
        1. Clear, Significant Central Themes
        2. Sufficient Development of Ideas
        3. Paper Appropriate to the Assignment
        4. Address Audience
    B. Organizationally Revised
    C. Edited (with careful attention to problems previously flagged)

STUDENT CODE

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Information about Bellevue College's copyright guidelines can be found at: http://bellevuecollege.edu/lmc/links/copyright.html

A good resource for Plagiarism is the Writing Lab: http://bellevuecollege.edu/writinglab/Plagiarism.html

Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *My*BC. To create your account, go to: https://bellevuecollege.edu/sam .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the Computing Services website.

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Public Safety

The Bellevue College (BC) Public Safety Department's phone number is 425.564.2400. Public Safety is located in K100 and on the web at: http://bellevuecollege.edu/publicsafety/

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - **http://bellevuecollege.edu/enrollment/calendar/deadlines/**. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - **http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp**. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Course Outcomes

By the end of the course, students will be able to:

- Write effective essays which demonstrate the ability to:
  - Use all stages of the writing process
  - Produce a substantive topic
  - Use a variety of modes, such as narration, exposition, analysis and/or argumentation
  - Address a variety of audiences
- Given a text, demonstrate the ability to:
  - Analyze it for structural elements
  - Evaluate and interpret it
  - Differentiate their personal opinions and assumptions from the author's
- Articulate a realistic sense of their own writing performance in specified criteria areas
  - Students will practice teamwork and collaboration skills: to explore ideas cooperatively, respect others' insights and opinions and develop areas of consensus and agreement.
  - Students will develop attitudes of responsibility for one's own learning: developing

learning goals, taking initiative, following up intuitions, and evaluating progress.
- Students will demonstrate skills for carrying on productive dialogue of controversial topics.
- Students will demonstrate critical reading skills; to be able to understand, compare and contrast, and evaluate the strength of an author's argument.
- Demonstrate the methodology of scientific inquiry by using observation, experimentation, data collection and interpretation.
- Demonstrate plant propagation techniques.
- Explain why the cell is the basic unit of life. Evaluate size relationships among different cells and cell structures.
- Describe the structure and function of plant cell organelles and their relationship to each other.
- List the necessary raw materials of photosynthesis and the primary end products.
- Separate and identify the photosynthetic pigments using paper chromatography and state their function.
- Identify the parts of roots, stems, leaves, flowers, fruits and seeds.
- Compare and contrast the distinguishing classification features of the major plant taxa.
- Summarize evidence supporting the theory of evolution with examples from the evolutionary trends of plants
- Explain the functional significance of differences in plant organ structure with regard to environmental influences.
- Analyze the evolutionary transition of photosynthetic organisms in the colonization of the terrestrial environment.
- Compare and contrast chemical and environmental plant growth regulators.
- Distinguish between various pollination mechanisms using floral characteristics and co-evolution of plants and pollinators
- Discuss seed and fruit types and dispersal strategies
- List the characteristics of Earth's biomes.
- Describe the ecological, anatomical and morphological significance of species interactions and interrelationships.
- Evaluate the role of the biotic organisms in the recycling of water and elements such as carbon and nitrogen.
- Evaluate the significance of major crops grown for human consumption.
- Demonstrate knowledge of the diversity of plant foods we consume as well as those we can potentially consume.
- Explain the role of earth's sustainability issues in relation to energy and nutrient cycles, biodiversity and ecosystems.
- Explain the theory of evolution and its role as the central theme in biology.
- Recognize that the proper subject matter of science is the natural (physical) world, and that science is based on common principles and methods.
- Explain the process of science and the methods of scientific inquiry.
- Define basic genetic principles and solve inheritance problems.
- Explain the biology of and techniques of recombinant DNA, with examples.
- Analyze the biological, social and ethical implications of advances in biotechnology.
- Distinguish between asexual and sexual reproduction and list the advantages and disadvantages of each.

- Identify the world’s biomes, and the characteristics of regional and local ecosystems.
- Analyze and explain some current environmental issues.
- Define the role of the immune system in fighting disease.
- Explain how nutrition and life style activities are related to health and disease.
- Retrieve information from a variety of sources and evaluate this information for validity.
- Cite research sources correctly.
- Demonstrate the importance of using critical thinking and the scientific method to understand how human activities affect the limited resources of our planet.
- Outline and describe the major components of an ecosystem.
- Describe the ways that human activities have unbalanced biogeochemical cycles, leading to current environmental dilemmas.
- Demonstrate a written knowledge of the major types of air and water pollution that affect global health.
- To compare and contrast the population dynamics controlling the growth of other species with the growing global human population.
- To define biodiversity and outline the major threats to biodiversity existing today.
- Compare and contrast current conventional energy uses with those of sustainable energy.
- To explain how the dumping of solid, toxic, and hazardous wastes relate to environmental health.
- Demonstrate, both verbally and in writing, how each human has an impact on environmental sustainability.
- Describe the role of scientific research associated with human nutrition.
- Explain the uses of the various dietary reference intakes (DRI) for human nutrition.
- Design a healthy diet in context with current scientific evidence and cultural health patterns.
- Explain the function of carbohydrates, lipids (fats) and proteins with respect to digestion, absorption and elimination in the human body.
- Describe the function of micronutrients (vitamins and minerals) in the human adult body.
- Explain the importance of diet and exercise for human health.
- Describe effects of culture and diet choices on nutrition and health.
- Critically evaluate food fads and diets based upon science data that supports claims.
- Explain eating disorders and their health impacts.
- Recognize the importance and value of food safety.
- Recognize local and global hunger, and how they can impact hunger in our world.
- Conduct and evaluate a current nutritional status self-analysis.