ENGLISH 201: The Research Paper
Food as Memory, Identity, Culture and Politics

Summer 2018
Instructor: Natalie A. Martinez, Ph.D.

Office: R230-O
Email: natalie.martinez@bellevuecollege.edu
Office Hours: online and by appointment in R230-D, Skype, Google+ Hangout
Phone: please reserve for emergency only. (425) 564-2156
Section(s):

• #1072 Section OES (online)

*All course readings will be available online in Canvas under our weekly modules.

Recommended Textbook: *Food: A reader for writers.* Editors Deborah Holdstein and Danielle Aquiline. Oxford University Press. ISBN: 978-0-19-938568-3.

Required materials: You also need to have regular access to Canvas for downloads, assignments, etc. with a computer, and not just a phone. Please keep a separate organized binder or back up file for this course.

Recommended Textbook for Grammar & Citation Styles: *Diana Hacker & Nancy Sommers,* "A Writer's Reference" (Seventh Edition). ISBN: 978-0-312-60143-0

Other requirements:
·   Regular access to a computer, internet and Canvas.
·   Official BC Email Account and a method of backing up course documents regularly.

COURSE DESCRIPTION

This course is designed to take you step by step through the process of writing a major research paper, making Food our central site of inquiry. We will break the process of writing a research paper down into several manageable phases. Throughout the quarter we will read and analyze both our own writing, readings and the additional sources you gather during your research process. We will learn to use various research tools, including those located in the online library and elsewhere in order to locate relevant resources. I will also introduce methods for reading and effectively evaluating your sources, such as note-taking strategies, methods of constructing and organizing an annotated bibliography, and following proper citation conventions appropriate to the writing's context. The final research paper should represent evidence of your ability to summarize and critically analyze outside material while synthesizing it to effectively support a clear and engaging, evolving, original thesis.

COURSE OBJECTIVES

After completing this course, students should be able to:
- Provide an objective summary of college-level material that identifies primary assertions.
- Evaluate of different types of evidence.
- Synthesize source material with own writing.
- Craft an original and clearly supported, evolving thesis.
- Proper in-text and works cited/references citations conventions (MLA or APA,depending on topic area).
- Use a variety of primary and secondary sources, which demonstrates a familiarity with library research, as well as ethnographic/field work methods.

COURSE POLICIES

It can't simply be learned;
It must be participated in. -- Barry Lopez

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the 7 weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this online learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule:

Late Assignments

All assignments are due on the specified date provided on both the Canvas Calendar, assignment handouts, and on Canvas's assignments' notifications. As an online section that meets completely online, you will submit all of your work using our course Canvas site and the "Assignments Submission" function. Please do not email me your work, as this makes it difficult to track given the large number of students I teach quarterly.

It is imperative students submit work on time given our short summer term's time restraints. For this reason, no late work cannot be accepted, as the assignment closes in Canvas once the deadline is reached. If a student plans to be gone, you must make specific arrangements with me *before* the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email or submit it via Canvas before the beginning of our class to confirm you completed the work on time. Remember you must complete all major writing assignments in order to pass the course. If you sense you are getting overwhelmed or behind, please try to arrange a conference so we can brainstorm ways to help you best manage your writing and research processes.

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Absences and participating online

Your weekly participation and presence online and in class is central to having a dynamic and productive course. This course is an asynchronous course. This means students are not expected to be online at a specific time, but rather, you will be asked to manage and complete lessons and assignments during an allotted time frame. Each week will address a major course outcome and assignment. Not logging on and completing work is the equivalent to being absent. Therefore, those with greater than (5) ABSENCES, receive NO CREDIT for the course. Please note, missing an online post is equivalent to missing or being absent for a class. This course will have guided weekly discussions on our course readings.

Getting Started and Help Desk for Canvas:
If you are new to Canvas, please get oriented with the following "Getting Started" link and tutorial: http://depts.bellevuecollege.edu/helpdesk/students/canvas/

Note: I will also provide tutorials using videos during the quarter.

Browser Requirements for Canvas: Please be sure to read which Web Browsers (Google Chrome, Firefox, Explorer, Safari, etc.) support Canvas. If you are having issues viewing a page or get an error message this is likely the cause. You may need to update your browser. Here is a link for more on this:
http://guides.instructure.com/s/2204/m/4214/l/41056-which-browsers-does-canvas-support

Papers and Assignments
All assignments and essays, except the Final Research Paper Portfolio should be single-spaced. All works should always be typed.

Grades
• Homework Exercises (including quizzes, informal writing exercises)- 10%
• Peer Review Session(s)-10%
• Prospectus- 5%
• Field work Methods- 10% (Survey, and Interview or Observation)
• Alternative Perspective Paper Essay #1 (a 2-3 page single-spaced paper that explores a unique perspective or potential objections to claims you might want to make in your larger research paper): 5%
• Annotated Bibliography (early drafts are evaluated, final includes an evaluation of 6-8 sources, abstract and key terms list in proper APA or MLA citation): 10%
• Synthesis Paper Essay #2 (an early 3-4 page single-spaced draft of the final research paper): 10%
• Discussion posts for Weekly Readings- approx. five 400-800 word posts addressing specific prompts for each week's readings: 15%
• Final Research Paper Portfolio (8-10 page double spaced research paper and a collection of all major assignments in their most revised state): 20 %

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: **94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, C+, 79-77%, C, 76-74%, C-, 73-70, D+, 69-67, below 67 is an F.**

For more information on Grading Policies and Procedures and other grade designations such as Incompletes, Withdrawals, and Hardship withdrawals, please consult the following link: http://www.bellevuecollege.edu/policies/id-3000/

Evaluation and the Quality of Student Work-All major assignments and their accompanying rubrics/grading scales explaining what constitutes the above grades or quality of work that earns these grades will be provided on Canvas.

Always allow me at least a week to grade, comment and return any major paper or assignment. I will not comment on every piece of writing you do for this course. Because of the sheer volume of work we do in this class I will comment on various sections of your drafts that we are focusing on in class at the time. For example, if we are working on Academic Introductions, I will most likely have you submit these on Canvas and comment just on this particular part of your paper. If we are focused on strong thesis statements, I will respond to the thesis statement you submitted. While I understand the reality of grades, I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA. Doing so tends to produce better writing.

Plagiarism: Should you use another's words or ideas and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are you plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use "VeriCite" which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers: http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf

Information about Bellevue College's copyright guidelines can be found at: College Copyright Policy

Student Code at Bellevue College

"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://www.bellevuecollege.edu/policies/id-2050/

Additional Items of Concern

Accommodation and DRC resources:

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 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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at Disability Resource Center for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Time Commitment: College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you

feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 201 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Public Nature of the Course & Civility Statement

Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class, will be asked to leave the class.

Affirmation of Inclusion Statement

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.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of

examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

How to communicate with me, your instructor: I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. And although I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me via Canvas if you missed a class. I teach 3 classes per quarter so please note, in the heading of your email mention the section you are in when communicating with me. All students should use their BC emails to communicate and not a personal one (like Gmail, Yahoo, etc.). While you are welcome to leave a voice message for me, sending an email through our class Canvas site or MyBC email will likely be received just as quickly.

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 MyBC and Canvas. To create your account, go to: https://bellevuecollege.edu/sam.

How to Address me:

You've all heard the riddle, perhaps. It begins- a father and son are playing football and get into a dog-pile where the son breaks his arm. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate—that boy is my son!" The answer: the surgeon is his mom. The riddle is meant to reveal gender bias. I say this here, because it helps explain a bit why it is important to me that you address me by my first name, or title. There are other dimensions to this, but I'll save that for our first day of class. Those being said, please address **me by Natalie, Professor Martínez, or Dr.**

Martínez. *Please, please* **do not** call me Ms. Martínez or Mrs. Martínez (I'm not married). As a someone who was a first generation college student, has a multi-racial background as a Chicana, and who has dedicated 16 years of their life to research, writing, and teaching on their area of expertise, it's important to me that you see someone from these intersections represented in such a position of privilege and power that being an instructor comes with. I am honored and humbled daily by this privilege.

When sending emails please be "rhetorical." Consider your audience. Use a formal greeting. Use a closing salutation and signature. Be sure that there is a subject for the email.

About Canvas— Bellevue College uses the Management System/Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our **Canvas Help website** before our second class: **http://bellevuecollege.edu/canvas/.**

▪ **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: Create Email

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 Technology Help Desk

Students should be checking Canvas daily (M-F), as I will post announcements with videos, new tasks or assignments. You will always have no less than 48hrs to complete small assignments or tasks. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated in Canvas. Often you'll need to be reading/drafting/researching independently, so it is especially important to check "Announcements" and the Canvas Calendar each day before our next class.

Students will need to meet posting deadlines for assignments using Canvas. Students' activity is logged and tracked online. I'll run reports periodically for individual students during the quarter to see if there are any correlations between course success and time spent online for class.

I encourage you to email a concern before class the next day. Do, however, know, I won't be online constantly. I will check email and Canvas between the hours of 8am and 5pm regularly. If you email my BC email or ask a question in Canvas allow me 24 hours to answer, and 48 hours if it's over the weekend. I do not "edit" or do additional commenting for students over email outside of the very structured feedback that I already provide for each major writing project as this is a large time commitment. The goal is to get students to have the initiative and begin having insight into their work so that they become less dependent on the teacher to motivate them to write. I am, however, happy to schedule a conference to

address concerns or questions over a draft or exercise of yours that can't be answered in class. My goal is to provide lots of support to you while challenging you as writers and researchers.

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

1) Take directions from those in charge of the response -We all need to be working together.

2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

3) In an emergency, call 911 first, then Public Safety.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

Other Helpful Websites:
- Academic Success Center – Reading Lab- http://bellevuecollege.edu/asc/reading/
- Writing Lab- http://bellevuecollege.edu/asc/writing/
- Technology Help Desk- http://depts.bellevuecollege.edu/helpdesk/students/

Final Exam Schedule

For more info consult: http://bellevuecollege.edu/courses/exams/

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://www.bellevuecollege.edu/enrollment/deadlines/
On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

• **College Calendar** - http://www.bellevuecollege.edu/enrollment/calendar/.
 This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Our Syllabus Schedule is available under our Canvas Calendar and these deadlines will correspond with the Submission Deadlines on Canvas as well. You should use the Canvas Submission deadlines for assignments too.

Please note, the course schedule like all things in process may be open to revision, if I feel we have and need more time with a particular activity or project. If this occurs, an updated syllabus schedule will be provided.

Course Weekly Schedule
Summer Quarter 2018
ENGL 201- The Research Paper "Food as Memory, Identity, Culture & Politics"

- This is an overview of the quarter. Canvas will have individual due dates for each activity and assignment in weekly modules. All readings will be available online in modules. page #s provided for those who choose to purchase the recommended book/anthology with same readings.

WEEK 1	in-class activities	homework
July 2-7	Canvas and Course Orientation.	Weekend Reading: Squillante's Four Menus" (p. 6), Narayan's "The
	Get to Know You Activity	God of Small Feasts" (p. 17), Ahn's "Homerun"
	Discussion Board post	(p.22), Bourdain's, "Dead Heads" (p.347). Finish reading by Monday morning (7/4).
	Syllabus Quiz	

WEEK 2		
July 9-14	Strategies Generating Research Topics	Salatin's "Sowing Dissent" (p.51), Kliman's "The Meaning of Local" (p. 63), Riddi Shah's, "How Food Gets Gendered" (p.190),
	Research Proposal (Prospectus)	"Learning the Grammar of Animacy" from Robin Wall Kimmerer's, "Braiding Sweetgrass"
	Introduction to Analysis	(excerpted).
	Annotated Bibliography	
	Draft 1	

WEEK 3

July 16-21   Stakeholder Interview, Survey, Observation, IdentifyingProblems

Essay #1 Alternative Perspective

Menzal & D'Aluisio's "Hungry Planet" visual essay (p. 353), Foster Williams's "Consider the Lobster" (p.108), Dan Barber TED Talk Video; Elspeth Probyn, "Eating the Ocean-Ch. 2, Following Oysters, Relating Taste."

WEEK 4

July 23-28   Draft 2 of Annotated Bibliography

Wehunt's, "The Food Dessert" (p.215), Allen's "The Disappearance of Hunger in America" (p. 223)

WEEK 5

Jul 23-28   Essay #2 Synthesis Essay

Beoku-Betts "We Got Our Way of Cooking Things" (p.275), Williams-Forson's, "Suckin' the Chicken Bone Dry" (p. 136) with Soul Food Junkies Documentary,

WEEK 6

Jul 29-Aug 4 Continue revising Final Portfolio items

WEEK 7

August 5-11   Online conferencing and peer review

WEEK 8

August 12-18   Final Research Paper Portfolio due last day of classes
Grades post Aug.21 to registrar