

Writing 115: Food for Thought
A Service-Learning class

WR 115: Composition

Spring 2003
Telephone: 463-3318
AM

Dr. Jennifer von Ammon

Office: CEN 448C
Office Hours: TuTh 9-10 AM and Fri 8:30-9

Reg. #s: 1517, 2024
3 Credits
Days/Times: Fridays, 9-11:50 AM
Classroom: M&A 245

Required Texts:

The Best Food Writing 2003
Keys for Writers
Instructor Packet—will be provided third week of classes

Recommended Texts: A GOOD dictionary

***Amuse-bouche* (French slang term for cocktail appetizer, or taste tickler):**

People ask me: Why do you write about food, and eating and drinking? Why don't you write about the struggle for power and security, and about love, the way others do? The easiest answer is to say that, like most other humans, I am hungry. But there is more than that. It seems to me that our three basic needs, for food and security and love, are so mixed and mingled and entwined that we cannot straightly think of one without the others...[W]hen I write of hunger, I am really writing about love and the hunger for it...and then the warmth and richness and fine reality of hunger satisfied...and it is all one. --M.F.K. Fisher, from *The Gastronomical Me*

Food for Thought WR 115 Course Objectives:

The reading assignments in WR 115 will focus on food in many ways—from its planting, harvesting, preparation, and consumption to its fundamental role in our families and communities. The essays and stories we will read will examine hunger, need, power, control, love, addiction, hate, and artistic expression in powerful and sometimes surprising ways. All of us need food to live. Many people are passionate about what they eat and drink. My hope is that the texts we read this term to inspire you to examine your own relationship with food and the connections our food choices have on our world. We will write about these explorations in 3 main writing assignments and a daily journal.

Writing 115 Course Objectives:

This course emphasizes frequent writing, revision, and editing, along with grammar review as necessary to help students learn to express ideas clearly in standard English sentences, unified paragraphs, and logically organized essays. Because the course is an introduction to college writing, all skills emphasized in English Composition WR 121 will also be introduced in WR 115.

Attendance Policies: Attendance matters. Your attendance and active participation are essential to the course's success as a whole. I require that you arrive to class having read the assignments and finished writing assignments. Expect to participate in class discussions and in-class writing exercises.

- I will take roll every class session.
 - We meet only one day per week.
 - ABSENCES will affect your final course grade.
 - You cannot make up the work you missed during class (i.e. freewrites, participation in discussion, peer editing, etc.)
 - There is no need for you to tell me if you will miss a class or why—unless it is an extenuating circumstance and you need to inform me of several upcoming absences. If you are hospitalized or incapacitated in some way, please contact me as soon as is reasonably possible so that I am aware of your circumstances, and so that we can address your enrollment in class.
- If you miss class, your FINAL COURSE grade will be lowered one letter grade per day absent (1 day absent = 1 letter grade; 2 days absent = 2 letter grades; and 3 days absent = F).

Dropping the course once you realize you are unable to complete it satisfactorily is your responsibility. If you have 3 absences and do not drop the course before the term deadline, you will fail the course.

Tardiness: Prompt attendance is essential. Three tardies = one absence. Missing more than 15 minutes of a class session—either by arriving late or leaving early—is the equivalent of one absence. If you are not present when roll is called, you will be considered late. It is your responsibility to see me immediately after class to inform me that you were late. You must tell me on the same day that you were tardy so that I will mark you tardy and not absent.

Grading Policy: Carefully read the following policies regarding my grading policies.

- There will be no midterm or final exams.
- To pass this course, **you must complete all assignments listed below**. If you do not turn in one or more of the assignments, you will fail the course.
- Final essays MUST include all invention material, peer editing sheets, and original drafts. **An essay submitted without proper drafting material and peer edits will receive a failing grade.**
- I do not accept emailed essays.
- Essays are required **typed, double-spaced**, and in **MLA format**.
- Before submitting an essay to me, Xerox it or have a back-up copy on disc.
- PRINT ON ONLY ONE SIDE OF THE PAPER.

Your final course grade will consist of the following components.

- Essay #1: What is Sustainable Cuisine? 20%
- Essay #2 Restaurant Review & Recipe 20%
- Essay #3 Service-Learning Reflective Essay 20%
- Oral Presentation (in place of course final exam) 20%
- Overall participation in class, including Attendance, peer editing & in-class writing assignments 20%

Late Essay Policies: Essays are due during the first five minutes on the class specified on your pacing schedule. Any essay submitted after the first five minutes of class will be considered late and be subject to grade penalty based on class days late. Each class day an essay is late, it will be lowered one letter grade. I DO NOT ACCEPT AN ESSAY MORE THAN 1 CLASS PERIOD AFTER ITS DUE DATE. Essays more than 1 class period late will receive a failing grade.

Late essay submissions must have documentation of an illness or emergency **or** my prior consent. If you ever have an assignment to submit late, you must make arrangements with me and bring it to the main English office—4th floor CENTER. ALL LATE ASSIGNMENTS MUST be submitted during regular office hours at the Department of English, Foreign Language, and Speech—8:30 AM-4:30 PM daily. The office staff will document your submission (date/time) and place it in my mailbox. Never submit anything under my office door.

Essay 3: Service-Learning Activity:

"Only when I know both seed and system, self and community, can I embody the great commandment to love both my neighbor and myself."

--Parker Palmer, *Let Your Life*

Speak

This course includes a service-learning component. I encourage you to explore outside the walls of the classroom to learn about food in our community. This activity and assignment will be in place for essay #3. The philosophy behind service-learning is based on the value of experiential education: when we engage with the community outside our classrooms, our civic awareness grows, our education diversifies, and we become active citizens of our world.

There are many places where you can explore and research food/hunger issues in our Eugene community. A preliminary list includes: Food for Lane County, St. Mary's Saturday morning breakfasts (every other Saturday), the Mission, residential care facilities, churches, synagogues, Looking Glass youth shelter, Springfield Youth Farm, City of Eugene Compost program, the Cascade Raptor Center, and the Grassroots community gardens. All of these settings involve food in some way: growing it, preparing it, serving it, and/or cleaning up after its preparation and consumption.

Service-Learning Assignment: Set up a community service project that involves food. Brainstorm your own activity. See me by week #3 of classes to confirm your activity. After you discuss your idea with me, your assignment is to contact the agency, set up your SL activity, and follow through with your commitment. You will volunteer/serve at a chosen site **for at least 8-10 hours throughout the term.** Essay #3 will be directly based on your service-learning activity. You will serve at a non-profit agency, reflect on your experiences, and write a "Service-Learning Reflective Essay" of 4 pages typed, double-spaced.

Oral Presentation:

This assignment comes from my belief that it is only when we TEACH something to someone else that we truly LEARN it. With that in mind, everyone will become teachers at the end of the term. You'll present to the class something you've studied related to food during the term. Your presentation will be a successful narration of your experience including biographical, critical, creative, and personal research. Find a creative way to reach your audience by thinking of the different ways your fellow students might learn your material. Include visuals, auditory materials, handouts--anything to make your information

accessible, interesting, and fun. You may choose to include a *dramatic presentation, musical performance, and/or video presentation*. Each presentation will last 10-15 minutes and may include class involvement. Oral presentations will satisfy your final exam requirement for the class and will constitute 10% of your final course grade.

Grading System:

A represents outstanding work in all assignments and full participation in class. A indicates that your work is ambitious and creative. A means you've taken risks, asked yourself difficult questions, and attempted to answer them in your essays. Your essays are written clearly and gracefully and are free from grammatical errors. Your essays and journal reveal true engagement with the materials. Your attendance and participation in class are both excellent. As an A writer, you are involved in your educational experience, and it shows in your writing which is articulate, thoughtful, and intelligently expressed.

B represents good, solid work. B indicates that your work has moments of originality and that you've taken some risks. You've provided adequate support for your theses and you write clearly most of the time. Your journal shows a clear interest with the course materials. Your attendance may be less than perfect (1 absence max), but your work is overall above average--articulate and clear.

C represents solid work but very little risk-taking in the written work and less than full participation in class. C indicates that you have not adequately supported your assertions. Your essays are not always clear and logical, and they contain some surface errors. The reflective journal shows minimum effort. C means that you have not missed more than 2 class sessions.

D represents poor work and no risk taking. D means you attended class but did not engage with the material. D means you have completed some of your assignments but missed 2 or 3 classes.

F represents a failure to do the work for the course. F means you have missed 3 or more classes.

Final note on grades: When appropriate, I use the +/- system.

Plagiarism Policy: It is very easy for instructors to determine if an essay is plagiarized—do not risk failure in this course by using another writer's work.

According to LCC's student code of conduct, the term "plagiarism" includes, but is not limited to, "the use, by paraphrase or direct quotation, of the published or unpublished work of another person, without full and clear acknowledgment. It also includes the unacknowledged use of materials such as term papers or other academic materials prepared by a person other than the submitting student." Plagiarism is a serious academic violation. If you use outside information, including internet sources, you must document direct and indirect quotes through parenthetical documentation (MLA format). Plagiarism is grounds for failure in this course and reprimand in accordance with LCC policies.

Diversity Statement: Lane Community College is committed to providing a quality educational environment for all students. In order to succeed in this endeavor, LCC and I support, value, and promote diversity, including diversity related to the following: age, gender, ethnicity, cultural origin, national origin, source and level of income, familial status, marital status, sexual orientation, religion, or disability (source of this information, LCC Diversity Plan). Class discussions and overall classroom climate will acknowledge and

respect Lane's commitment to diversity. Please see the LCC website or catalogue for more information regarding Lane's Diversity Plan.

Class visitors: Because visitors could impact the learning environment and comfort level of students who have registered for this class, classroom time and space are reserved only for students enrolled in this course. Guests, children, babies, and/or pets are not permitted unless you have made prior arrangements with the instructor and the instructor has received authorization from the division chair of the English department.

Tutoring Services: Trained, free drop-in tutors will assist you with your essay assignments at the Central Tutor Center: Center 210, across from the library. For more information, call LCC Tutoring Service at 463-5282.

Access for Students with Disabilities: If you are in need of support or assistance because of a documented disability, whether it be psychiatric, learning, physical, hard of hearing, or sensory, you may be eligible for academic accommodations through Disability Services. Contact the Disability Services office in Building 1, Room 218. Phone: 463-5150 or call *Students First!* at 463-3100.p by Building 1, Room 218.

Final Note: If you need further clarification regarding any of the statements or policies described in this syllabus, please see me.

WR 115 SCHEDULE

Spring 2004

Dr. Jennifer von Ammon

This schedule gives you a brief outline of your reading/writing assignments and due dates for the term. Bring *The Best Food Writing 2001* to each class session, and read all reading assignments before coming to class for discussion. Due dates are firm. In-class activities may be revised during the term.

4/2 First day of class; discussion of course policies

Writing Sample: What does "sustainable cuisine" mean to you?

Draw season for Higgins & Sustainable Cuisine menu/essay assignment

Food for Lane County Guest:

HW for 4/12: Read *Best Food Writing 2000* Forward (p. xi), Introduction (p. xv) & "The Cook and the Gardener" (pp. 2-13)

Bring to next class: proposed menu for your season and your first draft of the Higgins/Sustainable Cuisine Essay

4/9 **NO CLASS TODAY:** Class canceled for conferences. See conference sign up sheet and meet with instructor at the designated time during week of 4/14-4/18.

4/16 Peer Editing of Essay #1: BRING 2 copies of your essay draft TODAY

In-class reading of essays

HW: complete your Higgins & Sustainable Cuisine menu/essay

Read for next class: "Recipes from My Mother," (p. 78+), "The Chinese Kitchen" (p. 311+), and "The Risotto Lesson" (p. 226+)

4/23 NO CLASS: Campus In-service

4/30 ESSAY #1 DUE, The Higgins & Sustainable Cuisine Essay

In-class reading of essays and self-evaluation work

Audience Analysis work/in-class exercises

Discuss: Essay #2 assignment: The Comfort Food Essay

Defining your thesis exercises

In-class writing

HW: Read and bring essay draft to class 5/9

5/7 Peer Editing of Essay #2: BRING 2 copies of your essay draft TODAY 9-10 AM

10-11:30: In-class writing

11:30-11:50: Oral Presentation planning/Group work

HW: Finish your final draft of essay #2 and read

5/14 ESSAY #2 DUE, Restaurant Review and Recipe

Discussion: What does it mean to eat and to cook *responsibly*?

Grassroots Garden Work today

5/21 FOOD FILM DAY: Screen film 9-11 AM

Class discussion of film and issues raised 11—11:50 AM

5/28 Peer Editing of Essay #3: Bring 2 copies of your essay draft TODAY

Oral sharing of drafts

In-class writing

Group work; finalize presentations, turn in material for copying/transparencies.

6/4 **ESSAY #3 DUE, Service-Learning Reflection Essay**

ORAL PRESENTATIONS in class today

6/11 FINAL EXAM: Conferences during time allotted for final

6/12 LCC Graduation!
