Course Description
In this class, we will study the rhetoric surrounding the food movement in the United States. To do so, we will consider the rise of agribusiness, large-scale monoculture, and factory farms, reflect on counter-movements such as the organic movement, and finally explore a myriad of social issues surrounding the food industry. Also, we will discuss who has access to what kinds of food, the socio-economic consequences of our current food system, the role of government subsidies, and how organic and local food movements have responded to the current food climate. In sum, we will treat food as a platform for sharpening our writing skills, and as a means of further understanding American culture.

This semester we will focus on the genres of narrative, rhetorical analysis, and the argumentative research essay. After examining the nuances of the narrative genre, students will write their own narrative, which will describe their relationship to food. Next students will view the documentary Food, Inc., and conduct a rhetorical analysis of the movie’s content. Finally, students will address an issue or problem of importance—one that is local in nature and centered on food and culture—in an argumentative research based essay.

Through these writing assignments and weekly readings, students will come to understand the major triumphs, problems, and players of the American system. To this end, weekly reading topics will provide a more critical look, and topics of interest may or will include: the industrial food system, obesity, diabetes, school lunches, genetically modified food, organic food, subsidies and food trade, food security, and local food movements.

Class Goals (** CCHE Requirements)
This semester we will review skills you learned in writing 1150, challenge, and improve them, as we move through a series of weekly topics, assignments and readings. The course will address the following areas:

- **Rhetorical knowledge:** a) analyzing the occasion, audience, and purpose of a piece of writing; b) using voice, tone, and structure to weave form and content together successfully; c) writing and reading in several genres including narrative, rhetorical analysis, ethnography, and argumentative research papers; d) sharpening skills of analysis, argument, and inquiry to engage knowledge of ourselves and others. Writing done in the university and in the world around us uses rhetoric, or the art of persuasion through language, to communicate. This class will strengthen your facility with writing and rhetoric so you can succeed in all your classes.

- **Writing process:** a) Generating ideas, writing and revising drafts of an essay, editing and proofreading those drafts; b) critiquing your own and your classmates’ work; c) doing effective research; d) using technology such as websites, Internet search engines, and electronic databases; e) evaluating sources for accuracy, relevancy, credibility, and bias; f) reflecting on your writing in order to clarify the writing process. With each assignment, we will strive to demystify the writing process and practice writing as a manageable series of actions resulting in a document of which you can feel proud.

- **Writing conventions:** a) Sharpening your ability to issue claims, lines of reasoning and evidence, paragraph structure, appropriate vocabulary and genre conventions; b) master grammar, syntax, and punctuation and documenting sources. By discussing and analyzing, for example, the various conventions of a personal essay or a persuasive research essay, you will gain an appreciation of how the different parts of these documents fit together and can be changed according to the circumstance in which you write them.

- **Digital literacy:** Refers to the ability to find, navigate, evaluate, and participate in digital environments for a variety of purposes. This class will be conducted using Desire2Learn (D2L), and require you to understand how to use the library and Internet to glean research.

**Required Texts/Materials**
- Writing handbook of your choice.
- Reading assignments on D2L, in “pdf” or “doc” form. You will want to have easy access to these reading and
potentially print them off to actively read and annotate them for class discussion. These reading assignments will introduce you to key course concepts, and will also introduce thematic content relevant to the various assignments.

- Loose-leaf notebook paper for in-class writing.
- Copies of your work when needed for class discussion (workshop, etc.).
- College dictionary of your choice (optional).

**Grading**

To complete this course successfully, you must attend class, complete assignments on time, and participate in class activities and discussions. For major essay assignments, you must turn in all drafts before I will grade the final version of your essay. If you have a question about your grade, please ask me about it. An important thing to remember is that even if you feel you have done poorly on an assignment, **turn it in anyway**! If you turn the assignment in, you will at least receive some points that count toward your final grade. Otherwise, you will not receive any points for the assignment whatsoever.

**Note: Keep copies of all of your assignments! Although I don’t often lose things, it can happen. If you have a copy, we’ll both be happier in the rare event that I misplace your paper.**

**Graded Assignments**

Your grade for the course will be determined according to the following scale:

- Critical Brief (2 x 5% each) 10%
- Portfolio 1: Narrative Essay 15%
- Portfolio 2: Rhetorical Analysis Essay 20%
- Portfolio 3: The Short Plan 20%
- Portfolio 4: The Research Essay 20%
- Participation (including contributions to class discussion and workshops) 15%

**TOTAL % Points: 100%**

**Grading Scale**

- 100-95 = A
- 94-90 = A-
- 89-87 = B+
- 86-84 = B
- 83-80 = B-
- 79-77 = C+
- 76-74 = C
- 73-70 = C-
- 69-60 = D
- 59-0 = F

**Major Assignments & Requirements**

- **Narrative Essay**: Using our class constructed definition of narrative and the provided examples, write your own narrative. The possibilities are limitless, just so long as you focus on describing your relationship to food. How much do you think about/understand food? Where food comes from? How important is food to you? How has your culture, family, the media influenced this relationship? I will be grading you based upon the standard rubric (provided on D2L), your own creativity, and how closely you can mimic the genre of narrative. (4-5 pages)

- **Rhetorical Analysis Essay**: This essay will allow you to discuss your interpretation of what is significant and important about the content of a *text (*in this case...film). The focus then is to analyze: 1) what is delivered in the text’s message, such as the central claim or argument; 2) how the message was delivered and had an impact on the audience; 3) why the delivered text affected and affected the viewer; and, 4) the larger implication of such an impact. Further, we are investigating how rhetoric plays a role in popular culture, a site which Dr. Barry Brummett in his book *Rhetoric in Popular Culture* considers a site of struggle. I will be grading you based upon the standard rubric, your own creativity, and how closely you can mimic the genre of rhetorical analysis. (5-6 pages)

- **The Short Plan**: To prepare for your final research essay, you will write The Short Plan. This project allows you to forecast and align your ideas with your audience as concretely and specifically as possible, as well as determine the foundation for a final academic essay, including your essay's tentative title, purpose and contribution to its field, core ideas, and the extent to which your research will provide a clear path for the conversation of the chosen topic. Finally, this project allows you to prove your research's usefulness insofar as how it provides a glimpse into the larger intellectual conversation of your topic (the topic being self-directed)
in the service of discovering and offering up new knowledge based on old knowledge, an act which is part and parcel to the scholar's intellectual life. (6-8 pages)

- **The Research Essay**: To complete the semester, you will write a final research essay centered on food and culture. Though what you choose to write about it up to you, you are required to focus on our course’s thematic concerns and attend to an issue of great social impact. To make this course content even more highly relevant, the issue you choose to write about must be of great social impact and “hit home,” by which I mean be a local concern to Boulder or Denver County. (Note: the areas we focused on this semester have included: the industrial food system, obesity, diabetes, school lunches, genetically modified food, organic food, subsidies and food trade, globalization of the food system, food security, and local food movements.) (10-12 pages)

- **Participation**: In addition to participating in peer review workshops, which is mandatory, and demonstrating that you have read homework assignments in preparation for class, I will occasionally ask you to give brief oral reports pertaining to class essays and reading assignments. This may mean you research and summarize a newspaper article or just keep us updated on your research. In short, this becomes a catch-all category for last-minute and relevant class work. If I suspect students are not keeping up with readings in preparation for class, I will have quizzes.

**Minor Assignments**

- **Critical Brief(s)**: To prepare you for larger assignments, you will write two reflective responses known as critical briefs. These shorter, “zero drafts” are critical writings that reveal your ideas and thoughts concerning the early stages of an assignment, and for our purposes the first two assignments. The most important part of your critical brief is that you develop your approach to the assignment. For this reason it is important that you understand the assignment. To this end, I want to see you make connections! The critical brief should be a minimum of two pages, it should be typed, double-spaced, and in MLA format. Critical briefs MUST be turned in during the class on the day they are due (please see Late Work Policy for Class).

**All other readings and homework assignments will be available on Desire2Learn (D2L) as a “pdf” or a “doc” document. You are required to check D2L and CU Link (email account) before and after class. I update D2L weekly and I often send out important information via email.**

**Attending Class**

You are allowed six absences (Note: I do not distinguish between an “excused” or “unexcused” absence, and this means “doctors notes,” etc., do not constitute an excused absence). An absence is simply an absence. If you accrue more than six absences, you will be dropped from the course (if early in the semester) or you will fail the course upon accruing your tenth absence (if later in the semester). To be specific, after your sixth absence, you will lose ten percent (10%) of your final grade until you can no longer successfully complete the course. This may seem harsh, but the reasoning is simple—you are a contributor to the class and your colleagues and I benefit from your presence. If you have a “valid” reason for being absent for more than six class meetings, contact me and we can discuss the situation. However, if you are absent, you cannot make up in-class work for the class meeting you missed.

**Also, if you are absent, it is your responsibility to contact a classmate for the information and/or the assignments you missed.**

**Being Late to Class**

You must also be on time to class. I will take roll at the beginning of class (sometimes merely by making a mental note of who’s in attendance), and if you are not present but show up within 10 minutes of the start of class, you will be marked tardy. **Two tardies equal one absence.** If you are more than 10 minutes late for class, you will be marked absent regardless of whether or not you show up after that time. If you feel the need to leave early, the same rules apply: less than 10 minutes equals one tardy; more than 10 minutes equals one absence. There are no exceptions to this policy.

**Conducting Yourself in Class**

The classroom is an academic learning environment, and this means a certain respect, etiquette, and courtesy should be observed. Each member of class will have a “three strikes and you’re out” policy. In particular, please be sure to follow these rules:
✓ When someone is speaking, either the Professor (me) or one of your peers, you should be listening (Note: So much crucial information is missed when people talk over each other).

✓ Cell phones are a serious distraction to everyone in the class, including the Professor (me). Your phone should not ring in class, and you should not send or receive text messages. If you are caught texting in class you will earn an absence, and upon your first absence due to texting we will have a friendly chat. Every time you are caught texting thereafter, you will earn an absence. You will continue to earn absences until you have reached your sixth absence. Beyond the sixth absence you will be invited to leave class (until the problem is addressed and solved).

✓ You may eat, drink, or chew gum in class but please do not make these activities distracting to others or to me.

✓ If you sleep, read the newspaper, or do homework for another class while attending class, I will subtract one percentage (1%) point from your participation grade until your participation grade is completely exhausted.

✓ Treat everyone courteously, respectfully, and professionally at all times—you will be asked to do so in your professional life as well.

**Participating in Class:**

1) **General Course Participation**

At the conclusion of each week of class, each student will receive a participation grade based on daily performance, and this includes being prepared to discuss the course material. **A (√+) is reserved for EXCEPTIONAL preparation and participation.** This mark is equal to an “A,” and indicates that the student has come to class prepared to discuss the assigned reading, prepared to contribute each and every day to the discussion, and prepared to actively take notes, to use their notes for further comment, and to contribute to the collective success of the class. **A (√) is reserved for ABOVE AVERAGE preparation and participation.** This mark is equal to a “B,” and indicates that the student has come to class prepared to discuss the assigned reading, prepared to contribute each and every day to the discussion, and prepared to actively take notes, to use their notes for further comment, and to contribute to the collective success of the class but does so only 85% of the course meetings. **A (√-) is reserved for AVERAGE preparation and participation.** This mark is equal to a “C,” and indicates that the student has come to class prepared to discuss the assigned reading, prepared to contribute each and every day to the discussion, and prepared to actively take notes, to use their notes for further comment, and to contribute to the collective success of the class but does so only 75% of the course meetings. **An (X) is reserved for BELOW AVERAGE preparation and participation and FOR ABSENCES.** This mark is equal to a “D” or an “F,” and indicates that the student hasn’t come to class prepared, doesn’t contribute to the discussion, sleeps in class, etc. (N.b.: If you are not able to follow the “Course Conduct Policy,” are ill-prepared to turn in writing, etc. you will forfeit all of your participation points and will enter the final exam week with—if all other work is “A” quality—a mere 90% for the course, or an “A-.”)

2) **Peer Review Participation**

Without question, learning to become a better writer involves learning to discuss writing critically, and learning to discuss writing critically involves honing one’s skills (e.g., analysis and evaluation of what constitutes clear, concise, and effective writing). For this reason, you will be expected to attend each and every Peer Review session. For each session you’re absent your final grade will be lowered 3.3% x 3 Peer Review Sessions.

**Electronic Device/Phone/Laptop Policy for Class**

As established, texting in class and/or using a laptop to surf the Internet is not allowed. If you use a laptop to take notes, I will on occasion (and unannounced) ask to see your notes and expect for them to be extensive. If you can’t produce notes for the class, you will receive a five percentage (5%) point deduction from your participation grade until your grade is exhausted. Once your participation grade is exhausted, your final grade will be affected.

**Late Work Policy for Class**

I do not accept late assignments and do not provide extensions. The due dates are all clearly marked, and it is very important that you turn in your writing/assignments on time. For every day that your writing/assignments are late, you will lose one grade: 1 minute to 24 hours late = minus one grade deduction; 25 to 48 hours late = minus two grade deductions; 49 + hours late = failing grade (F). **Unless otherwise directed/required (i.e., rough
drafts for preliminary review), I do not accept final drafts of homework, critical briefs, or final essays to be emailed to me. There are no exceptions to this policy—if your work is late it is simply late.

**Work Submission Format for Class**
You are required to submit all out-of-class writing, including critical briefs, rough drafts, major essay assignments, etc., in Modern Language Association documentation style. If you're unfamiliar with MLA documentation style, I expect that you either ask for some personal guidance during my office hours, study the MLA links on D2L, visit with a reference librarian, etc. We will cover the basics of MLA early on, but afterward I’d like for you all to actively learn the conventions. **Also, be sure to staple your work—do not dog-ear the pages, bend or rip them, etc. Any piece of writing not stapled will receive a 10% grade deduction.**

**A Quick Word on Success**
If you want to earn an A in this class, here’s some advice:
- Don’t miss class.
- Read the assigned reading, and understand it, in full by the date it’s due.
- Read actively and critically, which involves marking up the text.
- Participate actively in class discussion every day: come with at least one question to ask and/or one idea of what we’re covering in class discussion or what you think the text is trying to say or do.
- Visit me during office hours with questions or concerns you have, or to discuss ideas for where to take your writing.
- Start your assignments earlier than the night (or morning) before they’re due.
- Don’t sleep in class or talk out of turn.
- Don’t copy anything from the Internet or any other text in your writing without giving credit (Note: Blatant plagiarism—i.e., if you have already been given guidance once and still plagiarize—will result in failure for the course).

If you can’t accomplish the above, expect a B or lower as your final grade.

**A Quick Word on My Commitment to Your Success**
If you want to know how I view my responsibility, here’s some insight:
- I will not cancel class or schedule a replacement instructor unless I am very ill, plan or offer students a research day, attend a professional conference, etc.
- I will show up every day, prepared and ready to provide you the best guidance I can to help you reach your writing goals.
- I will protect your right to learn. This includes me asking your peers to leave class if they become disruptive, demonstrate a lack of respect for our collective goals, etc.
- I will be, with regard to my comments on your work, both honest and empathic at the same time.

**Writing Center**
If you want additional help with your writing, the Writing Center in Norlin Library is a great place to go to talk about ideas, improve your thesis or essay organization, or just generally work on your writing skills. Check the Writing Center website for more information about hours and services, or request an appointment online at: http://www.colorado.edu/pwr/writingcenter.html.

**Disabilities**
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices). ***If you have a temporary medical condition or injury, see the guidelines at: http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html.

**Religious Observances**
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, I ask that you contact me at least one week ahead of the date(s) that you will be
absent so that we can discuss any assignments/class material that you will miss. See full details at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior*
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. (See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.)

Discrimination and Harassment*
The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.

The Honor Code*
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/ .

* University of Colorado - Boulder recommended syllabus statement

Daily Schedule for Spring 2014*
*Subject to revision if necessary. (Note: You will need to check your CU email account on a regular basis for announcements and updates to the class schedule.)

Week 1 (Jan. 13-17) Desire & The Food System
Monday: Introduction to the course and goals.

Wednesday: Watch TED Talks: Mark Bittman on What’s Wrong with What We Eat; and, Jamie Oliver's TED Prize Wish: Teach Every Child About Food.
  • **Homework:** Read: Diana Potter "My Relationship with Food: Breaking Up Is Hard to Do – But So Worth It" http://www.webmd.com/diet/features/my-relationship-food-breaking-up-hard-do-but-worth-it

Friday: Watch The Botany of Desire. Discuss the film.
  • **Homework:** Read: Mark Bittman “Celebrate the Farmer” http://opinionator.blogs.nytimes.com/2012/08/21/celebrate-the-farmer/
  • **Homework:** Read: Michael Pollan “Farmer in Chief” http://michaelepollan.com/articles-archive/farmer-in-chief/
WEEK 2 (Jan. 20-24)  Continue Desire & The Food System
Monday: No Class—Martin Luther King Jr. Day/Campus Closed

Wednesday: Watch The Botany of Desire. Discuss the film.
   • **Homework:** Begin and continue to draft Critical Brief # 1 for Monday.

Friday: Watch The Botany of Desire. Introduce Narrative assignment. Discuss Narrative Genre, Critical Brief # 1.
   • **Homework:** Read: Michael Pollan “Our Decrepit Food Factories” http://michaelpollan.com/articles-archive/our-decrepit-food-factories/
   • **Homework:** Read: Wendell Berry “Solving for Pattern” http://www.hudson.org/files/documents/Berry_Solving_for_Pattern.pdf

Week 3 (Jan. 27-31)  Impact of the Industrial Food System/Narrative Genre
Monday: ** Critical Brief # 1 due in class. Watch A River of Waste: The Hazardous Truth.
   • **Homework:** Complete first draft of the Narrative Essay for an in-class workshop on Monday.

Wednesday: Watch A River of Waste: The Hazardous Truth. Discuss the industrial food system and how it works, and workshop process for the class.
   • **Homework:** Complete first draft of the Narrative Essay for an in-class workshop on Monday.

Friday: Watch A River of Waste: The Hazardous Truth. Discuss the film.
   • **Homework:** Finish the Narrative Essay for workshop on Monday.

Week 4 (Feb. 3-7)  How the Industrial Food System Impacts Lives
   • **Homework:** Complete final draft of the Narrative Essay for Friday.

   • **Homework:** Complete final draft of the Narrative Essay for Friday.
   • **Homework:** Everyone will research and share what they learned about these topoi: obesity, school lunches, and diabetes.

Friday: Discuss Fast Food, Fat Profits: Obesity in America. Discuss obesity, school lunches, and diabetes.
   Watch Food, Inc.
   • **Homework:** Read: Roni Caryn Rabin “Obesity and School Lunches” http://www.nytimes.com/2011/02/08/research/08childhood.html?_r=0

Week 5 (Feb. 10-14)  Industrial Food System & Commodification of Food
Monday: ** Narrative Essay Due. Watch Food, Inc.
   • **Homework:** Read: Michael Brownlee “The Local Food and Farming Revolution” http://transition-times.com/blog/2010/03/08/the-local-food-and-farming-revolution/
   • **Homework:** Read excerpts of pro and anti-GM arguments available on D2L

Wednesday: Watch Food, Inc. Discuss the film.
   • **Homework:** Watch: Joel Salatin “The Straight Poop on Sustainable Farming.” http://www.wordpress.peakmoment.tv/conversations/?p=484
   • **Homework:** Begin and continue to draft Critical Brief # 2.

Friday: No Class—I’ll be at a conference in Washington D. C.

Week 6 (Feb. 17-21)  The Industrial Food System & Corporate America
Monday: No Class—I’ll be at a conference in Washington D. C.

Wednesday: Watch The World According to Monsanto. Discuss the film.
- **Homework**: Continue to frame Critical Brief # 2.

**Friday**: Watch *The World According to Monsanto*. Discuss the film.
- **Homework**: Finish Critical Brief # 2.

**Week 7 (Feb. 24-28) Food Security**

**Monday**: **Critical Brief # 2 due in class**. Watch *The World According to Monsanto*. Discuss the film.
- **Homework**: Read: Chapters 1 and 2 of Stiglitz's *Globalization and Its Discontents*.

**Wednesday**: Discuss Food Security and Stiglitz’s *Globalization and Its Discontents*.
- **Homework**: Read: Chapters 1 and 2 of Stiglitz’s *Globalization and Its Discontents*.

**Friday**: Discuss globalization, the IMF and WB--2 institutions every American should know by name and understand.

**Week 8 (Mar. 3-7) Globalization and Food**

**Monday**: Watch *Growing Change*. Discuss the film.
- **Homework**: Complete first draft of the Rhetorical Analysis Essay for an in-class workshop on Friday. Read: “Food and Globalization” James Madison University affiliate blog: http://sites.jmu.edu/foodcomm/2012/06/04/food-and-globalization-2/

**Wednesday**: Watch *Growing Change*. Discuss globalization and food and *Growing Change*.
- **Homework**: Complete first draft of the Rhetorical Analysis Essay for an in-class workshop on Friday.

**Friday**: ***Workshop: Rhetorical Analysis Essay.***
- **Homework**: Complete the final draft of the Rhetorical Analysis Essay for Monday.

**Week 9 (Mar. 10-14) Globalization and Food continued**

**Monday**: **Rhetorical Analysis Essay Due.** Introduce The Short Plan. In-class brainstorming and writing activity.
- **Homework**: Continue to think of a topic that you would like to explore for The Short Plan and the Final Research Essay.

**Wednesday**: Discuss world food trade, subsidies, and globalization.
- **Homework**: Continue to think of a topic that you would like to explore for The Short Plan and the Final Research Essay.

**Friday**: The Short Plan Components: Tentative Title, Thesis, Condensation, Statement of Purpose, and Annotated Bibliography.
- **Homework**: Continue to think of a topic that you would like to explore for The Short Plan and the Final Research Essay.

**Week 10 (Mar. 17–21) Globalization’s Impact on Small Farmers**

**Monday**: The Research Process.
- **Homework**: Continue to think of a topic that you would like to explore for The Short Plan and the Final Research Essay. Read/View: Erica Bleeg’s “Feeding the Future” http://wilsonquarterly.com/web-exclusive/slideshow-feeding-future

**Wednesday**: The Research Process.
- **Homework**: Continue to think of a topic that you would like to explore for The Short Plan and the Final Research Essay. Revisit: Joel Salatin “The Straight Poop on sustainable Farming.” http://www.wordpress.peakmoment.tv/conversations/?p=484

**Friday**: The Research Process.
- **Homework**: Complete first draft of The Short Plan for an in-class workshop on Monday, March 31.
Week 11 (Mar. 24 -28)  Spring Break (Have a fun and safe week!)
Monday: No Class—Spring Break (campus closed)
  • Homework: Complete first draft of The Short Plan for an in-class workshop on Monday.

Wednesday: No Class—Spring Break (campus closed)
  • Homework: Complete first draft of The Short Plan for an in-class workshop on Monday.

Friday: No Class—Spring Break (campus closed)
  • Homework: Complete first draft of The Short Plan for an in-class workshop on Monday.

Week 12 (Mar. 31 - Apr. 4)  Local Food Movement/Sustainable Agriculture

Wednesday: Review of class, focus on what you found about local movements and sustainability.

Friday: Review of class, focus on what you found about local movements and sustainability.

Week 13 (Apr. 7-11)  Review of Argument and Research Genre
  • Homework: Continue to draft and frame your Research Essay.

Wednesday: Differentiating fact, from opinion, from argument.
  • Homework: Continue to draft and frame your Research Essay.

Friday: Argument, structure, and evidence.
  • Homework: Continue to draft and frame your Research Essay.

Week 14 (Apr. 14–18)  No Class—Informal Conferences Held in Prep for Final Essay
Monday: No Class—Informal Conferences Held in Prep for Final Essay

Wednesday: No Class—Informal Conferences Held in Prep for Final Essay

Friday: No Class—Informal Conferences Held in Prep for Final Essay

Week 15 (Apr. 21-25)  The Research Essay (continued)
Monday: Workshop volunteer essay.

Wednesday: Workshop: First draft of Research Essay Due.

Friday: Workshop: First draft of Research Essay Due.

Week 16 (Apr. 28-May 2)  Last Week of the Semester
Monday: Workshop in class

Wednesday: Workshop in class

Friday: Final Research Essay Due ****NO Final Exam in this Class****