**English 101: Food, Health, and Well-Being**

**Beginning College Writing**

**Fall 2014**

Instructor: Judith (Judie) Levy

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Class Day/Time: M/W 2:30-3:45 pm

Room: IRVC-105

Section #: 90 Schedule #: 21453

Office: IRVC-156

Telephone: 657-278-1727

Office Hours: M/W 1:00-2:30 pm, and by appointment

**Course Description**

Welcome to English 101! The goal of this class is to help you improve your skills in writing, communication, and critical thinking. Through practicing writing, participating in discussion, and doing group work, we will discover the best ways to interact with and write for an academic audience, while finding your own personal voice and style. This course meets the GE Core Competence requirement 1.B, for Written Communication.

By the end of this course you should be able to:

* Organize one’s thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences
* Find, evaluate, select, synthesize, organize, cite, and present information and arguments clearly and effectively for a variety of purposes and audiences
* Recognize and evaluate the features, functions, and contexts of language that express and influence meaning
* Compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values.
* Reflect in an open-minded manner on one’s own thinking in relation to others
* Develop and present clearly written messages in English.
* Express and advocate ideas clearly and effectively in writing.
* Present well-organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information.
* Understand the rhetorical principles that underlie form, content, context, and effectiveness of choice made in written messages, including how matters of style affect successful communication.
* Improve one’s own writing skills through the critique of others.
* Use writing to synthesis creative and innovative ideas, solutions, and knowledge.

**Course Theme: Food, Health, and Well-Being**

In this version of English 101, we will be focusing on food and health. Health is a concept that is readily defined in a variety of ways, particularly with a variety of different approaches to the food we eat. However, health can also be determined by one’s mental and emotional well-being. In effect, we will analyze a variety of texts, videos, and websites that will discuss the topics of food production, consumption, and how they relate to personal nutrition, health, and overall well-being. As a result, this course is designed to allow you to gather an idea of the major concerns within the realm of food, health, and well-being and to locate yourself within these fields. By the end of this class, you should be able to explain your own ideas regarding these concepts in a clear, purposeful manner.

**Required Textbooks**

Lunsford, Andrea A. *The Everyday Writer*. 5th ed. Boston: Bedford/St. Martins, 2009. Print.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. Print.

* All other brief readings will be uploaded to TITANium, so it is important that you have access to this web page.
* Texts are available at the Little Professor Bookstore, at 725 N Placentia Ave, Fullerton (At the corner of Nutwood and Placentia).

**Other Required Materials**

* One bluebook for the In-Class Midterm Essay

**Grade Breakdown**

60% Four Out-of-Class Essays (15% each)

10% Midterm In-Class Essay

15% Weekly Personal Health Journals

10% Attendance and Participation

5% Writing Center Visits

**Grading Scale:**

I will be doing plus/minus grading, because I believe that it adds incentive to push yourself above and beyond, in order to improve your grade. A grade of C or better is necessary to meet the G.E. requirement for this class. The grade scale is as follows:

A+ 97% and up, A 96-93%, A- 92-90%, B+ 89-87%, B 86-83%, B- 82-80%, C+ 79-77%, C 76-73, C- 72-70%, D+ 69-67, D 66-63, D- 62-60, F 59% and below.

**Participation**

This class relies heavily on class discussion and group work, so participation and attendance will be counted as a large portion of your grade. You will be expected to come prepared, having read and ready to discuss the assigned readings. I expect everyone to both give his or her best effort when it comes to discussion and also remain respectful of others who are contributing to discussion.

Throughout the semester, I will allow two absences (no excuse necessary) without penalty. Every subsequent absence will subtract 1% from your attendance and participation grade. Similarly, each time you arrive significantly late, it will be considered half of an absence, so two late arrivals equal one absence. Any students who miss more than 25% of the semester will have their final grade dropped a whole letter grade. This policy is to encourage your success as an individual and foster growth for the whole class as a community. If you have any emergency situations during the semester that will cause you to have a significant amount of absences, please inform me, and we will work out the best solution.

**Weekly Personal Well-Being Journals**

Each week, you will submit a personal journal that reflects on your lifestyle habits that week. You can discuss any of your lifestyle habits that help you assess your state of well-being, such as (but not limited to) what you ate, whether or not you exercised, or even how your activities and interactions affect your emotions. These journals should include personal reflection in which you discuss whether or not your habits that week have been beneficial—based upon your own definition of the concept of health and well-being. I encourage you to consider each week’s readings in order to reflect upon your lifestyle habits for that particular week. **Each journal will be 1-2 pages, typed, and double spaced.** They will be graded on a check, check plus, and check minus system. Make sure to hold onto these journals when they’re returned, as they will help with your final essay of the semester.

**Essays**

There will be four out-of-class essays which are the biggest portion of the grade, so we will spend most of our time discussing and working on them. All of the essays will be in MLA format. Each essay will be different, and I will hand out more specific prompts for each essay.

When you turn in your out-of-class essays, you must attach all parts of your prewriting, brainstorming, outlining, and rough draft, so make sure that you hold on to all parts of your writing process!

* Essay 1: Health Narrative
  + For this essay, you will tell a story about a brief event related to food or health in your life, using description and detail. You will analyze the details of the event to show what the event meant to you, explaining how it affects your own notion of food and/or health.
* Essay 2: Evaluation
  + In essay 2, you will evaluate a resource that has to do with food or health. You could review a restaurant, a food or health product, a fitness or diet plan, or anything else related to food, health, or well-being. Once you have decided what to evaluate, you will consider criteria that will help you establish your judgment of this item. Using observations an analysis, this essay should clarify whether or not the item you’re evaluating is successful or beneficial for its intended audience (or consumer).
* Essay 3: Argumentative
  + The argumentative essay will allow you to take a stance on a controversial issue within the realm of food and health. Using at least two credible sources as evidence, you will argue your particular position on this topic with the goal of supporting an issue, contesting an issue, or simply changing your readers’ standpoint on an issue.
* Essay 4: Definition
  + Your final essay will allow you to gather the materials you’ve considered in this class to define any concepts related to health and well-being. For example, the word “healthy” can be explained many ways, so you can utilize this paper to clarify what you consider to be healthy and why that is healthy. For this paper, it is important to consider that your concept might change regarding each type of person or community, so it will be extremely beneficial to explain what audience your explanation is directed towards. This paper will require two credible sources, but you may also incorporate your own experiences into your paper to use as evidence. Looking through your weekly health journals will help you gather your ideas to build your definition of the concept.
* Midterm In-Class Essay: All you need to do for these essays is bring a bluebook and show up to class on the days listed on the Course Outline.

**Revision Policy**

Writing is a process that takes many steps, and with each revision we make, the better our writing becomes. Therefore, I will allow you to revise any of the first three out-of-class essays that receive an 89% or lower. In order to revise an essay, you must turn it in within two weeks of the time that it was handed back to you. **You must visit discuss the paper with me during office hours or visit the Writing Center to submit a revision.** This visit is **in addition to** the visit required for the class. Revised essays will include a **1 page cover letter** (typed, double-spaced) explaining what type of feedback you received from the Writing Center, what types of revisions you made, and why you made them. You must also **include the original essay with my comments on it and the filled-out rubric** in order for me to grade your revised paper. Once I have given you a new grade on the paper, I will take the average of the old grade and the revised grade, and that will be the new grade which I record. **You may only submit revisions for papers that were submitted on time and met the minimum requirements of the assignment when they were originally submitted.**

**Writing Center**

The Writing Center is an incredible resource, where fellow students give helpful feedback on your writing process. They can help you through any part of the writing process, so you may visit the Writing Center at any stage of an essay (even if you just want to talk about your topic and see if it makes sense). Throughout the semester, **you are required to have two Writing Center visits (this does not include if you are revising an old essay).** Despite this requirement, you are able to go as frequently as you want (they allow one appointment per week, and one walk-in per day), so feel free to get extra assistance if you enjoy going to the Writing Center. Please take note that the Writing Center tutors will not simply “proofread” your papers; they are there to help you through the writing process, which means that you will be doing the work, they will just be giving you feedback and helpful advice along the way.

Website: [www.fullerton.mywconline.com](http://www.fullerton.mywconline.com)

Phone: (657) 278-3650

Location: 1st floor of the Pollak Library (on the north side, just after the computers)

**Conferences**

Conferences are a beneficial time where you can receive direct feedback from me on your paper. We will hold one week of conferences for Essay 2 and one week of conferences for Essay 4. For conferences, you will sign up for a specific time, and you will only have to show up at my office for that time the entire week. If you do not show up for your scheduled conference, you will be considered absent for the entire week.

**Late Work**

All essays and assignments must be turned in at the beginning of class on the days that they are due. Late work for online responses will not be accepted; however, late essays will be accepted with a 10 point deduction for each day that it is late (including weekends). This class is extremely fast paced, so falling behind on essays will affect you negatively in the long run. Also, if you turn in a late essay, I cannot guarantee that it will have as much feedback compared to if it were turned in on time.

**Classroom Etiquette**

Please be respectful of your other classmates by engaging in discussion in a kindly fashion. I expect you to not be disruptive of other students speaking. Cell phones are not allowed, and the use of phones can result in deductions from your participation grade. Eating and drinking are allowed, so long as you clean up your mess and you are not causing any distractions. I also do not allow the use of laptops, except on specific days that you are directly revising your essays in class (I will inform you beforehand on these days). I would like to create a classroom community that is fun and engaging while maintaining respect and understanding of others.

**Special Needs**

Please inform me during the first week of class if you require any special accommodations. CSUF requires students with disabilities to document their disabilities with Disabled Student Services (DSS), located on the first floor of University Hall in UH-101. You may register with DSS online at <http://www.fullerton.edu/disabledservices> or call (657) 278-3117.

**Plagiarism**

Academic communities can only be successful through the means of critical thinking and honesty. Plagiarism violates this academic integrity, and it will not be tolerated. Do not submit the work of others, turn in work that you have already turned in for another class, or neglect to acknowledge any sources you use in essays or other assignments. Engaging in plagiarism can result in you receiving an “F” on the assignment, an “F” in the entire course, and can potentially result in dismissal from the university. Please go to <http://www.fullerton.edu/deanofstudents/judicial/pdfs/Guide%20to%20Avoiding%20Plagarism.pdf> for more information about how to avoid plagiarism.