

# Warren Writing 10B



# Spring 2018: Food Matters

**Instructor:** Jason Winning  
**Section:** 28  
**Classroom:** SAC  
**E-mail:** rwinning@ucsd.edu  
**Office hours:** Tues & Thurs 1-2 (and by appt.)  
**Office:** EBU3B, Room 1124




---

**Required texts**  
**Available at the UCSD Bookstore:**

- Holly Bauer, *Food Matters: A Bedford Spotlight Reader*, 2<sup>nd</sup> Edition
- 

Warren Writing 10B builds on the terms and principles of academic argumentation explored in Warren Writing 10A. In 10B, our exploration of academic argumentation will focus on food—what it is, where it comes from, and why our food choices matter in the 21<sup>st</sup> century. Warren Writing 10B asks you to consider various food-related conversations in relation to your own lives, beliefs, practices, and politics. You’ll begin by analyzing what various authors, activists, and policy-makers have to say about the subject and then enter into this “conversation” of writers to develop your own, original arguments in response.

Course Grading	
Writing Project 1	20%
Writing Project 2	35%
Writing Project 3	35%
Minor Writing Assignments and Class Participation	10%

WCWP 10B enables you and your peers, through intensive practice, to read and write arguments in various academic disciplines. In our courses, you’ll learn to analyze arguments; to make thoughtful decisions and connections based on that analysis; to practice all aspects of the writing process; to generate ideas for writing; to make an original claim that is informed by multiple

sources; to incorporate premises and evidence to support that claim; to integrate your sources effectively; to cite sources appropriately and correctly; to weigh various kinds of feedback and effectively revise; to develop the ability to reflect on your own thinking and writing; and to use what you learn on future writing projects (both academic and professional).

Inquiry of this nature forms the central pillar of academic and professional work in all disciplines. New ideas arise through a time-honored process: reading the extant conversation, raising interesting questions about it, gathering the best possible evidence, and ultimately redirecting the conversation in a new and original way—relating your ideas through arguments that are clear, persuasive, and logically sound. As a student in WCWP 10B, you’ll cultivate these same practices, with the goal of better preparing to enter a 21<sup>st</sup>-century research university and information economy whose coin of the realm is innovation.

**Grading Option:** In order to fulfill the Warren College Writing Requirement, students must take this course for a letter grade.

**TritonEd:** TritonEd (which can be accessed at [triton.ed.ucsd.edu](http://triton.ed.ucsd.edu)) is UCSD's learning management system. You will be asked to log in using your UCSD e-mail name and password. Once you are logged in, you will see a link to our WCWP website. When you click on the link, you'll be able to find information about the course, including policies, course readings, assignments, and the syllabus.

**All of your written assignments will be submitted on TritonEd,** including minor writing assignments (1A, 1B, 1C etc.) and your major writing projects. If you have questions about how to use TritonEd, please see your instructor right away in office hours, or ask a classmate for help.

**Students with disabilities:** Please speak with your instructor at the beginning of the quarter to discuss any accommodations necessary to guarantee full success and participation in the course.

**E-mail:** Please use your UCSD e-mail address to communicate with your instructor. Use e-mail for simple, logistical questions, and allow 24 hours for a reply. Please check your UCSD e-mail daily and do not take more than 24 hours to reply to an e-mail from your instructor. If you need help understanding the reading or you want your instructor to give you feedback on a draft, see your instructor during office hours. Instructors will not discuss grade questions or concerns via email.

**Attendance: Attendance is mandatory.** The workshop nature of the course requires participation. You can't participate if you don't attend. Because we know that things come up—illnesses, family emergencies—we permit only two absences per quarter. If you accrue **more than two absences, you risk failing the class and will be advised to withdraw.** Note that missing a conference is considered an absence, and that coming to class late (more than five minutes, more than twice) will also count as an absence. We're strict about your being present in class not only because your absence deprives *you* of learning, but because it deprives your classmates, too. Falsifying or fabricating an excuse for missing class is a violation of academic integrity.

**Wait List Students:** Students who are on the waiting list should attend class. Classes missed at the beginning of the quarter count even if you have not enrolled yet, so students who want to try to add must attend. Any exceptions made to this policy must be reviewed and approved by the director of the writing program.

**Major Writing Projects:** There are no exams in Warren Writing. 90% of your grade will be based on three major writing projects in this course. These major writing projects will assess how well you have learned and applied the reading, writing and critical thinking principles and concepts that have been taught during the quarter. However, instead of asking you to complete each project in one sitting (like an exam), we will teach you how to break up the process of writing into smaller, more manageable steps through minor writing assignments. Together, these shorter steps will help you brainstorm, discover, draft, write, revise and edit your major projects so that your final drafts represent your best work in the class (see below for description of minor writing assignments).

**Minor Writing Assignments and Class Participation:** 10% of your final grade will be based on the combination of your ability to successfully complete your minor writing assignments on time AND on your class participation throughout the quarter. To earn the highest possible grade, you will need to address both elements of this grading category.

First, you will be required to submit shorter writing assignments (approx. 1.5 pages) before nearly every class during the quarter. As explained above, these minor writing assignments, which are labeled 1A, 1B, 1C etc. on the course calendar, serve an important part of the writing process. We do not believe in busywork for the sake of busywork. Instead, we believe in the large body of research that shows these types of assignments will significantly improve your thinking, your development of ideas, *and* your writing over the course of the quarter.

Failure to complete and submit these assignments on time will result in a grade reduction in this category. A combined total of four (4) missing/incomplete/late assignments may result in a failing grade in this category.

Completing these assignments will prepare you to contribute actively to class discussions. When it comes to assessing your class participating grade for the quarter, your instructor will use the following questions as a guide: Does the student arrive on time? Is the student prepared? Is the student consistently present and attentive in class? Does the student participate in small group and larger class discussions by actively listening to others, offering insightful commentary on course topics, and asking pertinent questions? Did the student attend required project conferences? Does the student contribute intelligently and sensitively to discussions of other students' papers? Does the student receive critique well? Does the student respect the technology policy outlined below?

To summarize, if you successfully complete all your minor writing process assignments on time, if you are a respectful colleague, and an engaged participant in class, you will earn a high grade for this grading category.

**Classroom Environment:** You are expected to respond respectfully to your classmates and instructor at all times. You can expect that your instructor will treat you respectfully in turn. Collegial and respectful exchange of ideas represents the foundation of civil discourse, and this approach is crucial for the discussions that take place in WCWP courses. Disrespectful comments or behavior (toward peers or the instructor) may result in a grade reduction for "Minor Writing Assignments and Class Participation."

**Technology Policy:** As mentioned above, because we want you fully engaged in the work of the class, we don't allow text messaging, e-mailing, or web surfing during class time. Some instructors will ask that you keep your laptops closed except when given explicit permission to use them. All instructors will expect that you turn off your cellphones before you enter the classroom. Chronic misuse of technology may result in a grade reduction for "Class Participation."

**Late/Incomplete Paper Policy:** All papers, including drafts and revisions, must be turned in on time, unless you make special arrangements with your instructor in advance of the due date.

Minor writing assignments (1A, 1B, 1C etc.) cannot be turned in late for credit unless you have talked with the instructor prior to the due date.

For the three major writing projects, papers submitted after the deadline will be considered late, and will have their grades lowered by a third of a letter grade (e.g., A to A-). The penalty will increase accordingly for each additional day late.

Falsifying or fabricating an excuse to turn in a late assignment is a violation of academic integrity.

**Academic Integrity:** When it comes to your writing, we believe that your voice, your words and your writing strategies *matter*. When we assign writing projects, we want to read *your* ideas – not those of someone else. It is our goal to teach you how to best develop ideas, strategies and a writing style that represent your best work, and we are committed to that goal. This means that when you submit assignments to this class (and other classes at UCSD), it is essential that you learn the best practices and principles for citing sources and giving proper credit to those that helped you in your writing processes.

Regarding academic integrity, we want you to be very careful with how you incorporate the work of other writers or thinkers into your own class projects. Even if you have the best intentions, you may inadvertently violate UCSD's policy on academic integrity. Some students can get confused when it comes to the differences among paraphrasing, quoting and citing the sources they use in their papers. Others can make mistakes when it comes to sharing papers with friends and roommates or even complete strangers online. In WCWP, we are committed to teaching all students the best principles and practices for incorporating outside sources into their projects. However, it is each student's responsibility to learn and execute these principles and practices on each assignment during the quarter.

**UCSD's Statement of Academic Integrity:** According to UCSD policy, you are not allowed to:

- Complete, in part or in total, any assignment for another person;
- Have any of your course work be completed, in part or in total, by someone else;
- Plagiarize or copy the work of another person and submit it as your own work;
- Employ aids excluded by the instructor in undertaking course work or in completing any assignment;
- Alter graded class assignments, then resubmit them for re-grading;
- Submit substantially the same material in more than one course without prior authorization.

In sum, do not use other students' papers to write your own, and do not provide your papers to other students to use to write their papers; both practices are forms of academic dishonesty. You may only use outside sources in this course when the assignment indicates you can and your instructor has approved them.

Any written work that is found to be in violation of the above policy will be subject to a significant grade penalty. This penalty will be based on the severity of the violation.

**WCWP Policy on Posting Class Materials and Assignments Online:** Syllabi, paper assignments, class notes and other class handouts are the copyright property of faculty and instructors in the Warren College Writing Program. It is our program policy that these materials may not be shared publicly on websites such as Course Hero and Chegg. We will report any violators of this policy to UCSD's Office of Academic Integrity.

Furthermore, as the academic integrity policy makes clear (above), sharing your papers with other students can be considered a form of academic dishonesty. If we are made aware that a WCWP student paper has been posted publicly online, we will initiate a formal academic integrity violation review for the student who posted that paper online with UCSD's Office of Academic Integrity.

**TurnItIn.com:** By enrolling in this course, you agree to submit all of your major and writing assignments to the Internet plagiarism detection service TurnItIn.com. TurnItIn uses technology to compare your submitted papers against everything available on the Internet and in its database. Every student paper ever submitted to TurnItIn is maintained in its database solely for the purpose of detecting plagiarism. Failure to submit final versions to TurnItIn will result in an "F" for the course grade.

**Citation:** Use MLA style when citing your sources—both for in-text citations and for your Works Cited at the end of the paper. You may use a citation handbook or an online citation guide. Note that the Works Cited page does not count towards the page count for the entire paper.

**Acknowledgements:** Please include an Acknowledgments statement with each assignment. While the Works Cited documents all the sources that you use, the Acknowledgements statement allows you to document other sources of help and feedback. This includes any outside sources, your instructor, classmates, friends, and tutors—anyone or any source that has helped you. Including Acknowledgements protects you because it provides a place for you to acknowledge all of the help you have received. If you do not acknowledge the help you've received, but we see that you've obtained help inappropriately, you will be referred to the Academic Integrity office for review and may face sanctions.

**In-Class Writing:** During the quarter, you will be occasionally asked to compose in-class writing responses. Instructors will use these responses to better understand your strengths and weaknesses as a writer. If there is a big discrepancy between the in-class responses and the major and minor writing assignments, you may be asked to come in to do more timed writing assignments. If large discrepancies are found, your performance on these essays may be used to calculate your final grade and/or may lead to an academic integrity review.

**Grading and Evaluation:** The following questions will be considered when papers are evaluated and graded:

- Does the writing project (e.g. assignment, essay etc.) arise from an interesting and arguable **question** that is appropriate to the assignment?
- Does the project effectively engage with and evaluate **sources** that are having a larger **conversation** about the issue at hand?
- Does the writing project establish its **purpose** using **strategies** that are appropriate to the **genre**? (e.g. if the paper is an argument, does it establish its purpose by offering a clear, plausible claim/thesis?)
- Is the purpose for writing **contextualized** effectively via a well-considered introduction?
- Does the writing project adopt appropriate **strategies** to achieve its purpose for its intended audience (e.g. use of **evidence** or supporting details to support an arguable claim)?
- Is this evidence **contextualized, summarized, paraphrased, quoted, and cited** correctly, according to MLA guidelines?
- Does the writing project offer **analysis of evidence or supporting details** that is sufficiently clear and complex?
- Is the writing **structured or developed** in a way that is logical and clear for its intended audience (e.g. each idea builds on the one before it)?
- Are there **sentence problems** or **grammatical errors** that interfere with understanding?
- Does the writing project offer a satisfying **conclusion** that is appropriate to the purpose and genre?

**With these questions in mind, your papers will be assessed as follows:**

- An **“A”** writing project demonstrates **excellent** work. It establishes a clear purpose and meets the expectations and conventions of the chosen genre. It has something to say and says it well. It develops its argument insightfully and consistently, demonstrating a complex understanding of the assignment and excellent use of related source materials for its intended audience. The writing project will feature well-chosen strategies such as supporting details or evidence, strong and insightful analysis of that evidence, logical and clear structure, and varied sentence structure throughout the paper. It often rises above other projects with particular instances of creative or analytical sophistication. The project's consideration of intended audience will be evident in its content, readability and editing, with only minor and/or occasional grammatical errors.
- A **“B”** writing project demonstrates **good** work. It mostly establishes a sense of purpose and the conventions of the chosen genre. In developing a clear purpose (e.g. argument), the project pursues it consistently, demonstrating a good understanding of the assignment and the related source materials. There may be some minor imbalances regarding the effectiveness of the chosen strategies (such as claims and/or the use of evidence, analysis, structure, mechanics and readability for its intended audience). Nevertheless, these imbalances will not significantly impair the clear development of the main argument. While a **“B”** project is in many ways successful, it lacks the originality and/or sophistication of an **“A”** project.
- A **“C”** writing project demonstrates **adequate** work. It establishes an adequate grasp of the writing project's purpose and the conventions of the chosen genre. It attempts to develop a central purpose (e.g. argument) for its intended audience. However, this argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain some inconsistent use of evidence and/or some illogical or undeveloped analysis of that evidence. The project may also demonstrate a need for greater revision to improve structure, readability (for the intended audience) and mechanics.
- Work that earns a grade of **“D”** or **“F”** is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment and the conventions of the genre; it fails to achieve the purpose of the assignment for the intended audience; and/or it contains significant grammatical problems. This project may also have academic integrity concerns.