Warren College Writing Program

Winter 2019

WCWP 10B:

Food Ethics

Instructor: Jason Winning

Section: 19 and 20

Classroom: Center 202

E-mail: rwinning@ucsd.edu

Office hours: Tu & Th 11:30-12:30

Office: EBU3B 1120

Required texts:

- **Axelrod and Cooper**, *The Concise St. Martin's Guide to Writing*, 8th Edition (available in the UCSD Bookstore)
- **TritonED** – All required texts will be posted this quarter through the online reading platform, Perusall.com. A link to this platform will be available through the TritonEd course page that has been set up for this class.

The Warren College Writing Program

Earl Warren College

As a Warren College student, in earning admission to UC San Diego, you have demonstrated that you can read and think critically while successfully communicating orally and in writing. However, as you move through your academic career, you will be expected to develop even deeper knowledge and even more advanced practices in these areas. Courses from across the university, including those in engineering, computer science, biology and chemistry, will challenge you to read, analyze and write about complex theories and data. Other courses will expect you to analyze, synthesize and develop complex academic arguments by separating facts from claims and evidence from reasoning. Despite the differences in all of the classes and contexts you will find yourselves in, your professors will always expect you to present your ideas in logical, organized and thought-provoking ways.

The Warren Writing program seeks to equip you to successfully meet these demands by preparing you to think critically, read analytically and communicate effectively. If you work hard and apply yourself in our classes, you will learn advanced rhetorical strategies that will enable you to communicate to different audiences, for difference purposes, in a variety of genres. You will learn to analyze ethical issues in a variety of settings and explore how different ethical perspectives might be applied to ethical questions. You will also learn to evaluate sources for credibility and reliability. You will develop flexible strategies for composing and revising writing projects. And finally, you will learn more advanced ideas about structure, paragraphing, tone, and mechanics, which will always vary by purpose, genre, and context.

The Warren Writing program recognizes that students learn best when they have opportunities for meaningful writing experiences in the classroom. Thus, you will have multiple opportunities to compose and design projects on topics of your choosing. These projects will engage with real-world social problems that impact you and the people around you. You will use writing projects as a way to reflect on, analyze, think and write about your ideas for addressing these problems. We believe that after you succeed in your two WCWP classes, you will be prepared to transfer you the knowledge, habits and skills you have gained to new classes and contexts at UCSD and beyond.

Course Description

It is common to hear UCSD students express frustration about campus dining options. But have you ever thought about where that food comes from? Who grows and harvests it and under what conditions? How does it travel from farm, factory or lab to your table? And does everyone on campus, and in our local communities, have equal access to healthy and affordable eating options?

In *WCWP 10B: Food Ethics*, we will explore these and other questions. We will begin our inquiry by reading the *UC Global Food Initiative*, a system-wide proposal that aims to marshal UC campus resources to address food insecurity. Our analysis will cover some of the major ethical aspects of food-related issues raised by the Global Food Initiative, such as: What is food insecurity and what does it mean to be food insecure? What belief systems and social structures lead to food insecurity? What are the most ethical strategies for addressing food insecurity? And what about the ways that we treat those who grow and harvest our food? What constitutes the ethical treatment of our farmworkers? Can technological, chemical or bioengineering innovations provide ethical solutions? Or do they lead to more unethical consequences that should be avoided? In our quarter-long inquiry on this topic, students will think critically about the many historical, political and cultural aspects of this topic and its significance to our campus community.

In major reading and writing assignments, students will demonstrate that they can write evidence-based arguments by entering the academic conversations surrounding these questions. We will introduce students to two types of argumentation – evaluative arguments and written proposals. In these assignments we aim to build on and reinforce students' rhetorical knowledge, including what they learned in WCWP 10A. This includes the best processes and practices for making claims, using reasoning and different types of evidence to support those claims, and offering critical analysis of that evidence. It is our hope that students will apply what they have learned about argumentation in our classes to write stronger and more effective arguments in the many other courses and contexts they will encounter in their academic careers.

Course Grading	
Writing Project #1	40%
Writing Project #2	40%
Annotated Bibliography	5%
Class Presentation	5%
Reading Annotations and Class Participation	5%
Minor Writing Assignments	5%

WCPW 10B Learning Outcomes: By the end of WCWP 10B, students will be able to:

- **Apply critical thinking and reading strategies** to a variety of sources that address the ethical, political, historical, and cultural issues involved with food insecurity
- **Compose and revise arguable claims** about the problems and possible solutions to food insecurity in writing projects and oral presentations
- **Evaluate a variety of different sources** to develop context, reasoning, evidence, analysis, and alternative positions that support those arguable claims
- Apply appropriate **genre conventions** for argumentative writing, including structure, paragraphing, tone, and mechanics through practice in composing and revising
- **Summarize, paraphrase, quote, and cite** course materials when engaging of sources correctly
- **Demonstrate the concepts of academic integrity** and practice applying citation conventions systematically in their own work, according to MLA guidelines
- **Reflect** on and evaluate how to use different rhetorical strategies when composing arguments and how those strategies influence their work

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 tritoned.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 and projects will be submitted on TritonEd. 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. 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. 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. 80% of your grade will be based on major writing projects in this course. These projects will assess how well you have learned and applied the reading, writing and critical thinking concepts that have been taught during the quarter.

Minor Writing Assignments: 5% of your final grade will be based on whether you complete your minor writing assignments on time and according to the directions listed in the calendar. These assignments serve an important part of the writing process. We do not believe in busywork for the sake of busywork. Instead, we believe

in 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.

Reading Annotations and Class Participation: 5% of your final grade will be based on your reading annotations and your contributions 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 complete all reading annotations on time and according to the directions listed in the calendar? Does the student arrive on time to class? Is the student prepared for class? Does the student participate in small group and larger class discussions by actively listening to others, offering insightful commentary on course readings and topics, and asking pertinent questions? Does the student contribute intelligently and sensitively to discussions of reading, as well as 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 reading annotations 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 "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 and phones off except when given explicit permission to use them. 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 cannot be turned in late for credit unless you have talked with the instructor prior to the due date. Major writing projects 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*. We want to read *your* ideas – not those of someone else. 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.

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.

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.

Grading and Evaluation of Writing Projects: All projects in WCWP will be graded holistically. The learning outcomes form the basis of all evaluations of your writing in this class. Turn to page 2 of each writing prompt to read specific details about the criteria that will be used to evaluate your writing on each project.

The following categories represent the major differences between excellent, successful, adequate and failing projects:

- An "A" writing project demonstrates **excellent** understanding of the rhetorical situation through its execution of ideas, content, strategies and purposes for writing. It has something to say and says it well. It develops its argument insightfully, demonstrating excellent application of critical reading and critical thinking as it engages with sources. It often rises above other projects with particular instances of argumentative or analytical sophistication using credible and well-developed reasoning, evidence and analysis. It features superbly-executed writing strategies (such as paragraphing, transitions etc.) and a logical and clear structure. The project's consideration of intended audience is clearly evident in its content, readability, citing of sources, editing and proofreading, with only minor and/or occasional errors.
- A **"B"** writing project demonstrates **successful** understanding of the rhetorical situation through its execution of ideas, content, strategies and purpose for writing. In developing its argument, the project demonstrates a satisfactory application of critical reading and critical thinking as it engages with sources. However, there are some instances where the project could have demonstrated a stronger use of sources in a few areas. It demonstrates a successful application of argumentative or analytical strategies, including reasoning, evidence and analysis. It features mostly well-executed writing strategies (such as paragraphing, transitions etc.) and a logical and clear structure. The project's successful consideration of intended audience is evident in its organization of content, readability, citing of sources, editing and proofreading, but there are a few errors that limit its ability to achieve its purpose for its audience. While a "B" project is in many ways successful, it lacks the stronger, more sophisticated content, engagement with sources, strategies and readability found in an "A" project.
- A **"C"** writing project demonstrates **adequate** understanding of the rhetorical situation through its execution of ideas, content, strategies and purpose for writing. It attempts to develop a central argument for its intended audience. However, it may only demonstrate an adequate application of critical reading and critical thinking as it engages with source materials. These may appear as unsupported generalizations, or misunderstood or insufficiently developed ideas. In addition, the project could have more effectively considered the most important expectations and conventions of academic argumentation, including reasoning, evidence and analysis. Some significant areas for improvement are evident in its organization of content, readability, citing of sources, and/or editing and proofreading. While a "C" project demonstrates a competency in the assignment, it lacks the more successful application of content, engagement with sources, strategies and readability found in an "B" project.
- Work that earns a grade of **"D"** or **"F"** is often characterized by several major problems. Overall, it fails to achieve the purpose of the assignment for the intended audience. It fails to demonstrate competent application of critical thinking and critical reading, often because it fails to engage with course materials. It fails to demonstrate an adequate understanding of the assignment and the conventions of the genre. The project contains significant problems with content, organization and readability. This project may also have academic integrity concerns.

Assessment of the Warren Writing Program

We are always assessing the Warren Writing Program in order to improve it and create pedagogical knowledge for other writing instructors. This assessment includes surveys administered at the beginning and end of Warren Writing classes and, occasionally, studies of student writing. In the case of any of this information being published, your identity (name or other identifiable information) will remain anonymous. If you would like to opt out of participating in our program assessment, please send an email to the Assistant Director of the Warren Writing Program, Liz Blomstedt (eblomstedt@ucsd.edu), and she will remove your survey responses and writing from consideration for our program assessment.