

WCWP 10B: Food Ethics Tuesday-Thursday Schedule

	Day	Date	Reading Assignments	Annotations and Writing Assignments
Week 1	Tues	Apr. 2	In Class: The UC Global Food Initiative	Class Activities: Class Introductions; Syllabus and Calendar Review; Review Textbook, Assigned Readings; TritonEd, and Perusall
	Thurs	Apr. 4	Reading Note: *All assigned readings, other than those in the SMGW, are available in Perusall via TritonEd. *UCOP: “The Global Food Initiative (GFI)” Report Sara Goldrick-Rab and Katherine Broton , “To Cut Costs, College Students are Buying Less Food and Even Going Hungry”	Critical Thinking and Reading – Evaluating Sources Annotations are due by midnight the night before class meets. To earn credit for doing the reading <u>on all Perusall assignments</u> , students should offer approximately <u>50-100 words of annotated comments for each text</u> . You can write one long comment or several shorter ones. Your annotations are due by 12am midnight the night before class meets. Here are some options for annotating: <ol style="list-style-type: none"> 1) Try to create a student-driven discussion by making a comment about something specific in each the text that you find interesting, surprising, confusing etc. and explain your reaction. 2) Ask a question about something in the text that another classmate could respond to. You can also respond to someone else’s question. 3) Analyze and make a comment about one aspect of the text’s rhetorical situation, e.g.: <i>who</i> (audience), <i>what</i> (genre), <i>when</i> (occasion), <i>where</i> (context), <i>how</i> (medium), <i>why</i> (purpose) etc.) 4) Analyze and make a comment about the text’s main claims (thesis), evidence, analysis, and reasoning etc. 5) Synthesize and make a comment about something you read in one text that relates to something you read in another. Help others see that connection.
Week 2	Tues	Apr. 9	Film: <i>A Place at the Table</i> *available through Geisel online course reserves SMGW , pp. 272-273 “Justifying an Evaluation”	What is Food Insecurity? Annotations are due by midnight the night before class meets. To properly annotate the film, use the text called “Film Review – A Place at the Table” that we have uploaded to Perusall.
	Thurs	Apr. 11	Watson, et al. , “College Students Identify University Support For Basic Needs and Life Skills”	What is Food Literacy? Annotations are due by midnight the night before class meets.

			<p>Berkeley Food Institute, <i>Hungry for Change</i>, “Ruben Canedo, Beyond the Campus Food Pantry”</p> <p>SMGW, pp. 274-276 “Analyzing Evaluations”</p>	
Week 3	Tues	Apr. 16	<p>Raj Patel, excerpt from <i>Stuffed and Starved</i></p> <p>Eric Holt-Gimenez, “Food Security, Food Justice or Food Sovereignty?”</p> <p>SMGW, pp. 146-149 “Annotated Bibliography”</p>	<p>Developing the Annotated Bibliography I Annotations are due by midnight the night before class meets.</p>
	Thurs	Apr. 18	<p>Cesar Chavez, “On the Perils of Pesticides: 1989 Speech to Pacific Lutheran University”</p> <p>Berkeley Food Institute, <i>Hungry for Change</i>, “Estella Cisneros: Protecting Farmworker’s Rights”</p> <p>SMGW, pp. 300-306 “Assess your subject and consider how to present it to your readers”</p>	<p>Developing the Annotated Bibliography II Annotations are due by midnight the night before class meets.</p>
	Fri.	Apr. 19	<p>Unit 1 Annotated Bibliography of Three (3) Sources To complete this assignment, review the strategies and samples for writing an “Annotated Bibliography” in the SMGW, pp. 146-149. Then, write your own annotated bibliography based on three sources (readings and/or films) that will help you evaluate the GFI for this project. <u>At least one of your sources must be the UC GFI</u> from week 1.</p> <p>You may choose your other two annotations from those we have watched/read so far.</p> <p>Approximately 2 pages. Upload to TritonEd by 5pm. *This assignment will earn a letter grade.</p>	

Week 4	Tues	Apr. 23	SMGW, pp. 278-283 “Sample Student Evaluation Essay – ‘Scott Pilgrim vs. the World’”; pp. 307-308 “Write the opening sentences” and pp. 370-376 “Giving Reasons and Support”	<p>Unit 1 Outline Draft: At the top of your page and before you begin your outline, write a short description of your intended audience using selected questions on pp. 300-301. Then, compose an outline that will organize your concept effectively for your audience. The goal of this assignment is to create a “map” for your rough draft by doing the following: present the topic of your evaluation and relevant background information and context; your tentative overall judgment; your reasons for your judgment; evidence from course texts that you can use; and likely objections to your evaluation.</p> <p>We highly recommend that you use outlining and mapping strategies on p. 305 and pp. 318-320 to help you organize your sections and develop your ideas.</p> <p>Approximately 1-1.5 pages of writing. Upload to TritonEd by midnight the night before class meets.</p>
	Thurs	Apr. 25	SMGW, pp. 372-373 “Cite reputable authorities on relevant topics” and pp. 426-428 “Paraphrase Sources Carefully”	<p>Unit 1 Rough Draft: Using strategies from SMGW, pp. 307-308 and 370-376, write a short rough draft of your introduction and provide a “working thesis.” Aim to complete two medium-length body paragraphs. Try to focus each paragraph on a controlling idea.</p> <p>Approximately 2.5 pages of writing. Upload to TritonEd by midnight the night before class meets.</p> <p>*I will comment on this draft. The comments on this draft will be ready by our next class meeting.</p>
Week 5	Tues	Apr. 30	SMGW, pp. 304-305 and 376-378 “Responding to Objections and Alternatives”	<p>Unit 1 Peer Review: See TritonEd for instructions on how to complete the peer review assignment. Upload your peer review comments to TritonEd by midnight the night before class meets.</p>
	Thurs	May 2	SMGW, pp. 311-312 “Improving the Draft” and pp. 359 “Cohesive Devices”	<p>Unit 1 Revision Draft: Upload a fully revised draft of your project midnight before class meets. Also, include at least one visual or multimedia illustration to enhance one claim or explanation in your draft. Refer to the SMGW, Chapter 13, to review strategies for including a visualization in your project.</p>
	Fri.	May 3	<p>Final Draft – Writing Project #1 – “Justifying an Evaluation” – Due by 5pm to TritonEd. Please read the prompt handout for details on how to compose this project successfully.</p>	

Week 6	Tues	May 7	<p>Wendell Berry, “The Pleasures of Eating” (1990)</p> <p>Kaplan, Parr, et al., excerpt from “Learning from the Ground Up: Experiential Learning in Food and Agriculture Systems Education at the University of California”</p>	<p>Analyzing Experiential Learning Approaches to Food Insecurity Annotations are due by midnight the night before class meets.</p> <p>In-Class Writing – Self-Reflection on Project #1 In the SMGW, choose one of the prompts from pp. 314-315. Write a reflective response that addresses what you learned, and also how you learned it. Upload to TritonEd during or after class.</p>
	Thurs	May 10	<p>Juan Lucena, “Engineering with Community” from <i>Engineering and Sustainable Development</i></p> <p>Berkeley Food Institute, Hungry for Change, “Nare Park: Remaking Urban Immigrant Communities”</p> <p>SMGW, pp. 228-231 “Proposing a Solution”</p>	<p>Analyzing Engineering-as-Problem-Solving Approaches to Community Development Annotations are due by midnight the night before class meets.</p>
Week 7	Tues	May 14	<p>Dr. Martin Luther King, Jr., excerpt of “World House” from, <i>Where Do We Go from Here, Chaos or Community?</i>”</p> <p>Andy Fell, “Smart Farm: Creating the Farm and Farmworkers of the Future”</p> <p>Berkeley Food Institute, Hungry for Change, “Rachel Sumekh On a Mission to Swipe Out Student Hunger”</p>	<p>Analyzing the Promises and Challenges of Tech-Based Solutions Annotations are due by midnight the night before class meets.</p> <p>Week 8 Required Office Hours Visit: Any student that earned a B- or below on Project #1 must make an office hours appointment to discuss their ideas for Project #2 with me. These appointments must take place in week 8.</p>
	Thurs	May 16	<p>Rabinowitz, Bliesner and Pezzoli, “UC Pursues Rooted Research with a Nonprofit, Links the Many Benefits of Community Gardens”</p> <p>Berkeley Food Institute, Hungry for Change, “Kristyn Leach: Farming Honors the Past and Considers the Future”</p>	<p>Analyzing the Promises and Challenges of Campus and Community Gardens Annotations are due by midnight the night before class meets.</p>

			SMGW, pp 256-261; 264 “Writing a Draft: Invention, Research, Planning and Composition”	
Week 8	Tues	May 21	SMGW, pp 264-266 “Write the Opening Sentences” and pp. 235-240 “More Testing, More Learning” Sample Student Proposal Essay	<p>Unit 2 Rough Draft: Using strategies from SMGW, pp. 256-266, write a short rough draft of your introduction and two medium-length body paragraphs. In your introduction, focus mostly on introducing and framing (or reframing) the problem and providing your working thesis, which for this project would be your proposed solution to that problem.</p> <p>Also, include at least two visual or multimedia illustrations to enhance your draft.</p> <p>Approximately 1.5 pages of writing. The deadline is midnight the night before class meets.</p>
	Thurs	May 23	SMGW, pp. 261-262 “Develop a Possible Solution”	<p>Unit 2 Revision Draft: Revise your rough draft. As you revise your draft, continue to evaluate and revise the problem and your proposed solution. Are they a good match? Develop at least one more body paragraph that supports your solution with reasons and evidence your readers will find persuasive. Try to focus each paragraph on a controlling idea.</p> <p>Approximately 3 pages of writing. The deadline is midnight the night before class meets.</p> <p>*I will comment on this revision draft. Those comments will be ready by the first section of week 10. To read the comments, you will need to re-open the paper you uploaded and read through the document.</p>
Week 9	Tues	May 28	<p>SMGW, pp. 268-269 “Revising Your Draft: A Troubleshooting Guide” and pp. 248-252 “Ounces of Prevention” Sample Proposal Essay”</p> <p>UCSD LibGuides: “Creating Scholarly Posters in PowerPoint”</p> <p>Sample Poster Templates in PowerPoint</p>	<p>Unit 2 Peer Review: See TritonEd for instructions on how to complete the peer review assignment. Upload your peer review comments to TritonEd by midnight on Sunday night</p>

	Thurs	May 30	<p>SMGW, pp. 397-400 “Creating a Multimodal Presentation”</p> <p>Renu Singh and Keith Pezzoli, “Investigation of Food Waste Reduction Practices at UCSD”</p>	Continue working on the rough draft of your poster.
Week 10	Tues	Jun. 4	Class Presentations of “Proposals-in-Progress” Part I	Deadline: All students must upload the rough draft of their presentation posters to the appropriate folder on TritonEd by midnight on Sunday (even if you are presenting on the second class session this week).
	Thurs	Jun. 6	Class Presentations of “Proposals-in-Progress” Part II	<p>In-Class Writing – Self-Reflection on Project #2 Respond to the following questions. Write a reflective response that addresses what you learned, and also how you learned it. Upload to TritonEd during or after class.</p> <p>Discuss what you have learned about yourself as a critical thinker and writer in the process of composing this final project. For example, what part of the process did you find most challenging? How did you address that challenge? Did you find this project to be meaningful to you? Why or why not? What writing strategies from this project will you apply to future courses and projects, if any? Why or why not?</p>
Week 11	Mon.	Jun. 10	<p>Final Drafts – Writing Project #2 – Proposal Project Due by 12pm (noon) to TritonEd. Please read the prompt handout for details on how to compose this project successfully.</p>	