English 140: Writing About Food and Nutrition

Professor: Meribeth Huebner  
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Phone Number: 407-900-8616  
Email: mhuebner@rollins.edu  
Class Information: Hauck 110 T/R 3:30-4:45  
Consultation Hours: Before and after class and by appointment

Course Description
English 140 develops students’ ability to write college-level essays by practicing strategies of analysis and argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College’s general education requirement for ‘W’riting, students must receive a grade of ‘C’ or better in the course. Students may take E140 a second time for credit, so long as a different topic is selected.

The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans effectively to store facts and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the W course focuses on understanding rhetorical strategies. Students will read the texts of others and learn to shape their own meanings by writing and editing a variety of forms.

While investigating the topic of food and nutrition, we will work to transition you from high school-level writing to college-level writing, which requires more sophisticated thinking, preparation, and practice. Thus, much of our work will focus on critical reading and analysis of texts, synthesis of differing perspectives, development of clear theses, and mapping of strong arguments.

Remember, the purpose of a college education is not to promote mediocrity but instead to awaken the drive, determination, and talent locked within us. A college education is, therefore, not meant to be easy, but is meant to be meaningful. Our objectives, then, include becoming more adept critical thinkers and problem solvers, more effective communicators, and better rhetoricians. You should complete the course as more confident and capable thinkers and writers.
Learning Outcomes

- Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s)
- Uses appropriate and relevant content to develop and explore ideas in writing
- Follows expectations appropriate to a specific discipline and/or writing task(s) for organization, content, and presentation
- Demonstrates the use of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing
- Uses language that conveys meaning to readers with few errors.

Textbook and Other Supplies


List of various formats of the book:

Online Norton Resource for Writers:

http://wwnorton.com/college/english/write/writesite/

Course Requirements and Expectations

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Formal Papers</td>
<td>40%</td>
</tr>
<tr>
<td>Process and Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion/Participation</td>
<td>20%</td>
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<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Grammar Quizzes</td>
<td>5%</td>
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<tr>
<td>Grammar Final</td>
<td>5%</td>
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**Formal Papers:** You will write 3 formal papers this semester in addition to other less formal writing. Although participation and collaboration improve your writing and are habits I hope you will develop, they are not the main intended products of the class. As such, your essay grade reflects your final written product and your progression through the writing process – not your
effort alone. In other words, you may work really hard on an essay, but your final paper may only receive a C or even lower. It takes hard work to earn an A, but it also takes an A paper to earn an A.

You may also write drafts, summaries, reflections, annotations, evaluations, and other small pieces of writing that lead to support for your more formal papers. See Process and Other Homework Activities Below.

**Process and other Homework Activities:** Throughout the semester, the class will conduct collaborative and individual activities during which you will work together – reading, commenting, and discussing each other’s writing, or work alone, with the instructor, or with a tutor to improve your writing.

Additionally, revision is an integral part of the writing process and an essential part of improving your writing. To that end, multiple drafts of papers that show substantial revision may be required. I expect your best effort for each draft and do not expect you to use the revision process as a means of facilitating lack of effort in the first draft.

**Discussion / Participation:** Writing requires critical thinking, and thinking inside a vacuum is not a good way to facilitate critical thinking. Therefore, you are expected to participate fully in both face-to-face class discussions as well as online discussions. For online discussions, you are expected to read, respond, and reflect on other students’ discussion posts a MINIMUM of two times for each topic. At times, it may be appropriate to respond to more than two students. Like all writing in this course, discussions should be organized, revised, and proofread prior to submitting them online. Late discussions may not be graded. Most discussions are worth 5 points each (3 points for one good original post and 2 points for two good responses).

**Journal:** Throughout the semester, you will reflect on assigned topics in an online journal. This journal is private and only seen by me unless you choose to make it public. The purpose of this journal is to record your private reaction, reflection, or analysis of a topic in a less formal way. Instructions for creating the journal will be provided.

**Online Grammar Assessments:** English 140 is a composition course, and grammar will not be a major emphasis for our class time. However, it is important, and you must focus on mastering individual problems with grammar, punctuation, and mechanics. I’ve found that students don’t do well with grammar for various reasons, but mostly it’s because they refuse to learn the rules – NOT BECAUSE THEY DON’T UNDERSTAND THEM. That’s like trying to do math without learning the order of operation rules. You must make the effort to learn the rules.
To support this effort, you are required to complete the Grammar Assessments in Canvas. You are responsible for completing all assigned quizzes. You have unlimited attempts of all of the small quizzes, but you only have two attempts on the final exam. Therefore, you should use the small quizzes to prepare for the final grammar test.

**Conferences:** You are welcome to contact me by school e-mail with any questions you have. You should schedule a conference with me to discuss problems with grammar, mechanics, development, organization, or other problems in your papers.

However, I suggest you to wait at least 24 hours and no more than one week to discuss a graded paper. When you receive a grade on a paper or other assignment, it is best if you spend at least one day reviewing your work and my comments before discussing it with me, but if you wait too long, the conference will not be as beneficial.

**Communication and Technology Expectations:**
Course Management System: This class is using Instructor Canvas instead of Blackboard. The link to log in is [https://rollins.instructure.com](https://rollins.instructure.com). Your regular Rollins credentials should allow you to log in. If you have trouble, email me at [mhuebner@rollins.edu](mailto:mhuebner@rollins.edu). Much of the out of class activities will be completed using Canvas, so failure to log on at least twice a week will likely result in a reduced grade. If an assignment is due on Canvas, I will not accept it in any other format.

Email: Although Canvas has an email/messaging tool, I may use your school email as well. Please check your Rollins email at least once a week to make sure you are aware of campus activities and course updates.

Expectations: The majority of your questions about the class or about homework activities should be posted in the Canvas discussion: Class Open Discussion. But if you have a more private or urgent question, please email me at [mhuebner@rollins.edu](mailto:mhuebner@rollins.edu) from your Rollins email account. I will not respond to emails sent from personal email accounts. You should expect a response within 24 hours, not including weekends or holidays.

**Policy on making up work:** Late work is bad for all of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback. Furthermore, if you turn work in late, I may not be able to return it in time for my feedback to help you on the next assignment. In addition, homework and classroom activities cannot be
“made up” since they focus on your active engagement with others’ ideas. Bearing this in mind, late work may not be accepted. Major papers may be submitted late on a case-by-case basis but will receive point deductions of one letter grade per day, including weekends, holidays, and any other event. Work is due on the day and at the time set by the instructor, and “late-ness” is determined by the instructor.

**Attendance policy for course:** Students are expected to attend class, arrive on time, and stay for the entire class period. Students who miss 3 or more classes will receive an F in the class. Students who have missed up to two classes prior to midterm should consider dropping the course. Arrive on time and you will not have any problems. Additionally, you can not participate if you do not attend, so your class participation grade will reflect your absences.

Please use these absences for actual needs and not wants. I do not accept doctor’s notes, hospital bills, and excuses from parents, bosses, or spouses, so please do not bring me these. There is no such thing as an “excused absence.” Conversely, if major emergencies do come up – hospitalization, jury duty, or other situations that require more than a few days away from class, please let me know in advance or as soon as possible so we can make arrangements for you to keep up in class. This is not an independent study, and you will not be allowed to make up excessive amounts of work for any reason. I reserve the right to make exceptions to my attendance policy on a case-by-case basis.

Exceptions to this attendance policy exist for religious observances, jury duty, military service, or college business. If you miss class because of any of thee, you must confer with me before the missed class, preferably during the first week of class, if possible. Classes missed for any of these activities without notice will be treated as any other absence, at my discretion.

**Rollins Expectations and Policies**

**Grading Scale**

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<th>%</th>
<th>Letter Grade</th>
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<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>&lt; 77</td>
<td>C</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>&lt; 60</td>
<td>F</td>
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**Course Materials and Student Work:** Unless notified in writing I reserve
the right to retain and use any materials (written, video or in other media formats) generated in this class for College assessment purposes. All materials will be kept anonymous. If you disagree with this policy you must inform me in writing by the end of the second week of the term.

The Honor Pledge and Reaffirmation: Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Students with Disabilities: Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000
TJ Tutoring and Writing Consulting: The TJTWC, located in the Olin Library, aims to create a comfortable, responsive community where students, faculty, and trained peer writing consultants can collaborate at any stage of the writing process. Through one-on-one consultations and occasional group sessions, consultants share strategies that empower students to enhance their writing skills in a variety of academic disciplines and at every step of the writing process. We encourage students to take personal responsibility for improvement and achievement in their writing.

Last Date to Withdraw Without Academic Penalty March 22

This syllabus is subject to change at the discretion of the professor with at least 24 hours notice.