

St. Jerome's University in the University of Waterloo
Arts130: Inquiry and Communication

Hungry I's

Fall 2018

MW 11:30-12:50 SJ1 2011

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Course Description

Calendar Description: ARTS130: Inquiry and Communication

This course provides an introduction to diverse intellectual modes of inquiry in the social sciences and humanities with an emphasis on the development of communication skills. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to build social awareness, ethical engagement, and communication competencies in comprehension, contextualization, and conceptualization. Students will be expected to engage with the work of others, articulate positions, situate writing and speaking within contexts, practice writing and speaking for situations beyond the classroom, engage in basic forms of research, and workshop, revise, and edit writing.

Detailed Description: Hungry I's

This section of ARTS 130 will provide opportunities for you to build your skills in communication while contemplating how our acts of ingestion inform our construction of self. If we are what we eat/drink, then what are we? This course views the act of ingestion as a biological necessity that involves individuals in systems of power. To get to eat and/or drink is to be empowered, but it is also to confront one's ethical responsibilities and one's bodily vulnerabilities. This course will motivate you to think critically about acts of ingestion and the relationships they engender, including the relationship with one's body, with food and the systems that produce it, and with family and culture. You will use our explorations of these ideas as jump off points into developing your own communication practices and skills. This course will require you to be an active learner who comes to class ready to share your ideas about our texts and to participate in a community of learning where we all help each other progress.

Learning Outcomes and Section-Specific Goals

Arts First Learning Outcomes:

- Students will learn to identify and enhance their own diverse experiences, strengths, and goals as communicators with other Arts students in a community of practice.
- Students will critically explore their own positions and agency while practicing interpersonal communication skills.
- Students will analyze context, audience and genre and apply this rhetorical knowledge in iterative communication assignments.
- Students will provide, reflect on, and incorporate feedback on their communication in collaboration with peers.
- Students will develop processes to inquire about and analyze ideas—their own and those discovered through research.
- Students will use multiple technologies for creating and communicating.

Section-specific goals:

- To allow students to experience interesting and challenging texts that allow us to consider the significance of acts of eating
- Engage students across multiple disciplinary interests to develop reading and writing skills that can be used across various academic disciplines
- Allow opportunities for students to communicate their ideas both orally and in writing and become a part of a community of learners
- Develop an introductory understanding of using critical material, including developing research skills by using the library's catalogue and databases
- Promote understanding and respect for matters of academic integrity, including developing the skills of ethical use of sources
- Offer the opportunity for students to build their essay writing skills, including effective argumentation, structure, and grammar

Required Texts

Except for the novel listed below, our required readings will be found via Course Reserves (follow the link on our LEARN site). You are required to have access to Course Reserves readings in lecture; printing out copies for yourself is likely the best option, but e-readers/ipads that allow you to mark-up your readings (to highlight them and take notes in the margins) are fine. **You should be marking up your texts substantially** by noting important themes, responding to ideas, asking questions, etc. **Not bringing your readings to class will disadvantage you and will cause you to let down your classmates.**

The following novel is available for purchase at the UW bookstore:

Kim Fu, *For Today I Am a Boy* (ISBN: 978-1443412650)

Having an alternate edition is completely acceptable, but be aware that you might find it difficult to follow and participate in our discussions/activities if your page numbers are different from the edition assigned.

Recommended Texts:

Consulting a writing handbook that explains grammar conventions and offers style tips is often quite helpful. I would suggest one of the following, although there are likely many other great possibilities:

- *The Little, Brown Handbook*
- *Canadian Writer's Reference*

Note: MLA conventions for citations changed substantially in 2016 with the publishing of the 8th edition of the *MLA Handbook*, so be wary of older handbooks if you're going to be using MLA formatting.

Purdue's Online Writing Lab is an excellent guide for many citation formats, including MLA: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Assignment Schedule

	Assignment	Due Date	Weighting
1	Participation/Professionalism 10 Submissions/Specific Tasks (2% each) Active and Effective In-class Contributions	See Class Schedule	20% 10%
2	Personal Narrative	Oct. 12	20%
3	3-Minute Thesis Presentation	Nov. 19 or Nov. 21 (date assigned)	10%
4	3-Minute Thesis Slide	Nov. 19 or Nov. 21 (date assigned)	5%
5	Research Paper	Dec. 3	35%

Assignment Descriptions

More detailed guidelines will be posted on LEARN.

Assignment 1

Participation/Professionalism

You will be responsible for 10 Submissions/Specific Tasks throughout the term (see class schedule). These will be graded based on completion and timely submission. Without appropriate documentation, extensions will not be granted. Submissions will be accepted up to

one day late; after one day, the submission will receive 0. These submissions/tasks will be graded as follows:

2/2 = Completed effectively, submitted on-time

1/2 = Submitted on-time, but not adequate; Completed effectively, but submitted late

0/2 = Not completed

In addition to these submissions/tasks, you are expected to be an active, effective, and professional contributor in-class. This course will require that you participate actively, which means attending consistently and being willing to share your ideas regularly. Strong contributors will also demonstrate their professionalism in class by respecting their colleagues, avoiding digital distractions, avoiding lateness, etc.

Assignment 2

Personal Narrative (5 pages)

To complete this assignment you will expand, revise, and perfect one of or a combination of your submissions for the Writing Prompts.

Assignment 3 and Assignment 4

3-Minute Thesis Presentation and Slide

You will design and deliver a 3-minute presentation following the generic conventions of the 3-Minute Thesis. Since a 3-Minute Thesis involves both an oral presentation and a single static slide, these assignments allow you to build both your oral presentation skills and your skills in visual design. Your 3-Minute Thesis will allow you to share what you've been working on for your research project with your classmates (and thereby receive the 'way to go!' validation that all should have when in the final stages of a project!).

Assignment 5

Research Paper (6-8 pages)

This assignment will allow you to explore a topic relevant to the course, but of your own design. Through this assignment, you will gain skills in developing a research question, using sources effectively, and most importantly, communicating your findings and ideas.

NOTE: You can earn bonus marks for your final grade by attending our Reading Series events. By attending an event and then writing a one-page response to it (What impacted you most about the event? What did you find most interesting? What made you think?) **to be submitted one-week after the reading**, you will receive a **1.5% bonus** on your final grade. So, if your grade would have been 78%, but you attended 2 readings and submitted your responses, your mark will be 81%.

Class Schedule

We will follow this schedule as closely as possible, but occasionally one week's topic/readings may carry over into the next week. Please have all the reading for the week done by the beginning of the week in which it is scheduled so that you will be able to participate fully. Completing your reading and writing on time and preparing for class well will be key to your success in this course.

Readings marked with an * will be available via Course Reserves (see link on LEARN).

Week	Date	Readings	Important Notes
1	Sept 10, 12	Orientation Introduction to Eating Studies	Writing Prompt 1 Due: Sept. 14: Experience (Participation)
2	Sept 17, 19	Language and Power Tanis MacDonald "Doubtful" Philip, "The Absence of Writing or how I almost Became a Spy"	Writing Prompt 2 Due: Sept. 21: Who am I as a communicator? What I love/what I hate? What are my barriers? (Participation)
3	Sept 24, 26	Growing a Voice Paule Marshall "Kitchen Poets" Edwidge Danticat "Epilogue"	Writing Prompt 3 Due Sept. 28: From where do I get my voice? (Participation)
4	Oct 1, 3	Food and Family/Culture Thien "Simple Recipes"	Writing Prompt 4 Due Oct. 5: What food means to me? (Participation)
5	Oct 12	NOTE: We meet on Friday this week Introduction to Research Workshop at Dana Porter	Personal Narrative Due in Class: Oct. 12 th (Graded) (5 pages)
6	Oct 15, 17	Working with Sources Lousley, "'With Love from Band Aid': Sentimental Exchange, Affective Economies, and Popular Globalism" Davis, "Feeding the World a Line?: Celebrity Activism and Ethical Consumer Practices from Live Aid to Product Red" Hague, Street, Savigny, "The Voice of the People?: Musicians as Political Actors"	Statement of Intent Due: Oct. 19 th (Participation) You will be assigned a group and be responsible for reading ONE of the assigned articles.
7	Oct 22, 24	Close Critical Reading and Communicating Interpretations <i>Fu, For Today I Am a Boy</i>	
8	Oct 29, 31	Organizing Thoughts/Concept Mapping	List of Sources Due: Nov. 2 (Participation)

Week	Date	Readings	Important Notes
		<i>Fu, For Today I Am a Boy</i>	
9	Nov 5, 7	Forming Arguments In-class Screening: X-Files "Hungry"	Proposed Thesis Due: Nov. 9th (Participation)
10	Nov 12, 14	Visual Design Bring in advertisements relevant to course themes	Outline/Concept Map Due: Nov. 16th (Participation)
11	Nov. 19, 21	3-minute thesis presentations (Your date of presentation will be assigned)	3-Minute Thesis Presentation + One Slide Due: Nov. 19 or 21 (Graded)
12	Nov. 26, 28	Strategies for Effective Writing Habits Nov. 26: In-class Essay Writing Nov. 28: Peer Review	Participation in Effective Writing Habits: Nov. 26 (Participation) Draft of Paper for In-Class Peer-Review Due: Nov. 28 (Participation)
13	Dec. 3	Course Wrap-up	Research Paper Due In Class: Dec. 3 (Graded) (6-8 pages)

Course Policies:**Correspondence:**

If you need to contact me by email, be sure to use my vjausten@uwaterloo.ca address. In most cases, I will respond to emails within 24 hours, though I can't guarantee that I'll check email on weekends. Remember too that a university is a professional environment, so **you should use your UW email addresses** for all correspondence.

Unexcused Absences:

Though you do not receive marks for your attendance in this course, you are expected to attend every class meeting, particularly since you won't be able to earn participation grades unless you're in class and participating. The university is a professional space much like the workplace, so you need to show your professionalism and take all your work, including your attendance, seriously. For the rare times when you can't attend, you may inform me by email. In any case, remember that absences will make you less likely to be able to succeed in the course because you won't be privy to where our class discussions take us. The number one lesson in university, as in life, is 'show up.'

A Note on Ethics in Writing:

Although you may, of course, discuss your work with others, your assignments must reflect your own abilities. Remember that "study help" sites are not your friends. **Your**

job in our course is the creation of knowledge, not the regurgitation of what others have already thought and communicated. So, do your own thinking!

Furthermore, while peer-review should be part of any writing process, soliciting someone “to correct” or “edit” your writing is NOT allowed. There is a fine-line between peer-review and academic misconduct (peer reviewers point out potential problem spots and make suggestions that the writer can then take or discard; peer-reviewers should not do the “correcting” for the writer). If you have any questions about ethics in the preparation of assignments, please ask!

Late Assignments:

Assignments due in class will be collected **at the beginning of the class** in which they are due. Once class has ended, your work will be considered as already one day late. Late assignments will be penalized at the rate of **three percent (3%) per day**, including weekends (e.g. an assignment due on Sept. 24th that is submitted on Sept. 29th is 5 days late; hence, that assignment will be penalized by 15%).

To stop the clock on a late assignment, you must submit an electronic submission by email, with the understanding that the hard copy must be submitted to my essay dropbox (see cabinet outside of the St. Jerome’s library) by the next working day. The electronic copy will serve as our time/date stamp (assuming that you do submit the hard copy by the next working day; if you don’t, the late clock resumes); the electronic copy must be the same as the hard copy you submit.

For participation assignments that are due electronically, you have until 11:59pm on the due date to submit.

Extensions:

All extensions must be requested **by the Friday** of the week prior to the assignment’s due date. A request made in person is more likely to be granted. In any case, a request made after the Friday, will only be granted if appropriate documentation can be provided explaining why your assignment will be late (this may include a doctor’s note; documentation of a family emergency; etc.). Remember that a request for an extension may be denied. Without documentation, no extension will be granted after the original due date has passed.

Assignment Format:

Hard copies of assignments are required unless otherwise specified or approved. **Please double-side your written assignments.**

All essays must follow MLA format as described in *The MLA Handbook for Writers of Research Papers* (7th or 8th ed.). Some details regarding MLA formatting will be discussed in class, but you should as well consult the MLA Handbook yourself.

Specified page lengths for assignments/essays are approximate and based on proper MLA formatting (1 inch margins, Times New Roman (or equivalent) 12 point font). Exceeding the page limit by up to approximately one page is acceptable. Not meeting the specified page length is not acceptable and most often can significantly affect the quality of your assignment.

Mental Health Services:

Lindsay Thomson is St. Jerome's University's Wellness Coordinator. She can be contacted at 519-884-8111 x28361 or at lindsay.thompson@uwaterloo.ca. Her office is Sweeney Hall 1016.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations

(www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- I. A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- II. If a student has a test/examination deferred due to acceptable medical evidence,

he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.

- III. The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- IV. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Note for students with disabilities:

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Other Important Information

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

[Academic Integrity Office \(UW\)](#): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the University of Waterloo Policy 70 (Student Petitions and Grievances). For information on categories of offenses and types of penalties, students should refer to the St. Jerome's University Policy on Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. For students who decide to file a grievance, students should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or the St. Jerome's University Policy on Student Petitions and Grievances if a ground for an appeal can be established. In such a case, read [University of Waterloo Policy 72 \(Student Appeals\)](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo/St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo/St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).