



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

ARTS130: Inquiry and Communication (Section: 005)

Hungry I's

Winter 2020

MW 11:30-12:50, SJ1 2011

INSTRUCTOR INFORMATION

Instructor: Dr. Veronica Austen
Office: Sweeney Hall 2202
Phone: 519-884-8111 x28300
Office Hours: MW 1:00-2:00, or by appointment
Email: vjausten@uwaterloo.ca

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 represent, 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 TEXT

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

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

Except for the novel, 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 accessing the readings electronically in class is fine as long as you can highlight and otherwise mark-up the texts.

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.**

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 will be our citation format of choice. 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 as sources for learning 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

COURSE REQUIREMENTS AND ASSESSMENT

	Assignment	Due Date	Weighting
1	Participation/Professionalism 11 Submissions/Specific Tasks (1.5% each) Active In-class Participation	See Class Schedule	16.5% 3.5%
2	Close Reading (3 pages)	January 31	10%
3	Personal Narrative (4 pages)	February 14	20%
4	3-Minute Thesis Presentation	March 23 or 25 (date assigned)	10%
5	3-Minute Thesis Slide	March 23 or 25 (date assigned)	5%
6	Final Essay (7 pages)	April 8	35%

ASSIGNMENT DESCRIPTIONS

These are not the complete guidelines. More detailed guidelines will be posted on LEARN.

Assignment 1: Participation/Professionalism

You will be responsible for 11 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. Where relevant, 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:

1.5/1.5 = Completed effectively, submitted on-time

0.75/1.5 = Submitted on-time, but not adequate; Completed effectively, but submitted late

0/1.5 = 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: Close Reading (3 pages)

You will write an essay in response to an assigned question related to Kim Fu's *For Today I Am a Boy*. In this essay, you will demonstrate your ability to closely read and interpret a written text.

Assignment 3: Personal Narrative (4 pages)

You will write a personal narrative that fulfills an identified purpose. For instance, is there a cause for which you could advocate by way of a personal narrative? Is there a problem for which you could offer a solution by way of a personal narrative? Please note that these personal narratives are for a public audience (your instructor and your peer reviewers), so part of your task is to decide what of your life is shareable and suitable for your audience.

Assignment 4 and Assignment 5: 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 presentation will allow you to share what you've been working on for your final essay with your classmates (and thereby receive the 'way to go!' validation that all should have when in the final stages of a project!).

Assignment 6: Final Essay (7 pages)

This assignment will allow you to explore topics relevant to the course. A list of general topics will be offered, but you will be responsible for designing your own approach to one of these topics, your goal being to offer an original perspective. Through this assignment, you will gain skills in developing a research question, using sources effectively, and most importantly, communicating your findings and ideas.

Bonus Opportunity

You can earn bonus marks for your final grade by attending our St. Jerome's Reading Series events (two are scheduled for Winter 2020: Ben Ladouceur on January 24th (4:30pm; St. Jerome's University Library – SJUASA Reading Room) and Alicia Elliott on March 4th (3:30pm; SJ2 1002). 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% 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 80%.

If you have a documentable reason for not being able to attend the event, you may submit an alternate bonus assignment. To complete an alternate bonus assignment, you will find something to read by the writer and write your response based on what you read. Your alternate bonus activity should take you approximately the same amount of time that one would have spent had one attended the event (events tend to be approximately one-hour + however long it takes one to write a response). Any alternate bonus assignment must be submitted with the appropriate documentation. It tends to be best to check with me first to determine if you are eligible for completing an alternate bonus assignment.

COURSE 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	Jan. 6, 8	Jan. 6: Orientation Jan. 8: Language and Power Reading: MacDonald, "The Doubtful"*	Weekly Writing (Participation 1): Who am I as a communicator? What do I love/hate? What are my strengths? What are my barriers?
2	Jan. 13, 15	Jan. 13: Language and Power Reading: Philip, "The Absence of Writing"* In-class viewing: Adichie, "Danger	Weekly Writing (Participation 2): Who am I as an eater?

Week	Date	Readings	Important Notes
		of a Single Story” Jan. 15: Introduction to Eating Studies	
3	Jan. 20, 22	Jan. 20, 22: Developing Critical Reading Skills (Digesting/Communicating Content) Reading: Fu, <i>For Today I Am a Boy</i>	Weekly Writing (Participation 3): In-class Group Activity Ben Ladouceur Reading: Jan. 24 th @ 4:30 (SJUASA Reading Room, SJU Library)
4	Jan. 27, 29	Jan. 27, 29: Developing Critical Reading Skills (Forming Interpretations) Reading: Fu, <i>For Today I Am a Boy</i> Ensure that you have reviewed the assignment guidelines and have a sense of what scene(s) you intend to discuss. * Grammar Take-Ten: Commas (Jan. 29)	Weekly Writing (Graded): Close Reading Due: Jan. 31
5	Feb. 3, 5	Feb. 3: Intro to Personal Narratives Feb. 5: Workshopping Personal Narratives Ensure that you have reviewed the assignment guidelines. * Grammar Take-Ten: Semi-Colons, Colons, and Other Punctuation (Feb. 5)	
6	Feb. 10, 12	Feb. 10: Effective Peer Review Bring a printed copy of your Personal Narrative draft * Grammar Take-Ten: Sentence Structure Errors (Feb. 10) Feb. 12: Effective Use of Library Resources	Weekly Writing (Participation 4): Participation in Peer-Review Weekly Writing (Graded): Personal Narrative Due: Feb. 14
	Feb. 17-21	Reading Week	
7	Feb. 24, 26	Feb. 24, 26: Working with Sources (Effective Summarizing, Quoting, Paraphrasing, etc.)	Weekly Writing (Participation 5): Statement of Intent re: Final Essay

Week	Date	Readings	Important Notes
		<p>Considering Representations of the 1980s Ethiopian Famine</p> <p>Reading (you'll be assigned one of the following):</p> <p>Lousley, "With Love from Band Aid': Sentimental Exchange, Affective Economies, and Popular Globalism" *</p> <p>Davis, "Feeding the World a Line?: Celebrity Activism and Ethical Consumer Practices from Live Aid to Product Red" *</p> <p>Hague, Street, Savigny, "The Voice of the People?: Musicians as Political Actors" *</p> <p>* Grammar Take-Ten: Clarity in Writing (Feb. 26)</p>	
8	Mar. 2, 4	<p>Mar. 2, 4: Introduction to Effective Argumentation</p> <p>Mar. 2: Screening of <i>X-Files</i>, "Hungry"</p> <p>Mar. 4: Debate</p> <p>* Grammar Take-Ten: Dangling/Misplaced Modifiers (Mar. 4)</p>	<p>Weekly Writing (Participation 6): List of Proposed Sources</p> <p>Alicia Elliott Reading: Mar 4th @ 3:30 pm (SJ2 1002)</p>
9	Mar. 9, 11	<p>Mar. 9, 11: Assessing and Forming Effective Arguments</p> <p>Reading: Foer, "Hiding/Seeking" *</p> <p>* Grammar Take-Ten: Copyediting Test (Participation 7) (Mar. 9)</p>	<p>Weekly Writing (Participation 7): Resubmission of Copyediting Test, if relevant</p> <p>Weekly Writing (Participation 8): Proposed Thesis</p>
10	Mar. 16, 18	<p>Mar. 16, 18: Creating Effective Communication of Findings (Effective Organization of Ideas, Effective Visual Communication, Effective Oral Presentation)</p>	<p>Weekly Writing (Participation 9): Essay Outline or Concept Map</p>

Week	Date	Readings	Important Notes
		Reading: no new reading but please bring prior readings (MacDonald, Philip, Fu, and Foes)	
11	Mar. 23, 25	3MT Presentations (Your date of presentation will be assigned)	Weekly Writing (Graded): 3-Minute Thesis Presentation + One Slide Due: Mar. 23 or 25
12	Mar. 30, Apr. 1	Mar. 30: Strategies for Effective Writing Habits We will be using class time to write, so bring whatever you need to work on your essay (Participation 10) Apr. 1: Peer Review and Course Wrap-up Bring a hard copy of your Final Essay draft (Participation 11)	Weekly Writing (Participation 10): Participation in Effective Writing Habits Weekly Writing (Participation 11): Participation in Peer Review
			Final Essay Due: April 8 (Graded) (7 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:

Late assignments will be penalized at the rate of **three percent (3%) per day**, including weekends (e.g. an assignment due on Feb. 14th that is submitted on Feb. 19th is 5 days late; hence, that assignment will be penalized by 15%).

For 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.

Policy Regarding Illness and Missed Tests:

We do not have an examination in this course, but there are some in-class participation activities/assignments for which attendance is mandatory. As such, if you find that you require consideration for an absence, the following regulations will apply:

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.

Assignment Format:

Please double-side any assignment required in hard copy (Note: this predominantly applies to copies of assignments required for peer review).

All assignments must follow MLA format as described in *The MLA Handbook for Writers of Research Papers* (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

Note for students with disabilities:

AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo,

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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

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).