

Assignments & Grading for Food, Health & Justice, 2017

This document describes the assignments for this course and, at the end, provides tips on presentation and reference formats. This document provides detail on these assignments that make up your grade.

These are the assignments for all students, undergraduate and graduate (though the grading point and % numbers in this section apply only to HLED 4020 students):

1. Opening “FHJ and You” Essay. Essay on food, health, justice; their interactions; and you. **Due 9/12**. *Worth 5% of your grade.*
2. Bullet points due nearly every class day. A brief bullet-point summary is due every class period unless otherwise specified. They will follow the format outlined below unless otherwise specified. These are due at the start of class, turned in on paper. If you are missing class, they are still due before the start of class, sent to me via email. *Worth 15% of your grade.*
3. Team case study of a community food system initiative. In-class presentation and 2-3 page summary plus feedback on your peers’ work. **Written cases due 10/24. Presentations and peer feedback are due 10/26-11/7**. Worth 8 points (pts) for your written case, 8pts for your class presentation), 3 pts for your team’s evaluation of your contribution, and 1pt for your feedback to peers = *a total of 20% of your grade.*
4. “Get uncomfortable” experience. Post **plan by 9/19**, do it between then and November, and **post summary by 11/14 with reflection by 11/16**. Worth 1pt posting your plan, 4pt quality and intensity of experience, 8pt your written summary and reflection, 2pt your summary reflection on your own and other experiences = *15% of your grade.*
5. Engaged action/research project and paper. Team or individual action and reflection project. Worth 2% proposal (**due 9/26**), 8 pts quality and intensity of project, 8 pts quality of your written work (due **11/21**) and 2 pts quality of your comments on the written work of two other teams of your choice (**due 11/28**) = *20% of your grade.*
6. Closing “FHJ and You” Essay. **Due 12/5**. *Worth 5% of your grade*
7. Active participation is **due every class**, and is *worth 20% of your grade*. Online participation and your work for in-class activities count towards this. Quality matters much (much) more than quantity. I strongly encourage people who tend to contribute frequently to class discussions to step back and for those who tend to speak less frequently to step up. If you miss more than 2 classes, you will not be able to get full credit for participation. Being more than five minutes late to class if not arranged with me in advance counts as missing half a class.

For graduate students, i.e., those enrolled in HLED 5020, here are *additional* assignments and your grading composition breakdown. (Graduate-only notes in this document and in the syllabus are denoted by this different font.)

- Some additional readings/resources, when and as listed online.
- Participation in five online graduate student discussion forums, as posted. Worth 10% of your grade. Due 9/7, 10/5, 10/22, 11/16 & 12/7.

- A research paper, which can expand on your other assignments or be on a topic agreed with me early in the semester that will serve (but not replicate) your thesis work. Please meet with me individually early in the semester to start shaping your paper or start by sending me ideas via email. A formal proposal with some literature review is due 10/10. This paper is worth 15% of your grade, 3% proposal with review and 12% final paper (final paper is due 12/14).
- The allocation of percentage points to the assignments above are lower for you as graduate students than as listed for undergraduates. These are 2.5% for each of the opening and closing essays, 10% for the daily bullets, 15% for your case study work, 10% for the get uncomfortable experience, 15% for the engaged project and the same 20% for participation. Plus the 10% for online forums and 15% for your final research paper.

All assignments are **due online before class on the day mentioned** unless otherwise indicated. If the online system is not working for you for any reason, the assignment is still due to me by email.

Your formal written work (the case study written report, get uncomfortable written report/summary, and the engaged project paper) must use **correct citation formats** (see last section). Other written work (e.g., online postings) should provide us with information about and access to your sources but will not need to include the detail and formatting of formal citations.

All assignments must be turned in, even if too late to get points for them, in order to pass this course.

You will lose points for going over any maximum page limited specified; such limits are explicitly mentioned as “maximum” – other length limits are merely guides. Page limits do *not* include reference lists at the end. These page limits and guides assume double-spacing, one-inch margins, and 12-point Times New Roman font.

1. “FHJ and You” Essay

Building on our early readings and classes, your views, and your life experience to day, write an essay (minimum 3 and maximum 5) that answers the questions below. I have included points available for my grading of your answer to each question.

- Explain what each of “food”, “health” and “justice” mean to you. (*1.5 points/5 possible*)
- Outline key ways you think they interact. (*1/5*)
- Tell a story from your personal experience about food, health and justice (however minor the role of one or two of these three things) (*1/5*) and...
- ... what that story means to you in relations to your answers to (a) and (b) above (*1/5*)

Another *0.5/5 points* is for the quality of your writing in the overall essay. This includes fluency and coherence as an essay (e.g., do not provide disconnected answers for a-d in separate sections, this should be one integrated whole piece) and also proofreading and grammar.

2. Bullet points – nearly every class day

These are due to hand in at the start of class **on paper**, either in very neat handwriting or as computer print outs, nearly every class meeting. They are due every class meeting day unless otherwise specified on the course website information for that day. You will be submitting 20-24 of them over the course of the

semester. If you are not going to be in class, then they are due to me as a word document attachment to an email that has an indicative subject line (e.g., “daily bullet points for class tomorrow”). I will assess each of these as full, half or zero credit. Late submissions garner zero points. However, you cannot miss more than four of these over the course of the semester. I.e., you’ll need to turn in missing ones even if for zero points if/once you have missed four of them. As noted above, these daily bullet points will compose 15% of your grade. You can get all 15 percentage points even if you miss, get partial credit for, or no credit for up to four of these, as long as your other submissions have earned full credit. People who turn every single one of these in and earn at least half credit on each will receive one extra credit percentage point – i.e., a 1% bonus on your final course grade.

Unless otherwise specified, this is what your “nearly daily bullet point” document should contain:

- a. Your name and the date of the class meeting that the bullet points are due.
- b. The main take-home point of *each* resource (reading, video, etc.) assigned for you to read for that class meeting, in your own words. Provide one bullet point per reading and 1-3 sentences (maximum 3, ideally just 1) per bullet point. Indicate which resource you are addressing in each bullet point please by author last name. These need to be coherent and proof-read, but do not need to be complete sentences. You are in enormous trouble, and not only grade trouble, if you copy or duplicate what anyone else has written.
- c. One favorite/ interesting/striking direct quote from *one* of the resources assigned for today. Use quotation marks around your selection (do not paraphrase it, though there is some forgiveness for audio quotes) and indicate which resource it is from and, if it is from a written source, the page number.
- d. One brief comment, question or reflection you have that was inspired by our most recent class meeting. If you missed the previous class, say so and instead share brief comment, question or reflection raised for you by this week’s assigned resources.

3. Team case study of a community food system initiative

In this assignment, in a team of 3-4 people, choose a real example of a community food system initiative, research it, write a case study summary of it, and present it in class.

I will provide a grading rubric in advance. Your individual grade will be composed 80% of the team grade for your presentation and your written case, 15% individually according to your teammates’ evaluation of your doing your share (unless everyone else on your team agrees you contributed nothing or next to nothing, in which case I reserve the right to reduce your share of the team grade by up to half; so step up for this reason if no other), and 5% for the quality of your written peer feedback to other teams (this means you need to be there for the presentations, by the way; if you are not going to be present then you need to provide written feedback to me on the written case studies from that day’s teams instead).

- a. Choose a food-related project in a community familiar to one or more members of your team. (It can be an initiative that no longer is active, as long as you can still access information and people who were involved).
- b. First, find out all you can about the project from online and news sources (e.g., Lexus Nexus database of daily newspapers). Then get in touch with at least one person involved in the initiative to flesh out your understanding of their history and origins, what they are doing, who is doing it, how, and why. They might be able to send you further information, such as reports for funders or presentations they have done.

- c. Co-develop your paper and presentation. I will provide you with a rubric and more detailed instructions for each closer to the time online and in class for the written and presentation pieces of this assignment.

4. “Get uncomfortable” experience

In this assignment, you will each design your own food-system-related activity designed to take you out of your comfort zone with a new and very personal experience related to food systems. It can be action oriented through direct community engagement, but does not have to be. This includes the following graded pieces:

- a. Proposing and planning what you will do. You are also graded on the quality and intensity of what you choose to do, so keep that in mind. (It must also be safe!) We will discuss this more in class.
- b. Doing it.
- c. Writing a summary of what you did and what you learned for your peers. (More guidance here will be online and discussed in class.)
- d. Reading your peers’ summaries and writing an overall reflection post online, in response to the discussion question posted.

5. Engaged action/research project and paper

Alone or in a team of 2-4 people, design an action project or an engaged research project related to food systems.

- By “action,” I mean you are doing something that creates or contributes to community or social change, however small.
- By “research,” I mean you are generating and documenting new knowledge in an intentional and (mostly) systematic way. “New” knowledge means not only new to you, but new to the world. That said, in community work, context matters so much that even something old in a new setting usually qualifies as “new.” By “engaged” research I mean that your research is (or at least could be) useful to a specific stakeholder (e.g., home brewers, legislators, a UW RSO, the soup kitchen).
- Whether an action project or an engaged research project, it should be responsive to an expressed need or interest not exclusively your own. I strongly encourage leveraging your assets for this assignment, both skills and interests (e.g., photography, construction, art) and networks and knowledge (e.g., working with or for people or organizations you know).

This includes the following pieces:

- a. Propose what you will do.
- b. Do it.
- c. Write a paper about it or develop a product with a short companion piece explaining your process and motivations.
- d. Present about it in class.

We will discuss this more in class.

6. Closing “FHJ and You” Essay

Look back at your essay (assignment 1) that you did at the start of this class. Reflect on what you wrote then and your experiences and readings in this semester to write a circa 5-page essay (min 4 and max 6) that responds to the questions that will be posted online.

Due Date and Late Penalty Policy

Late assignments lose ever-increasing percents off the final assignment grades as follows:

- on due date after class has started before 4pm: -5%
- after 4pm on same day or on the next day: -10%
- every day late thereafter (excluding weekends): additional -5% per day

Deadline extensions may be granted on an individual basis in very exceptional circumstances IF arranged with me in advance or, in medical emergencies, afterwards. Being busy is not an exceptional circumstance. If the university is closed, assignments are due in the next class held. You **MUST** turn in all assignments, even if they are so late you can no longer receive points for it. Any missing assignments will lead to an incomplete in the course.

Slide Show Presentation Tips

General guidelines for creating PowerPoint or other slide show presentations include:

1. Never use words when you can use a picture.
2. Don't read the slides to people.
3. Practice and time your presentation before going live.
4. Use a minimum of 21-point font. Smaller may not be readable.
5. Use animation only to enhance understanding (e.g., to build up a complex diagram, or introduce things in order).
6. Use plain backgrounds with strongly contrasting text on the background.
7. Leave margins on the slides, especially at the bottom.
8. The text on the slides should very succinctly indicate what you will talk about, usually not in full sentences. Your talking notes do not go on the slides.
9. Use handouts if you need to present more text or graphics than you can put on a slide.

Sources, Citations and References

Citing sources has two purposes – one, to keep us accountable to the current knowledge (and not make claims we cannot support) and two, to enable our readers to find the cited sources.

As data sources for this course, you may cite scientific journals, newspaper (online or paper) articles, reports published by reputable organizations, and databases (e.g., at census.gov). You may *not* cite Wikipedia, blogs, opinion articles (even if in a newspaper), or similar as data sources. Also be cautious about using data from reports from partisan “think tanks” – be sure to mention the likely slant if you do use such reports. If in doubt, ask me. It also helps to visit their “about us” page, or similar. You may, however, use these kinds of “opinion” sources to illustrate (for example) varying points of view on an issue.

My favorite places to start my research are Google Scholar (scholar.google.com) and review papers. A review paper is a journal article that summarizes and makes sense of the literature on a given topic, e.g., the impact of school gardens on student vegetable intake. There are entire journals that publish only reviews of the literature, and almost all journals publish occasional review articles. Wikipedia can also be a good place to get started on a topic you know little about, but only to find a summary and original sources – **you may not use Wikipedia or similar as a reference.**

References for written case study and engaged project work must be cited in a standard reference citation format (this includes citing in the text and then listing the references in the appropriate format at the end) See <http://www-lib.uwo.edu/find/research.cfm>. For example, you may use APA style (e.g., see <http://www.library.auckland.ac.nz/subjects/sport/sportapa.htm>). You may use any standard style, as long as you use it consistently and correctly. I should be able to look up every reference you cite using the information provided.

Especially if you are planning to pursue graduate studies, I strongly recommend using a citation package (e.g., Endnote, RefWorks). These let you save every reference you have ever used, and usually you can download them into your package (e.g., into Endnote in Google Scholar), and you can change the output format with a few clicks. Once you have entered a reference, you will never have to type or format it again and can cite it in future papers.

Example of in-text citations and reference list in APA style:

Advantages of providing opportunities for physical activity in schools include reducing odds of overweight in young adulthood (Menschik et al., 2008) and improving academic performance (Carlson et al., 2008; Davis et al., 2007). More text.... etc.

References Cited (this list goes at the end of each assignment with citations)

Carlson, S. A., Fulton, J. E., Lee, S. M., Maynard, L. M., Brown, D. R., Kohl Iii, H. W., et al. (2008). Physical Education and Academic Achievement in Elementary School: Data From the Early Childhood Longitudinal Study. *American Journal of Public Health, 98*(4), 721-727.

Davis, C. L., Tomporowski, P. D., Boyle, C. A., Waller, J. L., Miller, P. H., Naglieri, J. A., et al. (2007). Effects of aerobic exercise on overweight children's cognitive functioning: A randomized controlled trial. *Research Quarterly for Exercise and Sport, 78*(5), 510-519.

Menschik, D., Ahmed, S., Alexander, M. H., & Blum, R. W. (2008). Adolescent Physical Activities as Predictors of Young Adult Weight. *Archives of Pediatrics & Adolescent Medicine, 162*(1), 29-33.