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| **Spring 2022: Montclair State** |
| **[Add your course section here]** |
| **[Add your meeting dates/times here]** |
| **[Add your rooms here]** |
| **[This is Liz! Upload your own image below]** |
| **Professor Martin is standing outside on a patio wearing a striped dress and turquoise scarf with her arms crossed.** |
| **[Add your name]**  **[Office hours, if you have them]**  [**[add**](mailto:martinel@montclair.edu) **your email address]** |
| **Dept. of Writing Studies** [**montclair.edu/writing-studies**](http://www.montclair.edu/writing-studies) |
| **FYW Program**  [**montclair.edu/first-year-writing**](http://www.montclair.edu/first-year-writing) |

College Writing II, “Writing and Research,” builds on the basic writing strategies taught in College Writing I and, in our case, extends the goal of helping students to become effective writers of intellectual arguments through an individual ethnographic-style research project. This course has two principle purposes. As a writing course, it will help you improve your ability to write well: to develop focused, thoughtful, and analytic texts, utilizing some of the methods with which you became familiar in College Writing I. We will write multiple drafts, give and receive peer critique, develop the ability to cite and incorporate sources, and carefully revise our formal work. As a course that focuses on research, it aims to develop your skills as a knowledge producer. You will learn to conduct interviews, take field notes, synthesize secondary sources, and analyze data and cultural artifacts. The goal of College Writing II, “Writing and Research,” is for students to emerge capable of engaging in the messy business of conducting and writing about research.

This semester, we will use food as a loose jumping off point for our ethnographic-style research projects. Even at this divisive time in our country, there is one thing that unites us and, really, all of humanity: The cooking and eating of food. Whether we cook it ourselves or someone else does, food plays an essential role in our lives. Maybe you participated in some pandemic baking or, alternatively, enjoy watching other people cook on YouTube or TikTok. Perhaps you work in food service or enjoy socializing with friends at a diner. You might have grown up helping a family member in the kitchen or have memories of a favorite holiday dish. Food can be comforting, exciting, routine, boring, fantastic, gross, enticing, bland, etc. It can come out of a pot or a package, function as fuel or fuel an experience. Food can also have political, social, and cultural implications too. Certain foods may function as markers of a cultural identity, while other food identities may be politicized, such as the choice to eat a strictly vegan diet. And then, of course, there is food insecurity, which has only grown during the pandemic. Feeding America, an organization decided to tackling hunger, estimates that 50.4 million people were food insecure in 2020, an increase of 18.4 million since 2018. Our projects will ultimately address the questions: How can food help us to understand and explore the social and political issues at work in the world around us? How can writing and research help us to interrogate our food systems, cultures, and literacies?

I look forward to working with you all, and I invite you to talk with me at any point about your progress in the class.

# Required Materials

**Textbook.** We’ll be using the free, open-source textbook [*Engaging Communities*](http://www.engagingcommunities.org/) this semester. Other open-source readings will be posted to Canvas in advance.

**Other Materials.** Notebook, pen/pencil, etc. Laptop or tablet for use in class on occasion. (These made be borrowed from the University as needed.)

# Course Outcomes

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| Objective | Description |
| **1. Critical reading and writing about diverse and interdisciplinary texts** | Students will learn to read and write critically using a range of texts that represent diverse interdisciplinary approaches to and theories of knowledge-making. |
| **2. Writing and analysis of disciplinary genres** | Students will gain familiarity with writing in multiple genres and disciplines and will develop the ability to interpret and analyze a diverse range of texts. |
| **3. Writing Process** | Students will understand and be able to execute the key elements of a writing process: a series of rigorous, thoughtful revisions which re-imagine and rework any—and likely all—of the key criteria of good writing. |
| **4. Close reading** | Students will be able to demonstrate an ability to closely read text (i.e., be attentive to finer details of content, argument, rhetorical moves, audience, social/cultural/historical context, and reader/author assumptions), through analytical writing that draws on these skills of close reading to advance their own arguments. |
| **5. Citation & Referencing** | Students will be able to appropriately document and integrate external research into their writing, and be familiar with at least one style of formal citation (e.g. MLA). |

# Assignments & Grading

Below is a brief overview of all the major assignments of the course. Complete assignment details will be available on Canvas well in advance of the due dates.

## The Ethnographic-style Research Study

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| Your final grade in this course will be calculated using these percentages with two exceptions: work that violates the University’s Academic Integrity Policy and work that is submitted late. | |
| **Ethnographic Study, final draft (3000+words)** | **50%** |
| **Proposal** | **5%** |
| **Interview Profile, (800 words)** | **15%** |
| **Field Notes** | **5%** |
| **Reflections & Labor Log** | **10%** |
| **Course Citizenship** | **15%** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_** |
| **Total** | **100%** |

The major assignment of this course is an ethnographic-style research study a food subculture, the final draft of which will comprise 50 percent of your grade for the course. For this project you will investigate a food subculture you are part of, or will choose to be part of for the semester, and critically assess this subculture from both outsider and insider perspectives. To do this, you will study the subculture in depth by taking field notes, conducting interviews, studying artifacts, taking photographs, and synthesizing secondary sources to ultimately write an ethnographic-style research paper.

This semester-long project will be broken down into a series of assignment steps. The final draft of your complete ethnography (~3000 words) will be due towards the end of the semester on Friday, April 29. All aspects of this project will undergo substantial revision and rewriting, with the assistance of peer review, in-class workshops, instructor feedback, and your own further thinking.

## Proposal

Before you can begin your research, you will need to write a short proposal detailing the food subculture you plan to study and how you plan to gain access to it.

## Interview Profile

As part of your Ethnographic Study, you will need to interview several members of your subculture. You will develop one of these interviews into a longer piece of writing that presents an engaging, informative, and compelling profile of your subject.

## Field Notes

You will keep detailed Field Notes, the record of your observations and reflections of your subculture. These Field Notes will be submitted twice, first as a check-in at the midterm before Spring Break and then again as a complete document at the end of the semester.

## Reflections & Labor Log

You will write two reflections this semester, one at the midterm before Spring Break and one at the end of the semester. You will also keep track of all the labor you do over the course of the semester in a Labor Log, to be submitted at the end of the semester.

## Course Citizenship

Being engaged with the work that we are doing in our classroom will make class more enjoyable and interesting for all of us. To be actively engaged means being on time and prepared for the day by having completed the assigned work and coming with all necessary materials for class. Part of good course citizenships includes raising questions about the texts, responding to others' questions, proposing interpretations, and making connections between our assigned texts both in class and homework assignments.

Your Course Citizenship score is worth 15 percent of your total course grade and is comprised of two parts: class engagement and homework assignments.

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| Class Engagement Every week you can earn up to four engagement points by actively contributing to the work of the class. Depending on the week, you may earn engagement points by making substantive contributions to our class discussion, actively participating in group work, attending a conference, or diligently completing your independent work. You will lose engagements points if you’re frequently off-task during class or if you are absent. Your active engagement is what will make our class meetings dynamic, interesting, and illuminating. | Homework Assignments Low-stakes homework assignments will generally fall into one of four categories: Read & Annotate Assignments, Discussion Boards, Peer Reviews, and Drafts. These assignments will be submitted via Canvas before the start of class. To receive full credit for homework, the assignment must be completed in full and submitted on time. If you receive partial or no credit, it's because some aspect of the assignment is incomplete or late. Finally, keep in mind that these low-stakes assignments are a place for us to explore our ideas, to be unsure of what we think, to ask obvious and difficult questions, and a place to take risks in our critical thinking. |

## Grading

Your major assignments in this course will be evaluated using a labor-based grading system. In a nutshell, if you complete the requirements and all the steps for each assignment, then you’ll earn a “B” on that assignment. If you miss or skip components, turn assignments in late, do not meet the requirements, or do not follow the instructions, you will earn a lower grade. If you complete additional labor, you will earn a higher grade (details on how to earn a higher grade can be found on Canvas, included in the directions for each major assignment).

Your Course Citizenship grade is calculated based on completion. So long as you complete and submit these assignments on time, you can easily earn full marks.

# Course Policies

Our classroom and shared Canvas site are collaborative spaces and the home of our writing community. In all communication with each other, respect is the order of the day. We may disagree with one another, but should always respect the right of the other to hold a different opinion. However, no form of intolerance is allowed to enter our environment, including (but not limited to) racism, classism, sexism, homophobia, ableism, or religious intolerance. I reserve the right to ask you to leave the room (which will count as an absence) if I feel that you have exhibited any kind of hostility towards other students. You are welcome to disagree with your peers, but you should express your disagreement in a respectful manner.

The following rules are in place to keep our space safe and foster an atmosphere of intellectual growth and curiosity:

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| **Always come to class prepared** to discuss the readings and/or to work on your writing. This means having the required materials for the day with you (pen/pencil, notebook, planner, texts, homework, laptop, etc.). | **Know the names of your classmates**. We will practice in the beginning, but if you find you do not know some names, please make the effort to find out. | **Exchange phone numbers and/or email addresses with a classmate** so that if you are absent, you can catch up on what was discussed in class. I will not provide detailed class notes if you are absent: you should get those from a classmate. If you know in advance that you will be absent, I suggest you reach out to a classmate ahead of time and ask them to take notes for you. | **Please do not pack up to leave before the class has ended**—it’s distracting for your classmates and for me. I promise you I'm keeping an eye on the time, and won't keep you late. If you need to leave class early for some reason, please let me know before class begins. |

## Late Work

[Faculty: feel free to adapt your Late Work policy as you see fit]

Please let me know in advance if you think you’ll need extra time to complete a major assignment. Usually, I can give you at least a 24-hour extension. If you do not reach out ahead of time, for each day (24-hour period) that an assignment is late, there will be a one-third of a letter grade reduction, up to seven days late. For instance, a "B" assignment that is 48 hours late will receive a grade of "C+". Components submitted more than one week late will be graded on a pass (D)/fail (F) basis.

In general, I can’t offer extensions on Course Citizenship assignments since they are time-sensitive and need to be completed before the start of class. However, your three lowest scores on Course Citizenship assignments will be dropped automatically.

## E-Mail & Canvas; Class Cancellation

You are expected to check your MSU email and Canvas at least once a day, preferably before the start of class. Note that you can adjust your own notifications for Canvas in your own Canvas account (Account > Notifications), however please keep your "Announcement" notifications set to "Notify Me Right Away" as that will be the primary tool used for class-wide communications. If a class must be canceled due to an emergency, I will contact you via Canvas Announcement and will substitute an online assignment. Even if the University cancels classes due to bad weather, we will hold class online, either with an async assignment or on Zoom.

# Course Schedule

A detailed breakdown of our course schedule, including due dates for all assignments, may be found on Canvas under “Syllabus.”

# Syllabus Caveat

I am happy to answer any questions that you have about this syllabus. Also, please note that though the due dates for major assignments are very unlikely to change, I do reserve the right to adjust the Course Schedule to best meet your needs.

# FYW Program Standard Policies & Resources

## Attendance & Online Engagement

[Faculty: in creating your policy, remember that a student cannot lose more than 15 percentage points due to attendance \*and\* a student’s grade cannot drop below a C- due to attendance. Students cannot fail based on attendance.]

## Class Cancellation

If a class must be canceled due to an emergency, I will contact you via email. Make sure that you check and empty your MSU mailbox frequently to avoid missing important emails. (Once it is full, it will not accept further email).

## Academic Integrity

Students and faculty at Montclair State University depend on academic integrity to build the University-wide community that they share. The First-Year Writing program applies the [University Academic Dishonesty Policy](https://www.montclair.edu/faculty-handbook/academic-policies/academic-requirements/academic-dishonesty-policy/), which includes plagiarism, and the [Campus Climate for Civility and Human Dignity policy](https://www.montclair.edu/policies/student/human-relations-statement/) as part of its approach to teaching and community-building.  We will review these policies and their consequences throughout the semester. It is always a good idea to talk to me or take advantage of other provided resources if you are having trouble with a classroom discussion, a topic in class, or an assignment. Always reach out to me first if you have any questions about how to use or cite sources properly.

Do We Have Your Name Correct?  
If your name is not listed accurately on Canvas, please [update your name in Campus Lab Engage](https://montclair.campuslabs.com/engage/submitter/form/start/421483). Please also inform me of any changes.

A Note on Personal Pronouns  
Please let me know your preferred pronouns at the start of the semester. We will have on-going conversations about which pronouns we should use for each other and for the writers that we read in class. If we are using the wrong pronouns to refer to you, please let me know via email or in person. Stop by the LGBTQ Center located in the Office for Equity and Diversity, Student Center, Room 113A, for strategies for discussing pronoun usage.

Accommodations  
If you require accommodations to fully participate in this class, please visit the [Disability Resource Center (DRC)](https://www.montclair.edu/disability-resource-center/) in Webster Hall, Room 100 to receive a letter requesting accommodations. This office will work with you to assure that you are given the services necessary to equalize access.

## Title IX Policy

It is the policy of Montclair State University to investigate any report of gender-based misconduct, including sexual assault and sexual harassment. Any reports made to the following groups on campus will be held in the strictest of confidence: ([**Counseling and Psychological Services**](https://www.montclair.edu/counseling-and-psychological-services/), [**Campus Clergy**](http://www.msunewman.com/staff), the [**Women’s Center**](https://www.montclair.edu/student-development-campus-life/womens-center/), and the [**University Health Center**](https://www.montclair.edu/university-health-center/).)  These groups will connect you with support services and help to explore your options.

As a faculty member, I am required by the University to report incidents of sexual misconduct and thus cannot guarantee confidentiality if you report it to me.  However, I will respect your privacy and only share this information with those who have a duty to investigate and respond. All reports of sexual misconduct will be investigated by the University’s Title IX Officers with sensitivity. A request for confidentiality will be maintained to the extent possible to protect the privacy interests of those involved and balanced against the University obligation to provide a safe and nondiscriminatory environment to all students.

For more information, including contact information to make a report of gender-based misconduct, and the University’s investigation procedures: [**https://www.montclair.edu/sexual-harassment/sexual-harassment-complaint-procedures-students/**](https://www.montclair.edu/sexual-harassment/sexual-harassment-complaint-procedures-students/)

## Completion of Course Evaluation

A link for an online evaluation of this course will be sent to you from the Office of the Provost late in the semester. As a program, we consider your evaluation of the course to be part of your participation as a student in your own learning. Once you complete the survey, you will receive a confirmation of completion through email, which you should email to me. Course evaluations are a valuable part of the First-Year Writing Program as they help to maintain standards of excellence. These surveys are anonymous, and I will not know the results until I have submitted grades for the semester.

## Additional Resources

First and foremost your concerns about your writing course should be brought to me. If concerns persist, see Dr. Caroline Dadas, Director of First-Year Writing, or Dr. Jennifer Holly-Wells, Associate Director.

* **Your classmates.** Rely on one another for the questions you have regarding the work we’re doing in class. You all, both individually and as a collective, embody a vast bank of knowledge and experiences.
* **Me*.*** I will do all I can to assist you in succeeding in this course. Feel free to make an appointment with me, or just talk before or after class. Email is a reliable way to contact me and I will try my best to respond in a timely manner.
* The [**First Year Writing program**](https://www.montclair.edu/writing-studies/programs-of-study/first-year-writing-program/) website offers information about aspects of the program such as the Exemplary Essay Awards, Live Lit, and other news.
* [**The College Writing Studio**](https://youtu.be/7jA65Vn1Kuw) is staffed by undergraduate writing tutors who are familiar with our curriculum. They can help you at any stage of writing, in a supportive environment.
* The[**Registrar**](http://www.montclair.edu/registrar/)offers information about adding, dropping, or withdrawing from a class.
* [**OIT**](http://www.montclair.edu/oit/) (Office of Information Technology) provides help with Canvas and computer issues.
* [Peer-led discussion groups](https://www.montclair.edu/social-justice-diversity/get-involved/discussiongroups/) provide an environment for students who share similar identity markers and interests to build community.
* [**CAPS**](http://www.montclair.edu/counseling-and-psychological-services/) Counseling and Psychological Services offers short-term individual and group counseling, including the [Let’s Talk](https://www.montclair.edu/counseling-and-psychological-services/services/lets-talk/) program that includes multiple weekly drop-in sessions around campus.
* [**Dean of Students Office**](http://www.montclair.edu/dean-of-students/)offers services and information that enables you to reach your academic and personal goals.
* [Community resources](https://www.montclair.edu/dean-of-students/support-services/) offer support to students who are facing a variety of personal challenges.
* [**Owl at Purdue**](https://owl.english.purdue.edu/)The Online Writing Lab at Purdue University offers information on MLA/APA style, grammatical questions, and other writing issues.
* [**Center for Student Development**](https://www.montclair.edu/student-development-campus-life/) offers support for Veteran students.
* Both the Library and University Hall (5th Floor) offer [laptop lending services](https://www.montclair.edu/information-technology/borrow-a-laptop/).
* [**Acad**](https://www.montclair.edu/academic-success-center/)**e**[**mic Success Center**](http://www.montclair.edu/student-development-campus-life/academic-success-center/)offers tutoring and workshops in several subject areas.
* [**LGBTQ Center**](http://www.montclair.edu/student-development-campus-life/lgbtq-center/%29)sponsors workshops, events, and group meetings throughout the semester.
* [**Office of Social Justice and Diversity**](https://www.montclair.edu/social-justice-diversity/about-us/) supports the community in building and enhancing an inclusive campus climate at Montclair State University.
* [**Tara Reinecker**](https://montclairathletics.com/sports/2015/2/12/GEN_02121501.aspx?id=253) can answer advising questions for those students enrolled in athletics.

# Assessment Criteria for Written Work

Central Claim  
The central claim is a debatable, complex stance or position that establishes your argument for an intended audience. Your high school teacher might have called this a “thesis statement.” You should further explore, support, and advance the central claim or “set of ideas” throughout the composition (the word “composition” represents both an essay or multimodal project). The central claim is the foundation upon which you build the essay or multimodal project and which you use to drive the discussion forward. Successful compositions consistently demonstrate attention to and focus on the central claim.

Development  
An effective argumentative essay or multimodal project integrates evidence and analysis into an extended discussion that engages in sustained and expanded conversation.  Effective development uses examples and evidence from other writers, primary and outside sources, scholarly and popular research, anecdotes, and lived experience. Effective development means going beyond listing examples by exploring the implications of the central claim and taking your audience through the building of your ideas.

Analysis  
Analysis is the innovative heart of a composition where you synthesize the connections and relationships between texts, ideas, evidence, and the central claim. Analysis explores and answers the questions “So what?” or “How?” or “Why?” These questions push you as the writer to offer reasons for the connections between ideas and available supporting evidence. The most successful analysis affirms and furthers the central claim by demonstrating its complexity and significance.

Organization  
Two main criteria define organization: (1) a core argument that is presented consistently throughout the essay and (2) sub-claims, supported by logically connected and structured paragraphs, that move through the argument as it is developed and substantiated. The organizational logic of a composition relies on a series of sub-claims designed to support and advance the central claim. The composition moves from one sub-claim into another in a cohesive way. You may have in the past used the word “flow” to describe this movement and cohesiveness. With good “flow” the progression of ideas makes sense to readers as they follow your argument. In a composition with effective organization, each sub-claim builds on what comes before it and transitions smoothly to the next in a logical progression.

Clarity of Prose  
A successful essay demonstrates clarity of prose, which requires proficiency with English grammar, usage, and mechanics, as well as MLA formatting and citations. Such proficiency may also involve varied sentence structure, accurate word choices, and careful proofreading that serve the rhetorical purpose you are exploring.

Revision  
Adrienne Rich defines revision as a process of “re-seeing”: you make some new discovery or build further on an existing idea in ways that ultimately create a more sophisticated, expanded, and complicated composition. You successfully accomplish this level of revision by making decisions about the feedback and responses you receive from peers and instructors; ultimately you must incorporate, interpret, and translate this feedback in productive ways that reshape the original composition.

Course Schedule, Spring 2021

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| **Date** | **Tuesday** | **Friday** |
| Week 1—Jan. 18 & 21 | **Due:** Introductions Discussion Board & Survey  **In Class:** Introductions. Ice Breakers.  Read & discuss “América” by Richard Blanco <https://www.poetryfoundation.org/poems/56064/america-> | **Due:** Read & Annotate *Engaging Communities*, Chapter 1and “Worldview and Mindset,” <http://www.engagingcommunities.org/wp-content/uploads/2012/09/Module-1-Worldview-and-Mindset.pdf>  **In Class**: What is a culture/subculture? Review of Contract Grading, Labor Logs, & Syllabus. |
| Week 2—Jan. 25 & 28 | **Due:** Watch an episode of Netflix’s docuseries *Cooked* & take notes  **In Class:** Small group discussions of *Cooked* through ethnographic lens. | **Due:** Read & Annotate “Dumpster Dinners”Ethnography, <https://ojs.library.dal.ca/JUE/article/view/8004>  **In Class:** Discussion of ethnography as a genre. What is an ethnography? What are some food subcultures? |
| Week 3—Feb. 1 & 4 | **Due:** Read & Annotate *Engaging Communities*, Chapters 2 & 3, all sections  **In Class:** Introduce Ethnography Research Study & Proposal. | **Due:** Read & Annotate “Ethnography” from Sage Research and “Online Fandom” Methodology section.  **In Class:** What is ethnographic research? How does the process change when it shifts online? Explore online food subcultures together. |
| Week 4—Feb 8 & 11 | **Due:** Read & Annotate one subculture text (student choice)  Butterfly Kitchen. "The Nigerian Fried Rice that Turned me into My Mother.” (Family Food)  Kahler, Kalyn. "The Rules of Donut Club." (The Minnesota Vikings Donut Club)  McCarron, Meghan. "Toward a Theory of American Festival Cuisine." (Iowa State Fair Food)  Pire, Taryn. "This Comforting Dish Reconnects me with my Cuban Roots--but it's complicated." (Family Food)  **In Class:** Discussion of text & positioning the researcher. What are our identities? Brainstorming for proposals. | **In Class:**  Proposal worktime  **Due by midnight:** Ethnography proposal due. |
| Week 5—Feb 15 & 18 | **One-on-one conferences instead of class**  **Due:** Read & Annotate, *Engaging Communities*, Chapter 4, 4a, & 4b  Begin taking field notes once we’ve met about your proposal. | **One-on-one conferences** **instead of class** |
| Week 6—Feb 22 & 25 | **Due:** Read & Annotate “Inside Church of Chili’s.” <https://www.gq.com/story/inside-church-of-chilis>  **In Class:** Discuss insider vs. outsider perspectives, rituals, & symbols. (Optional Prezi: <https://prezi.com/sbtuzxtbuyut/engaging-communities-module-3-ritual-and-symbol/>) | **Due:** Read & Annotate, *Engaging Communities*, Chapter 4c. Bring your Field Notes to class!  **In Class:** Working with our Field Notes. Who are we as researchers? Identity & Reflexivity (Optional Prezi: <https://prezi.com/ftropunrcwey/identity-reflexivity/>) |
| Week 7—March 1 & 4 | **Due:** Listen to an interview of your choice & take notes. A few options:  <https://freshairarchive.org/segments/fresh-air-remembers-anthony-bourdain-chef-devoted-global-street-food>  <https://freshairarchive.org/segments/chef-samin-nosrat-shares-power-salt-fat-acid-heat-netflix>  <https://freshairarchive.org/segments/marcus-samuelsson-becoming-top-chef-0>    **In Class:** Discussion of what makes a good interview. Interview practice. | **In Class:** Midterm Reflection Worktime  **Due by midnight:** Midterm Reflection & Field Notes |
| Week 8 | Spring Break! No Class | |
| Week 9—March 15 & 18 | **Due:** Read & Annotate “Don’t Be Afraid of Silence” <https://www.npr.org/sections/npr-extra/2013/11/20/246336891/it-s-not-about-you-listening-tips-from-weekend-edition-sunday-host-rachel-martin>  **In Class:** Students write interview questions, and practice interview techniques. | **In Class:** Interview Profile Worktime.  **Due by midnight:** Interview Profile |
| Week 10—March 22 & 25 | **Due:** Read & Annotate Chapter 5 (all sections), *Engaging Communities*  **In Class:** Library Research Day! | **Complete:** Read & Annotate some of your secondary sources.  **In Class:** Field Note & research check in day. |
| Week 11—March 29 & April 1 | **Due:** TBA  **In Class:** TBA/Flexday | **In Class**: Annotated Bibliography Work Time  **Due by midnight:** Annotated Bibliography |
| Week 12—April 5 & 8 | **Due:** Read & Annotate *Engaging Communities*, Chapters 6, 6a, 6b, 6c, & 6d  **In Class:** Draft worktime | **Due by 9 a.m.:** Early Draft  **One-on-one conferences instead of class** |
| Week 13—April 12 | **One-on-one conferences instead of class**  **Due by midnight:** Revision Plan | **Good Friday, No Class** |
| Week 14—April 19 & 22 | **Due:** Middle Draft  **In Class:** Peer Review | **Due:** Read & Annotate *Engaging Communities*, Chapters 6e, 6f, & 6g  **In Class:** Worktime with drafts. |
| Week 15—April 26 & 29 | **In Class:** Project Shares**.** | **In Class:** Project Shares**.**  **Final Draft Ethnography & Field Notes, due by midnight.** |
| Week 16—May 6 | **Reading Day—No Class** | **Final Conferences. Labor Log & Final Reflection due at conference.** |
| Week 17—May 10 | **Final Conferences. Labor Log & Final Reflection due at conference.** | **Enjoy your summer!!!** |

Assignments are listed on the date they are due and should be turned in via Canvas before the start of class unless otherwise noted.

# Overview

The Food Subculture Ethnography is an extended, semester-long research project where you will investigate a food subculture you are part of, or will choose to be part of for the semester, and critically analyze this subculture from both outsider and insider perspectives. To do this, you will study the subculture in depth by taking field notes, conducting interviews, studying artifacts, taking photographs, and reading secondary sources to ultimately write an ethnographic study of approximately 3000 words.

This large project will be broken down into multiple smaller assignments, with the final draft of your complete ethnography due at the end of the semester on Friday, April 29. Along the way, you will learn a variety of different research methods and skills.

If you have no idea what an ethnographic study or food subculture is at this point, fear not! We'll read about various food subcultures, learn the tools of research, and consider other food ethnographies along the way.

See individual assignments for the requirements of each step.

# Assignment Steps

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| **Task** | **Deliverable** | **Due Date** |
| Propose a field site and food subculture for your ethnographic study. | Proposal |  |
| Spend time in the field taking notes and completing interviews (ongoing, at least 10 hours total over several weeks.) | Field Notes |  |
| Conduct an interview with at least one member of your subculture and write a profile of that person. | Interview Profile |  |
| Find and read secondary sources to help you consider your subculture from multiple perspectives. | Annotated Bibliography |  |
| Write a first draft of your complete ethnographic study, bringing together your field notes, study of artifacts, interviews, and secondary sources. | Ethnography, Early Draft |  |
| Review your peer's early draft and leave feedback. | Peer Review |  |
| Revise your early draft, taking your peer's feedback into account. | Ethnography, Middle Draft |  |
| Revise your middle draft, taking my feedback into account. | Ethnography, Final Draft |  |

Proposal Assignment

The Ethnography Proposal is the first formal assignment in your semester-long study of a food subculture and asks you to outline in some detail what you plan to study and how you plan to study it. This assignment is due by midnight on DATE. We will meet for conferences next week instead of class to discuss your proposal.

# Directions

In a document formatted in MLA style, write a short essay introducing your proposed food subculture ethnographic study. Use the headings below to label each section. In total, your proposal should be around 300 words or so (1-2 pages).

**Introduction.** What food subculture do you want to study? Why? What do you already know about this subculture? What do you want to learn? (Be as specific as possible. For example, Puerto Rican food as cooked by my family or pizza at the Village Trattoria in Maplewood are both clearer choices than Caribbean food and pizza.)

**Position.** What are your fixed positions as a researcher (i.e., gender, age, socio-economic class, nationality, ethnicity, race, etc.)? Which of your fixed positions may affect what you see in this field site/subculture? What subjective positions (life experiences) do you carry into your site? What assumptions do you already have about this subculture?

**Access.** At what specific field site(s) will you conduct your observations? Do you already have access to the field site(s)? If not, what is your plan for gaining access? (Note, if you are planning to conduct an online ethnographic study, you must specify which websites, hashtags, accounts, etc. that you plan to study/follow.)

**Schedule.** You are expected to spend at least ten hours over the course of the semester (but mostly prior to DATE) directly observing your subculture and taking notes/conducting interviews. What is your plan for achieving this number of hours? How will you break up that time?

Interview Profile

As we've learned, conducting an interview and then writing about the person you've interviewed takes practice. Developing these skills now will benefit you in your final ethnography project, which should contain profiles and quotes from multiple members of your subculture. For this assignment, you will write a short (800 words or so) interview profile of a member of your food subculture. Your goal is to present an engaging, informative, and compelling profile of your subject.

This assignment is due by DATE. I will leave you detailed feedback on this assignment, which you should take into consideration as you write your Ethnography Research Project.

# Requirements

Your Interview Profile should

* present your interviewee in an engaging, informative, and compelling way that helps your subject come alive for the reader. (This person should offer interesting possibilities for insight into your subculture too.)
* describe your subject so that readers can gain a deeper understanding beyond who they appear to be on the surface. (ex. What makes your subject tick? Who are they in relation to the larger subculture?)
  + This should take the form of physical descriptions, anecdotes that illustrate the characteristics of your subject, analysis of your subject, etc.
* include a photograph or sketch of your interviewee.
* include at least three direct quotes from your subject.
* include examples (observations, ideas, specific quotes, etc.) to support your interpretation/analysis of your subject.
* thoughtfully use metaphors, similes, and other figures of speech.
* utilize MLA formatting (12pts, Time New Roman font; double-spaced, with title & header).
* cite your interview on a Works Cited page (See Perdue OWL if you're unsure how to do this).

# Grading

As outlined on the Syllabus, if you meet all of the requirements outlined above and submit your assignment on time, you will earn a grade of "B" on your profile. To earn a higher grade, you have the option of completing extra labor on this assignment. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your draft in at least three of the following ways to earn an "A," two to earn an “A-,” and one to earn a "B+":

* Submit at least one draft of this assignment ahead of time and set up an appointment with me during office hours or visit the Center for Writing Excellence for feedback. (Email me the confirmation of attendance from the CWE.) Add a short note at the end of your Profile detailing how you used this feedback. (You can do this one twice, once with me and once with the CWE!)
* Meet with a peer (classmate, roommate, etc.) for feedback. (You’re welcome to exchange with someone in class!) Add a short note at the end of your Profile detailing how you used this feedback.
* Write a short process reflection and include it at the end of your interview, detailing your struggles and successes with this assignment.
* Include quotes/insights from at least one other interviewee about your primary subject (i.e., ask a few other people for their insights/opinions on your primary interview subject and then incorporate these quotes/ideas into your profile).

Annotated Bibliography

An annotated bibliography is a listing of secondary source citations that you may potentially cite in your final ethnography paper. Each citation is followed by a short paragraph summarizing and connecting each source to your larger project. Creating an annotated bibliography is an important step in any research project, but particularly in ethnographic research as it is the first time you are bringing together your primary and secondary research. The purpose of the annotation is to inform the reader of the relevance, accuracy/validity, and quality of the sources cited.

# Directions

First, create an MLA or APA-style citation for each of your sources in a document. (Your choice which documentation style you'd like to use!) You need to include citations and annotations for at least six sources (You will need to cite at least eight in total for your final draft). Your sources should breakdown as follows:

* At least two of these sources should be print sources from the library databases.
* At least one should be a general, background source that you found using either the Food & Culture Research Guide or a another encyclopedic-style source.
* The other three sources may be found using either the library databases, the research guide, or Google (they can also be videos/podcasts, etc.).

Then, compose an annotation for each source following the guidelines listed below. Each annotation should address the following questions:

1. What is the larger, general focus of this article\*?
2. What is the more specific, particular idea presented by the author/authors in this work that seems relevant to your research?
3. How does this idea connect with your primary research (field notes)?
4. Where do you think this connection could lead your activity in your field site and/or writing as you proceed during the rest of this semester?
5. Finally, why is this author/source credible?

To fully address these questions, your annotations should be at least 6 to 8 sentences in length.

\*Note that many academic articles come with abstracts already provided that usually summarize the article. However, it is expected that you not only provide your own summary of each article in your own words and with your own sense of focus, but that you also write a reflection regarding the usefulness of that source to your research and understanding of that source. Copying an abstract is an act of plagiarism and will be too general and simple for this assignment--this needs to be your own original work and insight.

# Grading

As outlined on the Syllabus, if you meet all of the requirements outlined above and submit your Annotated Bibliography on time, you will earn a grade of "B" on this project. To earn a higher grade, you have the option of completing extra labor on this assignment. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your draft in at least three of the following ways to earn an "A," two to earn an “A-,” and one to earn a "B+":

* At least one of your annotations needs to be for a scholarly, peer-reviewed source. (Can do this twice)
* Include at least seven annotations (one above the required six). (Can do this twice)

Ethnographic Project, Final Draft

The final draft of your semester-long ethnographic study asks that you bring together all of your work to date to revise your Ethnography, Middle Draft to present a compelling, well-supported interpretation of your culture, keeping in mind the central questions of our class: How can food help us to understand and explore the social and political issues at work in the world around us? How can writing and research help us to interrogate our food systems, cultures, and literacies?

Your Final Draft is due by DATE.

# Requirements

This draft should:

* Be around 3000 words in length (or as close as you can get!), including the Works Cited page.
* Present and support a compelling interpretation of your subculture.
* Critically analyze and discuss your subculture from both outsider and insider perspectives.
* Include background discussion that utilizes your secondary sources to contextualize your subculture.
* Quote and cite at least six secondary sources.
* Quote and cite from at least two interviews with members of your food subculture.
* Include at least two images, photos, or drawings of your subculture.
* Provide a Works Cited page listing the secondary sources, images, and interviews that you used in proper MLA or APA format.
* Word count listed in your header.
* Bold or highlight what you have revised from your Middle Draft.

# Contract Grading Boost

As outlined on the Syllabus, if you meet all of the requirements outlined above and submit your assignment on time, you will earn a grade of "B" on your profile. To earn a higher grade, you have the option of completing extra labor on this assignment. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your draft in at least three of the following ways to earn an "A," two to earn an “A-,” and one to earn a "B+":

* Critically analyze and discuss how at least one social issue (gender roles, social class, race/ethnicity/colonialism, or environmentalism) intersects with your subculture.
* Quote and cite at least two scholarly, peer-reviewed sources. (These don't need to be additional sources. You still only need to have six total.)
* Quote and cite at least eight secondary sources.
* Quote and cite at least three interviews with members of your subculture. (One above the required two.)
* Visit the CWE with a draft of your paper. (Email me the confirmation of attendance from the CWE.) Add a short note at the end of your Profile detailing how you used this feedback.