

RHET 110 Triad Sample Assignment -- Spring 2018

University of San Francisco

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RHET 110 PROJECT 1

INTRODUCTION TO UNIVERSITY ACADEMIC WRITING AND EXPECTATIONS

OVERVIEW

This first project of the semester centers on food. Far more than providing sustenance, food defines us. Food connects people and places, both past and the present. Food is a topic that's always on our minds and therefore is a great pathway to teaching writing. In this unit, students will write, speak, read texts, watch films, and see images of and about food. Students will analyze written, visual, and oral texts such as essays, memoirs, reports, menus, speeches, pictures, and documentary films. Students will research food-related issues such as sustainability and production, ethics and responsibility, family and culture. Along the way, students will also learn the basics of academic writing, such as library research, drafting, making presentations, APA formatting, peer review, proofreading, and reflecting on their learning process.

SUGGESTIONS FOR REQUIRED READINGS AND VIEWINGS

[Everything's an Argument](#) (Andrea Lunsford, rhetoric textbook); [The Omnivore's Dilemma](#) (Michael Pollan, book); [Food, Inc.](#) (documentary film); [Supersize Me](#) (documentary film); [Food, Inc.: Mendel to Monsanto-The Promises and Perils of the Biotech Harvest](#) (paperback); [Fast Food Nation: The Dark Side of the American Meal](#) (Eric Schlosser, paperback); [What's Wrong with Our Food Systems?](#), Birk Baehr (TED talk); [What the World Eats](#) (Time Magazine Photo Essay).

SUGGESTED WRITING ASSIGNMENTS

pre-writing, personal journal reflections, essay, report, outline, drafts, peer reviews

SUGGESTED ORAL COMMUNICATION ASSIGNMENTS

discussion, impromptu speech, interview, peer reviews, presentation with visuals

SUGGESTED WRITING AND ORAL COMMUNICATION QUESTIONS --
LOW STAKES -- ICE BREAKERS

Pre-writing exercises can be short 5 minute brainstorming sessions to prepare for discussion or to prepare for a brief impromptu speech:

- What is your favorite meal and why?
 - When and where do you usually eat this and with whom?
 - How is this meal prepared?
- What does your favorite meal consist of?
 - Where do the ingredients come from?

- Who farms or finds them and how?
- Who processes and packages them?
- How did the ingredients get to wherever they come from to your plate?
- How many countries were involved?
- Who are the people involved with this process?
- What financial transactions were involved?
- What legal and ethical issues are involved?

As students work through the unit, any of these questions can be developed into a full essay, a research paper, or oral and visual presentation.

SUGGESTED ASSIGNMENTS

Assignment Prompt #1: From your favorite meal, pick an ingredient of interest and write an informative essay about the ingredient. Essay Length: 250 words (one page), one academic source, and one source provided by the instructor are used.

Scaffolding steps:

1. Pre-writing Exercise in Journal: Without looking anything up, students will write in their journal everything they know about this ingredient.
2. Impromptu Speech: Discuss the selected ingredient. What do you know about it? What do you not know about it?
3. Collaboration/Discussion: Have classmates share what they know about the ingredient.
4. Introduction to Library Research: working with a librarian, demonstrate to students how to use USF databases and other resources as they research their ingredient.
5. Draft #1 Informative essay -- incorporates at least one academic article as a source: Students draft an essay that answers the following questions: where did ingredient come from, who picked or raised it, how much are the farmers paid, how much does it cost in the grocery store.
6. Peer Review: Students review each other's papers -- focus on conciseness and clarity of information
7. Grammar and proofreading strategies -- lecture/demo, tips from rhetoric text, etc.
8. Introduction to basic APA formatting -- demonstrate to students what it is and why it matters; have students prepare a second draft of their informative essay, incorporating suggestions from peer review, APA formatting, and a picture of the ingredient
9. Draft #2 Informative essay -- students will add in one source from the course reading or viewing materials.
10. Draft #3 Informative essay -- conference with instructor or peer review
11. Extemporaneous Speech: Two minutes max. Students present their ingredient to the class. They should have a picture of the ingredient, or the actual ingredient, if it isn't too inconvenient to bring to class (spice jar, pack of pasta, a tomato, etc.)
12. Journal: students keep an online writing journal (a Google Doc); ask them to reflect on the experience of giving the speech about their ingredient.

13. Collaboration/Discussion -- Students share passages from their journals

Assignment Prompt #2 -- Building on the informative essay, students will prepare an informative report that adds to their essay by also discussing the possible social, political, and cultural aspects of their chosen ingredient. Report length: 2 pages or 500 words

Scaffolding Steps:

1. Pre-writing Exercise in Journal: Without looking anything up, write down everything you know about the social, political, and cultural aspects of the chosen ingredient.
2. Extemporaneous Speech: Discuss the social, political, and cultural aspects of your selected ingredient. What do you know about it? What do you want to know about it?
3. Collaboration/Discussion: Have classmates share what they know about the ingredient's social, political, and cultural aspects.
4. Require students to visit library database and find two more articles about their ingredient, concentrating on their ingredient's social, political, and cultural aspects.
5. Lecture/demo: primary research -- how to interview someone
6. Journal and interview exercise: have students interview a friend or relative who knows something about the chosen ingredient
7. Lecture/demo: outlining
8. Have students outline their paper
9. Draft #1 Informational Report and outline -- prepared for peer review
10. Lecture/Demo: full APA formatting
11. Draft #2 Informational Report and outline -- conference with instructor
12. Draft #3 -- final

Assignment Prompt #3 -- Building on the Informative Report, students will develop an oral/visual presentation that fully discusses all aspects of their chosen ingredient.

Scaffolding Steps:

1. Lecture/Demo: slideware and visual presentation basics (the Writing and Speaking Center puts on workshops for this every semester -- send your students to these for extra credit)
2. Lecture/Demo: outline for a speech
3. Draft #1 -- peer review of outline and draft presentation
4. Draft #2 -- conference with instructor
5. Draft #3 -- final presentation to the class (max 3 minutes), slides and speech outline turned in on Canvas.