WR 383 FOOD WRITING

4 Credits:
Three hours in class per week, plus 10 hours of field trips per term (approximately five two-hour outings and/or film showings, including visits to OSU food Pilot Plant, local food bank, farmer’s market or farm, etc.)

PREREQUISITES: Students need to have cleared Baccalaureate Core WR II requirement

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SOME INTERDISCIPLINARY CONNECTIONS:
- Science, including Food Science, Agriculture Science, Psychology, etc;
- History, including History of Science;
- Public Policy / Global Justice, and Business, including food security and sustainability;
- Cultures and Identities, including Anthropology, Ethnic and Women’s Studies;
- Oregon and Oregon State University, including Extension, Land Grant, etc.

REQUIRED TEXTS:
- Anthology/reader such as Hughes, Best Food Writing, 2009, Kurlansky, Choice Cuts: Selected Food Writing, Remick Secret Ingredients: The New Yorker Book of Food and Drink, and/or a course packet of suitable selections in print and online, such as OSU’s Extension Agriculture, Gastronomica, etc
- Background text and issues such as Michael Pollan’s Ominvore’s Dilemma, or McGee On Food and Cooking: The Science and Lore of the Kitchen, and/or selections in a course packet
- Writing book, such as Zinsser, On Writing Well

OPTIONAL TEXTS:
- Allen, The Resource Guide for Food Writers; Davidson, Oxford Companion to Food, etc
- Books and articles by renowned food writers, such as M.F.K. Fisher, A.J. Liebling, Michael Pollan, Calvin Trillin, etc

COURSE DESCRIPTION:

In this course, students will learn and practice the many approaches to writing about food issues for a variety of audiences, including print and digital publishing sites, adapting the materials and texts as needed to become increasingly sophisticated critical thinkers and writers who can shape material effectively. The course will also address the evolution of food science and food studies from a historical and cultural background.

A wide range of topics will be addressed, including the role of food with culture and agriculture, history and geography, science and technology, family and social justice, art, and personal enjoyment. These are all areas in which OSU has taken leadership with food issues and which the OSU library and archives are well prepared.

This 4-credit course involves approximately 120 hours of instructional contact through writing and research assignments, lecture, in-class and on-line activities, and field trips.
LEARNING GOALS AND OUTCOMES:
The successful student will demonstrate the ability, the necessary critical thinking and writing skill at the 300-level to

- Present ideas and information appropriately for various audiences, in print and online.
- Meet the needs of various audiences in terms of style, vocabulary, and content of writing.
- Demonstrate an understanding of the origins, evolution, and issues of writing about food
- Write concisely, concretely, and accurately to present sophisticated ideas clearly.
- Expand information literacy (primary and secondary sources) for finding, evaluating, integrating and synthesizing effectively and ethically the necessary information for the completion of a project
- Effectively and ethically incorporate appropriate exhibits (images, recipes, maps, charts, etc) to supplement text.
- Workshop, revise text, respond effectively to peers’ work in progress and participate in collaborative learning activities.

Competence in the mechanics of writing is essential, including use of appropriate documentation styles.

Field trips outside of class will make up the 4th credit hour beyond the 3 lecture hours in class.

Evaluation of Student Performance:
The grade for the course will be based on the following assignments, as follows:

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<thead>
<tr>
<th>Unit 1: Personal Food History Essay</th>
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<tr>
<td>Unit 2: Food Writing Roundup</td>
<td>100</td>
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<tr>
<td>Unit 3: Profile/Interview</td>
<td>200</td>
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<td>Unit 4: “Food for Thought: Issues in Food” article</td>
<td>400</td>
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<tr>
<td>Informal Writing</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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ASSIGNMENT OVERVIEW

- **Personal Food History Essay**
  Students will write an essay engaging with issues of food, culture and society through descriptions and narratives of food from their lives (auto-ethnography, perhaps including recipes) and how their experience intersects larger issues. Images may be used.

- **Food Writing Roundup – an Information Literacy Component**
  Students will assemble a roundup article to understand and review a range of current and past food writing, including columns, blogs, books, cookbooks, food magazines, etc to present an appetizing and analytical overview of the varieties and styles of writing, using critical thinking to show the overarching issues. Images required.

- **Profile/Interview**
  Students will interview and profile someone in a food related industry – chef, brewer, scientist, farmer, etc – and write an extended profile that engages deeper issues of food and culture. Image may be used.

- **“Food for Thought: Issues in Food” Longer Article**
  Students will focus on a particular aspect or issue regarding food – including agriculture, food science, sustainability, food and social justice, food in history, food and national identity, etc in a longer feature article designed for a specific journal or magazine, with suitable images and graphics.

- **Informal Writing**
  Writing to Learn assignments in class and as homework, including quick writes, discussion board posts, etc will extend student learning.
Class Policies: Students are responsible for all materials, syllabus changes, and information presented in class. Absence is not an excuse for ignorance. Students are expected to check ONID and Blackboard daily.

Attendance: Attendance, attitude, and punctuality count. If you must be absent, notify me and make arrangements to get notes and handouts from a classmate. This class requires a lot of work. Expect to spend at least 3 hours outside of class for every hour in class or about 12 hours outside class per week. On site class will include speakers, field trips, and one or more hybrid days.

Submitting Assignments: Assignments are due in class (or on Blackboard as specified) on the day assigned. Late assignments will lose points. All assignments must be submitted in order to pass the course. All work (except for in-class exercises) must be word-processed using the formats in the handbook. Proofread. Submitted work should be free of errors, which erode your credibility and affect your grade. Save all work throughout the term in case you are asked to submit as portfolios. A portfolio of professional work is often helpful for obtaining freelance writing assignments. Back-up all electronic files often.

Ethical Conduct: Students are expected to act professionally in class, arriving on time and being polite. Cheating, in any form, is not tolerated at Oregon State University. Any plagiarism or use of someone else’s writing, work, information, or ideas without proper citations including copy/paste that you forgot to put quote marks on – intentional or accidental – may result in an F in the class and a written report filed with the Dean’s office for further disciplinary action. Students may not recycle their own work from other classes; however, work may connect with other work if approved. Behaviors that are disruptive to learning will not be tolerated and will be referred to the Student Conduct and Mediation Program for disciplinary action. In keeping with federal law, behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office. Link to Statement of Expectations for Student Conduct: http://oregonstate.edu/admin/stucon/achon/htm

Statement Regarding Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

SAMPLE COURSE SCHEDULE:

Week 1: Introduction to concepts, investigation of food writing genres, understanding the difference, rhetorical situation and audiences, disciplinary expectations, what counts as evidence – begin personal food history article. Discuss the interview/profile and restaurant review.

  Writing due: Informal in-class writing and small homework (weekly); Proposal and first draft for personal food history.

Week 2: Primary and secondary research techniques, discuss restaurants to be reviewed, prepare for the visit with advance research, work on genres and styles, read reviews to see what counts as evidence. Carry out visits and take notes; start draft. First field trip – OSU Pilot Plant.

  Writing due: Informal writing. First draft of the Food Writing Round-up.
**Week 3:**
Continue secondary research, studying genres and history of writing, reading samples. Speaker? Discuss effective drafting techniques. Adapting styles to audiences. Discuss use of visuals / exhibits: what to choose, why, how to use effectively and ethically.
Writing due: Informal writing. First draft of round up, second draft of personal food history.

**Week 4:**
Continued reading and discussion. Presentations/sharing of food writing genres in various media. Continued work on writing styles and correctness. Second “field trip”- film showing (such as *Julie and Julia, Chocolat, or a documentary etc*)
Writing due: Informal writing. Second draft of round up.

**Week 5:**
More reading. Polishing prose and adapting to audiences. Proposal for profile
Writing due: Proposal for profile.

**Week 6:**
Continued discussion of food issues and plan for longer article. Library visit to facilitate secondary research. Carry out interview for profile. Third “field trip.”
Writing due: Background research for longer article.

**Week 7:**
Continued discussion on writing styles for audiences and discussion of readings.
Writing due: First draft of long article for workshop and conferencing

**Week 8:**
Individual conferences on long article in lieu of class. Film showing / restaurant visit.
Writing due: Informal writing on Discussion Board

**Week 9:**
Polishing longer article for workshop.
Writing due: Final version of long article for second workshop.

**Week 10:**
Concluding conversations and review of concepts. Final “field trip” celebration meal.
Writing due: Final reflection.