

LFS 150 (3 credits)
Scholarly Writing and Argumentation in Land and Food Systems
University of British Columbia

Course Overview: This course introduces communicating concepts of food systems and links to human and environmental health through writing. The elements of argumentation, evaluating evidence and searching for and citing references to back up claims are key. It is a small-class experience with an emphasis on active participation. Students can use either LFS 150 or ENGL 112 for their first year communications requirement, but are allowed to receive credit for LFS 150 and ENGL 112.

Course Requirements: There is no prerequisite for this course. Students must be enrolled in their first year of a Faculty of Land and Food Systems program and receive a Language Proficiency Index (LPI) of 4 or equivalent.

Assignments and Grading:

Three in-class Unit Writing essays: 2% each draft x 3; + 4%-9%-11% for revised essays = 30%
You will draft three short essays (approximately 500 words each) on the ideas from the course using appropriate scholarly writing skills. Essays will be marked for both scholarly content and essay structure using a marking rubric. You will then revise your essay based on feedback, receiving marks for both the draft and the final.

Three Calibrated Peer Reviews: 3%-5% -7% = 15%
You will carry out calibration exercises of example essays, then provide feedback to peers on their essays, and reflect on your own essays using the online Calibrated Peer Review (CPR) system. Feedback collected via CPR is used to revise the draft in-class Unit writing essays for each of the three Unit writing cycles.

Term Paper: Revised outline=3%, Version 1=7%; Final Term Paper =15% = 25%
You will write an argumentative essay (1250 words), with feedback throughout the term, using the following prompt, "Identify a current controversy in food systems that interests you. State your opinion and present the evidence that justifies your position." Formative assessment will encourage reflection on the place of food systems and links to human and environmental health in your life and future, incorporating the course themes. The term paper is expected to be an evidence-based argument that is motivated by your interests and will be assessed with a grading rubric.

Participation 10%
You will be assessed on completion of homework, written reflections and other writing assignments, participation in class discussion, willingness to generate questions and share and explore ideas, and on completion of short homework assignments, written reflections and other activities connected to the daily theme of units and lessons, using a participation rubric. You will be given an idea of your grade at mid-term.

Final Exam 20%
You will demonstrate your mastery of key learning outcomes of the course, in particular when and why it is appropriate to use different types of references, the identification of thesis and development statements, elements of an argument and what constitutes evidence to back up claims.

Course Website = <http://connect.ubc.ca>

The LFS Connect course contains learning objectives for each unit, supporting material, required and suggested extra readings, discussion board. For technical assistance, contact the IT Services Helpdesk

<http://www.it.ubc.ca/contact/helpdesk.html>

Calibrated Peer Review (CPR) Website = <https://cpr.elearning.ubc.ca>

You will use the LFS 150 Calibrated Peer Review site to elicit feedback on your three in-class Unit writing essays. This feedback should assist you as you make your revisions.

Course Package/Textbooks: There are no required textbooks for the course. All material for homework and in-class activities will be available electronically via Connect.

Policies:

- All students are expected to participate in class, working in groups in a constructive and respectful manner, and by completing in-class assignments, assigned readings, and/or homework.
- Practice writing assignments will be considered part of the participation grade. It is the student's responsibility to be prepared for class with writing pieces and other assignments.
- Students who come to class unprepared (without assigned homework, for example) will be asked to leave and as a result will have marks subtracted from their participation grade.
- All writing submitted in this course should be the student's original work. Students should be aware of the UBC policy on academic integrity and plagiarism: (<http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>) and adhere strictly to it for all writing in this course.
- Academic misconduct (or cheating) of any kind will not be tolerated. The consequence for academic misconduct will include a grade of zero for the assignment and possible expulsion from the course and suspension from the University.
- This is a writing intensive course with the goal of improving your scholarly writing. You will be expected to complete practice assignments and in-class assessments using a pen and paper. No laptops are allowed during unit writing classes. Appropriate use of grammar and correct spelling is expected. You are encouraged to bring a dictionary as a spelling resource, hard copies only. Tutoring services are available from the UBC writing Centre if you need additional help:
<http://www.writingcentre.ubc.ca/tutoring/index.html>
- Students will be asked to submit their Term Paper, both Version 1 and Final, to TurnItIn for feedback and in order to verify originality and provide feedback.
- All assignments are due on the specified due date and time. Late assignments will be penalized at a rate of 10% per day.
- Students who have physical illness or experience emotional stresses that cause them to miss classes or assignments should make those known to the instructor right away. Absences from unit writing classes will be granted at the discretion of your instructor. There are no make-up opportunities for unit writing assessments, participation marks, including homework or calibrated peer review activities. If you are absent or miss assignments, you should talk with your instructor who will discuss options with you. These options may include an adjustment of the weighting of your final mark (on a limited basis) to other activities in the course.
- Students with disabilities who have registered with Access and Diversity (Student Services) <http://www.students.ubc.ca/mura/access/>, including Diversity Services should notify the instructor.

LFS 150 – Participation Mark: Objectives and Grading Criteria

Why do we have a participation mark? What are we trying to measure? How are we keeping track of your contributions?

1. We are measuring how prepared you are when you come to class so that you can make positive contributions and have fruitful discussions during class time. To measure this, we collect occasional homework at the very start of class, so come to class promptly!
2. We are measuring the development of your critical thinking skills. We will ask you to do occasional 1-2 minute written reflections in class that we collect.
3. We are measuring your contribution to class discussions in both small group and whole class discussions. The purpose of oral discussion is for you to share ideas so that it prompts someone else to think. We may include occasional peer evaluation for small group and whole class discussions.

You will get an idea of how you are doing on your participation mark half-way through term.

Suggested Mark (Total/10)	Participation Criteria
9-10	Engaged contributor: contribution consistently adds to, extends or deepens the conversation. Consistently encourages fellow students to contribute and builds on their ideas. Completes all homework comes to class promptly; completes all written reflections.
7-8	Good contributor: contributions consistently add to, or deepen the conversation and occasionally extend it. Occasionally encourages fellow students to contribute. Completes almost all homework and written reflections.
5-6	Average contributor: contributions add to the conversation and occasionally deepen or extend it. Seldom encourages fellow students to contribute. Completes most homework and written reflections.
4-5	Fair contributor: contributions usually do not add to the conversation. Misses classes and/or comes late. Seldom encourages fellow students to contribute. Misses a fair bit of homework and written reflection work.
2-3	Poor contributor: contributions do not add to the conversation. Comes to class unprepared, comes late, or is absent. Often hinders fellow students to contribute. Misses a lot of homework and written reflections.
0-1	Few to no contributions. Often unprepared, late, or absent. Often hinders fellow students to contribute. Misses much homework.

Course Learning Objectives:

By the end of each unit, you should be able to...

Unit 1: Define key areas of study within land and food systems

- Provide an opinion on what defines the nature of science and what connects it to inquiry within the broad study of food systems
- Identify, and restate in your own words, the thesis statement in a piece of writing
- Create a thesis statement in your own writing
- Provide an opinion on concepts of ecological literacy.

Unit 2: Recognize why and how to connect their scholarly writing to the work of others

- Use the library website to find references
- Discuss how ways of knowing are or could be used within the disciplines of the Faculty of Land and Food Systems
- Give examples from personal experience of scientific and non-scientific approaches to understanding food systems
- Organize your writing into paragraphs that match thesis and development statements
- Describe peer review in writing, give and receive feedback from peers, and discuss the role of peer review.

Unit 3: Identify and use elements of an argumentative essay

- Identify the elements of an argument: claim and the interpretation of evidence that supports the claim
- Use an outline to organize an argument with a claim and supporting evidence
- Collect evidence from various kinds of resources to back up your claim and reasons
- Recognize when and why it is appropriate to use different types of references such as primary literature, reviews and textbooks, and cite them appropriately
- Defend the validity of an argument by evaluating evidence in a variety of genres, including peer-reviewed journals, popular media, websites and other sources.

Unit 4: Evaluate evidence to apply in arguments

- Explain what constitutes evidence, both qualitative and quantitative, within the broad area of food systems and identify it in different contexts and study methods
- Recognize the strengths and shortcomings of evidence derived from observations, experiments, models and other approaches
- Incorporate information and ideas from the work of others appropriately into your own writing and correctly cite sources in the body of the text and References Cited.

Unit 5: Explore ways to be a local and global citizen

- Write an abstract to summarize your work
- Explain the different roles of people involved in research within the broad study of food systems
- Compare and contrast basic and applied research in the context of the Faculty of Land and Food Systems
- Outline your opinion on where research in land and food systems can contribute positively to society
- Identify opportunities to work, study, volunteer in an area of interest
- Write an evidence-based paper on a current controversy in food systems and links to human and environmental health that interests you, and that demonstrates mastery of the course writing goals including correct English grammar, punctuation and sentence structure.