WRIT 1150-27 -- Writing and Culture Seminar, Summer 2024

Food Narratives: Writing and Eating

First Main Session

M/T/W/Th, 8:30-10:45 AM

Instructor: Dr. Meri Wimberly

Email: meri.wimberly@georgetown.edu

Office:

Office Hours:

Course Description:

Sit down at an upscale cafe or stand in line at a high-end coffee shop, and you will see the relevance of writing to the restaurant industry. Creative descriptions of the experience of eating a certain dish or sipping a specialty drink help us make decisions about what we want, and help businesses attract us. This course explores the connection between writing and food, not only from a marketing perspective but from many others, such as how cooking and writing together can provide an exceptional opportunity for creativity and growth; sustain and honor cultural heritage; reveal how global economies function; bond people together; and encourage us to explore our values.

As we consider the interrelationship between mixing ingredients and mixing words, we will learn skills and strategies to be more effective writers. This course is intended to equip students

A Thanksgiving feast (Marcus Nilsson/Galeries/Corbis)

with resources to help navigate writing situations they may encounter during their academic careers and beyond. Thus, assignments in this course center on the writing process (prewriting, drafting, feedback, revising, editing, and submission) to develop critical communication skills.

To put many of these rhetorical practices into action, students will write for specific audiences, including their classmates, particular publications, and academics.

Course Objectives

At Georgetown University, writing is a central part of the Core Curriculum. Four ideas about writing connect every section of the first-year writing course, WRIT 1150: Writing and Culture Seminar. In WRIT 1150, students will come to understand writing as the following:

- An iterative process of planning, drafting, and revising
- A social practice of responding, engaging, informing, and persuading
- A rhetorical strategy for analyzing, designing, and communicating
- A reflective method for exploring, inquiring, and learning

These four ideas about writing, once internalized, help writers to become more effective, as well as capable of understanding how and why writing works (and sometimes does not). In this course students will write for a variety of contexts and in a diversity of forms. The assignments are aimed at preparing students to write well in other Core courses, courses in their majors, and in their professional careers. Ultimately, the Georgetown University Writing Program works to help students become more agile writers, able to adapt to new writing situations throughout their lives.

Required Texts

Several sources for this class will be posted in Canvas. The following books are required and are available at the bookstore or can be purchased from a seller of the student's choice:

1. *Like Water for Chocolate* by Laura Esquivel
2. *Soul Food* by Adrian Miller
3. *Eating Animals* by Jonathan Safran Foer

Assignments and Assessment

Participation **(15%):** This portion of your grade will be determined by your contribution to class group work and discussion. To receive full credit, you must be on time every day to class with

the relevant readings and materials; abide by syllabus policies and classroom norms; and offer excellent contributions to group work and class discussion on a regular basis. Writer's memos and other ungraded tasks will be included in your participation grade. Absenteeism will negatively impact your participation grade.

Follow these two important classroom norms:
- **PREPARATION: Always have copies of the relevant reading materials (ask if you're not sure!), and have your reading completed in advance of class.**
- **AMICI: Call people by name and get to know each other. Treat each other with respect.**

The success of our class depends upon our ability to create an open and engaged community, which requires an atmosphere of respect and trust. In our class discussions, we will disagree. We must both expect and respect difference. Derogatory or discourteous language/behavior will not be tolerated.

Low-Stakes Writing **(15%):** This portion of your grade will be determined by the writing you do for homework and in class that is graded for effort and completion. These writings are often an opportunity for exploration of course themes and readings before we start a discussion. They will sometimes be free reflections and sometimes more directed, but they require that you keep up with the assigned reading and show that by the level of detail in your work. There will also be some low-stakes writing assigned as homework.

Formal Writing Assignments **(50%):** This portion of your grade will be determined by your formal writing assignments. More details to come in individual prompts for each assignment. We will use the MLA system for formatting papers and documenting sources. All papers will be turned in via Canvas.

Final Paper **(20%):** This portion of your grade will be determined by a polished final paper turned in at the end of the term. For your final paper, you will conduct original academic research, write a draft academic argument paper, receive feedback, and revise it. Don't worry,

we will break this project down into manageable chunks, and develop the skills needed to complete it throughout the term! More details to come.

Georgetown's Grade Scale:

A 4.0	C 2.0
A- 3.67	C- 1.67
B+ 3.33	D+ 1.33
B 3.0	D 1.0
B- 2.67	F 0
C+ 2.33	

How to Succeed (or not) in this Course:

- Ask questions and take advantage of office hours.
- Be open about your own ideas and those of your classmates. Express yourself. We will have lots of opportunity in both class-wide and small-group discussions.
- Use our Canvas course for information about readings and assignments, our class schedule, and to submit your work (unless it is submitted in hard copy during class).
- Check your Georgetown email regularly for communication from me. In the event of any unforeseen disruptions to the class schedule (like snow days or illness), please look for emails from me about completing class work through Canvas or on Zoom.
- You have the privilege of several asynchronous classes to afford you writing time. Use this time wisely and to produce better work.
- We will often use laptops and other devices in class for specific purposes, such as research or peer review. Reliable data shows that using devices during class inhibits learning. Do bring your devices to class, but only take them out if directed. At other times, be prepared to take notes using the old-fashioned paper and pen (which data shows does contribute to learning). Keep phones on silent and put away and only use them in case of emergency.

- Notify me in advance if you will be absent for any reason and arrange to communicate with a classmate about what you have missed. You are always welcome to visit office hours for additional help. If you communicate with me in advance, I can sometimes provide access to class work virtually. If you don't communicate in advance about missing class, makeup work will not be provided.

- If you are late with an assignment, communicate with me in advance about why and what your plans are for completing the work. If you get behind or miss several days of class, come see me during office hours so we can discuss how to get you back on track.

- In the absence of a previously arranged extension, formal writing assignments will be lowered one letter grade for every 24 hours they are late and will not receive written feedback from me. In the final paper sequence, each paper builds on the last. If a paper is turned in past the point when it can serve a purpose in this process, it may not be accepted. Online discussion boards have cut-off deadlines after which they will not be accepted.

- See [Georgetown University's guidelines](#) about the Honor System and plagiarism. Engaging in plagiarism, using false citations and data, and submitting work for multiple purposes will not be tolerated.

- **<u>AI/ChatGPT Use:</u>** You may use AI programs such as ChatGPT to help generate ideas and brainstorm, but you may not submit any text generated by an AI program as your own. Instead, if you include text generated by an AI program, it must be cited like any other reference. However, keep in mind that the material generated by these programs may be flat-out wrong, correct but mediocre, or otherwise problematic. This means your own expertise will be crucial for allowing you to successfully integrate this tool into your work. Also, keep in mind that the development of your expert analytic and writing skills will determine your post-Georgetown success. If you do not want to be replaced by AI, you therefore need to make sure you are doing the foundational work that will help you add value in any future endeavor.

- This class does not offer extra credit.

- Please note that this syllabus and the course calendar are subject to change.

University Policies

Disability: If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335 (202-687-8354). The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ASA) and University policies. For more information, go to https://academicsupport.georgetown.edu/disability/.

Provost's Policy Accommodating Students' Religious Observances: Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday (see below) or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with an advising dean.

Sexual Misconduct: Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the

Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: https://studenthealth.georgetown.edu/health-promotion/self-care/
- Georgetown Wellness Wheel: https://studenthealth.georgetown.edu/hoya-wellness-wheel/
- Georgetown Guide to Recognizing Students in Distress: https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/

Pregnancy Modifications and Adjustments: Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the SCS Pregnancy Modification Request Form: https://forms.gle/ZBfASxui7u13A8TU6

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/