

Priest College FRPG 187M
Lifestyles: Past, Present, and Future
COURSE SYLLABUS
FALL 2009

Faculty:**Jodi Canfield**

Head Women's Lacrosse Coach

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T Th 10:10-11:40 Valentine Hall 104

Th 12:40 – 2:10 either Valentine 205-6 or Valentine 106

RC: **Kevin Lobdell** klobdell@stlawu.edu
x5362 Lee 191

CAs: **Matthew Parker '12** mjpark08@stlawu.edu
x6858 Priest 110

Eloise Lachance '10 elach06@stlawu.edu
x 6869 Priest 208

Mentor: **Katie Vensel '11** klvens07@stlawu.edu
x 6859 Sykes 1410

TEXTS:

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder* (revised ed.). New York: Workman.

Vileisis, A. (2008). *Kitchen literacy*. Washington, DC: Island Press.

Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin's.

ADDITIONAL READINGS:

To be announced in class. Additional readings will be posted on the class ANGEL site (if a persistent weblink exists) or on the library's electronic reserve system.

Course Description

This course will examine historical, cultural, social, and psychological predictors of lifestyle behaviors, with a focus on physical activity and food choices. Statistics imply that Americans may be in the midst of an obesity epidemic. By understanding the various factors influencing our lifestyle behaviors (including the mass media, age, gender, socioeconomic status, technology), we can hopefully devise ways to "get us out of this mess." We will investigate changes in food

sources, food production, and work/family life to understand our own and others' food and activity choices within a broader historical context. We will also examine the social and global implications of these lifestyle decisions. Students will be partnering with groups in the local Canton community which promote responsible physical activity- and food-related lifestyle choices.

OUR CLASSROOM CLIMATE

It is essential for all students embarking in the First Year Program to grasp the significance of the "living and learning" model. Students that live together as well as study together will inevitably develop a familiarity with each other that will hopefully lead to a much greater sense of belonging and camaraderie. Clearly, this sense of community is designed to foster a more relaxed atmosphere in which to learn, as well as a greater sense of responsibility on the part of each individual to contribute to the class as a whole. One's sense of responsibility to him or herself and to classmates is a critical component in that student's development as well as that of others.

It is incumbent upon every student to be a willing and active participant in the formation of a culture conducive to learning in a cooperative and safe environment. We will work to cultivate a culture of academic integrity, good citizenship and an enhanced sense of purpose. When all is said and done, it is hoped that each and every student will come to realize that it is far more important to develop a heightened awareness of responsibility and to be less concerned with perceived entitlements.

Thereby, it pairs down to three essentials:

- Be respectful of self and others
- Be conscientious, meaning be on-time, present, and prepared
- Basically, be serious, but have fun!

Assignments:

Your grade in the course will be based on five major assignments and a variety of smaller assignments. All assignments will be explained to you in detail and posted on the ANGEL site as we go along. The tentative list of assignments and their relative weight are as follows:

<u>Food Lab:</u>	10 %
Introduced 9/1, Hands-on research done by 9/8, Argument approval by 9/10 and supported write-up Due 9/17 (Individual project)	
<u>Content Analysis of Advertising Project</u>	12.5%
Introduced Tuesday, 9/22 ; Due Tuesday 10/8 In-class oral poster discussions 10/8 Group hands-on data collection and poster creations (focus on visual and quantitative skills) (GROUP PROJECT)	

<u>Physical Activity Research Project:</u>	20 %
Introduced Tues.10/20, (selection of 3 related articles by 10/27)	
First draft (with annotated bib. due Thurs 11/5)	
Final draft due Thurs 11/19	
Individual research and writing assignment	
<u>Panel Discussion: Intervention Effectiveness</u>	12.5%
Introduced 10/29 Argument creation 11/10	
Mentor meeting required, group practice sessions required (with peer review), oral presentations in class 11/17 & 11/19 (GROUP PROJECT)	
<u>CBL Assignment:</u>	25%
Introduced Thursday 8/27, Due Tuesday 12/8	
Community-Based Learning Project in groups throughout semester	
Includes reflective journal of CBL activities (evaluated throughout the semester) and presentation at Festival of CBL	

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<u>Other required activities</u>	
Current events – be prepared to share a current events story related to lifestyle EACH DAY	5%
Advising letters (five of them)	5%
1. Introduction due over the summer	
2. Response to Wellness Questionnaire (due 9/10)	
3. How’s it going? (due 10/1)	
4. Planning for the future (due 11/3)	
5. Course and individual assessment (due as part of final portfolio 12/16)	
Portfolio -- Compilation of all work in the course. (SAVE EVERYTHING!) Due by noon on Wednesday December 16 th .	5%
Attendance/Participation	5%

TOTAL:	100%
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Tentative Course Schedule

	Tuesday Plenary	Thursday Plenary	Thursday Seminar
Wk 0 M 8/24 Th 8/27	Intro! What is lifestyle? • Hawken - ANGEL	SES- Privilege walk • Ehrenreich - e-reserve	Brenda P. – intro to CBL • Davis - e-reserve
Wk 1 T 9/1 Th9/3	Brenda P. – CBL placements - Nutrition basics Cindy Atkins? • Visit websites on ANGEL Food Lab Introduced	<i>Kitchen Literacy</i> • Intro to chapter 3 Wellness profile	Library – ODY 140 B
Wk 2 T 9/8 Th 9/10	<i>Kitchen Literacy</i> • Chapter 4 to 6 Food Lab – part 1 completed – argument submitted	<i>Kitchen Literacy</i> • Chapter 7 - epilogue Wellness profile advising letter due	Intro to why communication matters? Grammar – Commas
Wk 3 T 9/15 Th 9/17	Psych/social of eating • Mooney and Walbourn - ANGEL	Psych/social of food eating • Mooney and Lorenz - ANGEL Food Lab due	Considering Audience when writing and speaking. More grammar
Wk 4 T 9/22 Th 9/24	Making changes? Who is to blame? • Adler and Stewart - ANGEL	FYP programming	Different types of sources? When to trust what you read... or see Truth in advertising? Reporting? Importance of first-hand knowledge
Wk 5 T 9/29 Th 10/1	Current events and the Future of food in US • Bring in 3 articles on DIFFERENT food-related current events • Watch the <i>Future of Food</i>	Obesity – scope of problem • http://www.cdc.gov/nccdphp/publications/AAG/obesity.htm - ANGEL • NIH – ANGEL • Watch <i>Super Size Me</i> “How is it going?” Advising Letter due	Use of PowerPoint Presenting quantitative data (Preparing for posters)
Wk 6 T 10/6 Th 10/8	Oral Skills 101 (Start tracking with pedometer) • Reading to be announced	Content analysis poster presentation	Debates: Drinking age - Amethyst Initiative/ MADD Sex/sleep
Wk 7 T 10/13 Th 10/15	Physical activity – intro • ACSM guidelines -ANGEL • Work with CDC website to make several comparisons... http://www.cdc.gov/nccdphp/dnpa/physical/stats/index.htm (ANGEL) • reflection on PA changes since SLU	<i>October Break</i>	<i>October Break</i>
Wk 8 T 10/20 Th 10/22	Physical activity - general motivation • Anonymous – ANGEL Physical Activity Research Project Introduced	Physical Activity – successful intervention programs • Marcus et al. paper - ANGEL	Advice to find “good” articles Library/database searches for relevant information

	Tuesday Plenary	Thursday Plenary	Thursday Seminar
Wk 9 T 10/27 Th 10/29	Role of organized sports (and other structured activities?) • Wiggins -e-reserve Articles Due for PA Research Project	What do we learn from sports? Good, bad, ugly • Bredemeier & Shields - ANGEL • Greendorfer, Lewko, & Rosengren - e-reserve Introduction to Panel Presentations	Constructing good arguments/evidence
Wk 10 T 11/3 Th 11/5	<i>Last Child in the Woods</i> • Chapters 1-8 Advising letter Due - Planning for Future	<i>Last Child in the Woods</i> • Part III Physical Activity Research Draft Due	2 min oral practice debates – persuasive arguments (not graded)
Wk 11 T 11/10 Th 11/12	<i>Last Child in the Woods</i> • Part VI and the Field Guide Argument Creation for Panel Discussions due	Role of physical environments • Sallis and Kerr – ANGEL • Mowen, Kaczynski, and Cohen - ANGEL	Preparing for panel discussions
Wk 12 T 11/17 Th 11/19	Panel discussions	Panel discussions Physical Activity Research Paper Due	Panel discussions (complete CBL visits by break)
T 11/24 Th 11/26	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i>
Wk 13 T 12/1 Th 12/3	Focus on changing SLU! • https://esaint.stlawu.edu/IdeaConnet/ (ANGEL) • Bring ideas to class	Focus on changing the world! • http://www.cdc.gov/nccdp/hp/dnpao/policy/physicalactivity.html (ANGEL)	Preparation for Festival of CBL
Wk 14 T 12/8 Th 12/10	Festival of CBL	Festival of CBL	Course Evaluations
Wed. 12/16	Portfolio with last advising letter due		

FYP Mentor

Katie Vensel is our Priest College mentor. As a mentor, she is trained to assist you in writing, oral communication, and research. Katie can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Her job is *to help you learn how to do these things yourself*. She is a tutor, not your personal editor. You are free to consult with Katie during her office hours and at her convenience. You must schedule tutorials with Katie in advance: she should not be expected to accommodate last-minute requests before an assignment is due. Your advisor may decide that you would need assistance from Katie, and she will ask you to schedule a conference with her. It is your responsibility to make the appointment with Katie and to appear at the time you have reserved. Missing a scheduled appointment with Katie is the equivalent of missing a class.

THE WORD STUDIO

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out Katie during her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

First-Year Program Philosophy and Goals 2009-10

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in

addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

Academic Integrity

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

- a) *Plagiarism*: Presenting as one’s own work the work of another person—words, ideas, data,

evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

b) Handing in false data, reports or results in connection with any research project or experiment.

c) Handing in a book report on a book one has not read.

d) Falsification of attendance records of a laboratory or other class meeting.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.