

Communication 100, Fundamentals of Communication: Cultural Expressions through Food, Fall 2008
TTH 8 am, TA 11
Dr. Laura K. Hahn, House 54 Room 107

Contact information: Phone: 826-3948 Email: lk9@humboldt.edu

Office hours and days: TH 9:30-11:00 and by appointment

Course description: In this class, “Fundamentals of Communication: Cultural Expression through Food,” we will learn and practice the skills necessary for effective public speaking in the context of learning about food and food cultures.

This course fulfills *lower division GE, Area A*.

The format of this course is lecture and activity.

Required and recommended texts, readers, or other reading materials for this course include:

- Inviting Transformation: Presentational Speaking for a Changing World (2nd ed.) by Sonja K. Foss and Karen A. Foss. (Referred to on the calendar as “IT”)
- In Defense of Food. By Michael Pollan. (Referred to on the calendar as “DF”)
- Readings available on ONCORES and through Moodle.
- A style manual for citing sources, either the MLA Handbook or the APA Style Guide.

Other necessary equipment/materials/fees:

- A videotape or DVD (I will let you know which one depending on the technology in the classroom.)
- All assignments are posted on Moodle, so make sure you check the Moodle page.

This course explicitly contributes to students’ acquisition of skills and knowledge relevant to HSU

Learning Outcomes:

HSU graduates will have demonstrated:

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

5. Succeed in their chosen careers.
6. Take responsibility for identifying personal goals and practicing lifelong learning.
7. Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Area A Objectives

All courses shall accomplish the following in a discipline-specific manner. According to the catalog:

Area A courses sharpen a student’s ability to think critically and logically, to find and critically examine information, and to communicate orally and in writing. They help students write better papers, ask critical questions, and improve overall understanding of a material.

What this means for this class:

The specific objectives for the course are: (1) To develop public communication skills; (2) To begin to feel more comfortable when speaking in public; (3) To develop communication skills that invite transformation of

speaker and audience through the creation of safety, value, freedom, and openness in the speaking environment; and (4) to develop the capacity to analyze and evaluate the presentations of others. To meet these objectives this course focuses on both theory and practice. Students are offered ways to increase understanding of and skills in public speaking through 1) reading assignments; 2) lecture/discussion sessions; and 3) classroom speaking and listening opportunities. The reading material, lectures, class exercises and assignments will assist students in speech preparation. The thematic focus on food in In Defense of Food and other readings provides the opportunity to practice and engage critical thinking skills in context of current social, political, cultural, and economic concerns. The research necessary for speech preparation will specifically engage students in the process of locating and critically examining information and to communicate that information in an oral form.

Course Requirements:

Oral Assignments*

Asserting Individuality: "My Favorite Food" (20 points) Due 9/4

Articulating a Perspective: "The Nutrient Speech" (25 points) Due 9/25

Articulating a Perspective & Building Community: "The Cooking Show" (75 points) Due _____

Articulating a Perspective: "Food and Culture" (100 points) Due _____

Seeking Adherence: "What/How should we eat"? (150 points) Due _____

Building Community: "The final toast" (50 points) Due 12/16

* Detailed handouts and explanations will be given for each speaking assignment.

Written Assignments

Fast Food Analysis (25 points): Analyze the environment of a Fast Food restaurant of your choice using the concepts in chapter 3. A detailed handout will be provided.

3 Speech plans (20 points each for a total of 60 points): A written outline for the graded speeches are due on the day that you present your speech, before you go up to speak. Follow the model provided in the textbook (chapter 10). They must be typed. These are due for the following speeches: "The Cooking Show*," "Food and Culture," and "What/How should we eat?"

*There will be a modified speech plan for this presentation which I will provide.

13 Quizzes (15 points each for a total of 195 points): Quizzes will be given at the start of class on the days indicated on the calendar. Quizzes are short (1-5 questions) and will focus on the assigned reading for the day. Quizzes will be graded and discussed in class to provide immediate feedback.

Video Critiques (20 points each for a total of 40 points): The two main individual speeches will be videotaped to provide feedback of your performance. The self-critiques will be due on the next class meeting following your presentation. These are due for the following speeches: "Food and Culture" and "What/How should we eat?"

You should expect to spend approximately two hours of time outside class for every hour of lecture/seminar.

Grading information:

There are 740 points possible for this course.* Grades will be determined by totaling points and computing standard percentages: 90-100% A range, 80-89% B range, 70-79% C range, 60-69% D range, earning 59% or less is a failing grade.

*Attendance Option: You have a choice concerning the role attendance plays in your grade for the class. Think about your choice carefully, for once it is made it will not be changed. You will have until 9/2 to decide and on that day I will pass around a sign-up sheet for you to indicate your choice. Those not in attendance on 9/2 will be counted as selecting option 1 unless previous arrangements are made with the instructor. Here are your choices:

- Option 1. If you select this option, attendance will not be a factor in your grade. You will not be graded down when you miss class but nor will you receive any added points for your in-class participation. I will still expect you to come to class, do the reading, and participate in the assignments.
- Option 2. If you select this option, you are making a commitment to attend class for which you will be handsomely rewarded. If you have perfect attendance, you will earn an extra 5% of your total points to be counted toward your final grade. Missing 1 class will earn you an extra 4% of your total points, and missing 2 classes will earn you an extra 3%. If you miss three classes you will not receive any extra points and nothing will be counted against you. However, for every class missed over three you will have 1% of your total points deducted from the final score. A *missed class* is defined as not coming to class at all, arriving more than 10 minutes late, or leaving early. If you will be missing class for religious holidays or school sponsored events (i.e. athletics) these will not be counted against you provided that I am notified *prior* to missing class and you provide me with *written documentation* for the absence.

A note on missing class . . . When you miss class it is your responsibility to obtain notes, assignments, or any materials distributed in class. Missing class is not an excuse for missing work. If you are absent on the day we sign up for speeches or any other assignments, one will be assigned to you. It is your responsibility to stay informed.

Class Policies:

1. **Be on Time.** This class begins at 8:00 and you should be here at 8:00.
2. **Cell phones.** Turn them off! This is not the place for text messaging. 5 points will be deducted from one's grade every time one is caught using a cell phone (this includes if your phone rings).
3. **Speaking plans** must be turned in on the day that you speak, **at the start of class.** The instructor will not accept those that are not turned in on time.
4. With the exception of impromptu presentations, all of the presentations given in the class should be **delivered extemporaneously**--not memorized or read from a manuscript--but spoken conversationally, using notes.
5. Please use **sex-neutral language** in your speaking and writing. Since the language we speak and write leads us to perceive in certain ways, sex-neutral language will help all of us perceive women and men on equal terms, participating equally in the world. For example, use "he or she" instead of "he" when the person to whom you are referring could be of either sex. Similarly, use "people" or "humanity" or "individuals" instead of "man" or "mankind," use "you" instead of "you guys," and use "chair" or "sales representative" instead of "chairman" or "salesman."
6. **Written assignments must be typed.**
7. Students must speak on **scheduled days** (you will know in advance on what days you will speak). If you are ill or have another legitimate excuse, you must notify me **before** class begins. You may leave a message on my voice mail at school or email me; there is no excuse for not getting in touch with me. **Regardless of the reason, if you miss a presentation, there may or may not be time for you to give it later; if there is time, you will be able to earn no more than half credit for the speech.** You are, however, permitted to switch speaking days with other students as long as they are willing. It is your responsibility to arrange this and notify me of the change.

University Policies and Information:

Academic honesty: Students are responsible for knowing policy regarding academic honesty. For more information, visit: [Academic Honesty Policy](#) or [HSU Catalog](#)

Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. [Student Disability Resource Center](#)

Add/Drop policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. [Schedule Adjustments \(Adding or Dropping\)](#)

Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review [Campus Emergency Preparedness](#)
http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: 826-INFO or [Emergency Conditions](#)

Attendance and disruptive behavior: Students are responsible for knowing policy regarding attendance and disruptive behavior: [Class Attendance and Disruptive Behavior](#).

Course Calendar:

Week 1

Aug. 26 **Welcome and Syllabus**
Aug. 28 **Inviting Transformation**
Read: IT Chp. 1
Explanation of "Favorite Food" Speech
Quiz 1

Week 2

Sept. 2 **Interactional Goals and Introduction to Food**
Read: IT Chp. 1, DF Intro, OD Intro.
Quiz 2
Sept. 4 **Asserting Individuality: "Favorite Food" Speech**

Week 3

Sept. 9 **Interactional Goals cont.**
Quiz 3
Explanation of Fast Food Assignment
Sept. 11 **Creating an Environment**
Read: IT Chp 3., OD "The Meal" & "Context as Communication: McDonald's vs. Burger King
Quiz 4

Week 4

Sept. 16 **Analyzing the Fast Food Environment**
Fast Food Assignment Due
Film: *King Corn*
Sept. 18 Film: *King Corn* cont.

Week 5

Sept. 23 **Focusing**
Read: IT Chp. 4, and DF 17-40
Explanation of "Nutrient" Speech
Quiz 5
Sept. 25 **"Nutrient" Speech**

Week 6

Sept. 30 **Framing**
Read: IT Chp. 5, DF 40-78
Quiz 6

Oct. 2	Framing Cont. & Delivery <i>Read: IT Chp. 9</i> Quiz 7
<u>Week 7</u>	
Oct. 7	Group Presentation: Cooking Show
Oct. 9	Group Presentation: Cooking Show
<u>Week 8</u>	
Oct. 14	Elaborating <i>Read: IT Chp. 6 & DF 83-101</i> Quiz 8
Oct. 16	Beginning, Ending, & Connecting <i>Read: IT Chps. 7 & 8, DF 101-136</i> Quiz 9
<u>Week 9</u>	
Oct. 21	The Speech Plan <i>Read: IT Chp. 10</i> Quiz 10
Oct. 23	Articulating a Perspective: Food and Culture
<u>Week 10</u>	
Oct. 28	Articulating a Perspective: Food and Culture
Oct. 30	Articulating a Perspective: Food and Culture
<u>Week 11</u>	
Nov. 4	Constructing a Persuasive Message <i>Read: DF 137-161</i> Quiz 11
Nov. 6	Constructing a Persuasive Message cont. <i>Read: DF 161-201</i> Quiz 12
<u>Week 12</u>	
Nov. 11	Veteran's Day Holiday
Nov. 13	Constructing a Persuasive Message cont. Film: <i>Supersize Me</i>
<u>Week 13</u>	
Nov. 18	Constructing a Persuasive Message cont. Film: <i>Supersize Me</i> cont.
Nov. 20	Constructing a Persuasive Message cont. <i>Read: OD Chp. 17 & Animal Liberation Chp. 1</i> Quiz 13
<u>Week 14</u>	
Nov. 25-27	Thanksgiving Holiday

Week 15

Dec. 2 Seeking Adherence: What/How should we eat?

Dec. 4 Seeking Adherence: What/How should we eat?

Week 16

Dec. 9 Seeking Adherence: What/How should we eat?

Dec. 11 Seeking Adherence: What/How should we eat?

Dec 16 8-9:50 Final Exam: "The final toast" and party

Reminder: The syllabus is an agreement to provide certain classroom experiences to students. While it may be changed as the semester develops, any changes will be communicated to the students appropriately in advance, preferably in writing. Changes to the syllabus are not allowed after the semester ends.

Presentation 1--Asserting Individuality: "My favorite food and why"

What is one of your favorite foods? How did this come to be so? What memories, feelings and associations do you have with this food? I want you to think beyond, 'I like it because it tastes good.' What can we learn about you from a story about your favorite food?

This presentation should be 1-2 minutes. Do not memorize it. You may use notes if you wish. Remember, the goal here is to share something about yourself that helps us get to know you better.

Presentation 2--Articulating a Perspective: "The Nutrient Speech"

In a short speech (no more than 2 minutes) define, describe, and give an example of your assigned term from the list below. The speech should give basic information about what the term is, what it does, what kinds of foods contains it, who needs it, etc. Please bring in an example of the nutrient or where it comes from. For example, if you are talking about Vitamin C you could bring in an orange.

These are terms that are used frequently in Pollan's work, necessary for a basic understanding about nutrition, and key in the public discourse of nutritionism. This guide is to be used as a basic glossary for easy reference as you read the remainder of In Defense of Food. To that end I encourage you to print it and fill in the definition/description as your classmates present the information.

Carbohydrate:

Protein:

Fructose:

Saturated Fat:

Unsaturated Fat:

Polyunsaturated Fat:

Monounsaturated Fat:

Trans fat:

Hydrogenated vegetable oil:

Cholesterol:

Fiber:

Calcium:

Phosphorus:

Potassium:

Sucrose:

Vitamin D:

Vitamin A:

Vitamin C:

Vitamin B-1:

Vitamin B-2:

Vitamin B-6:

Vitamin B-12:

Calorie:

Organic:

Lipid Hypothesis:

Antioxidant:

Omega-3 fatty acids:

Omega-6 fatty acids:

Presentation 3--Articulating a Perspective & Building a Community: "The Cooking Show"

This presentation will be done in groups of three people. Your task is to imagine you are the hosts of your own cooking show. Give your show a title and a theme such as "Cooking for College Students" or "Farmers' Market Cuisine." In your presentation, your group will demonstrate how to prepare a particular dish. The process should go from start to finish as much as possible (allowing for the obvious limitations that we don't actually have cooking facilities in the classroom.) Think instead of dishes you can make without the stove/oven (or do these steps at home). You could, for example, teach the class how to roll sushi, make a pie crust, decorate a fancy cake, or make appetizers for a party on a college budget. There are lots of ideas, so I encourage you to get creative.

Remember you have two goals here – articulating a perspective and building a community. For the first one, your task essentially is to demonstrate a method for preparing your particular dish. As this is a demonstration you will be showing, rather than just telling, us how to do something. This will require you to demonstrate all the particular steps in the process (i.e. following a recipe) while verbally explaining them as well. You of course will have lots of visual aids too. For the second goal, building community, you want to think of your imaginary TV audience (and us in class of course) as your community. As inherent in all of TV, you want people to keep watching – so one way to do that is to make them feel apart of the show and the personalities of the hosts. Using inclusive language and a relaxed, open, and friendly delivery style are a couple of techniques for accomplishing this. You may want to watch a few cooking shows if you are not familiar with them to get an idea for the genre and style of presentation.

In preparation for the presentation you will want to review the material in the text for thinking about all parts of the presentation. *In addition to directions and guidelines from the text you should also make sure your presentation meets the following requirements:*

- Includes varied research (5 sources; no more than 3 may be from the internet)
- Includes a *correctly formatted* (MLA or APA) bibliography (just one for the whole group)
- Includes a typed speech plan (just one for the group; directions are below)
- Meets the assignment/goals
- Is within the time limit (9-10 minutes)
- All group members participate (speak) in the presentation
- Is delivered extemporaneously
- Is well organized
- You have practiced several times
- The topic is significant and relevant to the audience

A word on grading for a group presentation. This presentation is worth 75 points and the grade will be derived from a combination of scores: what you earn through the presentation and what you earn from your group members. So, out of the 75 points I will assign points for 80% (60 points) and your group members will evaluate the remaining 20% (15 points). All members will grade and evaluate one another and I will then average these points for your group score. This method helps keep all group members accountable to one another for equal participation, planning and execution of the assignment.

Speaking Plan for "The Cooking Show"

Presentation 4--Articulating a Perspective: "Food and Culture"

Discuss the role of food, in general, for a particular culture or a particular food for a national, ethnic, religious, or regional culture. This could be a specific food such as why we eat turkeys on Thanksgiving; a method of food preparation as in the importance of Kosher food for the Jewish faith; a "food movement" such as vegetarianism, veganism, or slow food; the impact of a culture's food habits such as the impact of eating fast food on the rise of diabetes of American children; the role of the farmer's markets in the Humboldt County economy; etc. There are many possibilities here—"food" and "culture" are interpreted loosely so be creative and think about foods and cultures that have importance and significance for you. If you have any questions about appropriate topics, please talk with me.

In preparation for the presentation you will want to review the material in the text for thinking about all parts of the presentation. *In addition to directions and guidelines from the text you should also make sure your presentation meets the following requirements:*

- Includes varied research (5 sources; no more than 3 may be from the internet)
- Includes a *correctly formatted* (MLA or APA) bibliography
- Includes a typed speech plan (See chapter 10)
- Meets the assignment/goal
- Is within the time limit (6-7 minutes)
- Is delivered extemporaneously
- Is well organized
- You have practiced several times
- The topic is significant and relevant to the audience

Presentation 5--Seeking Adherence: "What/How should we eat?"

Response to *In Defense of Food* and *Supersize Me*

Fast food and ever changing dietary fads are all part of popular culture's culinary landscape. This was not always so; in fact, humans used to know how to eat well, Michael Pollan argues in his latest book, *In Defense of Food*. But the balanced dietary lessons that were once passed down through generations have been confused, complicated, and distorted by food industry marketers, nutritional scientists, and journalists—all of whom have much to gain from our dietary confusion. As a result, we face today a complex culinary landscape dense with bad advice and foods that are not "real." These "edible foodlike substances" are often packaged with labels bearing health claims that are typically false or misleading. Indeed, real food is fast disappearing from the marketplace, to be replaced by "nutrients," and plain old eating by an obsession with nutrition that is, paradoxically, ruining our health, not to mention our meals. All of this raises the questions of what and how should we eat?

Your next presentation will focus on one aspect of popular food culture that is addressed (and has interested you) in either *In Defense of Food* or the movie *Supersize Me*, and you will take a clear position on the issue. (If you choose to speak about *Supersize Me*, you must make connections between subjects addressed there and those of *In Defense of Food*.) **Your position should advocate a particular way we should eat and why. You may agree or disagree with the opinions in *In Defense of Food* and *Supersize Me*. In either case, you must provide reasons and justification for your position and reasons why we should follow your suggestions.**

Review the material in the text for thinking about all parts of the presentation. While the goal of seeking adherence shares some similarities with articulating a perspective, such as sharing information and your perspective, it asks you to take an additional step. The author of a Seeking Adherence Presentation needs to have a clear understanding of his/her rhetorical strategy, so here are some questions to help get you started. Consider the following as a way to increase the persuasive power of your presentation:

- What is my purpose beyond persuasion?
- Would informing or entertaining help strengthen my commitment statement? Should I include other goals?
- Who is my audience?
- What do they already know about my subject?
- How interested are they likely to be in my subject?
- How impartial or prejudiced is my audience going to be?
- What values does my audience have?
- Is my topic going to challenge my audience's beliefs or values?
- What types of evidence/support are most likely to be effective?
- Is my argument, or that which I am trying to persuade, reasonable?
- What objections might my audience have, and how will I anticipate those objections in my presentation?
- What tone or attitude am I striving for in this essay?
- How can I give a strong opinion without offending my audience?

In addition to directions and guidelines from the text you should also make sure your presentation meets the following requirements:

- Includes varied research (5-7 sources; no more than 3 may be from the internet)
- Includes a *correctly formatted* (MLA or APA) bibliography
- Includes a typed speech plan

- Meets the assignment/goal
- Is within the time limit (9 minutes)
- Is delivered extemporaneously
- Is well organized
- You have practiced several times
- The topic is significant and relevant to the audience

Presentation 6--Building Community: "The final toast" and party

In keeping with our theme, we will conclude the semester with a party where we all bring food to offer and share with one another. We will discuss the details of this in class.

The speech will be a short one (no more than 2 minutes) where you will give a "toast" to the class. Here are some questions to think about as you prepare:

- What have you learned from your classmates?
- How can you acknowledge others in the presentation?
- What are your feelings about the food you are offering?
- Do you want to acknowledge the food and those who had a hand in growing and preparing it for us?
- Have your ideas and beliefs about food changed in any way because of the readings?
- What are the shared values and beliefs of the class?
- How can I reinforce the community of the class?
- What do you want to leave us with as we end the semester together?

Written Assignment: Analyzing the Environment: Fast Food Restaurant Analysis

Some fast food trivia,

- If you took the 13 billion hamburgers that Americans eat every year and put them in a straight line, they could circle the earth more than thirty-two times.
- A single fast food hamburger may contain meat from hundreds, even thousands, of different cattle.
- One out of every five public schools in the US now serves brand-name fast food.
- One out of every three toys given to a child in the US every year is from a fast food restaurant.

For this assignment

First: Read Chapter 3 in *Inviting Transformation*, "The Meal" from *Omnivore's Dilemma* and "Context as Communication: McDonald's vs. Burger King"

Second: Choose a fast food restaurant and spend an hour or so there. First, write out as comprehensive description of this place as you can. What kind of people do you observe--both customers and staff? How does the restaurant present itself? Look at the design of the building both inside and out, furniture, color choice, advertisements/ promotional posters, uniforms, product packaging, menu design etc. Is nutritional information presented or offered to the customers? How so? Are the external conditions of safety, value, freedom and openness evident? How so?

Third: Using the information you have gathered, **in connection with the three readings***, explain the environment that is created in this fast food restaurant in a 2-3 page paper. In the paper you should speculate about the rules for eating that this venue attempts to instill and how this is communicated. Is the food marketed differently to adults vs. children? How? What relationship to food are people here encouraged to form? How does this relationship get presented or packaged as the norm? How do the external conditions contribute to the overall feel and message of the restaurant? In your paper discuss the

relevant components of the environment: setting, audience, speaker, subject according to the particular questions for each listen on pages 40-42 of *Inviting Transformation*. In essence, you are describing what and how the restaurant communicates to its customers.

* You must explicitly draw from and cite all three of the readings. By this I mean connect what you observe to what the readings have to say on the particular topic. Failure to do so will result in a poor score. You do not need to do outside research for this paper, but all three sources should be included and referenced appropriately according to either MLA or APA.

Finally: Be prepared to share and discuss what you've found with the class on Sept. 16. This will not be a formal presentation but a large discussion where we share the information about what we found and speculate and discuss the relevance for communication.

Papers are due Sept. 16.