

Learning Community Application

Learning Community Name	Let's Talk Dirty: Composition and Speech 1 and Health and Nutrition
Proposal Date	Spring 2012
Launch Date	Fall 2012

Instructor team Information:

Instructor Name	Course	Email	Phone
Karen Regal	ENG 102	regalkar@niacc.edu	Ext 4158
Craig Zoellner	BIO 152	zoellcra@niacc.edu	Ext 4234

General Questions

Answer the following questions as you develop the proposal. Answering these questions will help clarify this learning community's purpose to you and the administration.

1. What are your goals for this learning community? What outcomes are most important to you?
Our goals center on the improvement of writing by using content-related writing and; to improve speaking and research related to content area.
2. What central questions or themes will your learning community explore?
We cover the major theme of what is healthy living by exploring, in writing and speaking, the sub categories of mental, social, physical, nutritional, environmental, and sexual health.
3. How will you integrate the individual courses?
Over the last three years, we have been using the content of Health and Nutrition to learn the benchmarks related to Comp and Speech 1 as identified by the Communications Division Manual.
4. How much of the courses do you intend to integrate?
We teach the course over two hours, so we would have to say 95% of the courses are cross integrated.
5. Explain a sample integrated assignment.
We do four article reviews by introducing the seven evaluation questions from H and N into Comp and Speech 1, and concentrate on researching articles, writing standard well developed paragraphs, and some documentation methods (APA). Both instructors evaluate the writing.
6. What, if any, extra-curricular activities would you include in this learning community? Include a rough estimate for expenses.
Students use research through calorieking.org and other health related web sites to fulfill assignments, like tracking their daily food diary, and also using that information as detailed support for the final essay in Comp and Speech 1.
7. What will indicate the level of success this learning community achieves?
Retention of students to the LC; improved writing outcomes for both courses, and improved speaking outcomes for both courses.
8. How will you gauge success in this learning community?
Well, right now, Craig and I are using an informal end of class discussion for "gauging" success; but we might make this a more written track able assessment in 2012.

**Learning Community:
Composition and Speech 2 (ENG 103)
And Health and Nutrition (BIO 152)**

Spring 2013

Instructors: CS1 with Karen L. Regal

And H&N with Craig Zoellner

Karen's Office Information:

Office Location: 213 Beem Center

Phone/voice number: 641-422-4158

Email address: regalkar@niacc.edu

Fall Office hours:

MTWR: 8-8:30 am

M/W: 12:15-2:15pm

Fridays by appointment

NOTE: if I need to contact you, I will use only your NIACC e-mail.

WHAT IS A LEARNING COMMUNITY?

The formal definition of a Learning Community can vary; but at the NIACC campus, a learning community is defined as a "formal link between two [or more]courses so that students have opportunities for deeper understanding and integration of the material they are learning, more interaction with one another, and more interaction with their instructors" (Shapiro (1999), 2).

For NIACC's Health and Nutrition and Composition and Speech 2, a learning community means that students will study and learn health and nutrition concepts while practicing their reading, writing, listening, and speaking skills. In this learning community, students will sometimes complete assignments that will be graded for both classes and sometimes complete independent work for each class. The Learning Community also means that both instructors are teaching the course together and integrating their fields of study simultaneously.

Source: Shapiro, Nancy, and Jodi Levine. (1999). *Creating Learning Communities: A practical Guide to Winning Support, Organizing for Change, and Implementing Programs*. San Francisco: Jossey-Bass.

UPON COMPLETION OF THE COMPOSITION AND SPEECH 2 PORTION OF THE LEARNING COMMUNITY, STUDENTS SHOULD HAVE ACCOMPLISHED THE FOLLOWING COURSE BENCHMARKS:

IN ESSAY FORM:

- Consider argumentation and proposals as methods of writing
- Demonstrate the use of American Psychological Association in-text and end text documentation rules
- Write coherent paragraphs illustrating topic sentences, summative sentences and additionally developing generalization and generalizations within paragraphs
- Write introductory paragraphs using motivating statements, transition statements, appropriate limited thesis statements,
- Demonstrate use of details and examples, both personal and researched, for support in writing
- Write conclusions that restate thesis statements and provide clinching statements, answering the question “so what”
- Demonstrate knowledge of grammatical basics
- Demonstrate the understanding of mature sentences by identifying sentence types, writing complex sentences, eliminating subject openers by creating introductory elements, and using proper punctuation
- Demonstrate revising process through use of the Writer's Workbench Analysis Programs and/or the Writer's Workbench STEPS Programs

In speeches:

- Organize speeches using intro, body, conclusion patterns
- Develop speeches covering science-related topics: components of health, food, drugs, and sexually transmitted infections
- Demonstrate through speaking process physical poise, eye contact, volume, and posture, and the use of visual aids
- Demonstrate in-text and end text APA documentation

REQUIRED TEXTBOOKS AND COURSE MATERIALS:

1. You must purchase one three-ring binder and a set of page dividers
2. You will also receive additional writing and speaking related materials from your instructor to be used in the binder.
3. *Healthy Living*: Alters and Schiff (ISBN: 9781449651930)
4. You will need one zip drive or flash drive (approx.. 4gb) for use with Writer's Workbench
5. You must be able to access the Writer's Workbench Lab, located either in the Dorms Lab or in the Beem Center Lab, Room 100; you may purchase WWB for home use (Please see Sally Becker in BC 100).
6. A calendar with enough space to record course assignments
7. **A copy of the Composition and Speech Student Manual** (see www.niacc.edu/communication).

SOME IMPORTANT COURSE POLICIES YOU SHOULD TAKE SERIOUSLY:

● **Attendance Policy:**

Attendance is taken on a daily basis in recognition of Federal Financial Aid guidelines, but there are no formal attendance points awarded for attendance alone in this course. However, courses assignments may be affected by student attendance in class.

Emergency Absence Policy:

The following are regarded as sufficient enough emergencies to account for your absence:

1. Weather (which can include hitting a deer)
2. Health (yours or a family members)
3. Funeral/Death
4. Professional leave (particularly for those serving in the armed services or attending a college sponsored event)

If you are absent from any classes, including the Learning Community, for longer than a couple days, you should be contacting Student Services since long absences will affect your financial aid and on-campus living arrangements. This office can be contacted at 641-422-4105 or at 1-888-466-4222.

NOTE ON ATTENDANCE: The College and the Financial Aid Department define the last day of class as the last day work was submitted to fulfill a specific assignment, not the last day a person physically showed up to class. Your work, as well as your attendance, influence your academic and financial standing at the College.

DEADLINES CONCERNING ANY LATE WORK:

1. Any work that is not submitted on the due date announced will receive an automatic 10% reduction in points.
2. After one week an assignment is late, the assignment will receive an automatic 20% reduction in points.
3. After the two week grace period, any late assignment will not be accepted and a zero score will be recorded on Web-Advisor.
4. Any daily work, like quizzes or directed journals, will not be made up, and an absence results in an automatic zero score.
5. No revisions are offered on any formal essay or speech work or quizzes; once the item is submitted or performed, the grade associated with it is final.

POLICY ON INCOMPLETE GRADES:

I agree to Incomplete grades at Midterm or Final only under extreme circumstances long personal illness, family trauma, or formally recognized accommodations). Because of these circumstances, the student requesting an incomplete has demonstrated that finishing the course requirements necessitates additional time.

This grade arrangement must be made between the student party and me prior to the second to last week of midterm or the end of the course. The student will have only one three-week period in which to complete all outstanding work. All work will be evaluated by the same grading standards and assignment expectations as have been applied to other participants in the course. If, after the three-week time period has expired and no work has been completed, the final grade will be changed to an F grade.

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PLAGIARISM AND CHEATING POLICY:

1. Composition and Speech 2 specifically focuses on the use of outside resources (like newspapers, encyclopedias, or magazines) to enhance writing; and, some paper(s)

associated with Health and Nutrition may require information borrowed from outside sources.

2. Students will use the *American Psychological Association* documentation rules. These rules will be discussed individually and explained for any assignment that requires some research. APA rules can be found in copies of handbooks like *The Hacker Handbook*, on line or via a book store.

CASES THAT CONSTITUTE PLAGIARISM OR CHEATING:

ANY OF THESE CASES WILL RESULT IN A FAILING GRADE FOR THE ASSIGNMENT IN QUESTION AND BE REPORTED TO THE VICE PRESIDENT OF STUDENT AFFAIRS AND THE DEAN OF THE COMMUNICATIONS DIVISION:

- Any student plagiarizes when he or she submits as his/her own a work
 - a. A document borrowed from another person with or without that 2nd person's knowledge
 - b. A document copied from another person's computer file, with or without that 2nd person's knowledge
 - c. A document in which information from any source (book newspaper, magazine, website, person) is quoted verbatim (meaning word for word) without any in-text documentation..
 - d. A document in which information is listed on a works cited page, but does not use in-text documentation.
 - e. Finally, a document in which research and documentation is required but never used (works cited or in-text citations).
- Any student plagiarizes when he or she does not document, in-text or works cited, when citing sources in a speech.
- Finally, a student cheats if test(s) are removed from the classroom without the instructor's knowledge and not answered under the supervision of the instructor.

AN ACCOMMODATIONS DISCLAIMER:

1. As a student in NIACC's Composition and Speech and/or Health and Nutrition courses, if you have a documented accommodation, your instructor(s) should be notified by Student Services about it as soon as possible.
2. If you are interested in receiving accommodations consideration, please see the Student Services Department as soon as possible so that the college may provide appropriate accommodation(s) for your academic success. Written verification of any disability is required.

PROJECTS AND SCORES* FOR THIS COURSE:

Specific performance criteria for each assignment will follow and be addresses as each assignment is give. Any of the points for these assignments may be adjusted by instructor discretion.

Unit 1: Projects:

Directed Journal 2:	80 points
Library Unit 2:	25 points
*Dimensions of Health speech	15 points
Basics 2:	80 points
*Health Continuum/part 1	60 points
Dis-ease study	176 points
*Article Review #1:	40 points
*Unit 1 essay tests	10 points

Unit 2 Projects:

Article Review #2:	40 points
Sleep Deprivation chart and essay	100 points
Rewriting Sentences	35 points
*Food group speech	25 points
*Food Comparison speech	25 points
*Unit 2 essay test	10 points
*Presidential Fitness Test	TBA
*Service Learning participation	TBA

Unit 3 Projects:

*Drug speech	15 points
Drug habits reflection essay	50 points
Punctuation	45 points
*Unit 3 essay test	10 points
*Article Review #3:	40 points
*Health continuum #2	60 points

Unit 4 Projects:

*Sexually transmitted infections speech	25 points
*Article Review #4	40 points
*Unit 4 test	10 points
*Service Learning Essay	35 points

NOTE: any assignment that is indicated with an asterisk (*) will be dual credit assignments earning credit for both courses in the Learning Community. Two copies of items will be submitted for instructor evaluation.

Total for course: TBA points

Grading standards:

I grade on a 100 point percentage scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 and below =F.

I do not round up any scores.

If a student is earning 69% or below by midterm: October 16, 2012, he/she is encouraged to drop the course.

Finding your grade:

Grades for individual assignments are posted on Web Advisor. Midterm and Final Grade are also available on Web Advisor through the MyNIACC Portal on the NIACC home page the Tuesday following midterm's end and the Tuesday following the last day of the semester.

The last day to drop a course is _____, 2013.

1. If you are achieving a letter score of "F" by this date, it is advised you drop this course.
2. If you are achieving a letter score of D (64-60%) by this date, it is advised you drop this course.
3. If you are receiving a letter score of "D (69-65%) by this date, please make a conference with the instructor as soon as possible before _____, to discuss your future success in the course.

Please note: If you earn "F" or withdrawal-related grade often, you will suffer consequences that you may not be able to recover from:

- *being placed on academic probation
- *being expected to pay back your bill immediately
- *being unable to obtain any Federal financial aid
- *being removed from the Dorms living facility on campus

THE CLASSROOM ATMOSPHERE CRAIG AND I THINK WORKS BEST:

1. In the learning community that combines Comp and Speech 2 and Health and Nutrition, our classroom is run in two ways:
 - a. For the sole purposes of writing, we will function like a workshop where students can write, peer review, edit and have access to the teacher for questions and help.
 - b. While in Health and Nutrition, we will function more traditionally, with some lecture, but also encouraging questions and participation.
 - c. Either way, the classroom will be a lively active place where writing, reading, and speaking will be practiced to generate thoughts for answers to specific health-related questions.
2. In the Comp and Speech 2 portion, students are encouraged to participate in the writing process in two ways:
 - a. In-class writing that focuses on "Practicing Writing" which takes place throughout the semester.
 - b. As we grow more confident in writing, students are asked to focus on "Academic Writing," which will stress process-related writing centering on health and nutrition-related themes.
3. For both portion of the course, individualized questions or concerns about assignments or grades can be addressed by scheduling conferences during our office hours.
4. Some class periods are given over to speeches that are credited to both courses.
5. Finally, we expect some consideration of others during our time together:
 - a. **Please turn off your cell phone.** If you are expecting an emergency call, please excuse yourself from class to take it in the hall. If you must leave for the emergency, leave; if you can stay, stay.
 - b. **Please turn off your music.** You may not listen to it during the instructional hour or when we are taking quizzes or exams.
 - c. **You will not text during class.**
 - d. **There is unworthy language we will not tolerate:**
 - i. Any comments directed personally toward another student or your instructors that mention racial, ethnic, religious, gender choices or personal characteristic are off limits.
 - ii. NOTICE: we do discuss very personal issue related to healthy lifestyles, so we will use the correct language that is appropriate to this class. Do not be surprised if what we say "shocks" you.
 - e. **There is unworthy behavior we will not tolerate in class either:**
 - i. Physical or verbal threats directed toward the instructors or other students are off limits.
 - ii. If you have a concern about this class, it can be addressed in an adult manner outside of class. If behaviors are exhibited or persist, a private conversation with the Dean of Students will be arranged.
 - f. **Craig and I are mandatory reporters.** If we feel concerned about an issue that you present in class, we may follow-up on your welfare.

BIO: 152 Health & Nutrition
3 Semester Hours of Gen. Ed. Science credit
FALL 2012

Lecture meetings: M/T/W 9:50 - 10:50 NIACC Dorms
 T/TH 12:50 - 2:20 MH 203

Instructor: Craig Zoellner, Natural Sciences

Office: McAllister Hall 025

Office Hours: M: 8:00 - 8:45
 T: 8:00 - 8:45 & 2:30 - 3:30
 W: 8:00 - 8:45 & 1:30 - 3:30
 TH: 8:00 - 8:40 & 2:30 - 3:30

Check the schedule outside of MH 025 to see what times I am available, or call ahead. Other times may be arranged.

Contact Information: Office: 641-422-4134,
 1-888-466-4222, ext. 4134
 E-mail: zoellcra@niacc.edu

Textbook: Essential Concepts for Healthy Living (6th)
 Alters & Schiff

This is an introductory health and nutrition course. This course will look at the multi-dimensional aspects of health and the developmental tasks which students face while formulating a personally healthy lifestyle. The field of health is constantly changing and many new issues and choices face today's citizens. This course will look at these new issues and look at health related options, which face everyone. Above all, I encourage students to ask questions and contribute to the discussion both in and out of class!

General Education Skills: As a graduate of NIACC, students should become skilled in eight general education skills. In this course we will focus on two of these eight skills. We will touch on the others, but we will assess our improvement in two areas: scientific literacy, and critical thinking.

Students will demonstrate knowledge and understanding of scientific concepts and processes required for personal decision-making and responsible participation in civic affairs (scientific literacy).

Students will demonstrate goal-directed reasoning to arrive at valid conclusions, meaningful solutions, and informed evaluations (critical thinking).

Course Policies:

Your regular and punctual attendance is expected. Your attendance will be essential for your success in this course. If you know you are going to be absent in advance, you should let me know several class periods before the absence. You will need to contact me by the next class meeting or you will NOT be allowed to make up the missed work. IF YOU MISS IN CLASS ASSIGNMENTS, YOU WILL NOT BE ABLE TO MAKE UP THAT GRADE (i.e.: quizzes, presentations, demonstration, etc.). You are responsible for obtaining the lecture notes/handouts/other information, from the days of your absence. Obtain these from other students. You may ask me for these if you have made arrangements for absence in advance.

Methods of instruction include lecture, participation, discussion, reading, research, and student presentations. You will need to be ready everyday for any or all of these methodologies. Be prepared, you will have a good idea of what will be expected for the next class period.

If you miss a test, make-up tests are reserved for extraordinary circumstances. In the event of a genuine emergency a request may be made to take the test at an alternative time. Only one request will be considered for a student during the semester. If granted, all make-up exams will be given here at NIACC, on the same day to be announced at a later date. It will be during the last week of the semester.

TESTS **WILL NOT** BE TAKEN OR MADE UP IN THE SLC unless there are student needs, and I will be contacted by the SCL as to those students.

If you are caught cheating on any test or assignment, you get ZERO points for that grade, with no chance of earning those points.

Plagiarism is not acceptable! Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. You MUST give credit for the information used. If you submit someone else's work, you are guilty of plagiarism. This will result in a zero grade and your name will be forwarded to the Vice President of Student Services.

Your textbook includes an on-line, publisher produced website. This is a great website which offers a variety of student friendly learning opportunities.

If you have questions or are having problems with the material being covered or with any other aspect of the class, please come to see me, give me a call, or send me a message. Don't wait until it's too late!

PREREQUISITES: None, just a personal interest, a need for knowledge or 3 general education science credits. This is NOT a lab science course.

If you have a documented disability that requires assistance, you will need to contact Student Services for coordination in your academic accommodations. The instructor cannot provide accommodation without approval of Student Services.

GRADE DETERMINATION:

Letter grades will be determined by a percentage of the total points accumulated during the semester.

Your grades will be available 24/7 on Web advisor, so you can keep track of them as the semester progresses.

Assignments that will be completed include:

- Five comprehensive unit tests. (40 to 90 points each)
- Required research activities on health topics including analysis of health articles. (5 to 10 points each)
- Several in class presentations on topics I assign (5 - 20 points each)
- Nutrition comparison: demonstration & presentation (20 points)
- Periodic quizzes and videotape summary sheet, on an as needed basis. (5 to 10 points each)
- Several selected EXTRA CREDIT options.

ALL LATE WORK WILL BE DEDUCTED 10% AUTOMATICALLY and will be collected at two designated times in the semester; the week before midterms and the week before finals!!

The grading scale will be straight percentage calculated from total available points and your points earned.

100 - 90%	--	A
89 - 80%	--	B
79 - 70%	--	C
69 - 60%	--	D
59 - 0%	--	F

If you are having any trouble with the material or need any clarification of assignments, please contact me. I will work with you, or other avenues of assistance can be explored. I am looking forward to the many new experiences we will encounter during this semester. Have a great semester!!!

ALL POLICIES AND DATES GIVEN IN THIS SYLLABUS ARE SUBJECT TO

CHANGE. ANY CHANGES WILL BE ANNOUNCED IN CLASS.

70:110 **Health & Nutrition**
Fall 2012

Textbook: Essential Concepts for Healthy Living (6th),
Alters & Schiff

Chapter assignments and **approximate test dates**

Unit I: Chap. 1 Health: The Foundation for Life
Chap. 2 Psychological Health
Chap. 3 Stress and Its Management
Health Article Analysis

Exam 1

Unit II: Chap. 9 Nutrition
Chap. 10 Body Weight and Its Management
Chap. 11 Physical Fitness
Health Analysis of any ergogenic aid advertisement

Exam 2

Unit III:
Chap. 7 Drug Use and Abuse
Chap. 8 Alcohol and Tobacco
Analysis of Medical Marijuana

Exam 3

Unit IV: Chap. 4 Violence and Abuse
Chap. 6 Relationships and Sexuality

Exam 4

Unit V: Chap. 12 Cardiovascular Health
Chap. 13 Cancer

Exam 5

Composition and Speech 1/Health and Nutrition
Fall 2012 Final Learning Community Survey
(adapted from Iowa State University Learning Communities website at iastate.edu)

Directions: A portion of this survey is short answer, and a portion of this survey is multiple choice. Please be clear about your answers to each of the question styles. **DO NOT PUT YOUR NAME ON THIS SURVEY.** Please read this definition of a Learning Community:

The formal definition of a Learning Community can vary; but at the NIACC campus, a learning community is defined as a “formal link between two [or more] courses so that students have opportunities for deeper understanding and integration of the material they are learning, more interaction with one another, and more interaction with their instructors” (Shapiro (1999).

For NIACC’s Health and Nutrition and Composition and Speech 2, a learning community means that students will study and learn health and nutrition concepts while practicing their reading, writing, listening, and speaking skills. In this learning community, students will sometimes complete assignments that will be graded for both classes and sometimes complete independent work for each class. The Learning Community also means that both instructors are teaching the course together and integrating their fields of study simultaneously.

Short Answer:

1. How has this Learning Community provided opportunities to understand Health and Nutrition learning?
 - It helped me understand health and nutrition more because I had to write about the topics and give speeches about topics on health; therefore, it made me ready, study, and understand health a little more.
 - The Learning Community provided opportunities to understand Health and Nutrition because all of the given assignments were counted toward both parts of the course.
 - It has helped me learn material better by doing writing assignments along with regular health assignments.
 - Makes it easier to learn as you have to present knowledge and understanding of the material through writing and speech giving you more knowledge of the topics.
 - Good I understand more stuff from taking this class.
2. How has this Learning Community provided opportunities to understand writing and speaking?
 - It provided assignments on the basics of writing and speeches.
 - This Learning Community provided opportunities to understand writing and speaking because the class wrote essays and conducted speeches.
 - It has helped me become better at writing papers. Doing power point presentations has helped me become a better speaker.
 - Because we have to speak and write about health and nutrition we practice more making us more comfortable speaking and writing.
 - Learned to be a better writer and speaker
3. How has this learning community provided more interaction with classmates or instructors?
 - Both instructors knew the assignments given so I could go to either one and ask for help.
 - This learning community provided more interaction with classmates and instructors during lectures, and when people shared stories and experiences.
 - I have become closer with my classmates and instructors than any other class.
 - By having two subjects combined you spend more time with instructors and classmates giving your more interaction.
 - I met new people and the instructors were great.
4. If you could change anything about the learning community, what would you suggest?
 - No suggestion.

- If I could change anything about the learning community, it would be the time in which the course is given.
- I don't know what I would change.
- None
- Nothing, I like the learning community.

5. What worked best for you during this learning community as a student?

- Having two classes in one room and both instructor being able to help with some assignments.
- As a student, the presentations of Power points worked best for me because I improved my presentation skills.
- That there were two teachers to help teach than just one.
- Being able to working on different aspects of each class together.
- How we had class time to work on our assignments.

Multiple Choice: (Circle one or more that apply)

6. In general, what aspect(s) of the learning community need(s) changing?

- | | |
|---|--|
| Scheduling the courses | Advising related to the learning community-1 |
| Communicating with the instructors | Accessing grades |
| Location of learning community | Computer lab access |
| Access to Learning Community course information | Access to instructors |
| Advertisement of the learning community offerings-1 | Other/please identify_____ |

Comp and Speech 2/Regal/ Health and Nutrition/Zoellner
Academic Writing: Becoming an Analytical Consumer of Health information:
The Article Review

1. Students will write four article reviews during the semester to reflect their understanding of chapter 1: Health: The Foundation of Life from the textbook *Healthy Living* by Alters and Schiff.
2. Students will choose articles from the following resources: one internet; one magazine; one newspaper, and one of his/her choice (but not another internet site).
3. Each student will use the 6+1 questions listed in the text, on page_____.

Preparatory Tasks:

Time in class will be devoted to learn the appropriate documenting skills and how to write an appropriate analysis of articles; however, students are encouraged to obtain a writer's handbook and use it to document correctly: *The Writer's Handbook* by Diane Hacker is one that is recommended by the Science and Communications Division and the college.

Requirements for article reviews:

The review will include the following criteria:

1. A bibliography recognizing the resources read and referenced will be included with the written analysis.
2. APA rule documentation will be used for this assignment.
3. Each question will be answered specifically in a paragraph
4. Each submission will be typed and double-spaced
5. Each question will demonstrate a topic sentence recognizing the question discussed in the analysis; it will also demonstrate summative sentences to close the paragraph issue.
6. Each question should use specific information found within the article to support or defend that question. In-text documentation will be required.
7. In addition, some outside research will take place to answer questions dealing with credentials and reliability. All sources from this search will also be documented in the bibliography.

8. As a conclusion, you will answer this final question: How do you value the information provided in this article? You might want to consider the expense, energy, time, or short term or long term affects this information may have for you. You might also want to consider how you might use this information: for personal us, family use, or professional use. *Be specific in your description of this section of your review.*
9. You must include a copy of the article with your review.
10. You must include the number of words written in the document; a mechanical error score will be figures by dividing the number of errors/number of words.
11. Due date for paper: (2 copies—one for me and one for Z) are as follows:
 - Article Review #1: February 7, 2013
 - Article Review #2: March 7, 2013
 - Article Review #3: April 4, 2013
 - Article Review #4: April 30, 2013

**Total points for each article review credited to Composition and Speech 1: 60 points
(X4=240 points for the assignment)**

COMPOSITION AND SPEECH 2/REGAL WITH HEALTH AND NUTRITION/ZOELLNER
ACADEMIC WRITING ASSIGNMENT: ARGUMENTATION #1
DIS-EASE PROJECT

READING:

A variety of chapters from Schiff's text, *Healthy Living*, apply to this project. It is likely that this project may/may not coincide with the discussion and reading of these items. However, you will read the article by Dr. Ahmet Oz from the Oprah Magazine, attached.

TASKS:

Students will investigate their family's history with dis-ease by completing the following tasks:

1. Creating a Family Tree (including at least one set of great-grandparents)
2. Interviewing a family member (see research interview unit of instruction)
3. Writing the interview paper
4. Writing an essay that explores the health concerns of the family and reflecting on what the future holds for the writer.

INDIVIDUAL TASK CONSIDERATIONS/GRADING:

1. The Family Tree:
 - a. Each student will create a family tree and include the following criteria
 - Names of family members
 - Dates of birth and/or death
 - Place of birth
 - Cause of death or health related concerns
 - b. At least one set of great-grandparents need to be listed on the tree
 - c. The writer must also appear on the tree
 - d. Poster board and markers will be provided for this assignment (a draft of the tree might be helpful to construct the final version)
 - e. Each person plus their personal data is worth (9 people x5 points)=45 points
 - f. Due date:
2. The Personal Interview:
 - a. Each student will conduct an interview, using the Research Interview unit of instruction, of a family member (preferably one from his/her family tree).
 - b. Seven questions will be designed by the class to perform the interview
 - c. Questions should be health related (reflecting the 6 components of health)
 - d. The essay associated with the research interview will be graded by question, paragraph development, details, mechanics for 86 points.
 - e. Due date:
3. The Family Analysis essay:
 - a. The student will write an essay, using an Expository unit of instruction, addressing his/her "life of health"—what does the future hold for the student and how might he/she combat or contend with his/her life of health? How does your life differ from your ancestors' lives, and how might you tackle you "historical lifestyle?"
 - b. Essay, bibliography, and WWB programs will be worth TBA
 - c. Due date:

**Comp and Speech 2/Health and Nutrition Learning Community
Disease Project: Research Interview**

Name:

Date Received:

Bibliographic citations:

1 2 3

Introduction

Date, time, and locale of interview: 3 points

Name and position of interviewee: 2 points

Subject of interview: 1 point

Component #1 as topic sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #2 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #3 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #4 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #5 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #6 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Component #7 as Topic Sentence: 2 points

Details: 1 2 3 4 5 6

Summative Sentence: 2 points

Conclusion

Reactions to interview 2

Reaction to assignment 1

Mechanics: 1 2 3 4 5

Total:

**Composition and Speech2/Regal
Disease Essay Rubric**

Name: _____

Date Received: _____

Structure:

Introduction:

Motivator	1point
Transitions	1point
Thesis statement	3 point

Body development:

Paragraph #1:

Topic Sentence #1	2 points
Generalization #1	1 point
Generalization Summary	1 point
Generalization #2	1 point
Generalization summary	1 point
Summative sentence #1	2 point

Paragraph #2

Topic Sentence #2	2 points
Generalization #1	1 point
Generalization Summary	1 point
Generalization #2	1 point
Generalization summary	1 point
Summative sentence #2	2 point

Conclusion:

Restated thesis	3 points
Clincher	2 point

Content with in-text documentation:

Paragraph #1:	1	2	3	4	5	6
Paragraph #2:	1	2	3	4	5	6

Mechanics (# of errors/# of words)	2	4	6	8	10
Works cited page:		1	2	3	
WWB programs:					
Style		1			
This/These/Those		1			
Organization/Devel		1			
Abstract/Vague		1			
Diversity		1			
Total points:		/56 points			

Suggestions:

The Mason City Library has several genealogy databases, including ancestry.com (that one has to be used in the library). Here's a link to their resources: <http://www.mcpl.org/historyandgenealogy> The Genealogy Room at the library also has resources. You might want to have somebody from the local Genealogy Society come and visit your class or do a field trip to the public library.

The Mormon Church has a genealogy library and other resources: <http://www.ldsancestry.com/> They have a section on Iowa: <http://ldsancestry.com/Iowa/> **[FamilySearch.org](http://www.familysearch.org)** **<https://familysearch.org>**

Iowa Genealogical Society <http://www.iowagenealogy.org/library/>

Iowa State Historical Society Library <http://www.iowahistory.org/libraries/index.html>

<http://www.iowahistory.org/archives/holdings/thematic-topical-holdings-guides.html>

I googled "Free Genealogy Websites" and found all of these. I can't vouch for any of them or guarantee that the "free" search also includes "free" photocopies.

[The USGenWeb Project](http://www.usgenweb.org/) [usgenweb.org/](http://www.usgenweb.org/)

Free genealogy websites www.myheritage.com/page/free-genealogy-websites

[RootsWeb.com](http://www.rootsweb.ancestry.com/) www.rootsweb.ancestry.com/

[101 Ways to Research Your](http://www.genealogy.about.com) Family Tree **[for](http://www.genealogy.about.com)** Free [genealogy.about.com](http://www.genealogy.about.com)

Genealogy & Family History Databases www.genealogy.org

Free Genealogy Websites <http://www.archives.com/genealogy/free.html>

Access Genealogy www.accessgenealogy.com/

Ancestor hunt <http://www.ancestorhunt.com/us-genealogy-search.htm>

101 Best Genealogy Websites for 2012 <http://familytreemagazine.com/article/101-Best-Websites-2012>

Cyndi's List of Genealogy on the Web <http://www.cyndislist.com/>

**COMPOSITION AND SPEECH 2 (ENG 103)
AND HEALTH AND NUTRITION (BIO 154)
REGAL AND ZOELLNER
RESEARCH INTERVIEW QUESTIONS FOR FALL 2012**

We have shared our brainstormed questions and categorized them for use in the Research Interview assignment for October 4th, 2012. These questions are up for grabs as you begin the conversation:

Social Component:

1. How did parents or grandparents meet?
2. What kinds of transportation, food, music, entertainment, clothes, or past-times did parents, grandparents have growing up?
3. What kinds of habits did they have growing up: for example, chores on a farm; caring for younger siblings, a job.
4. What kinds of relationships did they have? Did they have a close circle of friends or no?
5. What kinds of relationships do they have now?
6. What social events or activities did they participate in?

Physical and/or Psychological Component:

1. What psychological health problems have or do exist in our family?
2. Who has suffered from what types of issues?
3. How were health issues handled in the family? Attending a doctor? Home remedies?
4. What physical health problems have or do exist in our family?
5. How have these problems been taken care of?

Environmental Component:

1. Where did parents or grandparents grow up? Was the setting rural, urban, inner city?
2. Did the family live in a single dwelling home or an apartment; and under what living conditions?
3. Where did the family originate from? How might family members get where they are?
4. Why did parent or grandparent choose to live where they do?
5. What made them choose to live or move to _____ (pick your hometown)?

Occupational Component:

1. What kinds of jobs do you (parents or grandparents) or did you have?
2. What kind of tasks were they asked to perform?
3. What kind of pay might it have provided?
4. Did females work outside the home? If so, why; if not, why not?
5. Why did you choose your occupation?
6. Did you ever consider serving in the military? Or did you serve in the military?

Spiritual Component:

1. What religious or spiritual practices were they raised with?
2. Are they still involved in those spiritual practices?
3. How does religion play a role in their lives today? Has it changed, and if so, in what way?

Intellectual Component:

1. Where did they go to school? What type of school was it?
2. Did they graduate high school, and why or why not?
3. What was school like for them?

4. Was school valued in their homes with their families? Why or why not?
5. Did they pursue college? In what field? Why or why not?

Sexual Component:

1. What dating habits or rules did you have?
2. Have you dated more than one person? Why or why not?

**Composition and Speech 2/Health and Nutrition Learning Community
Regal/Zoellner
Dis-Ease Project: Family Tree Rubric**

Names of nine family members:

Dates of birth &/or death:

Places of birth for nine members:

Causes of death/health related concerns:

9 people X 5 points each X 4 categories= 180 points divided by 2= 90 points total

**Composition and Speech 2/Health and Nutrition Learning Community
Regal/Zoellner
Dis-Ease Project: Family Tree Rubric**

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Composition and Speech 2 (Regal) with Health and Nutrition (Zoellner)
Continuum assignment

Round 1:

Construct three separate continuums that reflect three consecutive days, for example M-W or F, S, and S.

Using the diagram on page 6 in the *Healthy Living* text, students will draw each day and list the activities that illustrate healthy or unhealthy sides of the continuum. Each healthy or unhealthy list should have at least two actions that qualify for the side you label.

Each continuum is worth 5 (1 day with four items= 5 points), for a total of 15 points

Continuum #1 due date: February _____

Round 2: post spring break:

Now, you have had some time to develop a better understanding of your health and unhealthy lifestyle. During spring break (yes, as you are off school for a while), record three days. Each day should have at least two actions that qualify for healthy or unhealthy.

Each continuum is worth 5 points again, for a total of 15 points.

Continuum #2 due date: March 18, 2013

COMPOSITION AND SPEECH 2/REGAL WITH HEALTH AND NUTRITION/ZOELLNER
ACADEMIC WRITING ASSIGNMENT:
THE SLEEP PROJECT

READING:

The following chapters from Healthy Living may/may not be helpful in working on this project: Chapter 2: Psychological Health and Chapter 3: Stress and its Management. Others may also apply.

Students will also read "Are You Sleep Deprived," from *NIH: Medline Plus* (Summer 2012), pages 16-21 (see handout).

TASKS:

Students will investigate their sleep habits by completing the following tasks:

1. Completing a two week sleep diary, see attached example from article
2. Writing an essay, that supports the following questions:
 - a. What did you notice about your sleep patterns?
 - b. What factors contributed to sleeping problems?
 - c. What will you do or not do in the future related to you sleep patterns

GRADING OF TASKS:

1. The Sleep Diary: this assignment will be worth 70 points (seven categories, 14 days, 1 point each category/day). Every category will be completed to earn points, if not it earns nothing!
Due date:
2. The paper and WWB programs are worth 35 points.
Due date:

**Composition and Speech 2 with Health and Nutrition
Spring 2013
Sleep assignment**

Sleep chart grading:

Include your sleep chart:

Seven categories:

14 days:

1 point each category/day:

Total points for chart:

Sleep Reflection paper grading:

Introduction

State only the thesis statement: your subject and the reasons (s) you are writing on it.
3 points

Body paragraph 1:

What did you notice about your sleep patterns? (10 points)

Topic Sentence: 2 points

Content: 1 2 3 4 5 6

Summative Sent: 2 points:

Body Paragraph 2:

What factors contributed to good or bad sleep?

Topic Sentence: 2 points

Content: 1 2 3 4 5 6

Summative Sent: 2 points

Conclusion:

What will you do or not do in the future related to your sleep patterns.

Topic Sentence: 2 points

Content: 1 2 3 4 5 6

Summative Sent. 2 points

Mechanical errors/number of words:

1 2 3 4 5 6 7

Comments and total points

