

**For author & licensing information, see:**

**Macromarketing Society Pedagogy Place**

<http://pedagogy.macromarketing.org/project/PP202003C/>

## **TEAM PROJECT – Food System “Controversies”**

### **Overview**

This team project is designed to have you gradually identify both the multiple sides of a food system controversy as well as the root causes for it, whether policy, cultural or economic. Throughout several assignments, you will gather material about the controversy and develop a teaching tool for your classmates to be able to learn about it. Your final step will involve moving the “controversy” into some sort of resolution – what should the future look like and who/what should be involved in creating it?

Some considerations:

1. The emphasis here is on team work meaning that no individual student should be carrying the rest of the group, nor should any team member be carried by the rest of the group. Your peer evaluations at the end of the project will matter in that regards.
2. Read through the general description of Steps assigned for this project to get a general idea of where you’re heading. More specific details will be available each week in Canvas.
3. All parts of the question posed in Canvas are subject to grading, so do not reinterpret and simplify the question on your own. If you would like clarification on what to do, just reach out. This is why I strongly encourage students to review the week’s assignments at the beginning of each week.

### **Topics**

The following topics will be made available to students such that they can self-select into the topic that most interests them. Teams are expected to consist of 2-3 students.

1. Agricultural production is associated with loss of biodiversity
2. Even working families are often food “insecure”
3. Genetically modified organisms are viewed as either dangerous or the savior of food
4. Modern agricultural methods are depleting soils and water resources
5. Agricultural workers often have no rights or protections regarding wages or safety
6. The rural community has suffered from increasing urbanization
7. People generally prefer foods that are not good for their health
8. Food sourced from other countries has transportation and environmental disbenefits
9. Obesity rates continue to rise despite strong education on healthy diets
10. Food processing allows foods to last longer but introduces chemicals and packaging waste

### **Steps Involved**

First – you will self-select into groups (using team sign-ups in Canvas), and **write a contract**. Details on the contract are given below. Do not simply submit a paragraph that essentially says “We’ll all work together well.” Address the details requested below.

Content Steps:

**Step #1: General description of “controversy”**

In this initial step, put full shape around the “controversy” itself by explaining the general arguments on each side of the controversy (and there may be more than two sides). In doing so, point to what the source of disagreement is – “why” is it a controversy? How far does it go back (in time) or spread (across countries or product categories, for example)? How impactful is it – on specific groups, or on all of us? Does it link to other topics (e.g. social justice, international trade, nationalism, etc.) Capture as much of the context of this topic as you can without necessarily digging into its roots (that’s Step #2).

Be organized about this description – identify the “sides” separately from one another and explain their general stance on the topic. While you do not have to provide all detail in this Step, you should adequately represent why there is any controversy. See grading rubric below.

**Step #2: Analysis of influences (draft and final)**

In this phase of the project, you should dig behind the individual stances that make this topic a ‘controversy’ and explain the roots of the different groups or ideologies that influence those stances. Said differently, what are the cultural, economic and policy-related factors that bring people to the points of view that they hold on this topic? Research this, both from a historical and present day perspective, and use your research to help explain how people end up holding each major viewpoint that you identified.

Again, be organized about this. You can offer a general historical overview, if you choose, or otherwise point to specific major cultural, economic or policy events that occurred and influenced this topic, but keep that general treatment somewhat more brief than the group-specific explanation. So, what led to group #1 holding the “anti” view? What led to group #2 holding the “pro” view? Etc. The general goal here is to see the roots of the different sides to the controversy.

You will have two phases of Step #2. First, you’ll submit a draft that I will quickly review for general completeness and accuracy. This will not be a full pre-grade of Step #2 but instead a way to help point you to angles and considerations that you’d want to include in your final version. I plan to review the drafts the day after they are due, so you’ll have most of a week to react to my suggestions. See grading rubric below.

**Step #3: Recorded presentation of “controversy”**

In this phase, your group will develop a recorded presentation about the controversy that will teach other students about it. The emphasis here is on instruction such that you should provide information, overtly link ideas together and illustrate your points. These presentations are not meant to be long – 3 minutes is sufficient – so select the points carefully and strategically to illustrate the overall controversy, the sides to it, and the reasons for those separate stances. You can use Adobe Spark to create this video presentation.

**Step #4: Forward focus and resolution**

In this final phase, you are asked to generate a potential solution to the controversy. This is not suggesting that every controversy will have a simple solution, and you may have to highlight certain key steps or changes that will be needed to push things in the right direction (i.e. rather than

generating a true ‘fix’). What matters is that you understand the information you’ve generated up through Step #2 and are using it to consider appropriate policies, initiatives, or consumer mindset shifts (i.e. through education) that will be needed to resolve the fundamental controversy. End your proposal for change with a brief statement about your individual/group perspective on the controversy and proposed solutions – do we have to wait for anything in particular (e.g. tech change, political change) before we can move in the right direction?

In all parts, you must cite your sources in the text as well as provide a full, detailed bibliography. Avoid plagiarism, whether direct copy/paste or barely paraphrased from the original. Be thoughtful and invest yourself into the topic.

### **Grading**

The individual steps carry different weight in calculating the final grade for your Group Project:

<b>STEP</b>	<b>Brief Description</b>	<b>Weight in Grade</b>
	Appropriate contract written & submitted	5%
1	General description of “controversy”	30%
2	Analysis of influences (draft and final)	20%
3	Recorded presentation of “controversy”	25%
4	Forward focus and resolution	20%
	TOTAL	100%

There is no specific grade given to the initial self-selection into teams. If you do not self-select, I will assign you to a team.

Each step except the contract will be graded on a 100-point scale. Very typically, use of in-text source citations and a proper bibliography are worth 10 points, and the general organization, professional tone, good grammar and good punctuation are worth another 10 points. Don’t lose 20% of your score with sloppy writing strategies.

### **Rubrics / Details**

Below, you’ll find – first – basics of what to include in your group contract, and – second – the grading rubrics to follow for Steps #1 to #4.

#### **Group Contract**

Each group formed for the semester project is required to prepare a group contract, sign it and retain a photocopy for the individual’s records. Neither the original nor any amendment will be considered valid unless you have provided me with a copy and each student’s signature appears on the original and all copies. EACH member of the group must upload a copy of this contract into the individually assigned dropbox area – this is in lieu of a formally signed copy being scanned & uploaded.

Necessary Components – **USE THESE EXACT HEADINGS IN YOUR CONTRACTS**

**Names / Contact Info:** List names and appropriate contact information for each group member. Each member should include at least one telephone number and an email address that you check regularly.

**Group Objectives:** State your product/service of interest and the overall objective (as given above, if you choose). Be clear about what you’re trying to achieve together.

**Targeted Grade:** Indicate what grade your group hopes to achieve. Note that this will not influence my grading of your project, but is instead a way for your group to come to agreement on the degree of excellence you intend to pursue.

**Schedule:** Develop a draft schedule of work that you all agree to, including dates/times of meetings, duration of meeting, expectations of what can be accomplished during or between meetings, what each member should bring to meetings, etc. Include indications of deadlines and time between drafts and final submission. "Meeting" can imply a virtual meeting via Zoom, google classroom or text message, but should be significant, and not just an exchange of a few texts.

**Firing and other Punitive Procedures:** BE SPECIFIC. Indicate the procedures and penalties you expect to implement in the case that one or more members "slack off" or otherwise deviate from the group contract. Under what conditions would you find it appropriate to fire a member from your group? Under what conditions would you insist that a specific group member be given a lower grade than others in the group? Include in this section a statement of your group's intention to avoid plagiarism of material you find in any other source, and indicate procedures for penalizing group members who fail to identify original wording in material they submit for grades.

**Miscellaneous:** If there are other points that your group finds important to include in the contract, indicate them here. The contract is for your individual protection in this process and hence should reflect what you find important beyond the requirements above.

**Signatures and Dates:** In lieu of actual signatures, each group member will submit the contract in the assigned (non-group) dropbox. If you do not submit it yourself, it will not be considered signed, and you will not receive points for it.

### Grading Sheet for Step #1 – General Description of "Controversy"

10 pts	Simple statement (1-2 sentences) of controversy provided	_____
25 pts	Clear explanation of 2 (or more) sides and their rationale given	_____
25 pts	Clear indicators of spread of controversy provided	_____
20 pts	Clear indication of impacts on specific groups provided	_____
10 pts	Material is well organized, illustrating "controversy" sides well	_____
10 pts	All information is appropriately cited within text and in reference list	_____
Note: a failure to cite sources used in the research is considered plagiarism and will be prosecuted fully.		
100 pts	TOTAL EARNED	Score: _____ %

**Note:** Step #1 is worth 30% of the final Team Project score.

### Grading Sheet for Step #2 –Analysis of Influences (draft & final)

20 pts	Draft version submitted on time & shows real effort to address questions	_____
	<u>For final version:</u>	
20 pts	Focus is on roots of each group's view on the "controversy"	_____
20 pts	Cultural factors addressed meaningfully in description of influences	_____
20 pts	Economic factors addressed meaningfully in description of influences	_____
20 pts	Policy factors addressed meaningfully in description of influences	_____
10 pts	Arguments based on more than personal opinion	_____

- 10 pts Material is well organized, illustrating “controversy” sides well \_\_\_\_\_
- 10 pts All information is appropriately cited within text and in reference list \_\_\_\_\_

Note: a failure to cite sources used in the research is considered plagiarism and will be prosecuted fully.

130 pts TOTAL EARNED Score: \_\_\_\_\_ /130  
\_\_\_\_\_ %

**Note:** Step #2 is worth 20% of the final Team Project score.

### Grading Sheet for Step #3 –Recorded Presentation of Controversy

- 40 pts Video is focused on helping others to understand the “controversy” \_\_\_\_\_
- 20 pts Content of slides is well structured – simple text, appropriate imagery \_\_\_\_\_
- 20 pts Overall structure / flow of video is sensible for viewer learning \_\_\_\_\_
- 20 pts Narration and timing are well structured, clear & meaningful \_\_\_\_\_
- 10 pts Overall video quality is good \_\_\_\_\_
- 10 pts Final slides provides follow-up links for viewer to learn more \_\_\_\_\_

120 pts TOTAL EARNED Score: \_\_\_\_\_ /120  
\_\_\_\_\_ %

**Note:** Step #3 is worth 25% of the final Team Project score.

### Grading Sheet for Step #4 – Forward Focus and Resolution

- 20 pts Focus is on proactive, forward movement to “solve” controversy \_\_\_\_\_
- 30 pts Concrete steps provided that link to specific groups or to overall policy \_\_\_\_\_
- 20 pts Multiple angles considered (policy, education, community-based) \_\_\_\_\_
- 10 pts Individual/group reflection on proposal provided / meaningful \_\_\_\_\_
- 10 pts Tone is professional, non-judgmental and well-balanced \_\_\_\_\_
- 10 pts All information is appropriately cited within text and in reference list \_\_\_\_\_

Note: a failure to cite sources used in the research is considered plagiarism and will be prosecuted fully.

100 pts TOTAL EARNED Score: \_\_\_\_\_ %

**Note:** Step #4 is worth 20% of the final Team Project score.