**ENVS 101 Foodprint Analysis Rubric:**

| | **Points and expectations** (a total of 30 points) | | | |
|---|---|---|---|---|
| **Table columns and content** | Tables were not completed OR Are mostly incorrect.<br><br>0 points | Many errors in the tables. OR Tables missing content in three or more columns.<br><br>2 points | Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns.<br><br>4.5 points | All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are reasonable based on food type.<br><br>7 points |
| **Specific Content on Table 1** | | Only a few items or food amounts are listed.<br><br>1 point | Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement.<br><br>2 points | Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there.<br><br>3 points |
| **Specific Content on Table 2** | Tables were not completed.<br><br>0 points | Lower carbon footprint alternatives were not appropriate (would not lower the footprint).<br><br>0 points | Lower carbon footprint alternatives were vague.<br><br>1 point | Lower carbon footprint alternatives were well thought out and reasonable.<br><br>2 points |
| **Table Units** | Missing units or incorrect units are given.<br><br>0 points | N/A | N/A | Numbers are on tables with corresponding units.<br><br>2 points |
| **Scientific Concepts/ Content** | Illustrates an inaccurate understanding | Some of the questions were addressed correctly **OR** only | Most questions were addressed/ some contained errors **OR** not all | Questions were interpreted properly. All questions were |

| | | | | |
|---|---|---|---|---|
| | of scientific concepts. | a few claims were supported with evidence. | arguments/claims were supported with evidence. | answered correctly. Content was properly explained with evidence to back up claims made. |
| | 0 points | 1 point | 3 points | 5 points |
| **Analysis and writing** | Analysis is lacking | Analysis is incomplete. OR  **Missing two of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | Analysis is limited. OR  **Missing one of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | Analysis is thorough **and** discusses environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities.  The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs. |
| | 0 points | 1 point | 3 points | 5 points |
| **Spelling/Grammar** | Assignment was not completed. | Typos are significant and impact understanding | Three-five spelling/grammar typos that do not impact understanding. | Fewer than three spelling/grammar typos that do not impact understanding. |
| | 0 points | 0.5 points | 1 point | 2 points |
| **In-text citations on tables** | References for the tables are *not* in APA format. | N/A | In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources. | Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables. |

| | 0 points | | 1 point | 2 points |
|---|---|---|---|---|
| **References** <br> **\*\*Any work that is missing the references is considered plagiarism and will not be accepted.** | References are *not* in APA format **AND** are *not* appropriate (reliable) resources. <br><br> 0 points | References are *not* in APA format **OR** are *not* appropriate (reliable) resources. <br><br> 0.5 points | In-text citations are missing but full references are in APA format for appropriate resources. <br><br> 1 point | Used in-text citations and full references in APA format for appropriate resources used within the writing. <br><br> 2 points |

\*I accept assignments up to two days late with a 10% penalty per day. Assignments that are one day late = -3  point or two days late= -6 points. No work is accepted after this extension. **All claims that backed up with references must be cited in APA format. Plagiarism is not accepted.** References and in-text citations are required.

### ENVS 101 Foodprint Analysis Rubric: Peer reviewer rubric

| | **Points and expectations** (a total of 15 points) | | | |
|---|---|---|---|---|
| | **0 points** | **0.5 points** | **1 point** | **2 points** |
| **Table columns and content** | Tables were not completed OR Are mostly incorrect. | Many errors in the tables. OR Tables missing content in three or more columns. | Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns. | All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are reasonable based on food type. |
| **Specific Content on Table 1** | | Only a few items or food amounts are listed. | Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement. | Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there. |

| Specific Content on Table 2 | Tables were not completed. | Lower carbon footprint alternatives were not appropriate (would not lower the footprint). | Lower carbon footprint alternatives were vague. | Lower carbon footprint alternatives were well thought out and reasonable. |
|---|---|---|---|---|
| **Table Units** | Missing units or incorrect units are given. | N/A | Numbers are on tables with corresponding units. | N/A |
| **Scientific Concepts/ Content** | Illustrates an inaccurate understanding of scientific concepts. | Some of the questions were addressed correctly **OR** only a few claims were supported with evidence. | Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence. | Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made. |
| **Analysis and writing** | Analysis is lacking | Analysis is incomplete. OR  **Missing two of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | Analysis is limited. OR  **Missing one of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | Analysis is thorough **and** discusses environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities. The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs. |
| **Spelling/Grammar** | Assignment was not completed. | Typos are significant and impact understanding | Three-five spelling/grammar typos that do not | Fewer than three spelling/grammar typos that do not |

| | | | | |
|---|---|---|---|---|
| | | | impact understanding. | impact understanding. |
| **In-text citations on tables and References** <mark>**\*\*Any work that is missing the references is considered plagiarism and will not be accepted.**</mark> | References for the tables are *not* in APA format. References are *not* in APA format **AND** are *not* appropriate (reliable) resources. | References are *not* in APA format **OR** are *not* appropriate (reliable) resources. | In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources. In-text citations are missing but full references are in APA format for appropriate resources. | Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables. Used in-text citations and full references in APA format for appropriate resources used within the writing. |

**Suggestions and comments for your classmates below.**

Suggestions for improvement in writing (scientific concepts and ideas):

Suggestions for improvement in writing (spelling and grammatical errors):

Suggestions for improvement on content within the assignment tables:

**ENVS 101 Foodprint Analysis Rubric:**

| | **Points and expectations** (a total of 30 points) | | | |
|---|---|---|---|---|
| **Table columns and content** | Tables were not completed OR Are mostly incorrect. | Many errors in the tables. OR Tables missing content in three or more columns. | Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns. | All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are |

|  |  |  |  | reasonable based on food type. |
|  | 0 points | 2 points | 4.5 points | 7 points |
| **Specific Content on Table 1** |  | Only a few items or food amounts are listed. | Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement. | Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there. |
|  |  | 1 point | 2 points | 3 points |
| **Specific Content on Table 2** | Tables were not completed. | Lower carbon footprint alternatives were not appropriate (would not lower the footprint). | Lower carbon footprint alternatives were vague. | Lower carbon footprint alternatives were well thought out and reasonable. |
|  | 0 points | 0 points | 1 point | 2 points |
| **Table Units** | Missing units or incorrect units are given. | N/A | N/A | Numbers are on tables with corresponding units. |
|  | 0 points |  |  | 2 points |
| **Scientific Concepts/ Content** | Illustrates an inaccurate understanding of scientific concepts. | Some of the questions were addressed correctly **OR** only a few claims were supported with evidence. | Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence. | Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made. |
|  | 0 points | 1 point | 3 points | 5 points |
| **Analysis and writing** | Analysis is lacking | Analysis is incomplete. OR | Analysis is limited. OR | Analysis is thorough **and** discusses |

| | | Missing two of the following: discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | Missing one of the following: discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income | environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities. The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs. |
|---|---|---|---|---|
| | 0 points | 1 point | 3 points | 5 points |
| **Spelling/Grammar** | Assignment was not completed. | Typos are significant and impact understanding | Three-five spelling/grammar typos that do not impact understanding. | Fewer than three spelling/grammar typos that do not impact understanding. |
| | 0 points | 0.5 points | 1 point | 2 points |
| **In-text citations on tables** | References for the tables are *not* in APA format. | N/A | In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources. | Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables. |
| | 0 points | | 1 point | 2 points |
| **References** <mark>**Any work that is missing the references is considered plagiarism and will not be accepted.**</mark> | References are *not* in APA format **AND** are *not* appropriate (reliable) resources. | References are *not* in APA format **OR** are *not* appropriate (reliable) resources. | In-text citations are missing but full references are in APA format for appropriate resources. | Used in-text citations and full references in APA format for appropriate resources used within the writing. |
| | 0 points | 0.5 points | 1 point | 2 points |

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Final Pedagogical Reflective Statement
Cristina Cardona
Writing Fellows SP Training

In ENVS 101 courses, it is evident that many students struggle to write well-written college level essays and assignments. Yet, I get caught up trying to correct their grammar and spelling or instructing them on the proper way to cite their sources, because I want students to learn skills that are applicable in all subjects. Particularly because most of my students are not science majors and are taking the course to fulfil a general education requirement.  But simply providing feedback on large assignments and asking them to proofread their work before submitting it is not enough. As a result of the Writing Fellows Program, I have reexamined my writing assignment instructions and rubrics, and considered implementation of scaffolding in-class activities including peer-review.

This year, I created weekly journal entries for the *Humanities for All* infusion project and used an annotated bibliography as scaffolding activities to help students prepare for larger assignments. Although I had already created rubrics and clear instructions for these assignments, as part of these workshops I updated my rubrics to include expectations like "the analysis in part 4 must be in an essay format" and included missing details such as the audience of the paper/analysis within the instructions. Even though some of these instructions were already within the assignment(s), including the essay format criterion in the rubric shows