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Cafeteria in Cascadia College

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Cascadia College

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Cafeteria in Cascadia College

In all of college and university, the library, the cafeteria, and the campus are the most used facilities of the school. The library is well to stock with various learning materials for the different fields offered in the college. It has also embraced e-library program, which enables the students to book and access reading materials on online platforms. Another area is (the campus) where most students spend their day life interacting playing and holding events together. Lastly, the school cafeteria is another vital facility in College. The school's food services is located at the ART campus. It is open from Monday to Friday during whole quarter. The points offer a variety of foodstuffs, which are listed on the menu of the food trucks. Despite the delicious meals provided cafes and bookstore in the college, the students always complain about the quality and choices of food on the menu. In that regard, Cascadia College needs a more advanced cafeteria that can provide the students with a proper diet.

the campus is the entire school grounds including the library & other buildings

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There are various problems, which have been found in the meals provided at the school cafeteria. The first issue includes the provision of unhealthy foods such as cup-noodles, and Pizza. These are the kind of meals offered in the bookstore and cafe store on a daily basis. Cup-noodle and Subway are the most common food found in the lunch. This is because they are easy and fast to cook. Some of these foods are listed among cancer-causing agents. According to

Annie Massa by "Food for thought: The challenge of healthy eating on campus" write that most

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- You don't need to underline your paraphrases

of students tight budget for getting healthy food. On the other hand, there are a few healthy foods

sold at high prices. Hence, they are too expensive for a student to afford. Some the healthy meals

served in Cascadia include the nice small box salad, but they <sup>at</sup> sold nine dollars for each box. It is

not enough for e lunch as a boy. Besides, the students always complain about the food expensive

and not enough for a lunch. Therefore, this is another barrier the provision of quality services in

the school.

To solve the above problem, the school management should ~~to~~ ensure the kind of meals

offered in the school cafeteria is healthy. It should also do away with unhealthy meals like the

cup-noodles. Also, the majority of the students who take their meals from the cafeteria suggest

for the change of the menu to incorporate other healthy foods like vegetables and fish which

comprise of proteins, fibers, vitamins, and other essential minerals. The meals provided in

colleges should be diversified because college consists of many international students. Such,

students get frustrated when they go to a cafeteria to eat only a meal of their choice for everyday.

- how do you know what the majority say?

Acooding to news from SFGATE, the writer support that "Offering more healthy options at

lunch and getting rid of the less nutritious options can lead to improved behavior during the rest

of the school day."In addition, the healthy food should be relatively cheap to allow other students

from the middle and low levels to access them. In addition, Cascadia comprises of students from

various backgrounds hence, it is will more convenient if all the needs of all students are catered

what does this mean?

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it. As a result, the cafeteria management should carry a research to determine the amount of international students and get to know their stable and favorite meals.

The second problem is that monopoly characterizes the food services in Cascadia College. Hence, the students have limited choices which are inclined to only subway products and mobile restaurants. In comparison to other learning institutions like the University of Washington Bothell, the students have many choose from there are cafeteria. According

interview one of UCB student in cafeteria, their cafeteria sell different healthy food for the daily.

Sometime cafeteria has soup for sell to the student. Compare with Cascadia College, Cascadia

students think that what is food choose for the lunch to eat every day. The school management

have to figure out it as much as quickly.

Increases in the number of food services providers at Cascadia College will help to break

the monotonous choose. Also, the option of sharing University of Watson Bothell cafeteria will

create select to those cafes in Cascadia college. According to Annie Massa, write that "As

student desire for healthier food increases, college cafeterias will have no choice but to start

meeting their demand." The UWB cafeteria is clean and safe than the mobile restaurant at

Cascadia College. It is more strategic to share the cafeteria where gives rooms for interaction

amongst students as they share their friends different with the library and classrooms that require

attention and little distractions.

*we have soup at the coffee stand & in bookstore*

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Therefore, it is evident that Cascadia food services are facing challenges, and thus, it is necessary to make some changes to ensure the quality meals sold to the students is improved.

~~And in that regard a number of problems affecting the functions of the cafeteria are identified and the possible solutions suggested.~~ For instance, Cascadia College comprises of a subway and mobile restaurants, which provide expensive and unhealthy meals. To solve this problem is it necessary for the various food services providers to conduct and to determine the tastes needs of the customers. Additionally, the menu is limited to some common meals, which are supplied on a daily basis. This also leaves the students with no other options.

In conclusion, the positive changes in the ~~health~~ <sup>food</sup> system ~~in~~ <sup>at</sup> Cascadia College will contribute positively to the improvement ~~on~~ <sup>of</sup> the student nutrition. This will be achieved by the elimination of the unhealthy meals like the cup-noodles and incorporation of foods like fish, fruits, rice, and vegetables that ~~are~~ <sup>have</sup> plenty of minerals like vitamins and proteins. Hence, embracement of healthy meals will contribute to the improvement of the student nutrition.   
WF/WC

Besides, the implementation of the above solutions will enhance the students' access to healthy meals. Consequently, as they take the healthy meals they will boost their immune, and thus becoming ~~ing~~ <sup>e</sup> stronger. More importantly, lowering of the costs the meals served in the menu will ~~enhance the purchasing power of the students hence make them affordable to them.~~ <sup>?</sup>

different fonts  
← → References

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from [http://healthyeating.sfgate.com/benefits-having-variety-food-school-lunches-](http://healthyeating.sfgate.com/benefits-having-variety-food-school-lunches-7560.html)

if there's no author or date, maybe this isn't a good source to use...

[7560.html](http://healthyeating.sfgate.com/benefits-having-variety-food-school-lunches-7560.html)

Name: Kevin L.

Essay 3 - Cascadia's Problems

	Excellent	Good	Needs Work	Comments
<b>Hook &amp; Background Information</b>	Hook successfully captures the reader's interest. Background is interesting and adds to the reader's knowledge about the topic without diving into the argument.	Hook does not fully capture the reader's interest. Background information may be lacking, confusing, or covering information that should be covered in the body.	Weak hook. Introduction does not capture the reader's interest. Insufficient background information to understand the topic or has too much information that should be in the body of the essay.	background/commentary info not quite sufficient & hook is a bit weak
<b>Thesis Statement</b>	Thesis statement is clear, concise, and arguable. It clearly communicates the problem and solution.	Thesis statement does not clearly communicate the problem or solution.	Thesis statement is not present or is unarguable (e.g. simply states a fact or announces topic.)	thesis clear & direct
<b>Body Paragraphs (Structure)</b>	Author uses a clear organization method such as the block or chain method. Each body paragraph has a topic sentence which introduces one of the writer's arguments. It is supported by clear supporting details and examples. Effective transitions between ideas are used throughout the essay.	Organization was mostly clear, but could have been improved. Some topic sentences are unclear; some supporting details/examples are irrelevant to the argument; or insufficient support is given for the argument. Transitions are occasionally missing or not clear.	Essay was disorganized and difficult to follow. Method used was not apparent. Possible issues include: missing topic sentences, missing/extremely confusing supporting details/evidence, or very few transitions are present.	chain structure
<b>Body Paragraphs (Problem)</b>	Problem(s) are clearly described and specific. The author gives sufficient history or background information about the problem. Clear examples or evidence are used to illustrate the problem.	Problem is not sufficiently described; author doesn't include enough evidence or examples; or the problem is too general.	Very little explanation or description of the problem. Problem is very unclear.	could have more clear examples & explanations
<b>Body Paragraphs (Solution)</b>	Solution(s) are clearly described and directly address the problem. The solutions are reasonable and could be implemented. Author explains how the solution could be implemented.	Solution(s) are not sufficiently described; author doesn't include enough evidence or examples; or the solution is too general/unreasonable.	Very little explanation or description of the solution. Solution(s) are unclear.	

		Excellent	Good	Needs Work	Comments
<b>Organization   Content</b>					
<b>Body Paragraphs (Clarity   Style)</b>		The ideas presented in the essay are clear and easy to understand. The paragraphs display unity, cohesion, and avoid choppy sentences.	Some ideas presented in the essay are unclear or difficult to understand. The paragraphs may have problems with unity, cohesion or choppy sentences.	Many of the ideas presented in the essay are unclear and the lack of clarity interferes with my ability to understand your ideas. The paragraphs have problems with unity, cohesion and/or choppy sentences.	Some confusing places
	<b>Evaluation &amp; Conclusion</b>	Solution(s) are evaluated. The possible weaknesses are mentioned and addressed. Clearly and effectively summarizes the essay and leaves the reader with an effective final thought.	Some evaluation of solutions. More detail could be added to improve the evaluation. Does not clearly summarize the information in the essay or does not leave the reader with an effective final thought.	Very unclear or ineffective. No Summary or final thought. No evaluation of solutions.	evaluation? which is the best solution & why?
		<b>Organization   Content Score</b>			
					<u>32</u> / 55
<b>Mechanics</b>					
	<b>Spelling</b>	There are no spelling errors in the essay.	There are 1-2 spelling errors in the essay.	There are more than 2 spelling errors in the essay.	
	<b>Grammar</b>	Minimal grammar errors that do not interfere with the intelligibility or effectiveness of the essay.	Some grammar errors that occasionally interfere with the intelligibility or effectiveness of the essay.	Many grammar errors that severely interfere with the intelligibility or effectiveness of the essay.	confusion mostly from word choice & usage - are you translating?
	<b>Spacing, Punc. &amp; Capital.</b>	There are no spacing, punctuation, or capitalization errors.	There are 1-2 spacing, punctuation, or capitalization errors.	There are more than 2 spacing, punctuation, or capitalization errors.	
		<b>Mechanics Score</b>			
					<u>11</u> / 25

Sources   Citations   Formatting				
	Excellent	Good	Needs Work	Comments
<b>Sources (Requirements &amp; Evaluation)</b>	Author uses at least two as well as two paraphrases and two quotes. Outside source(s) are credible and objective.	Author does not use the required sources (e.g. only used one source or only one quotation) or one or more of the sources is not credible/objective.	Author does not use any sources.	one source maybe not credible
<b>Sources (Usage)</b>	Paraphrases accurately reflect the meaning of the original source while using the author's own words. Sources are well-integrated using a quote sandwich. Sources add to the persuasiveness of the argument.	Paraphrases only somewhat reflect the original source meaning and the author's own words are used. Sources are somewhat integrated, but may not have all the features of a quote sandwich. Sources may not add to the persuasiveness of the argument.	Paraphrases do not accurately reflect the original source meaning and/or the author does not use enough of their own words. No real evidence of a quote sandwich. Sources do not add to the persuasiveness of the argument.	paraphrase a little unclear
<b>In-Text Citations</b>	All sources have a complete in-text citations. In-text citations are accurate and author uses lead statements when necessary.	All sources have an in-text citation. In-text citations have minor errors or may not be complete. Lead statements are not always used.	All sources have an in-text citation, but the citation have major errors. A lot of information is missing and lead statements are often missing.	
<b>References</b>	Reference page includes all sources and is formatted correctly. Source entries are complete and contain no errors.	Reference page includes all sources, but may have some formatting issues. Some entries are incomplete or contain errors.	Reference page has major errors.	
<b>APA Formatting</b>	Essay follows APA formatting including a title page and uses a consistent font throughout the paper.	Some minor formatting errors.	Major formatting errors.	

Source | Citations | Formatting 14 / 20

Page Length 0 / -10

Total Score 57 / 100

