

Jacksonville University
English Department
ENGLISH 103 EXIT ESSAY

The English department at JU requires students enrolled in ENGL 103 to take an exit exam focused on research, writing, and citation/documentation. These skills are emphasized throughout ENGL 103. Students must demonstrate proficiency in the above skills in order to pass the exam and exempt ENGL 214.

YOU MAY USE THIS SHEET FOR NOTES. WRITE YOUR ESSAY ON THE LINED PAPER.

- Select **one** of the following options and read the article carefully. You may wish to spend a few moments organizing your thoughts and writing down some ideas or an outline.
- Using appropriate conventions of organization, structure, and language, write a formal essay in response to the prompt, referring to the attached source article you selected. Your essay should demonstrate:
 - a. an effective introduction that establishes a focus for the essay
 - b. an essay body that is organized, unified, and developed
 - c. that you can properly integrate into the essay a summary, a paraphrase, and a quote (at least one of each should be evident in the essay), and cite each appropriately
 - d. appropriate documentation at the end of the essay
 - e. standard grammar and general mechanics

Option I— “Why Students Hate School Lunches”

PROMPT: Considering what you have read in this article, does it seem possible for the government to address the obesity problem through the regulation of school lunches? Or must there be some other means used to address the problem? If so, what might prove more effective and why? As always, use evidence from the article to prove your points.

Option II – “Football Major, Basketball Minor?”

PROMPT: The article offers two positions on the creation of sports performance majors at colleges and universities. Using information presented in the article and your own experiences, write an essay which argues for or against such a major.

The New York Times

Sunday Review NEWS ANALYSIS

Why Students Hate School Lunches

By KATE MURPHY SEPT. 26, 2015

MORE than 30 million children trundle through school cafeteria lines every day in the United States and thanks to the Healthy, Hunger-Free Kids Act, which took effect in 2012, they are no longer served greasy pizza, salty French fries and sauced up chicken wings. Meals must now be lower in fat, calories and sodium and contain lean proteins, more fruits and vegetables and whole grains. And kids from coast to coast are wrinkling their noses.

Food and nutrition directors at school districts nationwide say that their trash cans are overflowing while their cash register receipts are diminishing as children either toss out the healthier meals or opt to brown-bag it. While no one argues that the solution is to scrap the law and go back to feeding children junk, there's been a movement to relax a few of the guidelines as Congress considers whether to reauthorize the legislation, particularly mandates for 100 percent whole grains and extremely low sodium levels, so school meals will be a bit more palatable and reflective of culinary traditions.

"Other than mandating more fruits and vegetables, the new regulations haven't really changed anything except force manufacturers to re-engineer products" so they

meet the guidelines but not children's taste expectations, said Bertrand Weber, director of culinary and nutrition services at the Minneapolis Public Schools. "Now kids get whole grain doughnuts — whoop-de-do."

And yet, cafeteria operators complain, the new regulations forbid them to serve a classic baguette, semolina pasta or jasmine rice, much less the butter and flavorful sauces that often go with them. Never mind that these are staples of diets in other cultures with far lower rates of childhood and adult obesity than in the United States.

Consider that in France, where the childhood obesity rate is the lowest in the Western world, a typical four-course school lunch (cucumber salad with vinaigrette, salmon lasagna with spinach, fondue with baguette for dipping and fruit compote for dessert) would probably not pass muster under the Healthy, Hunger-Free Kids Act, because of the refined grains, fat, salt and calories. Nor would the weekly piece of dark chocolate cake.

By comparison, a typical federally approved school lunch in the United States is a "reformulated" Philly cheesesteak sandwich (low-fat, low-salt processed cheese and lean mystery meat on a whole grain bun) with steamed green beans, a potato wedge, canned peaches and an apple. Students often have less than 20 minutes to eat this before returning to class, while French children may have as long as two hours to eat and socialize.

Not surprisingly, American kids, whether pressed for time or just grossed out, leave much of their meals untouched; particularly neglected are the fruits and vegetables, which they are now forced to put on their trays before they can exit the cafeteria line.

The School Nutrition Association said that 70 percent of school meal programs had taken a significant financial hit since the new mandates went into effect. Cafeteria operators from Los Angeles to New York report discouraging amounts of food waste and declining participation. "We lost 15 percent of our revenue when we started putting the Healthy, Hunger-Free Kids Act into place," said Chris Burkhardt, director of child nutrition and wellness at the Lakota Local School District in southwestern Ohio. "I talk to P.T.O. and P.T.A. groups and ask how many serve only

whole grains and low sodium foods at home and maybe one hand goes up," adding that he's not convinced that person was telling the truth.

To reduce waste and bring back students who have opted to pack a lunch or, in the case of high school students, go off campus for fast food, his district's cafeterias have installed stir-fry stations with abundant vegetables so students can have meals made to order. And he's added spice bars so kids can enliven the bland, low-salt fare.

In Minneapolis, Mr. Weber is phasing out processed food in favor of more scratch-made meals prepared in full on-site kitchens that are being installed in all his district's 62 schools over a six-year period. He has also partnered with local chefs to sponsor "Junior Iron Chef Contests," where students compete to come up with cafeteria recipes. There are also Minnesota Thursdays where everything on the menu is locally sourced.

For Ann Cooper, food services director at the Boulder Valley School District in Colorado and a longtime proponent of farm-to-table cafeteria food as well as school gardens and cooking classes, this trend toward fresher food and student engagement is evidence that the federal legislation is working.

"We have to educate the kids about healthy eating," she said. "If a kid wasn't reading at grade level we would work harder to get them to read at grade level, but with food we've somehow abdicated that part of their education."

The Department of Agriculture is urging Congress to reauthorize the act to give children and cafeteria operators enough time to adjust. But farm-fresh food, scratch cooking and nutrition education cost money that less affluent school districts like Detroit Public Schools don't have. The solution there was to take advantage of the Community Eligibility Provision (C.E.P.) in the Healthy, Hunger-Free Kids Act, which allows high-poverty districts to provide free meals to all students. That way they get more money from the government and don't have to rely so much on sales to better-off students who have other options.

"I lost a million dollars that first year the regulations took place," said Betti Wiggins, executive director of Detroit Public Schools' Office of Nutrition. Now, thanks to C.E.P. as well as eliminating choices of entrees in lower grades and cycling

her menus more often (12 days versus 20 days) to control inventory, her department is back in the black. And kids are starting to come around to reformulated entrees like three-bean vegetarian chili with cornbread and low-fat breaded chicken patties.

“This is an obesity crisis,” she said, “and we’ve gotten rid of health classes and P.E., so we’re back to the lunch lady and the tray.”

BUT many experts in taste preferences say starting at school age may be too late. Research indicates that the critical period for broadening the palate is the first two years. “It’s harder to change preferences than to form them,” said Leann Birch, a development psychologist at the University of Georgia in Athens. “The reality is kids learn to eat what their parents eat, and if kids are getting something different at school, then it’s not surprising they aren’t eating it.”

In addition, by forbidding certain foods and coercively promoting others, some worry that the Healthy, Hunger-Free Kids Act may perpetuate Americans’ uneasy, binge-prone relationship with food.

Karen Le Billon, visiting professor of environmental studies at Stanford and author of “French Kids Eat Everything,” said in France there was “no guilt or blame around food,” but rather “it’s more about moderation than deprivation.” Most French children and adults, she said, have no clue about the caloric content of foods, and the general attitude about fat, such as naturally found in nut butters, avocados or a creamy piece of cheese, is “it’s tasty so why not eat it?” — particularly when it promotes feelings of satiety so you won’t snack between meals.

“It’s not rocket science and it’s not only the French,” said Ms. Le Billon, who divides her time between Palo Alto, Calif., Vancouver, Canada and Brittany. “These are things that parents in other less obese countries, like Japan and Italy, know and teach their kids but we have somehow forgotten. We are a culture of constant eating and it’s not working in terms of keeping us at a healthy weight.”

Kate Murphy is a journalist in Houston who writes frequently for The New York Times.

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The New York Times

EDUCATION LIFE FORUM

Feb. 8, 2015

Football Major, Basketball Minor?

By BEN STRAUSS

The National Collegiate Athletic Association has long clung to the idea that college athletes are essentially engaged in extracurricular activities, but evidence to the contrary is mounting.

Football players might devote as many as 60 hours a week to their sport, with little time for studies. Graduation rates for Division I football and men's basketball players hover around 50 percent, according to federal statistics. The University of North Carolina, Chapel Hill, has found that over the last two decades, some 3,000 students, about half of them athletes, took courses that sometimes did not meet or require any work. Two former players, Rashanda McCants and Devon Ramsay, filed a lawsuit in January claiming the university and N.C.A.A. failed to fulfill their stated missions of educating them.

Most college officials have focused reforms on sustaining academic standards and limiting sports participation. But to acknowledge reality — or what some consider the charade of college sports — others propose the opposite: more sports, as in offering varsity athletes academic credit, and perhaps a whole curriculum built around their sport, under the tutelage of learned coaches.

Proponents point to majors in other vocations like music and theater, where students pursue professional passions with little hope of performing on Broadway or in Carnegie Hall. Why is basketball or football so different?

After all, athletics, as the saying goes, is “the sweatiest of the liberal arts.”

Pro: An Integrated Approach

Core arguments that support the creation of sports performance majors are put forward by two professors well versed in big-time sports, players’ academic shortcomings and the job market after graduation: David Pargman, a professor emeritus in educational psychology at Florida State University, and William D. Coplin, director of the public affairs program at Syracuse University and author of “10 Things Employers Want You to Learn in College.”

Dr. Pargman, who started a doctoral program in sports psychology at Florida State and has written several books on athletes, proposes a sample curriculum for a sports performance major that follows two years of basic studies, including anatomy and physiology, educational psychology and a particular sport’s offensive and defensive strategies. By graduation, players would have taken courses in public speaking, nutrition, kinesiology and business law. Practices become labs, supervised and graded by their coaches, though grades wouldn’t depend on game performance — no A for scoring a touchdown.

“Kids come to universities to play basketball and football professionally,” Dr. Pargman said. “Why don’t we legitimize that effort?”

Dr. Coplin, who has spent his career designing programs to serve students in the job market, believes the skills learned through sports — from highly specialized training to learning a complex playbook to simply being a good teammate— are more valuable to employers than classroom knowledge. Think of it as the three-man-weave-trumps-Lord Byron theory.

He envisions a three-credit seminar in conjunction with an “internship” — a semester on the team. The course could require players to keep logs of what they do each day and write a self-evaluation on career-building skills. “Athletes sometimes

don't realize the value of the skills they're learning," Dr. Coplin said. "But employers do." He argues that their skill set — competitiveness, drive, the ability to work toward a common goal and take responsibility — is particularly valuable in sales and business management. Another idea for the class: an Excel lesson in which a player tracks his performance using trend lines and percentage change.

One supporter, Andy Geiger, a former Ohio State athletic director, recalled cajoling athletes to study simply to keep their grade-point average high enough to remain eligible to play. A degree in sports, he said, could close the enthusiasm gap.

"Think of the academic overlay," added Karen Weaver, a sport management professor at Drexel University. "I'm training for a sport and I have to learn the science behind the muscles I'm using. I'm injured and I have to study and report on my rehab plan. It's the ultimate personalized education."

Such a hands-on education might also help players achieve what is, for many, their ultimate career goal: joining the professional ranks. Most won't make it, but their fate, Dr. Pargman says, is not unique to sports: "Everyone who wants to be a doctor doesn't get into medical school."

Con: A Needless Accommodation

With higher education already facing criticism that it is beholden to big-time sports, Josephine T. Potuto, a University of Nebraska law professor and N.C.A.A. faculty representative, worries that a sports major would be another example of the tail wagging the dog. "There comes a point when you are turning higher education into a pretzel to accommodate the high-revenue, fan attention-grabbing two sports," she said.

A major sticking point is the illustrious history of academic fraud that long predates the University of North Carolina scandal. Dexter Manley, a former Oklahoma State defensive end, told a Senate committee in 1989 that he was functionally illiterate during college. A smattering of universities used to offer courses entitled "Varsity Basketball" or "Varsity Football," graded on attendance. Coach Bill Snyder of Kansas State — surprise — gave nearly all his players an A, and Jim Harrick Jr. was fired as assistant basketball coach of the University of Georgia;

one of the reasons was a final exam he gave to his "Coaching Principles and Strategies of Basketball" class with multiple-choice questions like "How many points does a 3-point field goal account for?"

Currently, 20 colleges are being investigated by the N.C.A.A. on suspicion of academic fraud, according to a report last month in *The Chronicle of Higher Education*.

Given the billions of dollars pumping through the highest levels of college sports and the pressures to win, "football for credit could be ground zero for majoring in eligibility," said Ramogi Huma, who as president of the College Athletes Players Association helped Northwestern football players file a successful petition to unionize last year.

Naysayers also note that if you want to make a career in sports, there are already ways to do it.

A perusal of West Virginia University's academic handbook reveals a major in coaching education for those who hope to make it a profession. Nebraska offers a coaching minor. Alabama has a physical education degree tailored to players who plan to coach one day. There are exercise science, nutrition and kinesiology concentrations at schools across the country.

According to a Pittsburgh Post-Gazette analysis last year of the top 25 football and men's basketball teams, players tend to cluster in fitness studies (other popular majors are gender studies, communications, interdisciplinary studies and sociology).

Mary Willingham, a former academic adviser at North Carolina, blew the whistle on the fraudulent classes there. Essentially, she said, Chapel Hill had been allowing athletes to major in sports because their academics had been a sham.

"Kids came out working at Target on the third shift or power washing houses," she said. "A piece of paper that says 'football degree' wouldn't change that. It's not helping them get jobs."

Ben Strauss covers sports from the Midwest for *The Times* and is writing a book about the N.C.A.A. with Joe Nocera.