**Fall Semester 2012 Eng. 1010--Food Theme**

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| Wed, Aug 22 | Introduction + Syllabus Exercise and Discussion  H/WK:  **Do you know where your food comes from?**  **Print and read the following two articles and write your answers to these [reading questions](http://wp.me/P1wa4g-1o" \t "_blank" \o "Reading Questions). Bring the articles and your answers to our next class.**   * [Wendell Berry, “The Pleasures of Eating”](http://www.ecoliteracy.org/essays/pleasures-eating" \t "_blank" \o "The Pleasures of Eating) * [Catacalos & Janzen, “Suburban Foraging: Two Families Eat Only Local”](http://www.delicious.com/redirect?url=http%3A//www.motherearthnews.com/Real-Food/2006-08-01/Suburban-Foraging-Two-Families-Eat-Only-Local.aspx" \t "_blank" \o "Suburban Foraging: Two Families Eat Only Local)   **Select one of your favorite foods and start researching the steps it went through to reach your table. Take notes on what you find and bring your notes to our next class.**   * Where and how was the item grown? * Where and how was it processed? * How far was it transported?   **Register for our online textbook: [The Flat World Knowledge Handbook for Writers](http://students.flatworldknowledge.com/course/729390" \t "_blank" \o "The Flat World Knowledge Handbook for Writers).** |
| Mon, Aug 27  Track it Back | 1. Roll & Homework Check: Answers + Track it Back notes   “The Pleasures of Eating”   * What is Wendell Berry’s main point? *Eating is an agricultural act and we need to eat responsibly. Doing so will benefit us by giving us more freedom, offering us greater pleasure, and preserving our environment.* * How does Berry support his point with reasoning or evidence? *We are divorced from our food by industrial food producers who have an interest in keeping us ignorant of the conditions our food was produced in. We cannot be free if our food sources are controlled by someone else. A significant part of the pleasure of eating is in one’s accurate consciousness of the lives and the world from which food comes. Eating responsibly means to participate in food production, prepare our own food, buy local, and educate ourselves about our food.* * How does Berry define an “industrial eater”? *One who doesn’t know that eating is an agricultural act, who no longer knows or imagines the connections between eating and the land, and who is therefore necessarily passive and uncritical—a victim.* * According to Berry, “One reason to eat responsibly is to live free.” What does he mean by this? * Do you agree with Berry’s point of view? Why/why not?   “Suburban Foraging”   * What was the pledge the women took? *For one month to forage locally—within a 150-mile radius of their town.* * What was the problem with getting wheat flour to make bread? *How did they solve the problem? No milling facilities in Maryland. A small kitchen grinder, then Wade’s Mill in Raphine, VA via the internet.* * How did they satisfy their craving for sweets? *Renee made peanut butter cookies using maple sugar, and Kristi baked cookies with whole spelt flour and pecans.*  1. **SM GRP: Share answers to Q’s.** FREEWRITE/DISCUSS AS CLASS:    * What interests you about Berry’s position? What do you agree/disagree with?    * If we were to take the same challenge as Janzen and Catacalos, what would you have to omit from your diet? Do you think you could do it?    * Would we have to increase the range?    * Would you be able to eat your chosen food item, for example? 2. SM GRP: Share Track it Back notes on food item.    * Where are missing links in the chain from the earth to the table? What ideas do you have for further research? Where would you look? What further question would you ask?    * Choose the most interesting or surprising food item’s chain—share with the class. 3. H/WK:  * Write your 2-page paper tracking your food item to its source. (This should be typed and double-spaced.) * Read Ch. 1 “Writing to Think and Writing to Learn,” 1.1-1.3 in the Flat World Knowledge Handbook for Writers.   + FREEWRITE: Apply these Self/Text/Context questions to the topic of Food:     - What do I think about food?     - How have I developed my tastes in food—my likes and dislikes?     - How does my personal, cultural, and social background affect my understanding and appreciation of food? * Read Sedaris, “Tasteless,” pp. 29-32.   + FREEWRITE your thoughts:     - What kind of eater are you? Are you a quantity eater like Sedaris, or a quality eater?     - Think back to a memorable meal. Why was it memorable? Describe it in as much vivid detail as you can! |
| Wed, Aug 29  Tasteless | 1. Roll + Homework check: **Handbook Freewrite + Sedaris Frewrite + Track it Back paper.** 2. DISCUSS: SELF/TEXT/CONTEXT (ON BD: diagram). Critical inquiry: Asking good questions is the key to writing good papers! How to ask good questions? Shoot for the sweet spot, the complex combination of self, text, and context. When all three elements are involved, the richest questions arise. SM GRPS/3: Discuss answers to Q’s. 3. READ/DISCUSS: Sedaris, “Tasteless,” pp. 29-32. Listen for sensory details—jot them down as we read!    * SM GRPS/3: Share your description of a memorable meal. Did you use vivid sensory details like this in your description? How could you make your reader see/smell/taste the food?    * What kind of eater are you—quality or quantity? Why? 4. Share in SM GRP/3: TRACK IT BACK papers. Choose one particularly interesting food delivery chain to share with the class. 5. H/WK:    * Write “Your Most Memorable Meal.” 1-2 pages with plenty of sensory details! What did it smell like? Taste like? What was the texture? What did it sound like? Look like?    * Read Handbook, Section 2.2 “Understanding How Critical Thinking Works.”      + Define: critical thinking, audience, active reader.      + List 4 things that critical thinkers do.    * Hungry Planet:      + Examine closely all the photos in “What the World Eats,” <http://www.time.com/time/photogallery/0%2C29307%2C1626519%2C00.html> and listen to the story of taking these photos of food around the world (8 minutes): <http://www.npr.org/templates/story/story.php?storyId=5005952>      + Answer the following questions about these photos:  * Which family consumes the most food per week? The least? * Which family’s diet looks like it would take the most time to cook and prepare? Why? * Which family’s diet looks like it takes the least amount of time to prepare? Why? * Which family spends the most on food every week? How much do they spend? * Which family spends the least amount on food every week? How much do they spend? * (Would it be possible to feed a family in the United States on this amount of money each week? Why or why not? * How does your own family's diet compare to those depicted in these pictures?)   + - Keep a log of everything **you** eat for 5 days, starting today! Record or estimate each item’s cost. Bring your log to class on Monday. |
| Mon, Sep 3 | Labor Day |
| Wed, Sep 5  Hungry Planet | 1. ROLL & HOMEWORK CHECK: Your Most Memorable Meal + Handbook Q’s + Log 2. Hand back Track it Back assignment. 3. SM GRPS: Share “Most Memorable Meal.” 4. DISCUSS: Critical thinking, rhetorical triad, rhetorical situations, questions to ask.  * Critical thinking: The ability to…   + Separate fact from opinion   + Ask lots of questions   + Reflect on one’s own role in the process of inquiry and discovery—what are your assumptions, biases, and preconceptions?   + Pay close attention to detail * Whether you recognize it or not, you also have biases and preconceptions on which you base many decisions. These biases and preconceptions form a screen or a lens through which you see your world. Biases and preconceptions are developed out of your life’s experiences and influences. As a critical thinker who considers all sides of an issue, you have to identify your personal positions and subject them to scrutiny.  1. LISTEN & DISCUSS: Hungry Planet examples & NPR podcasts. BRING HUNGRY PLANET books w/bookmarks—divide into 3 groups to view as we listen! 2. VIEW “WHAT THE WORLD EATS” photos. Discuss answers to thought Q’s. 3. VIEW USAID daily food ration (15 oz. millet, ¼ c. lentils or CSB Corn-Soy Blend, 1 T. sugar, 1 t. salt, ¼ vegetable oil) and SAMPLE Aiysh (Congealed Millet Porridge). 4. FREEWRITE:    * What does your 5-day consumption of food look like?    * How much: coffee/soda? Fresh fruits & vegetables? Meat? Junk food? Fast food? Food you prepared yourself? Calculate the cost of food. 5. H/WK:    * #3 Hungry Planet: Visually depict your food consumption. Create a key that identifies the food items you consumed and calculates your total food cost.    * Read Powell, “Day 1, Recipe 1,” pp. 45-61. |

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| Mon, Sep 10  Enough | 1. Have a food log fair. Tour the room and write impressions to each other. What do you notice about this person’s food log visual? What does it say about their diet? Is your diet very similar/different? How can they make their food visual stronger or clearer? Examine their key: is it informative? Does it tell you what this person ate and how much it cost? What suggestions do you have for their key? Leave at least 3 comments! 2. Intro “Day 1, Recipe 1” by showing “Adventures with Vegetables” Julia Child episode (until 8:00). **O/BD Q’s:**    * Which country grows bigger green beans—France or the U.S.?    * What is a buffalo iron?    * How do you keep your green beans green?    * Why is it better to use a big knife than a little knife?    * How do you cook carrots to keep them from being “hideously dull”?    * When are your green beans done? 3. Introduce “Day 1, Recipe 1,” pp. 45-61: small groups answer questions and report. (Also: read Julie Powell’s profile of Julia (Harbrace Guide to Writing, pp. 98-99.)    * Who was Julia Child? [Are we using Harbrace?]    * Who is Julie Powell?    * Why was *Mastering the Art of French Cooking* such a big deal?    * What is Potage Parmentier, and how do you make it?    * What was Julie Powell’s challenge? Was she ultimately successful? 4. H/WK:    * Using your peer responses, revise your Hungry Planet Visual and Key for your Food Notebook.    * Do the “Enough” assignment for your Food Notebook and bring it to our next class:      + Both Powell and Sedaris end their food memoirs with the concept of “enough.” To what ends does each author use the word “enough”?How does each author define the word? Why do you think “enough” concludes both of these personal food memoirs? How would YOU define “enough”? 1-2 pages. |
| Wed, Sep 12 | 1. Discuss “Day 1, Recipe 1.”    * Julie Powell compares herself to a potato twice in the reading. Where does do this (find the quotes). Why does she do this?      + “I had gone to New York like everybody else goes to New York—just as the essential first step for a potato destined for soup is to have its skin peeled off, the essential starting point for an aspiring actor is to move to New York.” P. 52.      + “Maybe I needed to make like a potato, winnow myself down, be a part of something that was not easy, just simple.” P. 60.    * What does Julie Powell mean when she says, “’simple’ is not exactly the same as ‘easy’”? Do you agree with her?    * What is the definition of “enough”? How do Sedaris and Powell define it? Similarities? Differences? Why do you think “enough” concludes both of these personal food memoirs? How would YOU define “enough”?      + Synonyms: sufficient, plenty, adequate, ample, the necessary, one’s fill.      + Sedaris: “There was plenty to go around, some of it brown, some of it green, and some a color I’ve come to think of, almost dreamily, as enough.” P. 32. At the Claim Jumper, huge and amorphous mass of food. No suggestion of “just enough and not too much” here. It’s “one’s fill finally.”      + Powell: “It wasn’t much—nearly nothing, in fact. Not even so much as a recipe for potato soup. A few words strung together, is all. But together, out there, they seemed perhaps to glow, only faintly. Just enough.” P. 61. Words: 365 days. 524 recipes. One girl and a crappy outer-borough kitchen. The challenge is just enough to lift her out of her doldrums! Challenging but not impossible. 2. Discuss “Enough” papers: definitions.    * From *Mastering the Art of French Cooking,* p. 14: “TOSS, faire sauter: Instead of turning food with a spoon or a spatula, you can make it flip over by tossing the pan. The classic example is tossing a pancake so it flips over in mid-air. But tossing is also a useful technique for cooking vegetables, as a toss is often less bruising than a turn. If you are cooking in a covered casserole, grasp it in both hands with your thumbs clamped to the cover. Toss the pan with an up-and-down, slightly jerky, circular motion. The contents will flip over and change cooking levels… A back-and-forth slide is used for a skillet. Give it a very slight upward jerk just as you draw it back toward you.”    * View youtube video of Julia Child and Meryl Streep tossing food: <http://youtu.be/vNfSJIyFMVw.> 3. Peer review “Enough” papers.    * What is the definition of “enough”?    * How does the writer compare the definitions of Sedaris and Powell?    * Why does the writer think both memoirs end with “enough”?    * What is the writer’s definition of “enough”?    * What’s best?    * What needs the most work? 4. Introduce Recognizing the Rhet Situation, 3.2? **Show ads and practice identifying appeals.** 5. H/WK:  * Revise your “Enough” paper for your Food Notebook. * Read “Recognizing the Rhetorical Situation” in Flatworld Handbook. * Read Anthony Bourdain, “Food is Good,” pp. 63-70. Freewrite: How would you describe Bourdain’s ethos in this piece? Think about his tone, style, and word choice. Bring your Freewrite to our next class. |
| Mon, Sep 17 | 1. Discuss Rhetorical Situation & appeals. Show examples and discuss. 2. Anthony Bourdain, “Food is Good,” pp. 63-70. SM GRPS: Share freewrite responses. Discuss his ethos and persona and how he builds it. 3. VIEW: Excerpt from NO RESERVATIONS. ANALYZE & DISCUSS. 4. H/WK:  * Write “Bourdain’s Ethos” paper. In “Food is Good” and on his TV show *No Reservations,* Bourdain constructs a distinct persona. How would you characterize his ethos? Think about his tone, style, and word choice. How does he build this persona? Give specific examples to support your analysis. 2 pages. Bring it to our next class. |
| Wed, Sep 19 | 1. Peer review “Bourdain’s Ethos” paper. 2. Intro Brief Menu Analysis, pp. 83-90. 3. SM GRPS: Analyze menus from Angelica Kitchen and Moe’s Southwest Grill. As a group, choose a menu to analyze in depth. Your group will present your analysis next class. Assign areas of investigation and responsibility. You’ll have 20 minutes at the beginning of class to compare notes and prepare your presentation. 5 minutes. 4. H/WK:  * Revise “Bourdain’s Ethos” paper for your Food Notebook. * Prepare for your group’s Brief Menu Analysis presentation. |
| Mon, Sep 24 &  Wed, Sep 26 | 1. Presentation prep: 20 min. 2. Brief Menu Analysis presentations: 40 min. 3. H/WK:  * Read Anthony Bourdain, “Who Cooks,” pp. 93-100; “A Woman’s Place,” pp. 101-105. * Write “Who Cooks” writing assignment. Bring your paper to our next class. |
| Mon, Oct 1 | 1. Discuss menu analysis presentations. 2. Hand back and discuss Bourdain’s ethos papers. 3. Intro “Who Cooks” position paper:    * SM GRPS: Define terms:      + Mis-en-place      + Pattissier      + Garde-manger      + Saucier      + Mercenary    * DISCUSS: “Who Cooks” is a position piece, an opinion piece supported with reasoning, evidence, examples. What’s the position statement?      + “The cooks are a dysfunctional, mercenary lot, fringe-dwellers motivated by money, the peculiar lifestyle of cooking and a grim pride.” P. 93.    * How is it supported with reasoning and evidence? SM GRPS: Create an outline of the piece (use slips of paper with reason statements—see Who Cooks Notes). Present outlines.    * DISCUSS: This is YOUR task for your homework. Take a position and support it with reasoning and evidence!    * PARTNERS: What’s your position? How could you write it as a position statement?   H/WK: **Who Cooks (2-page position paper):**  Your task with this writing assignment is to come up with a position statement on sexism in the food industry and support your position with reasoning and evidence.   * Using the [Online Thesis Builder](http://www.ozline.com/electraguide/thesis.php" \t "_blank" \o "Online Thesis Builder), create your position statement. * Support your position statement with reasoning and evidence. * Bring your position paper to our next class.   **Recipe Memoir:**   1. Read “Introduction: Recipe Writing,” pp. 1-4. 2. Find a favorite family recipe (call home, look in your family recipe box, or remember a meal that you or a family member prepared regularly and write it in recipe form with the help of some online research). FREEWRITE:  What does the recipe mean to you? What memories does it bring up for you? 3. Bring your recipe and freewrite to our next class. |
| Wed, Oct 3 | * Collect Who Cooks position papers. * Discuss Food Films + Summary/Response papers. * Intro: Recipe Memoir, due 2.29.12.   + Read <http://marionroach.com/2011/11/finding-memoir-amid-the-jell-o-oh-yeah/#.T0Ui0i78Ofo.delicious>   + Read pp. 1-4 as a class. What makes this a memoir? Vivid sensory details and description, memories, meaning.   + FREEWRITE: Answers to Q’s on p. 5 of FOOD.     - Does the title have special meaning for you?     - In the context of your life and experience, who are the people eating this dish? How do these people come together over this food?     - What are the sights, tastes, smells, and sounds that this recipe brings up for you?     - How is this meal served, and where?     - What does this dish mean to you? * SM GRPS: Share recipes and freewrites. Listen for meaning, vivid sensory details, memories, meaning! Questions? Suggestions? * H/WK: Draft your Recipe Memoir. Bring two copies of your memoir to our next class for peer review. |
| Mon, Oct 8 | 1. Peer review Recipe Memoir:    * Share in group.    * Peer review for meaning, vivid sensory details, memories, meaning.    * Peer review for clarity and correctness. 2. H/WK: Revise Recipe Memoir. Bring 2 copies to next class for peer review. |
| Wed Oct 10 | 1. Collect Recipe Memoirs. 2. Principles of visual rhetoric with examples. Show and discuss ix visual exercises cd: 01 Element & Contrast, 04 Alignment, 08 Organization. 3. Discuss the following Prewriting suggestions from *The Academic Writer:*  * Clustering, p. 140 * Annotation, p. 139 * Planning, p. 143  1. SM GRPS: Apply visual analysis to menus. Use Menu Analysis handout. 2. H/WK: 3. Get a copy of a menu from one of your favorite restaurants. 4. FREEWRITE: Using the Menu Analysis handout, respond to question #1: How would you describe the menu as a visual document? Look closely at the images, arrangement, font selection, and use of space. Answer these specific questions:    * What are the visual elements used in the menu?    * How is contrast being used to emphasize certain elements?    * How is alignment used to connect elements?    * What are we supposed to look at first, second, last? Where does the eye travel? 5. Bring your menu and freewrite to our next class. |
| Mon, Oct 15 | 1. Review visual analysis and discuss chosen menus. (Report to small group?) 2. Discuss Q’s 2-5.    1. SM GRPS: Apply to sample menus.    2. Report and discuss.    3. FREEWRITE: Apply to your chosen menu. 3. H/WK:  * Write the first draft of your Menu Analysis paper. Bring it to our next class. |
| Wed, Oct 17 | 1. Peer review Menu Analysis paper. 2. H/WK: Revise Menu Analysis paper. |
| Mon, Oct 22 | * Peer Review Menu Analysis papers. * Intro: Group Project: How Then Shall We Eat? |
| Wed, Oct 24 | 1. Collect Menu Analysis papers. 2. Confess: no time to read your Gender Roles papers, so I’ve given you all credit for doing the paper. Now let’s spend a few minutes producing some feedback for you:    * Three Q’s + best and most needs improvement. [DELETE] 3. 1.5 minute presentations: How then shall we eat?    * Brief descriptors on board. Call up presenters from there.    * 10-minute huddle—talk with others about their ideas and yours. Intersections? Productive possibilities?    * Put groups on board. 4. Group formation:    * Introduce yourselves and share contact information.    * Assign someone to set up Dropbox and/or Google Docs for the group.   H/WK: **How then shall we eat?**   * Start researching your food philosophy. Where can you look? You can do a Google search and it may bring up some good things. You might also go to Wikipedia and use it as a gateway to some good sources. You might try Google Scholar. Even better, **go to SLCC’s Library website** and search its database for articles: <http://libweb.slcc.edu/library-resources/browse-databases>. * Find 3 good sources of information on your food philosophy. * Read each source carefully and summarize what it says by answering these questions:   + What is the main point of this article?   + How is the main point supported with evidence?   + How does this help me to argue for my food philosophy? * Bring your 3 articles and summaries to our next class. |
| Mon, Oct 29 | Library Orientation |
| Wed, Oct 31 | 1.Read the following in *The Academic Reader* in preparation for class discussion:  A. Analysis   * Understanding Analysis, p. 80 * Purpose, p. 81 * Method, p. 82-84 * Analysis not Argument, p. 84-87   B. Research   * Doing Research, p. 155-178 * Evaluating Sources, p. 191-192 * Quoting, Paraphrasing, Summarizing, p 195 * Avoiding Plagiarism, p. 200 * Using Visuals Effectively, p. 203   C. Planning and Drafting   * Planning and Drafting, p. 289 * Revision, p. 321 * MLA, p. 348-380 (take note of citing web sources, p. 372   + Works Cited page, p. 214-215   + In-text citations, p. 212-213   + Using visuals, p. 133-135 and 138 |
| Mon, Nov 5 | 1. Hand back Menu Analysis papers.    * Not enough to say it looks nice or it’s good organization for a menu. Explain what you mean and give examples from the menu.    * Ethos, pathos, logos: discuss and analyze!    * You’re the expert—the analyst. Go into depth. Demonstrate that you’ve really studied this deeply and analyzed it thoroughly for its rhetorical value!    * Aaron & Thomas share papers. [delete?] 2. SM GROUPS: Share info sources and discuss what you’ve learned! Where do you need to go from here? Make assignments. 3. Assign Position Document 4. SM GROUPS: **Discuss and decide on the main point you will make in your position document.** ALTHOUGH MANY PEOPLE THINK \_\_\_\_\_\_\_\_\_\_\_\_\_, WE SHOULD EAT LIKE \_\_\_\_\_\_\_\_\_ BECAUSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AND \_\_\_\_\_\_\_\_\_\_\_\_\_\_. 5. H/WK:    * Using your main point, keep doing your research. What more do you need to find out? What have you been assigned to look into?    * Start writing your Annotated Bibliography. Bring 3 sources cited, summarized, and formatted correctly to our next class.      + - Look at examples: citation + annotation.        - Cite sources in MLA using Easy Bib or ELIE.        - In your annotation, answer:          * What is the main point of this article?          * How is the main point supported with evidence?          * How does this help me to argue for my food philosophy?          * Be sure to follow correct formatting! |
| Wed, Nov 7 | 1. Peer review Annotated Bibliographies. Pay attention to formatting + did they answer the questions? 2. Keep working on your thesis. Write it clearly and succinctly. How will you support it with reasoning and evidence in your position paper? How will you convince your audience to see things your way??? Make an idea map of your paper and assign sections to each other. 3. H/WK:    1. Revise Ann Bib’s. Work collaboratively to combine your ann bib’s into one document—to be turned in Mon, Nov 12.    2. Take your group’s thesis + your section. Write a rough draft of your section of the paper. |
| Mon, Nov 12 | 1. Submit your group’s Annotated Bibliography.   Read the following in *The Academic Writer* in preparation for class discussion:   * Aristotle’s Appeals, p. 51 * Questions for Critical Reading, p. 92-9 * Using Visual Texts, p. 111-112 * Understanding the role of Values and Beliefs in Argument, p. 118-121 * Essential Moves, p. 123-125 * Reasons and Support, p. 126-129 * Counterarguments, p. 128  1. GROUPS: Discuss your sections of the paper. Give feedback. Organize. Plan. Revise. 2. H/WK: Using Google Docs or Dropbox, start collaborating on your paper. Position Document is due Mon, Nov 19. (CRH: Do assignment sheet!) |
| Wed, Nov 14 | Paper revisions + discuss multisensory presentation. |
| Mon, Nov 19 | Position Document Due! |
| Wed, Nov 21 | Book binding? |
| Mon, Nov 26 | Book binding? |
| Wed, Nov 28 | Book binding?  Thurs, Nov 29 Have a Happy Thanksgiving! |
| Mon, Dec 3 | Class Presentations |
| Wed, Dec 5 | Class Presentations, LDOC |
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