



**English 1A: Analytical Reading and Writing**  
**Food Matters—Writing about Food, Community, and (Agri)Culture**  
SPRING 2014 (4 units) CRN--E4874

**“A mind that is stretched to a new idea never returns to its original dimension”**  
--Oliver Wendell Holmes

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**IDENTIFYING AND CONTACT INFORMATION:**

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- **Course meets:** (E4874) M/W/F 10:05 - 11:20 AM in Humanities Building Room 114
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu
- **Writing Center Hours:** Wednesdays 11:40-1:05; Fridays 8:30-9:45, 11:40-2:40 PM
- **Office Hours:** Email me or speak to me before or after class to set up a time to meet.
- **Turnitin.com Information:** Class ID: 7532675 Password: kale

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**REQUIRED TEXTS AND MATERIALS** (available at the college bookstore):

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**Texts:**

- ***They Say, I Say: The Moves That Matter in Academic Writing* (2<sup>nd</sup> Edition)**, Gerald Graff and Cathy Birkenstein, Norton, ISBN: 978-0393-93361-1
- ***The Omnivore's Dilemma* (paperback edition)**, Michael Pollan, Penguin Press, ISBN: 978-014303-8580
- ***Praxis: A Brief Rhetoric***. 2<sup>nd</sup> edition. Carol Lea Clark, Fountainhead Press, ISBN 978-159871-5088.
- ***Food***, Brooke Rollins and Lee Bauknight (Eds.), Fountainhead Press V Series, ISBN 978-159871-4319.

All other course texts and readings will be distributed in class or made available via MyCR.

**Materials:**

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access MyCR every day.)
- **An active MyCR email account** that you check regularly for announcements
- The ability to post/submit **Microsoft Word** compatible documents
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 lined paper
- Your very own personal **stapler** (Loose papers will not be accepted.)
- 2-4 **folders** (One for final assessment portfolio and one for each Working Portfolio)
- A **3-ring binder** (to save and organize ALL your work from this course).
- A **USB Flash drive** for saving your work. Please be sure to back up all files in a few different ways.

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**COURSE DESCRIPTION AND OVERVIEW:**

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This course is designed to help students develop the ability to express ideas in a coherent and persuasive written form appropriate for the college level. In this class, students will refine the ability to read critically and to recognize the qualities of effective writing. Students will produce writing based on observation, experience, discussion, analysis of texts and readings, reflection, and research. Students will learn diverse genres and rhetorical practices, with attention to how writing techniques may be used to achieve intended purposes. Additionally, students will develop skills associated with the collaborative nature of writing and critique, which will include attention to writing as a recursive and social process.

Revision and reflection form the core elements of this course, since they will help deepen our insights and critical abilities with language. The course will be student centered, meaning active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage and discuss. Students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make appropriate rhetorical choices, who compose strong, relevant essays featuring analytic claims supported with credible evidence, and who are committed to improving each other's writing and thinking.

\*The instructor reserves the right to make changes to the course syllabus and assignment calendar as needed.

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**COURSE THEME: FOOD MATTERS— WRITING ABOUT FOOD, COMMUNITY, and (AGRI)CULTURE**

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In this course, we will examine and write about how rhetoric and culture connect to food in our everyday lives, on both individual and social levels. We will look at the production and distribution of food, food heritage and cultures, language and beliefs about food, and representations of food as related to daily personal choices and practices that have significant social, cultural, and environmental consequences.

Careful analysis of the cultural commonplace “you are what you eat” will guide our inquiry for the semester and link personal decisions to their wider ramifications. If this common saying is true, then what are we? How and why does it matter what we eat? What guides or constrains the daily choices we make about food and the options we recognize as available when we make those choices? How and why might we intervene in established choices, patterns, practices, beliefs, and relationships with food, whether on individual, community, or cultural levels?

Taking a critical, analytical look at something as allegedly simple as what we’re eating for breakfast or dinner can promote new insights into how cultural values are continually reinscribed and at times challenged—both through food practices themselves and the rhetorical moves and situations giving meaning to these practices. This writing course will provide the opportunity to examine the variety of possible answers to the question of what our food means—to us, to our families, to our communities, to our cultures, and to the land.

We will begin with analysis of personal participation in the food system that will likely extend to local, global, and transnational sites as we trace how and why certain foods are on our plates and examine what those foods mean to us, to society, and to the planet on their varied journeys from seed to table.

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**ENGLISH 1A COURSE OUTCOMES:**

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Active participation in this class will enhance your ability to do the following:

1. Analyze argumentative claims.
2. Respond to arguments with persuasive critical essays.
3. Locate, synthesize, and document sources for use in response to arguments.
4. Revise and edit for sentence structure and mechanics.

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**COURSE REQUIREMENTS**

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The general rule for college classes is that for every hour spent in class, students should expect to spend a minimum of 2-3 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8-12 additional hours reading and writing to earn an average grade, depending on your entering skill level. Earning excellent grades will require investing more time and effort than the expected minimum.

Major assignments for English 1A include:

- Two Major Papers (1250-1800 words) & accompanying Working Portfolios.
- A 6-8 page Research Project requiring a variety of genres (proposal, annotated bibliography, persuasive analytical paper featuring MLA style and Works Cited, oral presentation, visual aid)
- 15 Reading Responses (500+ words each).
- Short Formal Writing, including a Food Journal and Reflection.
- Leading class discussion for a chosen section of *The Omnivore’s Dilemma* as part of a small group & written reflection about the activity.
- Active, engaged participation in discussion and class activities.
- Peer Response Groups: Class time to participate in respectful, critical response to peer writing in small groups. To get credit you must be present, on time, and come prepared with multiple copies of your draft.
- Regular in-class reading, writing, collaborative work, and discussions in groups of various sizes.
- An Assessment Portfolio (see below for details).

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### **Meeting Deadlines:**

**Due Dates** for all assignments are in the course calendar, which will be distributed the first week of classes.

Assignments are due in properly formatted hard copy paper form at the beginning of class AND posted to the appropriate MyCR Forum by midnight of the due date. To get full credit for assignments, they must be submitted **both** ways by the deadline. Submitting work online will not substitute for bringing paper copies to class.

Formal assignments, including both Major Papers and the Final Assessment Portfolio, must be submitted to Turnitin.com, as required by the English Department.

**LATE WORK** will result in significant grading penalties unless an extension has been requested and granted *IN ADVANCE* of the due date or unless official documentation excuses an absence.

You will receive 2 late coupons, one for Reading Responses (or some short assignment of your choice) and one for a Major Paper Working Portfolio (the coupon will not work for the rough draft or peer review—only final draft). These coupons will give you an extra week to submit the assignment with no penalty to your grade.

**Work will not be accepted more than one week after the original due date.** The grade on work that is submitted within one week of the due date will be penalized, at the instructor's discretion, depending on the circumstances. The more frequently work is not submitted on time, the more deeply it will damage that assignment grade (25%-50%). In addition, comments and feedback may not be provided on late work. Assignments not submitted within a week of their due dates will receive zeros, unless alternative arrangements have been negotiated.

It is your responsibility to communicate with me BEFORE due dates to request extensions or alternate due dates. For students current on course work and regularly attending class, occasional extensions may be provided, but such decisions will be at the discretion of the instructor and will be made on an individual basis.

### **Expectations—Stay on top of your work:**

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare ahead of time. Often, you will generate or revise writing assignments during class using new techniques modeled for you.

All students are responsible for coming to class on time and prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 1A, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved in reaching these goals. Please understand that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that don't have simple answers. Expect to stretch your capabilities. How much you learn and how much your writing improves will depend on the intensity of your commitment to this class, your willingness to interact and collaborate with each other, and your genuine engagement in course activities.

Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views on many issues, but that should not prevent us from listening to and learning from each other. Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be asked to leave and will receive an absence for the day.

### **The Assessment Portfolio**

In the last few weeks of the course, you will compile and submit a final assessment portfolio of 2-3 revised pieces of writing and a reflective cover letter. You will need to revise course writing significantly using techniques learned in the course and feedback provided by your readers (me, your peers, and perhaps Writing Center tutors).

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This final portfolio must contain 13-15 pages of revised writing (including the cover letter). **The portfolio cannot contain more than 4 individual submissions** (including the cover letter). The portfolio is worth 25% of the course grade and will be due during our scheduled final exam time.

### **The Working Portfolios:**

Each major paper will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. To document your hard work and your developing writing skills, it is essential to **keep all the work you produce**, even false starts or drafts you might typically throw away.

Save both electronic and paper copies of your work. Start a new file when you begin a new draft of a paper. The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. As such, the working portfolio can document and archive your developing writing process, which will be important when writing your cover letter for the final portfolio. The Working Portfolio can also safeguard you against charges of plagiarism.

Working portfolios will have cover sheets detailing point values for individual assignments expected to be in them. These sheets must be completed outside of class so that the work is ready to submit at the beginning of class on the designated due date. Working portfolios submitted without completed cover sheets will not earn credit.

### **Paper Format:**

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. Papers should be typed using a standard 12-point double-spaced font (Times, Calibri) with one-inch margins and must be **stapled**. For every assignment you turn in, unless I indicate otherwise, use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, and the word count. Please type this heading on the left side of the first page of every out of class assignment.

Example Heading:            Student Name  
                                     Ms. Shannon Mondor  
                                     English 1A  
                                     Reading Response #1  
                                     February 9, 2013  
                                     Word Count: 523

\*\*For assignments longer than one page, have a right-aligned header (typed or written in by hand) with your last name and the page number.

### **MyCR:**

MyCR will be used extensively in this section of 1A. Please make it a habit to visit the site and explore what it contains. The "Syllabus" link is where I will post course documents, readings, and handouts I give out during class. The "Forums" link is where you will post all the assignments created outside of class that do not get submitted to Turnitin.com. There are many interesting links to websites and files related to the course theme under the "Resources" link. I will also update the Gradebook approximately every two to three weeks.

### **Grading Policy and Criteria:**

Major writing assignments (the Major Papers and Persuasive Research Project) will be considered developing until submitted in final form as part of the assessment portfolio at the end of the term. Major assignments will earn points on a credit/no credit basis for the required components of each working portfolio. Each major paper will have a cover sheet indicating all required assignments and their point values in the Working Portfolio. Completing this cover sheet and organizing the working portfolio before coming to class is the responsibility of each student.

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The Major Paper Working Portfolios will be a combination of credit/no credit for the smaller required assignments leading up to the revised essay (prewriting, organization techniques, peer review, etc) and an assessment of the quality of the essay itself, for which students can earn full, partial, or no credit. Working Portfolios submitted without rough and revised drafts of the essay will not earn any points. No points will be earned for a Persuasive Research Project Working Portfolio unless it contains 10 complete Annotated Bibliography entries. Some shorter, informal, and in-class assignments will be evaluated credit or no credit (✓/⊙). Most formal assignments (including reading responses) will be given a mark denoting quality, ranging from ✓+, ✓, OK, ✓-, or a zero. Work that does not meet minimum expectations of quality and/or length will not receive credit.

All word counts are required MINIMUMS—you can always write more than required, but writing fewer words than the minimum word count will not earn full credit.

While many assignments will count as credit/no credit, their initial high quality will contribute to your increasing development as a writer and thinker. Writing at your best ability at every opportunity will help you produce the most impressive revised pieces for your final portfolio. I will provide written comments on your work to highlight your existing writing strengths, to share a reader's reaction to what you have communicated, and to suggest possible ways to improve through revision. Only by giving me the opportunity to respond to what you consider your best work can my advice help you improve and submit even better work in the assessment portfolio.

<u>Grading Symbol</u>	<u>Point Value</u>	<u>Assessment Portfolio Grades</u>		<u>Final Course Grades</u>	<u>Point Values</u>
✓+	100	A	93-100	A	93-100
✓	90	A-	90-92	A-	90-92
OK	80	B+	87-89	B+	87-89
✓-	70	B	83-86	B	83-86
⊙	0	B-	80-82	B-	80-82
		C+	77-79	C+	77-79
		C	70-76	C	70-76
		F	0	F	0-69

### **Breakdown of your Grade:**

#### **1. Citizenship and Course Work**

**75%**

This part of your grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, contributions to daily discussion and Peer Response Groups.

- **Major Essay Working Portfolios & Peer Response** **15%**
- **Persuasive Research Project (annotated bibliography required)** **20%**
- **Shorter Formal & Informal Work (writing, presentations, participation, RR)** **40%**

#### **2. Assessment Portfolio**

**25%**

Students must complete both major essay working portfolios and the research project in order to be eligible to submit an assessment portfolio. Also, students must be passing with a 70 or above to submit an assessment portfolio. Assessment portfolios must contain a cover letter and 2-3 revised pieces of writing and be at least 13 properly formatted pages long to be eligible for scoring.

Any portfolio that does not meet minimum submission requirements will be considered incomplete and will not be assessed, meaning you will not earn credit for this course. No student can pass this course without submitting an assessment portfolio that conforms to stated requirements and is earns a C or higher.

### **Attendance Requirements:**

#### **The English Department Attendance Policy**

Since regular attendance is a critical factor in student success, students at the College are expected to attend all

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sessions of each class in which they are enrolled. **Students may not miss more than two weeks of class.** Since this class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, make arrangements to submit your work on time (MyCR has a time stamp and can verify adherence to the deadlines). Also, find out about any new work assigned before returning to class so that you do not fall behind. Email is a good way to communicate with me in these circumstances. Students who miss all or part of the first week of classes without contacting the instructor may be dropped from the class.

You may miss up to 4 classes with no consequence to your grade. Each absence after the 4<sup>th</sup> will reduce your course grade by up to 3%. Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. Coming to class more than 15 minutes late will count as ½ an absence. Partial absences will count towards the total allowable absences, so please be mindful of your punctuality. If you come late, check in with me before leaving class to be sure that I have recorded your attendance.

**Missing 7 or more classes (more than 2 weeks) will result in an “F” for this course.**

**\*\*Students who have perfect attendance, participate actively, and submit all required assignments will receive a 3-point bonus to their final course grade, meaning a 90 would become a 93.**

### **Other Important Matters:**

**Unplug:** Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session—unless you are using devices to enhance your success in the course. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Disrespecting this policy may result in points deducted from your final course grade for your technology interfering with our work. Repeated problems with this issue may require you to leave your devices on my desk.

**Write for a Public Audience:** All writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (examples for future students or in conference presentations).

**Get Connected:** If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies and due dates based upon mitigating circumstances, but you must communicate with me in a **timely** manner in order for that to happen. Email is the best way to communicate with me. I check it daily.

**Stay Connected:** You will be expected to check MyCR regularly for course updates and for links to course related information, including handouts and readings. In addition, all writing assignments and presentation materials will need to be posted to MyCR. Activate your MyCR email account and check it several times each week, including the days we don't have class.

### **Academic Honesty:**

Academic dishonesty, including plagiarism, has no place in the college setting. Turning in work you did not produce will not help you grow intellectually, nor will it satisfy the requirements of the course. Any student who knowingly submits work that is not his or her own or work that has not been written expressly and exclusively for this course may fail the assignment and possibly the course. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college, including expulsion.

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English 1A: Analytical Reading and Writing  
Spring 2014/ Shannon Mondor

Abbreviations:

Course web content = MyCR

*Omnivore's Dilemma* = Pollan

Reading Response = RR

*They Say, I Say* = *TSIS*

*Praxis: A Brief Rhetoric* = Praxis

\*\*This is a fluid, living document:  
Due dates and activities are  
subject to change. Changes  
will be announced in class.

WEEK 1	Activities In-Class	Homework due next class meeting:
M 1/20	MLK Day—No School	
W 1/22	<ul style="list-style-type: none"> <li>Course Overview</li> <li>Freewriting</li> <li>Interviews &amp; introductions</li> </ul>	<ol style="list-style-type: none"> <li>Get textbooks and required materials asap.</li> <li>Read &amp; annotate syllabus. Bring questions Fri. 1/24.</li> </ol>
Fri 1/24	<ul style="list-style-type: none"> <li>Complete Introductions</li> <li>Syllabus Q &amp; A</li> <li>Reading Responses—handout</li> <li>"How To Mark A Book" handout</li> </ul>	<ol style="list-style-type: none"> <li>Read &amp; annotate Adler's "How to Mark a Book." RR #1. Use RR directions handout to produce RR #1.</li> <li>Consider signing up for English 52, the Writing Center, for extra help with your writing. ½ Unit requires 22.5 hours.</li> <li>Check out MyCR. Bring questions.</li> <li>Read &amp; annotate Praxis CH. 1 pp. 1-14; 21-2 for discussion Mon. 1/27.</li> </ol>
Week 2		
M 1/27	<ul style="list-style-type: none"> <li>Discuss "How to Mark a Book"</li> <li><b>RR #1 DUE (Adler)</b></li> <li>Questions at Issue</li> <li>Rhetorical précis</li> <li>Praxis CH. 1</li> <li>MyCR overview</li> <li>Turnitin.com overview— <b>Class ID: 7532675</b> <b>Password: kale</b></li> </ul>	<ol style="list-style-type: none"> <li>Read and annotate Jack Rawlins handout—the Prologue "How to Succeed In School" and Chapter 1 "Learning to Write" &amp; Chapter 2 "What Makes Writing Effective." RR #2. Choose <u>one</u> of the sections for the summary. Due W 1/29. Post to MyCR.</li> <li>If you would like to revise RR#1, it's due in class stapled to your original RR on F 1/31. Post <u>only</u> the revision to MyCR.</li> <li>Read &amp; annotate Praxis CH. 2 pp. 33-35; 38-40; bottom of 47-49; 56-59.</li> <li>Register for Turnitin.com.</li> </ol>
W 1/29	<ul style="list-style-type: none"> <li>Discuss Rawlins</li> <li><b>RR #2 DUE (Rawlins)</b></li> <li>Praxis CH. 2</li> <li>Writing &amp; Learning Process</li> <li>Freewriting</li> </ul>	<ol style="list-style-type: none"> <li>Read &amp; annotate Anthony Bourdain's essay "Food is Good" (p. 63-72 in <i>Food</i>). RR #3. Due F 1/31. Post to MyCR.</li> <li>Read &amp; annotate Praxis CH. 3 pp. 73-76; 82-3; 86-92 (not to memorize); 93; 98; 102.</li> </ol>
Fri 1/31	<ul style="list-style-type: none"> <li>Discuss Bourdain</li> <li><b>RR #3 DUE (Bourdain)</b></li> </ul>	<ol style="list-style-type: none"> <li>Read and take notes on <i>TSIS</i> pp. 1-51 (the Introduction, Chapters 1, 2, and 3) for next M 2/3. Prepare to discuss.</li> </ol>

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	<ul style="list-style-type: none"> <li>Praxis CH. 3</li> <li>Shape/parts of essays and paragraphs</li> </ul>	
<b>WEEK 3</b>		**Students who do not display commitment to the course by Monday 2/3 may be dropped from roster due to census.
M 2/3	<ul style="list-style-type: none"> <li>Discuss TSIS “They Say” (1-54)</li> <li>Google Docs Overview</li> <li>In-text citation practice</li> <li>Introduce Writing Practices Letter</li> <li>Freewriting</li> </ul>	<ol style="list-style-type: none"> <li>Read &amp; annotate Wendell Berry’s essay “The Pleasures of Eating” pp. 21-28 in Food. RR #4. Due W 2/5. Post to MyCR.</li> <li>Get started on drafting Writing Practices Letter. Due M 2/10. 750+ words. Business Letter Format.</li> </ol>
W 2/5	<ul style="list-style-type: none"> <li><b>RR #4 DUE (Berry)</b></li> <li>Discuss Berry</li> <li>Questions at Issue</li> <li>Rhetorical Situations</li> <li>Ethos/Logos/Pathos &amp; Kairos</li> <li>Introduce Food Journal</li> </ul>	<ol style="list-style-type: none"> <li>Read Joel Salatin’s essay “Declare Your Independence” (in Food pp. 175-188). RR #5 due F 2/7. Post to MyCR.</li> <li>Read &amp; annotate double-sided one page handout “Sharing &amp; Responding: 11 Techniques for Writers.” Be ready to discuss what each technique involves and why it would be helpful feedback for a writer.</li> <li>Read &amp; annotate Praxis CH. 4 pp. 109-120; 133-5; 138.</li> </ol>
Fri 2/7	<ul style="list-style-type: none"> <li><b>RR #5 DUE (Salatin)</b></li> <li>Discuss Salatin</li> <li>Discuss Responding Techniques</li> <li>Praxis CH. 4</li> <li>Questions about Writing Practices Letter</li> </ul>	<ol style="list-style-type: none"> <li>Read &amp; annotate TSIS “I Say” pp. 55-104 (Ch. 4, 5, 6 &amp; 7). Be prepared to discuss.</li> <li>Revise your 750+ word letter about your writing practices—due M 2/10. Post to MyCR.</li> <li>Food Journal—DUE F 2/21. Record food/beverage intake for 5 days.</li> </ol>
<b>WEEK 4</b>		
M 2/10	<ul style="list-style-type: none"> <li><b>Writing Practices Letter DUE</b></li> <li>Discuss TSIS “I Say” (55-104)</li> <li>Paraphrase practice</li> <li>Introduce MP #1</li> <li>Questions at Issue revisited</li> </ul>	<ol style="list-style-type: none"> <li>Read Intro to Pollan (p. 1-14). RR #6. DUE W 2/12. Post to MyCR.</li> <li>Contemplate topics for MP #1. Narrow it down to your top 3—5 choices for tomorrow’s in-class prewriting. Bring a typed list of the potential topics and the questions at issue you’d like to explore.</li> </ol>
W 2/12	<ul style="list-style-type: none"> <li><b>RR #6 DUE (Pollan)</b></li> <li>Discuss Intro to Pollan</li> <li>Introduce Discussion Leading Groups—preliminary sign-ups</li> <li>Invention/Prewriting for MP#1</li> <li>Narrowing an essay topic</li> <li>Thesis statements—answers to a question at issue</li> </ul>	<ol style="list-style-type: none"> <li>Continue working on Food Journal—due F 2/21.</li> <li>Review RR #1-6. Consider which topic (and its question at issue) you’d most like to explore more fully in MP#1. Freewrite (250+ words each) on 3 different topics OR 3 different questions at issue on the same topic that intrigue you most from our readings to date (including Food, INC next week). DUE W 2/19.</li> </ol>

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Fri 2/14	<ul style="list-style-type: none"> <li>• NO CLASS</li> </ul>	
<b>WEEK 5</b>		
M 2/17	<ul style="list-style-type: none"> <li>• NO CLASS</li> </ul>	
W 2/19	<ul style="list-style-type: none"> <li>• <b>MP #1 Freewrites DUE</b></li> <li>• MP #1 Topic Crowdsourcing</li> <li>• View <i>Food, INC</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Bring top 3 choices for Pollan chapters to lead class discussion forums. Groups finalized F 2/21.</li> <li>2. Complete Food Journal by next class. Submit to MyCR. Bring a paper copy if you did a handmade version.</li> </ol>
Fri 2/21	<ul style="list-style-type: none"> <li>• View <i>Food, INC</i></li> <li>• <b>Food Journal DUE</b></li> <li>• Pollan Discussion Groups Finalized</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete Food Journal Reflection—600+ words. Due M 2/24. Post to MyCR.</li> <li>2. Read TSIS Ch. 8, 9, 10, 11, and 12 pp. 105-155. Be prepared to discuss.</li> <li>3. Bring materials to plan for Pollan group discussion leading—your group will have at least 30 minutes of class time M to prepare.</li> <li>4. Bring any prewriting, ideas, and questions you have for MP #1 to work with in class next week (M 2/24 and W 2/26).</li> </ol>
<b>WEEK 6</b>		
M 2/24	<ul style="list-style-type: none"> <li>• <b>Food Journal Reflection DUE</b></li> <li>• Discuss TSIS CH. 8-12 (105-155)</li> <li>• MP #1 Development</li> <li>• Class Time to Prepare for Leading Pollan Discussion</li> </ul>	<ol style="list-style-type: none"> <li>1. Bring a clean draft of MP #1 to work with in class W 2/26.</li> <li>2. Read &amp; annotate Praxis CH. 5 pp. 145-158.</li> <li>3. Read “Busting the ‘Organic Is Expensive’ Myth” for a model of MP #1. Be prepared to discuss its features—strengths and weaknesses, rhetorical effectiveness, evidence, etc...</li> </ol>
W 2/26	<ul style="list-style-type: none"> <li>• Discuss Praxis CH. 5</li> <li>• Example Essay—class discussion</li> <li>• MP #1 Development</li> <li>• Arguable Thesis Statements</li> <li>• Claims, Evidence, &amp; Commentary</li> </ul>	<ol style="list-style-type: none"> <li>1. 1000+ word draft of MP#1 due F 2/28. Consider the question at issue, your purpose, your thesis, and your audience. <b>BRING 3 COPIES.</b> Post to MyCR.</li> </ol>

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Fri 2/28	<ul style="list-style-type: none"> <li>• <b>MP #1 DRAFT DUE (3 copies)</b></li> <li>• <b>Peer Response Groups</b></li> <li>• Descriptive Outlines</li> <li>• Cover sheets for MP#1</li> </ul>	<ol style="list-style-type: none"> <li>1. Compose 350+ word letters for each peer. Post to MyCR. <b>Bring 2 paper copies of each letter to class M 3/3</b> (one copy for your peers, one copy for me).</li> <li>2. Read &amp; annotate Praxis CH. 6 pp. 169-77; 179-188.</li> <li>3. Complete a Descriptive Outline for your paper. Type this to include in your Working Portfolio.</li> <li>4. Look over the MP #1 Cover Sheet. Collect all required materials into a folder for your working portfolio.</li> <li>5. Post your thesis to MyCR by noon on Monday 3/3 to get feedback from me on ways to strengthen it.</li> </ol> <p>***The next 6 Friday class sessions will be spent discussing Pollan's <i>The Omnivore's Dilemma</i>. Start reading in advance.</p>
<b>WEEK 7</b>		
M 3/3	<ul style="list-style-type: none"> <li>• <b>Peer Letters DUE</b></li> <li>• Discuss Praxis CH. 6</li> <li>• MP #1 work in class—thesis, organization, claims, evidence, commentary, source integration</li> <li>• Introduce MP#2/Brainstorming</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise MP #1 to be at least 1500 words and compile all required assignments in the Working Portfolio. Be sure to complete the cover sheet before class. Due W 3/5. Post revised draft of MP #1 to Turnitin.com.</li> </ol>
W 3/5	<ul style="list-style-type: none"> <li>• <b>Working Portfolio for MP #1 DUE</b></li> <li>• postwrites</li> <li>• MLA Overview—Purdue OWL</li> <li>• Introduce MLA Practice Works Cited</li> <li>• MP #2 Topic Exploration</li> </ul>	<ol style="list-style-type: none"> <li>1. Read &amp; annotate Pollan pp. 15-64. RR #7. DUE F 3/7.</li> <li>2. Think about suitable topics for MP#2. Freewrites on potential topics due M 3/10.</li> <li>3. Begin the practice Works Cited sheet. Bring your TYPED draft of the assignment in progress and questions to class M 3/10. Consult Appendix A in <i>Praxis</i>, The Purdue OWL website, the Bedford Handbook, and/or the color-coded MLA section of <i>How To Write Anything</i> "Research Guide" .pdf at MyCR for help on completing this task. Don't be shy about asking for help in the Library or Writing Center.</li> </ol>
Fri 3/7	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan's Industrial Corn Section (p. 15-64)</b></li> <li>• <b>RR #7 DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Think about topics for MP #2. Freewrites. Type 250+ words each for 3 potential research topics. Explain and explore why each topic could make a successful research project appropriate for this class. <b>DUE M 3/10</b>. Post to MyCR and paper copy to class.</li> <li>2. Read &amp; annotate Praxis CH. 7 pp. 197-216. See 220-1 for an example of an Annotated Bibliography. Appendix A pp. 225-234 (up to where APA section begins). Please bring the book to class M.</li> <li>3. Bring your Practice Works Cited assignment to class M. See W 3/5 homework for more explanation.</li> </ol>

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WEEK 8		
M 3/10	<ul style="list-style-type: none"> <li>• <b>MP #2 Freewrites DUE</b></li> <li>• Topic Development: Cubing</li> <li>• Praxis CH. 7/Appendix A</li> <li>• MLA Practice Works Cited</li> </ul>	<ol style="list-style-type: none"> <li>1. Draft Proposal for MP #2 DUE W 3/12. See assignment handout for guidelines. 500+ words.</li> <li>2. Complete the Practice Works Cited assignment. Due after break—W 3/26.</li> </ol>
W 3/12	<ul style="list-style-type: none"> <li>• <b>MP #2 Draft Proposal DUE</b></li> <li>• Annotated Bibliographies</li> <li>• MP#2 Development</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Pollan pp. 65-122. Pick one chapter for RR #8 Due F 3/14.</li> </ol>
Fri 3/14	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan's Corn Section (p. 65-122)</b></li> <li>• <b>RR #8 DUE</b></li> <li>• Topic Approval for MP #2</li> </ul>	<ol style="list-style-type: none"> <li>1. If your topic has been approved, revise MP #2 draft proposal—DUE M 3/24. Answer <b>all</b> prompts on MP#2 handout. Post to MyCR. Bring to the Library, room 103. If your topic <b>has NOT</b> been approved, write a NEW draft proposal on an alternate topic. Your new topic will be reviewed and responded to by Sunday evening (3/16).</li> <li>2. <b>**If you led discussion 3/7 or 3/14, your reflection is due by F 3/28. Post to MyCR "Assignments" and bring paper copy</b></li> </ol>
<b>Spring Break</b>		Consider getting ahead on reading <i>The Omnivore's Dilemma</i> . You might want to get started on the research/annotated bibliography entries for MP#2.
Week 9		
M 3/24	<ul style="list-style-type: none"> <li>• Research/Library Day—<b>**Meet in the library computer lab for class today—room LRC-103 past the metal doors and on the left at the back of the library.</b></li> <li>• <b>Revised Proposal for MP #2 DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Pick your preferred day(s) for 10-minute research presentation for MP#2— M 4/7, W 4/9, M 4/14, or W 4/16.</li> <li>2. Complete the Practice Works Cited assignment. We will correct it in class W 3/26. <b>BRING 2 COPIES.</b></li> <li>3. Compile your first 5 Annotated Bib. entries—DUE M 3/31.</li> </ol>
W 3/26	<ul style="list-style-type: none"> <li>• <b>Practice Works Cited DUE</b></li> <li>• MLA Documentation Review—</li> <li>• Sign-ups for Research Presentation Slots</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Pollan pp. 123-207. Choose ONE chapter to focus your RR #9 on. DUE F 3/28.</li> <li>2. If you led a Corn discussion forum, your reflection is due tomorrow. Post to "Assignments" and bring a paper copy.</li> </ol>

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Fri 3/28	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan’s Grass Section (p. 123-207)</b></li> <li>• <b>RR #9 DUE</b></li> <li>• <b>**CORN Reflections DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the first 5 entries of your MP#2 Annotated Bibliography. For each entry, complete the Works Cited entry, summary, evaluation of the source, how it will contribute to your project, and include at least 3 direct quotes (including page numbers) you could use in the paper. See template at MyCR for how to organize the entries. Remember to TYPE these entries. Post to MyCR.</li> <li>2. Get started on drafting MP #2 for peer review next W 4/2.</li> </ol>
<b>WEEK 10</b>		
M 3/31	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography DUE (5)</b></li> <li>• Counterarguments</li> <li>• Integrating Sources Responsibly—paraphrase, quotes, and summaries</li> </ul>	<ol style="list-style-type: none"> <li>1. Bring 3 copies of MP#2 draft (1200+ words) to class W 4/2. Post it to MyCR as well.</li> <li>2. Include a draft of your Works Cited page on the essay draft for peer workshop.</li> <li>3. Research &amp; develop complete Annotated Bibliography: 10 entries DUE M 4/14. If revisions need to be made to the first 5 entries, which will be returned to you by M 4/7, they are also due M 4/14. Post to MyCR.</li> </ol>
W 4/2	<ul style="list-style-type: none"> <li>• <b>Peer Response Groups</b></li> <li>• <b>MP#2 Draft DUE (3 copies)—include a Works Cited page</b></li> <li>• Works Cited Workshop</li> <li>• MP #2 cover sheet &amp; postwrites</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Pollan pp. 208-276. Choose one chapter for RR #10. Due F 4/4.</li> <li>2. Peer letters DUE M 4/7. Get started on them as you have time.</li> </ol>
Fri 4/4	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan’s Grass Section (p. 208-276)</b></li> <li>• <b>RR #10 DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Write Peer Response Letters. 350+ words for each letter. Bring 2 paper copies of each letter to class. Post to MyCR. Due M 4/7.</li> <li>2. Type Descriptive Outline for Research Paper—this must be included in your Working Portfolio.</li> <li>3. Read Pollan pp. 277-333. <b>RR #13 must be on Ch. 17 “The Ethics of Eating Animals.”</b> Due F 4/11.</li> <li>4. If you led discussion 3/28 or 4/4, your reflection is due by F 4/11. Post to MyCR “Assignments” and bring paper copy.</li> </ol>
<b>WEEK 11</b>		
M 4/7	<ul style="list-style-type: none"> <li>• Research Presentations</li> <li>• <b>Peer Response Letters DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Continue building Annotated Bibliography. 10 completed entries due in 1 week—M 4/14.</li> <li>2. Post your working thesis from MP#2 to MyCR by 1 PM W 4/9. Include any questions or concerns you have about it.</li> </ol>

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W 4/9	<ul style="list-style-type: none"> <li>• <b>MP #2 Thesis Statements DUE (on MyCR)</b></li> <li>• Research Presentations</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare to discuss the “Forest” section. Read Pollan pp. 277-333. <b>RR #11 must be on Ch. 17 “The Ethics of Eating Animals.”</b> Due F 4/11.</li> <li>2. If you led GRASS discussion 3/28 or 4/4, your reflection is due by F 4/11. Post to MyCR “Assignments” and bring paper copy.</li> <li>3. Look for feedback on your thesis by 5 PM today.</li> </ol>
Fri 4/11	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan’s “Personal: The Forest” section (p. 277-333)</b></li> <li>• <b>RR #11 DUE</b></li> <li>• <b>**GRASS reflections DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Continue building Annotated Bibliography. 10 completed entries due M 4/14. Print paper copies and post to MyCR. Include any revised entries from the first 5 submitted.</li> <li>2. Prepare your 10-minute Research Presentation—4/7, 4/9, 4/14, or 4/16. <b>**Those presenting 4/16 have MP#2 Working Portfolio due F 4/18.</b></li> <li>3. Create your multi-media/visual aide to share during your presentation—powerpoint, poster, pamphlet, etc...</li> </ol>
<b>WEEK 12</b>		
M 4/14	<ul style="list-style-type: none"> <li>• Research Presentations</li> <li>• <b>Annotated Bibliography DUE—10 entries</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Complete MP #2—due W 4/16. The paper must be at least 2000+ words, feature a properly formatted Works Cited page, and be submitted to Turnitin.com. Remember to complete the cover page &amp; postwrites <u>before coming to class.</u></li> </ol>
W 4/16	<ul style="list-style-type: none"> <li>• <b>MP #2 Working Portfolio DUE</b></li> <li>• Research Presentations</li> <li>• Introduce MP #3—brief overview</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Pollan pp. 334-411. RR #12 on your choice of any chapter (besides Ch. 17) in the Forest section. Due F 4/18.</li> <li>2. Start thinking about topics/areas of focus for MP#3.</li> </ol>
Fri 4/18	<ul style="list-style-type: none"> <li>• <b>Discuss Pollan’s “Personal: The Forest” section (p. 334-411)</b></li> <li>• <b>RR #12 DUE</b></li> </ul>	<ol style="list-style-type: none"> <li>1. If you led FOREST discussion on 4/11 or 4/18, your reflection is DUE on F 4/25.</li> <li>2. Think about topics/areas of focus for MP#3. Bring ideas &amp; questions to class M 4/21. <b>Also bring your Food Journal Reflection</b> to work with in class M 4/21 &amp; W 4/23.</li> <li>3. Print the files from Turnitin.com with the ETS grammar problem identifications on them. Bring to class M 4/21.</li> </ol>
<b>WEEK 13</b>		
M 4/21	<ul style="list-style-type: none"> <li>• Invention/prewriting for MP #3</li> <li>• MP #3 Cover Sheets</li> <li>• Grammar Considerations</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop MP #3. Peer review in class Friday. Bring your materials for MP #3 for work with in class W 4/23.</li> </ol>

W 4/23	<ul style="list-style-type: none"> <li>Developing MP #3</li> <li>Introduce Final Assessment Portfolios: formatting and content guidelines</li> <li>Example student portfolios</li> </ul>	<ol style="list-style-type: none"> <li>Read over portfolio assignment directions carefully. Bring questions.</li> <li>Complete 1000+ word Rough Draft of MP #3. <b>Bring 4 copies.</b> Due F 4/25 for peer review.</li> <li>Forest reflections DUE F 4/25. Post to "Assignments" tab at MyCR and bring a paper copy to class.</li> </ol>
Fri 4/25	<ul style="list-style-type: none"> <li><b>MP #3 draft DUE (4 copies)</b></li> <li><b>Peer Response Groups</b></li> <li><b>**FOREST Reflections DUE</b></li> <li>Portfolio Q &amp; A</li> </ul>	<ol style="list-style-type: none"> <li>TYPE a Descriptive Outline for MP #3.</li> <li>Working Portfolios for MP#3 DUE M 4/28. Post revised draft to Turnitin.com (Postwrites will be done in class). Compile all required assignments and complete the cover sheet.</li> <li>Print the files from MP#1 and MP#2 with my comments on them. Bring them to class every day next week.</li> </ol>
<b>WEEK 14</b>		
M 4/28	<ul style="list-style-type: none"> <li><b>MP #3 Working Portfolio DUE</b></li> <li>Postwrites</li> <li>Review of portfolio content &amp; format guidelines</li> <li>Grammar considerations</li> <li>Self-reflection on your writing patterns and tendencies.</li> </ul>	<ol style="list-style-type: none"> <li>Correct grammatical problems identified in your MP #1 and #2 via Turnitin.com.</li> <li>Choose your top 2-4 pieces you might include in the portfolio. Start revising now.</li> <li>Bring at least one properly formatted essay for final portfolio format check—no heading, 1 inch margins, etc...</li> </ol>
W 4/30	<ul style="list-style-type: none"> <li>Higher Order versus Lower/Later Order Concerns</li> <li>Arguable Thesis Statements</li> <li>Claims &amp; Evidence</li> <li>Revision Tips</li> </ul>	<ol style="list-style-type: none"> <li>Bring a clean copy of a MP #2 for workshop in class F 5/2.</li> <li>Bring a clean copy of the MP #2 Works Cited page to workshop.</li> <li>Final portfolios are due in 2 weeks. Get started revising your pieces.</li> </ol>
Fri 5/2	<ul style="list-style-type: none"> <li>Research Paper Revision Workshop</li> <li>MLA Review</li> <li>Editing for correctness and conciseness</li> </ul>	<ol style="list-style-type: none"> <li>Give each of your portfolio submissions a good title.</li> <li>Revise MPs &amp; Works Cited pages based on what we covered in class today. Check all your in-text citations for the sandwich technique.</li> </ol>
<b>WEEK 15</b>		
M 5/5	<ul style="list-style-type: none"> <li>Assessment Portfolio Q &amp; A</li> <li>Cover Letter Prewriting</li> <li>Example Cover Letter Analysis</li> </ul>	<ol style="list-style-type: none"> <li>Select your final portfolio submissions. Revise them.</li> <li>Look back at your Writing Practices Letter from early in the semester. What's the same? What's different? What goals have you met? What new skills have you</li> </ol>



		developed? Draft a portfolio cover letter to use in tomorrow's workshop. <b>Bring 4 copies.</b> RR#13. Post to MyCR. Due W 5/7.
W 5/7	<ul style="list-style-type: none"> <li>• <b>Cover Letter Draft DUE—RR #13</b></li> <li>• Cover Letter Peer Review</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise Assessment Portfolio pieces.</li> <li>2. Revise Cover Letter.</li> <li>3. Bring a TYPED Final Portfolio Table of Contents with current page lengths of each piece you intend to submit. How many pages/lines do you have now? How many pages/lines do you still need? What questions do you still have about portfolio requirements?</li> </ol>
Fri 5/9	<ul style="list-style-type: none"> <li>• Course Evaluations</li> <li>• Cover Letter Development</li> <li>• Portfolio length and content final checking</li> <li>• Portfolio Q &amp; A</li> </ul>	<ol style="list-style-type: none"> <li>1. Final assessment portfolios DUE W 5/14 between 10:45 AM and 12:45 PM.</li> </ol>
<b>FINAL EXAM WEEK:</b>	<p><b>Assessment Portfolios DUE during our Final Exam period.</b></p> <p>LATE Portfolios will NOT be accepted.</p>	<p><b>Wednesday 5/14 from 10:45 AM to 12:45 PM</b></p> <p><b>**Assessment Portfolios must be submitted to Turnitin.com by midnight of 5/14 to be eligible for scoring. The cover letter and individual essays must be compiled into a single document to upload to Turnitin.com.</b></p>