

**San José State University**  
**Department of English and Comparative Literature**  
**Engl. 1B, Composition 2 (GE C3), Sections 56 & 84, Spring 2013**

**Theme: Food & You**

<b>Instructor:</b>	Dr. Katherine D. Harris
<b>Office Location:</b>	FO 220
<b>Email:</b>	Katherine.harris@sjsu.edu
<b>Office Hours:</b>	Thursday, 4:30-6:30pm
<b>Class Days/Time:</b>	Section 56 (T/R 3-4:15pm), Clark 306 Section 84 (T/R 10:30-11:45am), SH 444
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3
<b>Course Wiki:</b>	<a href="http://engl1bfood.pbworks.com/">http://engl1bfood.pbworks.com/</a>

**Course Description**

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Prerequisites:** Passage of Written Communication 1A (C or better) or approved equivalent.

**Theme:** Because we are living in a digital age, with most of you being described as "digital natives," the assignments, readings and policies will reflect our world of emerging technology. This course allows you to explore our new, multimedia lives as well as develop ways to think critically about our digital selves. Our focus for this course is on food, all facets of it. Get ready to taste some delicious eats and then write about them.

## **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives:**

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)

- Adding and dropping classes

## Required Texts/Readings

### Textbook & Online Accounts

Available on Amazon [<http://amzn.com/lm/R22DCXGS725553>] or at the bookstore

Miller, James. *The Eater Reader*. Longman, 2010. (ISBN 0205778054)

Hacker, Diana. *A Writers Reference*. 6<sup>th</sup> ed. or 7<sup>th</sup> ed.

Other readings will be freely available online & through our wiki

Email, WordPress Blog, PBWorks Wiki, Yelp, & Turnitin accounts

## Assignments and Grading Policy

### Grading: A-F

- 10% Class Discussion & Participation
- 30% 3 Essays & Peer Comments (Wiki) (SLO 1, 5, 6)
- 30% Research Essay (SLO 2, 3)
- 20% Food Journal & Yelp (Blog) (SLO 4, 5)
- 10% Final Portfolio (SLO 1)

### Class Discussion & Participation

English 1B is a reading-intensive course. However, since we are also media intensive in this course, you will also be asked to watch videos, find websites, take digital pictures, read online materials, etc. Let's name all of these types of visual media as "readings." You will have "readings" to complete for almost every class period, and each "reading" will be accompanied by some form of blogging. In addition, all or most of the assigned essays will be based on the "reading." It is therefore imperative that you complete the "readings" and blog posts prior to each class and come with your readings, website or video prepared to discuss them in class. In addition, a blog post will be written every week, so prepare your schedules accordingly. Between the essays, revised drafts posted to the wiki and blogging, you will write more than the 8000 words of formal writing required for this course.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.

- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

### **Food Journal, Your Blog & Yelp**

Each week, you will be required to post an entry to your Food Journal. This is an informal area for you to keep notes, post videos, highlight links, ruminate on research, and respond to each other's ideas. You may add other entries that are not necessarily required in class. Since blogging is a multimedia endeavor, feel free to embed links, videos, cartoons, images or anything else you feel contributes to your ideas in that post. Please be sure to title your journal posts with the title of the assignment so that it can be found easily. Yelp reviews are considered part of your Food Journal.

Instead of offering a grade/points for each and every week of blogging, a journal check will happen three times during the semester. At the time of each journal check, you will be eligible for up to 33 points. This journal demonstrates your thought process and your ongoing research. This is where you will begin to amass ideas about your final research topic. It's also the space where you will solicit feedback from both your classmates and those at other universities and other courses at SJSU. It's more like a scrapbook than formal writing. Points are earned based on the quality of your posts and your ability to post by the due dates and times. I will comment on those that I find interesting.

### **Our Food Wiki, Essays & Peer Review**

The wiki will be used to distribute readings, update the schedule and post your drafts. On Peer Review Workshop days, you will post your drafts to your folder for review by another student during that class session. Points will be assigned for both your essay draft and peer review comments.

Locavore Essay: 33pts  
Food Preparation Essay: 33pts  
Food Person Essay: 33pts  
Research Essay/Project: 100pts

This totals 100pts for all essays; see below Grading Policy for converting these points into the final calculations for the final course grade.

### **Research Essay**

All of the blog posts and essay drafts will contribute to a final 4000-word research paper due at the conclusion of the semester. The theme, which we will discuss all semester, is about food. Your focus for this final research paper will depend upon your interests and

where your research has taken you. This type of writing and researching is more difficult because it will rely upon you identifying your interest in a topic and forming an opinion about it. We will spend much of the semester in discovery and gathering research. During the last few weeks of the semester, we will focus on integrating your research and your discoveries into a single cohesive argument.

Since we live in a multimedia world, your research essay does not necessarily have to contain all written words. You may embed video and images into your writing as long as it contributes to your argument (just like any other piece of evidence.) The final research essay will be posted to our wiki.

### **Final Portfolio Assignment**

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

### **Classroom Protocol**

#### **Late Policy**

Since this is a workshop course, you need to be prepared at every class meeting with the readings and your written exercise. If you miss a blog post or wiki peer review comment, you will not receive any points. If you miss a draft post, you will receive a letter grade off of that essay when it is submitted with the Final Portfolio.

#### **Classroom & Online Environment**

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

#### **Email Protocols, Office Hours & Online Contact**

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours, schedule a phone conference or arrange for an online chat/video chat. You might also be able to get my attention on Twitter.

Google Chat ID: drkatherineharris

Skype ID: katherinedharris  
Twitter ID: triproftri

## **General Information**

**Course Wiki & Your Blog** – <http://engl1bfood.pbworks.com/>

In this PBWorks wiki, you will post your essays drafts for peer review. We'll set up your WordPress blog during the second week of classes. In your profile for the wiki, please be sure to also provide a link to your WordPress blog.

### **Recording policies**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## English 1B, Sections 54 & 86 (Sp 13) Course Schedule

*Syllabus subject to change*

*See <http://engl1bfood.pbworks.com/> for most current schedule*

Page numbers = *The Eater Reader*

Online = clickable URL from our wiki

Date	Topics	Reading Due	Assignment Due
Thur 1/24	Introductions: Food & You	Watch for instructions on logging into the wiki, creating your wiki folder, setting up your WordPress blog, creating your Yelp account, creating your Turnitin account)	
Tues 1/29	Rhetoric of Media: Blogging, Wikis, Twitter, Academic Writing, & Videos <i>What's the Difference?</i>	“5 Things You Should Never Say to Your Professor” ( <a href="http://www.usatodayeducate.com/staging/index.php/campuslife/5-things-you-should-never-say-to-your-professor">http://www.usatodayeducate.com/staging/index.php/campuslife/5-things-you-should-never-say-to-your-professor</a> )	By 10am, set up Wordpress blog, PBWorks wiki folder & Yelp account (see instructions)
Thur 1/31	Locavore: Urban Farming <i>Constructing Arguments using Media</i>	<b>Online:</b> “Window Farms” (YouTube Video: <a href="http://www.youtube.com/watch?v=2fPZWJggyXY&amp;feature=player_embedded">http://www.youtube.com/watch?v=2fPZWJggyXY&amp;feature=player_embedded</a> ) <b>Online:</b> “Detroit's 'Quiet Revolution” ( <a href="http://www.thenation.com/article/detroits-quiet-revolution">http://www.thenation.com/article/detroits-quiet-revolution</a> )	<b>Food Journal</b> (on WordPress blog by 10am) In a blog post, describe the argument presented in “Window Farms” or “Detroit”; what's the value in growing food in an urban environment? How would you do this in your dorm/ apartment/ room (be specific)? What would you grow and why? ( <b>tag:</b> urban)
Tues 2/5	Locavore: San Jose <i>Assessing Thesis Statements</i>	<b>Reading:</b> “Ethics: Eating Locally/Thinking Globally” (83-87) <b>Online:</b> California Availability Guide, Locavore Network ( <a href="http://www.locavorenetwork.com/content/california-availability-guide">http://www.locavorenetwork.com/content/california-availability-guide</a> ) <b>In-class:</b> Discuss local farmer’s market visits Choose a partner How to interview Brainstorm interview questions Practice interviewing, videoing &	<b>Food Journal</b> (by 10am): 1) What is the value of farmers' markets? What should be available at a farmer's market during February? What is the primary argument behind “Eating Locally” (i.e., the locavore movement)? ( <b>tag:</b> locavore) 2) Find Out: What/where/when is your local farmer’s market? Partner with someone from class for a

Date	Topics	Reading Due	Assignment Due
		pictures	future visit & make a plan; link to that partner's blog with your plan to visit the farmer's market by 2/13 ( <b>tag</b> : farmers)
Thur 2/7	Locavore: San Jose <i>Using Evidence to Support your Thesis</i>	<b>Online</b> : “Mississippi Growing” ( <a href="http://www.thenation.com/article/mississippi-growing">http://www.thenation.com/article/mississippi-growing</a> ) <b>Online</b> : “And the Pursuit of Happiness: Back to the Land,” <i>NY Times</i> , Kalman ( <a href="http://kalman.blogs.nytimes.com/2009/11/26/back-to-the-land/?ref=opinion">http://kalman.blogs.nytimes.com/2009/11/26/back-to-the-land/?ref=opinion</a> )	
Tues 2/12	Locavore: Writing an Essay	<b>In-Class</b> : Discuss the farmer's market visit & writing Yelp reviews <b>In-Class</b> : Arguing for/against the locavore movement (Instructions distributed in class)	
Thur 2/14	Locavore: Writing an Essay	<b>In-Class</b> : Discuss using Yelp Reviews, videos, and interviews as evidence; formulating an argument; constructing an outline; using the evidence we have	<b>Food Journal</b> (by 10am): Interview with local farmer’s market person; upload images and/or video to blog; include a bibliography ( <b>tag</b> : farmers)  <b>Food Journal</b> (by 10am): Review of local farmer’s market; post your review to your blog ( <b>tag</b> : review) – <i>post to Yelp after today</i>
Tues 2/19	Draft Workshop #1	<b>No Class Meeting</b> Draft Workshop Exchange with Peer Partner	<b>Wiki</b> (by 10am): Post 1 <sup>st</sup> draft to your wiki folder for peer review; peer reviews by 5pm
Thur 2/21	Draft Workshop #2	<b>No Class Meeting</b> Draft Workshop Exchange with Peer Partner	<b>Wiki</b> (by 10am): Post 2 <sup>nd</sup> draft to your wiki folder for peer review; peer reviews by 5pm
Tues 2/26	The Politics of Food Preparation & Consumption <i>Establishing an Argument</i>	<b>Online</b> : “Michael Pollan: The Omnivore's Dilemma” video lecture ( <a href="http://www.youtube.com/watch?v=kFpjskn3_Pc">http://www.youtube.com/watch?v=kFpjskn3_Pc</a> ) <b>Online</b> : “Divided We Eat” ( <a href="http://www.newsweek.com/2010/">http://www.newsweek.com/2010/</a>	<b>Food Journal Check #1</b>



Date	Topics	Reading Due	Assignment Due
		11/22/what-food-says-about-class-in-america.html)	
Thur 2/28	The Politics of Food Preparation & Consumption	<b>In-Class:</b> Discuss interview with food prep professional	<b>LOCAVORE ESSAY DUE by 10am</b> (post to your wiki folder)
Tues 3/5	The Politics of Food Preparation & Consumption <i>Taking a Position</i>	<b>Reading:</b> “The Queen of Mold,” with recipe! Reichl (27-30) <b>Online:</b> “Chop, Fry, Boil” ( <a href="http://www.nytimes.com/2011/01/02/weekinreview/02bittman.html">http://www.nytimes.com/2011/01/02/weekinreview/02bittman.html</a> ) <b>Online:</b> “Out of the Kitchen, Onto the Couch,” Pollan, NY Times Magazine (July 29, 2009) ( <a href="http://www.nytimes.com/2009/08/02/magazine/02cooking-t.html?_r=1">http://www.nytimes.com/2009/08/02/magazine/02cooking-t.html?_r=1</a> )	<b>Food Journal</b> (by 10am): Summarize the argument one of our readings/videos in 100 words; describe the evidence used to support this argument; do you believe the argument based on this evidence? Why or why not? ( <b>tag:</b> prep)
Thur 3/7	The Politics of Food Preparation & Consumption <i>Personal Narratives as Evidence</i>	<b>Reading:</b> “My Week as a Waiter” (115-123) <b>Online:</b> “Dine at Rome’s Nonna Betta” (video) ( <a href="http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Video/Dine_At_Romes_Nonna_Betta">http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Video/Dine_At_Romes_Nonna_Betta</a> ) <b>Online:</b> “The Cursing Mommy Cooks Italian,” Frazier ( <a href="http://www.newyorker.com/humor/2010/01/11/100111sh_shouts_frazier">http://www.newyorker.com/humor/2010/01/11/100111sh_shouts_frazier</a> ) <b>In-Class:</b> Brainstorm interview questions	<b>Food Journal</b> (by 10am): Post a video or series of pictures teaching a recipe; what did you have to do to simplify your recipe? (the other section of 1B may comment on this post, so make the video good!) ( <b>tag:</b> recipe)
Tues 3/12	The Politics of Food Preparation & Consumption <i>Constructing an Essay</i>	<b>Online:</b> Food Not Bombs ( <a href="http://www.foodnotbombs.net/z_30th_anniversary_1.html">http://www.foodnotbombs.net/z_30th_anniversary_1.html</a> ) <b>In-Class:</b> Discuss Food Preparation Essay (instructions distributed in class)	<b>Food Journal</b> (by 10am): Interview a food preparation professional (or student here at SJSU) & post (video/pictures encouraged) ( <b>tag:</b> prep)
Thur 3/14	Draft Workshop #1	<b>In-Class:</b> Peer Reviewing	<b>Wiki</b> (by 10am): Post 1 <sup>st</sup> draft to your wiki folder for peer review; peer reviews by 5pm
Tues 3/19	Draft Workshop #2	<b>In-Class:</b> Peer Reviewing	<b>Wiki</b> (by 10am): Post 2 <sup>nd</sup> draft to your wiki folder; peer reviews by 5pm

Date	Topics	Reading Due	Assignment Due
			Sign up for group meetings
Thur 3/21	Group Meetings	<b>No Class Meeting</b> Groups of students will meet with Dr. Harris (bring your latest draft in print or on a laptop/device)	<b>Food Journal CHECK #2</b>
Tues 3/26	<b>SPRING BREAK</b>		
Thur 3/28	<b>FOOD PREPARATION ESSAY DUE by 10am on 3/26</b> <b>Post to your wiki folder</b>		
Tues 4/2	Celebrity Chefs (Writing a Descriptive Biography & Using Online Sources)	<b>Online:</b> Michael Ruhlman's blog (read a few entries to get the feel for his voice) <b>Online:</b> "10 Celebrity Chefs on Twitter..." ( <a href="http://www.theinternetchef.biz/2009/09/10-celebrity-chefs-on-twitter-you-should-be-following/">http://www.theinternetchef.biz/2009/09/10-celebrity-chefs-on-twitter-you-should-be-following/</a> ) <b>Twitter:</b> Check out these chefs on Twitter: @altonbrown, @jamieoliver, @bitchinkitchen	<b>Food Journal (by 10am):</b> Write a brief biography about a famous food person; quote and cite your sources, including Wikipedia; what's interesting about this celebrity chef?
Thur 4/4	Famous Food People (What's an Authoritative Online Source?)	<b>In-Class:</b> Appropriately citing online sources	<b>Food Journal (by 10am):</b> Create a Works Cited/Bibliography of sources about your food person; consult your MLA style guide for help
Tues 4/9	Draft Workshop #1	Peer Reviewing in class	<b>Wiki (by 10am):</b> Post 1 <sup>st</sup> draft to your
Thur 4/11	Draft Workshop #2	Peer Reviewing in class	<b>Wiki (by 10am):</b> Post 2 <sup>nd</sup> draft to your  Sign up for group meetings
Tues 4/16	Group Meetings	<b>No Class Meeting</b> Groups of students will meet with Dr. Harris (bring your latest draft in print or on a laptop/device)	
Thur 4/18	Food & Labor Relations (Doing Research)	"The Ethics of Eating: Consider the Farmworkers" (102-108) "Working in the Shadows" (123-127) "Rethinking Work: Cooking as	<b>Food Journal (by 10am):</b> Read through all of your past blogs & essays; what were the topics that interested you further?

<b>Date</b>	<b>Topics</b>	<b>Reading Due</b>	<b>Assignment Due</b>
		Labor” (127-130)	
Tues 4/23	The Research Essay	Discuss Final Portfolio	<b>FOOD PERSON ESSAY DUE</b>  <b>Food Journal Check #3</b>  <b>Wiki:</b> Post your thesis statement & list of evidence to your wiki folder by 10am
Thur 4/25	Writing Lab: Drafting & Incorporating Research		<b>Draft:</b> 75 words on each piece of research posted to the wiki
Tues 4/30	Writing Lab: 1 <sup>st</sup> draft & Peer Review		<b>Draft:</b> Body of research paper posted to wiki
Thur 5/2	Writing Lab: 2 <sup>nd</sup> draft & Peer Review & Organizing Final Portfolio		<b>Draft:</b> Opening & concluding paragraphs posted to wiki  Sign up for group meetings
Tues 5/7	Group Meetings	<b>No Class Meeting</b> Groups of students will meet with Dr. Harris (bring your latest draft in print or on a laptop/device)	
Thur 5/9	Final Portfolio	Organizing the Final Portfolio	
Final Portfolio & Research Paper due  Monday, May 13, 10am to the wiki			
<b>NO FINAL EXAM</b>			