

EWRT 2: Critical Reading, Writing, & Thinking (online)

Fall 2022

Professor: Marrietta Reber
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Hours: 10-10:50 a.m. M-Th on Zoom

Course Texts

- *Critical Thinking, Reading, and Writing: A Brief Guide to Argument* by Barnet, Bedau, O'Hara. 10th Ed.
- *The Importance of Being Earnest* by Oscar Wilde (available online, but having a printed version is useful and cheap).

Course Introduction

This course develops critical thinking skills and the ability to apply these skills to reading and writing. We develop analytical and argumentative academic essays based on reading of complex texts, and the use of outside research leading to analysis, comparison, and synthesis and a documented research paper. In particular, we will examine how food reflects identity, family and heritage, health, ethnicity and culture, morals, class, and politics.

Student Learning Outcome Statement (SLO)

You can expect the following learning outcomes by successfully completing this course:

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

Course Objectives

In the course of taking this class, you will:

- Develop critical and analytical skills in the reading and analysis of a variety of texts, including visual images and other nonverbal texts.
- Develop a sequence of argumentative and analytical essays with integrated reading that demonstrates the interdependence of reading, writing, language, and thinking.

Course Evaluation

The point breakdown for grading in the course is:

| Assignment | Points | Score |
|------------------------------------|------------|-------|
| Quizzes (10 x 10 pts each) | 100 | |
| Journal (10 x 10 pts each) | 100 | |
| Participation/Peer Reviews | 100 | |
| Critical Question & Response Essay | 100 | |
| Persuasive Essay (timed) | 100 | |
| Literary Analysis Essay | 100 | |
| Research Paper | 100 | |
| Total | 700 | |

You are evaluated on a 100% scale (93-100% = A, 90-92 = A-, 87-89% = B+, 83-86 = B, 80-82 = B-, etc.).

Course Assignments

Quizzes. You take a timed online quiz each week by Wednesday *before* 11:59 p.m. Quizzes measure understanding of readings assigned for the week. Quizzes are closed book and must be completed within 5 minutes of beginning. Start assigned readings early. Print, annotate, and study them carefully or you won't be able to answer questions. No make-up quizzes are allowed. I drop your lowest quiz score. (Quizzes open Sunday before the due date.)

Journal. Each week you post a journal entry in response to a prompt by Friday *before* 11:59 pm (about 300 words). Entries must be reflective and offer insight into course themes/readings. Though less formal and more personal than essays, journal entries must show critical thinking and be well written/organized. Classmates respond to your entries, so share appropriately. 11 journals are assigned but only 10 required. Journal entries are worth 10 points each but are evaluated cumulatively at the end of the quarter and receive one grade overall. Makeups for half credit allowed.

Participation. You are required to participate in weekly online forum discussions by Monday before 11:59 p.m. to respond to peers' journal entries and essay assignments from the previous week. Each Friday, students post a journal entry; by the following Monday, you must write substantive, insightful comments in response to at least 3 classmates' journal entry strings (6 pts/week). You must also give thorough, robust, and detailed comments on the

essay thesis statements (5 pts/workshop) and drafts (10 pts/workshop) of classmates in your group on specified weeks. You receive one grade at the end of the quarter based on the frequency and quality of your participation.

Critical Question & Response Essay. Drawing inspiration from “A Small Starter: Questions of Food” by Adam Gopnik, identify and respond to a critical question about the significance of food. Asking good questions is the foundation of the critical thinking process. As you study Gopnik’s ideas, you must evaluate his distinction between small, modern questions that surround food and the bigger, “high minded” ones Jacques Decour ponders in his final letter. This essay must present your answer to a specific question you formulate and argue for its validity using at least two quotes from Gopnik’s work plus quotes from at least two other sources. (1000 words)

Persuasive Essay (timed). Take a stand on an assigned topic related to food and its significance. Use rhetorical devices to persuade your reader to share your viewpoint. Include compelling quotes. An analysis of the opposing side of your argument is necessary to convincingly present your position. Pay close attention to style, organization, and writing skills covered in course materials. Proofread for correct grammar and usage. (1000 words)

Literary Analysis. You write an essay that explores the text of Wilde’s play: *The Importance of Being Earnest*. This essay must be a careful analysis of elements within the work (theme, symbolism, characterization, etc.) rather than a plot-based or touchy-feely response. You must offer a unique interpretation of meaning or significance in the play that you support with evidence and quotes from the primary text and secondary sources (such as academic journals). Though the essay need not focus on food, food figures prominently in the play and would make a great topic. Find a unique, argumentative angle and explore it in an interesting way. (1000-1500 words)

Research Paper. You write a research paper that demonstrates your ability to synthesize and analyze ideas and texts we have discussed in class as well as research you conduct on your own. See *EWRT 2 Research Paper Description* and *EWRT 2 Research Paper Rubric* for more information. (1500+ words)

Course Policies

Drop Policy. You will be dropped automatically from the course if you:

- Fail to log in to Canvas by Wednesday at midnight the 1st week of class or fail to submit a Week 1 assignment.
- Fail to complete more than 1 assignment (quizzes, journals, responses, essays) during the first 3 weeks of class.
- Fail to submit more than 3 assignments during the quarter (quizzes, journals, responses, theses, drafts, essays).

Assignment Format. Post essays/research paper on Canvas as a Microsoft Word .doc or .docx file or as a PDF (NO .pages). Follow MLA. Avoid google docs if permission is required. (Copy/paste text in the window as a last resort). Use naming convention: (assignment name) by (your last name). For example: Research Draft by Reber

Communication. Please message me through Canvas. Canvas is preferred, but if you email my fhda address, start each subject line with “EWRT 2:” and then a brief description. Be sure De Anza has your current email address.

Online Communication. All writing must use proper capitalization, spelling, and punctuation (no text lingo.)

Midnight Deadlines. Canvas does not accept submissions after 11:59 p.m., so submit online BEFORE 11:59 p.m.

Late Assignments. Assignments must be posted to Canvas *before* 11:59 p.m. on the date due or they receive no credit. I reserve the right to make exceptions. Notify me *before* the deadline in case of a conflict.

Thesis/Drafts. Writing is a multi-step process. Failure to post a thesis/complete draft results in a 10% deduction.

Plagiarism and Cheating. Plagiarism is using someone else’s words **or ideas** in direct quote, paraphrase, or summary form and submitting them as your own. Cheating includes using materials while taking quizzes, claiming someone else’s work as your own, copying in any form, or compromising your academic integrity. Students who plagiarize or cheat will be failed automatically for the quarter. ABSOLUTELY NO EXCEPTIONS.

Class Disruption Policy. Disruptive behavior is not tolerated and could result in being dropped from the class. You can express strong disapproval of others’ views but making rude or insulting comments is disruptive.

Extra Credit. I allow extra credit worth up to 3% of the total class points. Due Week 11. You can: share a recipe and its significance, summarize/respond to a relevant article/film/documentary, create a food collage, write a food poem. Multiple items allowed. Points based on effort. Post on the Extra Credit discussion under Course Resources.

Paper Rewrite. You can rewrite the critical question essay based on my feedback. Submit revision within 1 week of the date your grade/comments were posted on Canvas. Your original and revised scores will be averaged.

Last Day to Drop. The last day to drop: without a “W” is Sunday, Oct 9th/with a “W” is Friday, Nov. 18th.

Assistance. For academic or personal counseling, see “Getting Help: Counseling” on Canvas in *Course Resources*.

Writing Help. For tutoring, please see “Getting Help: Tutoring & Academic Skills Workshops” on Canvas.

EWRT 2z Schedule

| Week | Dates | Topic | Reading Due (see Canvas for added readings) | Assignments Due before Midnight |
|------|-------------|---|---|---|
| 1 | 9/26-10/2 | Course Introduction, Identity, and Food | EWRT 2z Course Syllabus Week 1 Overview & Week 1 Instructions 5 Traits of Successful Online Students – Reber “You Are What You Eat” – Alexander “The Joy of Food” – National Geographic “The Cooking Animal” – Pollan “The Importance of Eating Together” – Atlantic “A Small Starter: Questions of Food” – Gopnik “Tips on Becoming an Active Reader” <i>Critical Thinking, Reading, & Writing</i> – Ch 1 | Mon: Log in to Canvas |
| | | | | Wed: Quiz #1 Login by midnight or be dropped |
| | | | | Fri: J1: Me & my food self portrait Look ahead to Week 2 |
| 2 | 10/3-10/9 | Food, Family, and Tradition | Week 2 Overview & Week 2 Instructions “Food Traditions: The Thread...” – Wolf “A Family Supper” – Ishiguro “Expert’s Theory of Food Television” – Bruni “8 Reasons to Make Time for...” – CNN.com “what we eat”: <i>Fast Food Nation</i> – Schlosser Developing a Thesis/Thesis and Organization Critical Question Essay Description & Rubric <i>Critical Thinking, Reading, & Writing</i> – Ch 2 | Mon: Read ALL J1s. Respond to ten: three in depth (about 100 words each) and seven briefly (1-2 lines) |
| | | | | Wed: Quiz #2 |
| | | | | Fri: J2: Food and my family Thesis: Critical Response Look ahead to Week 3 |
| 3 | 10/10-10/16 | Food, Family, and Convenience | Week 3 Overview & Week 3 Instructions <i>Critical Thinking, Reading, & Writ</i> – Ch 3&5 “Benefits Breaking Bread Together” – WTimes YT: How Cooking Can Change Life... – Pollan EWRT Peer Review | Mon: Respond to three J2s and all thesis statements in your group |
| | | | | Wed: Quiz #3 |
| | | | | Fri: J3: “The Reign of Recycling Draft: Critical Response Look ahead to Week 4 |
| 4 | 10/17-10/23 | Food, Culture, and Marketing | Week 4 Overview & Week 4 Instructions <i>Critical Thinking, Reading, & Writ</i> – Ch 6&7 “Custom-Made” – Parker-Pope “Noodles vs. Sesame Seed Buns” – Wong “Dipping Into India, Dunkin’ Donuts...” – WSJ “2015 is Year of Millennial Customer” – Solom “They Say, I Say: Arguing in an Essay” YT: Library Resources De Anza College Documenting Sources and MLA Readings Plagiarism and Academic Integrity Readings | Mon: Respond to three J3s and all essay drafts in your group |
| | | | | Wed: Quiz #4 |
| | | | | Fri: J4: One Change in the World Final: Critical Response Look ahead to Week 5 |
| 5 | 10/24-10/30 | Taste, Trends, Health, Morals, and Religion | Week 5 Overview & Week 5 Instructions <i>Critical Thinking, Reading, & Writing</i> – Ch 4 “The Health-Food Diner” – Angelou “Religion and Food” – Garduno Diaz “Carnivore’s Dilemma” – National Geographic “Vegetarians Who Turned Into Butchers” – NYT “Why are We So Fat?” – National Geographic “Portion Size Me: Downsizing...” – Wansink “Orthorexia: When Healthy Eating...” – CNN “How Millennials are Changing Food” – Hoff. YT: In Defense of Food & If Meat Eaters Acted Research Paper Description & Rubric Research Paper Student Samples | Mon: Respond to three J4s |
| | | | | Wed: Quiz #5 |
| | | | | Fri: J5: Childhood school lunch Look ahead to Week 6 |
| 6 | 10/31-11/6 | Food, Status, Identity, Work, and School | Week 6 Overview & Week 6 Instructions <i>Garlic and Sapphires</i> pg 1-79 – Reichl <i>Critical Thinking, Reading, & Writing</i> – Ch 8 “Unhealthy School Lunches”/Not Making... “School Lunch vs. Prison Food” – Student “Americans Work More Than Anyone” – ABC | Mon: Respond to three J5s |
| | | | | Wed: Quiz #6 |
| | | | | Fri: J6: <i>Garlic & Sapphires</i> Thesis: Research Paper Look ahead to Week 7 |

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|----|-------------|---|---|--|
| | | | “The most American thing...eating alone”-WP YT: Michael Pollan: “Cooked: A Natural...” “Eating Yourself: We Consume Identity...” YT: Fed Up Movie Trailer | |
| 7 | 11/7-11/13 | Food, Social Class, Work, and Power | Week 7 Overview & Week 7 Instructions <i>Garlic and Sapphires</i> pg 181-233 – Reichl <i>Critical Thinking, Reading, & Writ</i> -Ch 9&10 “The New Face of Hunger” – Nt’l Geographic “Is Junk Food Really Cheaper?” – Bittman “Eating Together as a Family...” – Gustafson Understanding/Using Elements of Argument Tips for Writing a Timed Essay Tips for Argumentative/Persuasive Essays EWRT 2z Timed Persuasive Essay Rubric | Mon: Respond to three J6s & all thesis statements in your group |
| | | | | Wed: Quiz #7 |
| | | | | Fri: J7: Hunger, lifestyle & obesity Persuasive Essay (timed) Look ahead to Week 8 |
| 8 | 11/14-11/20 | Food, Social Class, and Power (cont.) | Week 8 Overview & Week 8 Instructions <i>Critical Thinking, Reading, & Writ</i> –Ch 11 “Reading & Writing About Literature”-Barnet <i>The Importance of Being Earnest: Acts I-II</i> – Wilde | Mon: Respond to three J7s |
| | | | | Wed: Quiz #8— <i>Earnest</i> Act I-II |
| | | | | Fri: J8: <i>Earnest</i> Textual Analysis 1 Look ahead to Week 9 |
| 9 | 11/21-11/27 | Food, Social Class, and Power (cont.) | Week 9 Overview & Week 9 Instructions <i>The Importance...Earnest: Act III</i> – Wilde <i>Critical Thinking, Reading, & Writing</i> – Ch 12 Tips from Chefs EWRT 2z Textual Analysis Rubric How to Write a Critical Analysis Literature vs. Drama PPT Literature/Drama Terms “Stalin & Hitler: Mass Murder by Starvation” “6 Ways Food Is Being Used as a Weapon” | Mon: Respond to three J8s |
| | | | | Wed: Quiz #9— <i>Earnest</i> Act III |
| | | | | Fri: J9: <i>Earnest</i> Textual Analysis 2 Draft: Literary Analysis- <i>Earnest</i> Look ahead to Week 10 |
| 10 | 11/28-12/4 | Food, Power & Diplomacy, Love, and Memory | Week 10 Overview & Week 10 Instructions “Responding to hate: 9/11 & the power of love” “Healing Race Relations Over Dinner” – CNN “Political Perspectives are Main Course”-NPR “Make America Dinner Again” – MADA “These Nations are Using Food to Project...” “Culinary Diplomacy: Breaking Bread to...” “The State of Gastrodiploamacy” – PD Magaz. “A Christmas Memory” – Capote | Mon: Respond to three J9s & all drafts in your group |
| | | | | Wed: Quiz #10 |
| | | | | Fri: J10: Holiday food tradition Final: Literary Analysis- <i>Earnest</i> Look ahead to Week 11 |
| 11 | 12/5-12/11 | Food, Love, Service, Community, and Celebration | Week 11 Overview & Week 11 Instructions “The Sandwich Man” – McCarty “Tech Support: The Software Developer Who’s Fighting Food Waste” – NRDC “Food Pantry at De Anza College” – Mercury “How Food Brings Cultures Together”-Sanchez “Breaking Bread & Building Connection”-Huff “UKs The Big Lunch” – Eden Project Comm. “Study Finds More Often People Eat”-UOxford “#EatTogether” YouTube-Crave More Canada | Mon: Respond to three J10s Textual Analysis Self-Evaluation |
| | | | | Wed: Quiz #11 |
| | | | | Fri: J11: Course reflections Draft: Research Paper Extra Credit Look ahead to Week 12 |
| 12 | 12/12-12/16 | FINALS WEEK | Week 12 Overview & Week 12 Instructions | Mon: Respond to all research paper drafts in your group |
| | | | | Wed: Final: Research Paper |

*This schedule is a working outline and is subject to changes at any point during the quarter. I reserve the right to add or delete readings or assignments/exams, change point allocations for assignments, and to change topics at my discretion at any time.