



rhetorical “moves” that writers across the disciplines make. You will have an opportunity to read, write and participate in class discussions. Throughout our class, we will use the process of metacognition and rhetorical analysis. We will do several reflective low-stakes and high-stakes writings during the semester. We will explore three different disciplines this semester to experience WAC.

### **Course Theme: Food**

“There is no love sincere than the love of Food” – George Bernard Shaw.

Food is a Major part of our life. Food defines who we are. Food and eating are central to what we are as human beings and how we relate to each other. As we explore writing in different disciplines, we will focus on Food and Art, Food and Literature and lastly, we will look at how Food impacts us Psychologically.

### **Writing Program Learning Objectives:**

**Invention and Inquiry:** You learn to explore and develop your ideas and the ideas of others in a thorough, meaningful, complex and logical way.

**Awareness and Reflection:** You learn to identify concepts and issues in your own writing and analytically talk and write about them.

**Writing process:** You practice methods of composing, drafting, revising, editing and proofreading.

**Sentence Fluency:** You consistently compose clear, complete and correct sentences, using a variety of complex and compound sentence types.

**Conventions:** You demonstrate control of language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

**Rhetoric and Style:** You process and model successful rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

**Claims and Evidence:** You develop logical and substantial claims, provide valid and coherent evidence for those claims and show why and how your evidence supports those claims.

**Research:** You conduct research (primary and secondary), evaluate research sources, integrate research to support your ideas, and cite sources appropriately.

### **Required Texts:**

1. Lee, J. 8. (2008). *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*. New York, NY: Twelve. ISBN-13: 978-0446698979
2. I will post some readings on Blackboard. It is the student’s responsibility to bring copies of the readings to class, either in printed form or through in-classroom internet access.

### **Web Resources:**

<http://Owl.english.purdue.edu>

## Blackboard

Please make sure to have access to blackboard. I will post our syllabus and some readings on blackboard. If you have trouble logging in to your blackboard account, you can contact student help desk at (212)-237-8200 or email them at [blackboardstudent@jjay.cuny.edu](mailto:blackboardstudent@jjay.cuny.edu). I will give out a handout in class on the usage of blackboard. If you still have trouble using blackboard, please let me know!!

## Grading, Expectations, Assignments, and Class Participation:

- 1. Attendance/Lateness:** Writing is a craft, best learned through constant practice. That is why your consistent presence in class is crucial to your success in this course. You will be allowed **four** absences (**two** if your class meets once a week), equivalent to two weeks of class. A fifth (or third) absence may result in a grade of F for the course. Please note that no distinction will be made between excused and unexcused absences. It is up to you to be smart and save your allowed absences for a time when you may need them (including illness, family emergencies, travel schedules, etc.). If the excessive absence occurs after the last withdrawal day (indicated on the JJay academic calendar), you cannot receive a passing grade for the course.
  - Please note, however, that students will not be penalized for religious or pregnancy- or childbirth-related absences. Absences for these reasons will not be counted toward the allowed number of absences in this course. Please inform me about absences related to pregnancy, childbirth, or religious observation.
  - In addition, tardiness is disruptive and disrespectful – please make your best effort to come to class on time. Students who are more than 10 minutes late or who leave before the end of the class period will be considered absent for that day. Finally, full class attendance entails your mental as well as physical presence. Students who nap or keep their heads on the desk will be marked as absent.
- 2. Class Conduct:** Respecting each other is an important part of a productive learning environment. Please respect your fellow classmates and your instructor. If there is a problem, you can address it to me after or before class. Just be Courteous of each other. I understand cellphones are a necessity, but this is a class, you are here to learn. When in class, put your phones on silent mode. If it is an important call or an emergency, you can excuse yourself from the class and take the phone call. I should not see anyone texting in my class. It is not only disrespectful towards your professor but also your fellow classmates. If you are caught texting, you will be given a warning and if you do it again it will be counted as lateness which might turn into an absence if it keeps happening. This will have a negative impact on your final grade. So, let's respect each other and enjoy our class meetings.
- 3. Participation:** Participation is a must in this class. Throughout the semester you will be asked to submit a reflection assignment every week. Make sure to come prepared to class because we will be having class discussions and reflections on the readings assigned.

- 4. Conferences:** Conferences are one-on-one meetings with your Instructor. During this meeting we will discuss your writing and you will have an opportunity to ask questions. These conferences are mandatory.

**The Writing Center Visit:** The Writing Center, located in room 1.68 in the New Building, is a service that provides free tutoring in writing. The visits to the writing center are mandatory and will account for your overall class participation grade. You should at least have 3 visits throughout the semester. If you attend a tutoring session or a related workshop for this course, please have the consultant/tutor sign the top of your draft or fill out the writing center attendance form with the date and time of the appointment/workshop. In the beginning of the semester, I will handout a list of workshops offered by the writing center that will help with our research project. We also have a ESL Lab for students who struggle with English and the lab is also located in room 1.68 NB.

### **Plagiarism/Cheating; or, How to FAIL by Using Cut & Paste**

This class should help you with skills to prevent inadvertent plagiarizing when synthesizing sources to write essays.

### **The John Jay Student Undergraduate Bulletin defines plagiarism as follows:**

-Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

-Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

-It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. -

Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

-Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

*(From the John Jay College of Criminal Justice Undergraduate Academic Standards*

*webpage: <http://www.jjay.cuny.edu/academicStandards/undergraduate.asp>. For additional information on Academic Honesty, see the Undergraduate Bulletin.)*

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

**Accommodation Requests:** If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations,

contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. "Qualified students . . . will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p. 3. ([http://www.jjay.cuny.edu/studentlife/Reasonable Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

**Coursework:** All papers must be typed, double spaced with standard margins, using 12-point, Time New Roman font in MLA format.

### **Course Requirements:**

Along with daily participation and in-class reading and writing exercises, students are required to submit **3-major** assignments. These three assignments will cover writing in three different curriculums of Art, Literature and Psychology. First assignment will be a **2-3 pg. Art Project**. Second assignment will be a **4-6 pg. Textual Analysis**. Third and Final assignment will be a **5-7 pg. Research Paper** on the theme of Food and Psychology.

- **Art Project:** This will be your first major assignment for the class. You will create an art using food as your primary medium (I will provide in-depth details on this as the semester progresses.) You will also write a 2-3page paper in MLA format on this art project (again details will be provided in class on this assignment).
- **Textual Analysis Paper:** This will be your second major assignment for the class. Based on our book *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8. Lee, we will write a rhetorical analysis paper of 4-6 pages (I will provide in-depth assignment guidelines as the semester progresses.)
- **Psychology Research Paper:** This will be your last/final assignment for the class. You will conduct research and write a 5-7 pages research paper in genre of psychology (I will provide detailed guidelines on the assignment as the semester progresses.)

Please keep all your work throughout the semester saved both digitally and as a hardcopy. You must submit a final portfolio for our English 201 class which will be a digital portfolio, hence it is essential to keep a copy of everything saved digitally. We will be using Digication for our e-portfolio. I will schedule a few workshops to guide you with setting up your Digication e-portfolio (I will provide the dates and times for this as the semester progresses.)

### **Grading Policy:**

Art Project 2-3pg.: 15 %

Textual Analysis Paper 4-6 pg.: 15%

Psychology Research Paper 5-7 pg.: 20%

Class Participation, Attendance, Writing Center Visits and In-Class Reflective Writing: 20%

Final Portfolio: 30%

## Official College Grading Criteria

A, A-	Excellent
B+, B, B-	Very Good
C+, C, C-	Satisfactory
D+, D, D-	Poor
F	Fail

**Late Assignments:** Late Assignments will be penalized a letter grade. If for any reason you cannot attend the class on the day the paper is due, you have until 12:00 am of that day to submit your paper through email.

**Revisions:** You will have a chance to submit a draft for all the essays.

### How to be successful in this class:

1. Come to class on time and prepared to participate. Participation includes having assignments completed, bringing needed materials, contributing to discussions in a positive manner, and working on what is assigned during the class period.
2. Keep this syllabus and any changes made to it on hand. Know when writing assignments are due. Know when reading should be completed.
3. Keep all your work. Do not throw anything away.
4. Ask questions. It is your responsibility to find out what you need to know to be successful in your academic endeavors, as well as in the other areas of your life. Check the class Blackboard site at least once a week.

## Class Schedule: Tentative (Subject to Change)

### FOOD AND ART

#### Week 1

**Tues., 1/29** - Course Introduction/Syllabus Review.

**Thru., 1/31** - Writing Diagnostic.

#### Week 2

**Tues., 2/5** - Read "From Palate to Palette: Can Food be Art?" by Jacquelyn Strycker and "Visual Art – Food as the Medium, Past and the Present" by Emily-Jane Hills Orford.  
Reflective writing

**Thru., 2/7** - Analyzing the painting *Still Life with Fruit and Ham*, 1648-49 by Jan Davidszoon de Heem. Read "Tasting the World: Environmental Aesthetics and Food as Art" by Glenn Kuehn. Reflective Writing.

#### Week 3

**Tues., 2/12** - NO Class (Lincoln's Birthday)

**Thru., 2/14** - Read “A Matter of Taste?” by William Deresiewicz. Discussion of “Food is Art” project.

#### Week 4

**Tues., 2/19** – Digication Workshop

**Thru., 2/21** - Read “Food depictions in picture books for preschool children: Frequency, centrality, and affect” by Jane A. Goldman and Lara Descrates and “Good enough to eat: Peter Anton’s supersized multimedia sculptures of sweets bring a sense of nostalgia and surprising lightness to the world of food art” by McKenzie Graham. Reflective Writing.

### FOOD AND LITERATURE

#### Week 5

**Tues., 2/26** - Introduction to Rhetorical Analysis. Ethos, Logos, Pathos. In-class Rhetorical Analysis workshop

**Thru., 2/28** - In-class movie assignment

#### Week 6

**Tues., 3/5** - **ART PROJECT DUE.** Read Chapters 1-3 of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. Rhetorical Analysis

**Thru., 3/7** - Read Chapters 4-6 of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. Reflective Writing.

#### Week 7

**Tues., 3/12** - Read Chapters 7-9 of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. In class discussion of Research Proposal.

**Thru., 3/14** - Read Chapters 10-12 of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. Literature Review/Methodology.

#### Week 8

**Tues., 3/19** - Read “Wok On” by Jane and Michael Stern a book Review of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. Reflective Writing.

**Thru., 3/21** - Read “Reader’s Corner: Three Books on Chinese Cooking & Restaurants” by John T. Kirby. In-class book-review writing.

#### Week 9

**Tues., 3/26** - A Textual Analysis of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* by Jennifer 8 Lee. Discussion of “Jones, [“Finding the Good Argument”](#)”

**Thru., 3/28**- Discussion of [Asking a Research Question](#)” and [“Choosing a Topic”](#) worksheet. **TEXTUAL ANALYSIS PAPER DUE**

## Week 10

**Tues., 4/2** - In class group assignment. Peer-Review

**Thur., 4/4** - Read “Nutritional Psychology: Is Your Mind Ruining Your Food?” by Marc David. In-Class written assignment.

## FOOD AND PSYCHOLOGY

### Week 11

**Tues., 4/9** - “Towards a Psychology of Food and Eating: From Motivation to Module to Model to Marker, Morality, Meaning, and Metaphor” by Paul Rozin. Reflective Writing.

**Thru., 4/11** - “Comfort eating, psychological stress, and depressive symptoms in young adult women” by Laura E. Finch, A. Janet Tomiyama

### Week 12

**Tues., 4/16** - “Mood Food” *The Futurist*, Nov.-Dec. 1992, p. 56. *Academic OneFile*. “Does self-prepared food taste better? Effects of food preparation on liking” by SiTuese Dohle, Sina Rall and Michael Siegrist. Discussion/Reflective Writing.

**Thru., 4/18** - Psychology of Food Choice: Challenging the Status Quo.” *Health & Medicine Week*, 20 Mar. 2015, p. 1538. Reflective writing. “Mood Food.” *The Futurist*, Nov.-Dec. 1992, p. 56.

### Week 13

**Spring Recess 4/19 - 4/28**

### Week 14

**Tues., 4/30** - High-calorie food-cues impair working memory performance in high and low food cravers” by Adrian Meule, Ann Kathrin Skirde, Rebecca Freund, Claus Voge, Andrea Kubler. **Draft Research Paper Due.**

**Thru., 5/2** - In class peer-review of English 101 Portfolio Cover Letter. Group work. Reflective Writing.

### Week 15

**Tues., 5/7** - In class workshop on Final Reflective letter for English 201. Draft of the Final paper due.

**Thru., 5/9** - Review of e-portfolio and Final Reflective letter for English 201

### Week 16

**Tues., 5/14** - In-class group work. Peer-Review of Final Paper

**Thru., 5/16** - **Final Paper Due and Reflective Letter due.**



**Tues., 5/21- Final Exam day from 10:30am-12:30pm. Room TBA (Presentation of your final English 201 Portfolio)**