

EWRT 2: Critical Reading, Writing, & Thinking

Winter 2025

Professor: Marrietta Reber
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Office Hours: 9:30-10:20 M-Th, F by appt.
On campus: T in L41a / Zoom: M, W, Th

Course Texts

- *Critical Thinking, Reading, and Writing: A Brief Guide to Argument* by Barnet, Bedau, O'Hara. 10th Ed.

Course Introduction

Welcome! This course helps you develop critical thinking skills and apply these skills to reading and writing. Together, we'll develop analytical and argumentative essays based on the reading of complex texts. We'll use outside research to analyze, compare, and synthesize information into a documented research paper. And, we'll 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	
Rewrite: Critical Question & Response	100	
Persuasive Essay (timed)	100	
Research Paper	200	
Total	800	

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 the 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 are 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)

Rewrite: Critical Question & Response Essay. You must rewrite the essay above based on my feedback. Be sure your revision is a substantive overhaul of your essay, not just a casual or superficial update of the most obvious corrections. Demonstrate you took the comments seriously and attempted to re-envision your essay anew to make it stronger, better organized, more critical, and more engaging. The revision is worth as many points as your original essay. *Your revision is due within 1 week of the date your grade/comments were posted on Canvas.*

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)

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. You will choose a topic and submit a thesis statement with rationale, the introductory paragraph, a complete draft, and a revised final. 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 or emergency.

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 (or AI’s) words **or ideas** in direct quote, paraphrase, or summary form and submitting them as your own. Cheating includes using texts while taking quizzes, claiming someone else’s work or AI generated content as your own, copying in any form, or compromising your academic integrity. https://www.deanza.edu/policies/academic_integrity.html (Ignorance is not an excuse since readings in Week 4 help you identify and avoid plagiarizing. When in doubt, CITE YOUR SOURCE!) Students receive an automatic 0 on the compromised assignment with no opportunity for a re-do. **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.

Last Day to Drop. The last day to drop: without a “W” is Sunday, Jan. 19th / with a “W” is Friday, Feb. 28th.

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	1/6-1/12	Course Introduction, Identity, and Food	EWRT 2z Course Syllabus Week 1 Overview & Week 1 Instructions 5 Traits of Successful Online Students – Reber “Tips on Becoming an Active Reader” <i>Critical Thinking, Reading, & Writing</i> – Ch 1 “You Are What You Eat” – Alexander “The Joy of Food” – National Geographic “The Cooking Animal” – Pollan “The Importance of Eating Together” – Atlantic YT: We Are What We Eat TedX” – Hargreave	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	1/13-1/19	Food, Family, and Tradition	Week 2 Overview & Week 2 Instructions <i>Critical Thinking, Reading, & Writing</i> – Ch 2 “Thinking Well” <i>Writing with Style</i> 1–Trimble “A Small Starter: Questions of Food” – Gopnik “Food Traditions: The Thread...” – Wolf “A Family Supper” – Ishiguro “Expert’s Theory of Food Television” – Bruni “8 Reasons to Make Time for...” – CNN.com Developing a Thesis/Thesis and Organization Critical Question Essay Description & Rubric	Mon: Skim 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	1/20-1/26	Food, Family, and Convenience	Week 3 Overview & Week 3 Instructions <i>Critical Thinking, Reading, & Writ</i> – Ch 3&5 “Getting Launched” <i>Writing w/Style</i> 2–Trimble “what we eat”: <i>Fast Food Nation</i> – Schlosser “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	1/27-2/2	Food, Culture, and Marketing	Week 4 Overview & Week 4 Instructions <i>Critical Thinking, Reading, & Writ</i> – Ch 6&7 “How to Write a Critical Analysis” 3–Trimble “Custom-Made” – Parker-Pope “Noodles vs. Sesame Seed Buns” – Wong “Dipping Into India, Dunkin’ Donuts...” – WSJ “2015 is Year of Millennial Customer” – Solom 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	2/3-2/9	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: Eat Food. Not...& Navigating...–Pollan	Mon: Respond to three J4s
				Wed: Quiz #5
				Fri: J5: Childhood school lunch Rewrite: Critical Response (<i>due 1 week from your comments posted</i>) Look ahead to Week 6
6	2/10-2/16	Food, Status, Identity, Work, and School	Week 6 Overview & Week 6 Instructions <i>Critical Thinking, Reading, & Writing</i> – Ch 8 <i>Garlic and Sapphires</i> pg 1-34 – Reichl “Unhealthy School Lunches” – New Kids-Ctr “Effects of Children Eating Unheathy” – Live “School Lunch vs. Prison Food” – Student	Mon: Respond to three J5s
				Wed: Quiz #6
				Fri: J6: <i>Garlic & Sapphires</i> #1 Rewrite: Critical Response (<i>due 1 week from your comments posted</i>) Look ahead to Week 7

			<p>“Americans Work More Than Anyone” – ABC “The most American thing...eating alone”-WP YT: Michael Pollan: “Cooked: A Natural...” “Eating Yourself: We Consume Identity...” YT: Fed Up Movie Trailer</p>	
7	2/17-2/23	Food, Social Class, Work, and Power	<p>Week 7 Overview & Week 7 Instructions <i>Critical Thinking, Reading, & Writ</i>-Ch 9&10 <i>Garlic and Sapphires</i> pg 35-79 – Reichl YT: “Pollan Presents the Case for Cooking” Tips from Chefs Understanding/Using Elements of Argument Tips for Argumentative/Persuasive Essays “They Say, I Say: Arguing in an Essay”</p>	<p>Mon: Respond to three J6s</p>
				<p>Wed: Quiz #7</p>
				<p>Fri: J7: <i>Garlic & Sapphires</i> #2 Rewrite: Critical Response (<i>due 1 week from your comments posted</i>) Look ahead to Week 8</p>
8	2/24-3/2	Food, Social Class, and Power (cont.)	<p>Week 8 Overview & Week 8 Instructions <i>Garlic and Sapphires</i> pg 181-233 – Reichl EWRT 2z Timed Persuasive Essay Rubric Tips for Writing a Timed Essay “The New Face of Hunger” – Nt’l Geographic “Is Junk Food Really Cheaper?” – Bittman “Eating Together as a Family...” – Gustafson</p>	<p>Mon: Respond to three J7s</p>
				<p>Wed: Quiz #8</p>
				<p>Fri: J8: Hunger lifestyle, & obesity Persuasive Essay (timed) Look ahead to Week 9</p>
9	3/3-3/9	Food, Social Class, and Power (cont.)	<p>Week 9 Overview & Week 9 Instructions <i>Critical Thinking, Reading, & Writing</i>– Ch 12 Stalin & Hitler: Mass Murder by Starvation” “Food Weaponization Makes a Deadly...” Research Paper Description & Rubric Research Paper Student Samples</p>	<p>Mon: Respond to three J8s</p>
				<p>Wed: Quiz #9</p>
				<p>Fri: J9: Favorite food themes Thesis/Rationale: Research Paper Look ahead to Week 10</p>
10	3/10-3/16	Food, Power & Diplomacy, Love, and Memory	<p>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 Gastrodiplomacy” – PD Magaz. “A Christmas Memory” – Capote</p>	<p>Mon: Respond to three J9s & all thesis statements in your group</p>
				<p>Wed: Quiz #10</p>
				<p>Fri: J10: Holiday food tradition Thesis/Rationale: Revision + Intro Look ahead to Week 11</p>
11	3/17-3/23	Food, Love, Service, Community, and Celebration	<p>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</p>	<p>Mon: Respond to three J10s & all revised theses/intros in your group</p>
				<p>Wed: Quiz #11</p>
				<p>Fri: J11: Course reflections Draft: Research Paper Extra Credit Look ahead to Week 12</p>
12	3/24-3/28	FINALS WEEK	<p>Week 12 Overview & Week 12 Instructions 3/25 FINAL EXAM (Tues) 9:15-11:15 a.m. <i>(hybrid sections only)</i></p>	<p>Mon: Respond to all research paper drafts in your group</p>
				<p>Wed: Final: Research Paper</p>

*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.