

ENGL 160A2 Food Writing

Some things to keep in mind:

- 3 credit course @7.5 weeks = 18-24 hours per week
- Student engagement: (1) Students engaged with content, (2) Students engaged with instructor, (3) Students engaged with each other
- Writing outcomes - see end of document for more information

Module / Unit / Week	Outcomes	Learning Materials:	Activities/Assignments/Assessments:
1- Recipe Writing	<p>(At the end of this module/ unit/ week, students will be able to...)</p> <ul style="list-style-type: none"> • Examine recipes for common conventions and strategies • Identify cultural values embedded in recipes • Draft and edit a recipe card with headnote 	<p>(Lectures, readings, videos, etc.)</p> <p>Lecture : Recipe as communication (cultural values & rhetorical conventions)</p> <ul style="list-style-type: none"> • “The Pleasures of Reading Recipes • “We Eat What We Are” video (Maribel Alvarez, 1 hr) • A brief History of the Recipe Card and The Rise and Fall of the Recipe Card • Recipes, <i>Put An Egg On It</i> Style: “Okra (Not Orca) Soup, by Chidinma Lantion & The Irresistible Atole de Elote by Jose Rivas Nuegados. Que Rico! by Janet Arevalo & Cháo Bò (Beef and Rice Poridge Soup) by Ana Nguyen • Hilda’s Cuban Arroz Con Pollo and The Domestic Man’s Arroz Con Pollo • Adobe Spark tutorial • Adobe Spark Recipe Card Templates 	<p>(low - stakes assessments, high- stakes assessments, discussions, projects, etc.)</p> <ul style="list-style-type: none"> • Discussion 1 - Intro and We Eat What We Are Video Response • Reading Response 1 - Put An Egg on It recipes • Reading Response 2 - Two ways to Arroz con pollo • Discussion 2 - Found Recipe analysis • Recipe conventions quiz • RECIPe CARD • Self- assessment survey
2 - Food Media & Journalism	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Analyze food journalism conventions • Conduct field research • Practice interview techniques 	<p><u>Learning Materials:</u></p> <p>Lecture: The Power of Profiles</p> <ul style="list-style-type: none"> • Video: Jonathan Gold’s Los 	<p><u>Activities/Assignments/Assessments</u> :</p> <ul style="list-style-type: none"> • Reading Response 1 - The NPR model • Reading Response 2 - Jonathon

Commented [1]: Lecture ideas:
 Short doc on Recipe...
 on-site ideas:
 -El Rapido space
 -home kitchen or barbaocoa space
 -recipe card box / vintage recipe book as props
 -interview Dad about tamal/chile recipes

Commented [2]: For lecture,
 Short doc on Profiles
 Meet with Rusty at Exo?
 Interview is conversation

		<p>Angeles and Profile: Los Angeles Times restaurant critic Jonathan Gold dies at 57</p> <ul style="list-style-type: none"> • The NPR model: Jerusalem: A Love Letter to Food & An Italian Inspired Valentines Feast & “The Chili Queens of San Antonio” by the Kitchen Sisters • Ellen talks to Food Critic, Kalen Allen Sonoran Hot Dog piece by Luis Carrion??? • Video: For the love of bread 	<p>Gold</p> <ul style="list-style-type: none"> • Discussion 1 - Ellen’s Interview techniques • Discussion 2 - For the Love of Bread • Interview Tips quiz • Interview assignment • Interview self - assessment
<p>Module / Unit / Week</p> <p>3 - Food Media & Journalism</p>	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Analyze and practice podcasting and storytelling conventions • Synthesize interview and secondary research • Draft and edit a food profile podcast with article 	<p><u>Learning Materials:</u></p> <p>Lecture : Storytelling via Podcast</p> <ul style="list-style-type: none"> • Prison Food and Sentences that End with Food by Joe Watson • Chipotle Is Smothering Mexican American Burrito Culture And The Real Problem with Chipotle Burritos • Podcast tutorial??? • https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators 	<p><u>Activities/Assignments/Assessments:</u></p> <p>Reading Response 1 - Sentences that End with Food</p> <p>Discussion 1 - Prison Food</p> <p>Reading Response 2 - Chipotle Is Smothering Mexican American Burrito Culture</p> <p>Discussion 2 - The Real Problem with Chiptole</p> <p>Podcasting quiz</p> <p>Profile</p> <p>Self- =assessment survey</p>
<p>Module / Unit / Week</p> <p>4 - Food Memories</p>	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Identify and practice narrative conventions: balancing scene and summary, creating story arc, tension, dialogue, and character • Reflect on food memories 	<p><u>Learning Materials:</u></p> <p>Lecture: Food Memories</p> <ul style="list-style-type: none"> • Video: Chef’s Table- Cristina Martinez • "Food Nostalgia" blog post from <i>Food PR</i> • Put and Egg on It Food Memories: Pylsussinsep by Baldur Helgason and Salted Nut Roll by Stacy Brooks • Savoring Memories of Sunday Dinner • Memories of Meals Past • https://www.oxfordamerican.org/item/1278-food-memories by Sandra Gutierrez 	<p><u>Activities/ Assignments/ Assessments:</u></p> <ul style="list-style-type: none"> • Reading Response 1-Food Nostalgia • Reading Response 2 - Food Memories • Discussion 1- Memories of Meals Past • Discussion 2 - Perhaps the World Ends Here • Schedule conferences • Food Memoir Draft and peer review

Commented [3]: Create a podcast using audio from Rusty interview, resources on creating podcast scripts, etc.

		<ul style="list-style-type: none"> • “Perhaps the World Ends Here” by Joy Harjo 	
Module / Unit / Week 5 - Food Memoir	<u>Outcomes:</u> <ul style="list-style-type: none"> • Analyze food narrative structure and memoir styles • Identify and model sensory-rich prose • Practice narrative development and revision 	<u>Learning Materials:</u> Lecture: Preparing for conference and post conference work <ul style="list-style-type: none"> • “The Queen of Mold” (Ruth Reichl) • Crying at The H Mart • Excerpt from Kitchen Confidential 	<u>Activities/Assignments/Assessments:</u> <ul style="list-style-type: none"> • Reading Response 1- Reichl's characters and story arc • Reading Response 2- Zauner's food as identity • Discussion w - Bourdain's food memory • Discussion 1 - Pre/post conference notes? • Zoom Conferences • Food Memoir Self Assessment and Revision
Module / Unit / Week 6 - Food Research	<u>Outcomes:</u> <ul style="list-style-type: none"> • Compare food manifesto styles and voices • Reflect on personal foodways, values, and practices • Conduct research 	<u>Learning Materials:</u> Lecture: Finding your voice <ul style="list-style-type: none"> • Peoples kitchen collective • NATIFS image • Michael Pollan's Food Manifesto • What is Food by Mark Bittman • Tunde Wey, “Look to the Food World to understand America's white supremacy problem.” • The Slow Food Manifesto • What is Food by Mark Bittman • Duke on emotional eating • Decolonize Your Diet by Luz Calvo and Catriona R. Esquibel 	<u>Activities/Assignments/Assessments:</u> <ul style="list-style-type: none"> • Voice exercise (quiz) • Reading Response 1 - Pollan and Bittman • Reading Response 2 - Duke • Discussion 1 - Slow food and NATIFS image • Discussion 2 - People's Kitchen Collective • Research Document
Module / Unit / Week 7 - Food Manifesto	<u>Outcomes:</u> <ul style="list-style-type: none"> • Compose and edit a Food Manifesto • Contribute to a class portfolio • Reflect on Food Writing 	<u>Learning Materials:</u> Lecture: Reflections	<u>Activities/Assignments/Assessments:</u> <ul style="list-style-type: none"> • Reflection Assignment • Exit quiz survey • Schedule optional exit conference • Manifesto Cover letter • Manifesto • Class Portfolio Contribution

Commented [4]: SF chronicle requires subscription

Commented [5]: link no longer working :(

[Meeting notes](#)

Writing Learning Outcomes

Meaningful and Measurable

Crafting meaningful and measurable outcomes lays the foundation for the course. When outcomes are meaningful, they describe the learning in specific and concrete terms that tell students what they will be learning. When outcomes are measurable, instructors can observe the learning through assessments and activities that are likely to occur within the time frame of the course. When outcomes are written in a way that is not meaningful and measurable, it is difficult for students to really understand what they are being asked to do. This also makes it difficult to ensure that your course is delivering what you want it to.

Course Level Outcomes vs. Module Level Outcomes

Course level outcomes describe the learning that students should achieve by the end of the course in terms that are specific and measurable. They tell students the big picture of what they can expect to be able to do by the end of the course. Module level outcomes also describe what students learn in terms that are specific and measurable, but module level outcomes are intended to divide the learning into smaller and more distinct chunks. They address, from week to week, what students will do in the short term that contributes to their achievement of the larger course goals.

Learner Perspective

Both course and module level outcomes should be written from the perspective of the learner. Outcomes should be written using specific terms and language that is clear and free of jargon. Since it's important that students understand what they are going to be learning and how they will be required to demonstrate that learning, they need to be able to understand these statements.

Alignment

Alignment, put simply, means that your course is set up in a way that allows students to do what you are asking them to do. Said differently, alignment means that you are setting clear goals for student learning and achievement; giving students concrete ways to demonstrate that they have met those goals; and have provided the tools (content, technology, etc.) they need, to be able to achieve them.

Meaningful and measurable learning outcomes at the course and module level, centered on student outcomes, are the foundation of alignment in an online course. Assessments and activities are directly related to helping students practice and then showing mastery of the outcomes. Course technology, tools, and materials are also selected with intention and care to help students meet the outcomes.

Bloom's Taxonomy / Verb Wheel

See the image below!

