

# ENGLISH 1202

COLLEGE WRITING II  
SPRING 2019

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**Office Hours:** TR 8:00-9:00  
am (online); TR 1:00-2:00 pm  
(F2F), and by appointment.

English 1202 provides extended practice in critical reading, writing, and thinking skills. Students will continue developing an effective writing process and work to achieve college-level competence in reading and responding to texts, visuals, events, and ideas in a variety of written formats, with an emphasis on the academic essay. Audience awareness, interpretation and analysis, logical reasoning, and persuasive and argumentative skills will be developed. MLA style documentation of primary sources will be included. Students will use writing and rhetorical concepts such as purpose, audience and context to pose and investigate problems that are meaningful in their lives or communities, explore open questions, and/or examine complex tensions.

## CLASS OVERVIEW:

This course will consider the relationship of place and sustainability, with particular attention to food, a lens through which we will develop a way of looking at what and who surround us, physically, intellectually, and emotionally. We will use our writing to participate in community conversations and make choices *as writers* based on what we learn about writing our community at NHCC. Our purpose in this class is to develop a greater understanding of the ways place influences our community identity, to actively inquire into the ways that community is formed and expressed, and to communicate what we have learned in modes that best suit our audience and purpose.

As we consider food through the lens of research, we will consider the politics of food, food culture, sustainability, obstacles to food security—with a particular emphasis on our own cultural and personal experiences and the ways we can study the local food world around us. We will consider not only the current political aspects of food and the government shutdown (as it affects our population at NHCC particularly), but we will also look at the opportunities (like NHCC's own Food Cupboard). We will consider the benefits and harm of language around workplace wellness culture and eating disorders. We will scaffold our work through our Think Pieces towards our researched argument that encompasses the challenges and the opportunities of food.

Because this is an online class, you must have consistent internet access and access to our D2L shell. This class also requires a Twitter component, so if you do not have a Twitter account, please create one. (You do not need to keep it after the class is complete, but it is a required aspect of this class this semester.)

## GOALS FOR THE CLASS:

- ✓ Learn to analyze the social dynamics of actual contexts for writing, and interpret published texts through an understanding of writing as a social practice.
- ✓ Exercise strategies for researching, both primary/field and secondary/library research and utilize our resources in the library, both human and textual.
- ✓ Explore various modes of writing, of constructing arguments and positions, as each may be appropriate for different audiences, contexts, and purposes.
- ✓ Pursue the writing process as a process—and work towards figuring out your own process and working through that process will make you a better writer.
- ✓ Master MLA formatting and documentation—and understand why it's necessary.

- ✓ Learn to critique (not criticize) your peers' writing—and discern how looking at others' work can benefit your own process.
- ✓ Recognize how writing—in all its forms—is a conversation and never happens in a vacuum; Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

## REQUIRED MATERIALS:

(these texts can be found cheaper on Amazon and elsewhere online)

- ✓ Beth Dooley, *In Winter's Kitchen*.
- ✓ Articles, stories, essays, poems, as assigned.
- ✓ Twitter account.
- ✓ Computer: If you do not have access to a computer off campus, there are many computer labs on campus you can use to participate in the course. Most public libraries also have computers with internet access—like the Hennepin County Library across the street from NHCC— that you can use for free.

# MAJOR ASSIGNMENTS

Because each of you will be taking up different issues and researching the writing and speaking that happens around various community conversations, the work that grows out of your inquiry will likely look very different. You will be required to do at least the following: 1) *demonstrate an understanding of your choices as a writer based on intended audience, purpose, and context*; 2) *take the project through a meaningful revision process*; 3) *participate fully and responsibly in the projects of others through workshop and peer review*; 4) *produce a polished project at the time it is due*; 5) *share your work in class*.

We will approach our semester in two-week units: the first week will be a concept (ie, what is research?) and the second week will be its application. All assignments will be due on Sundays by 11:59pm, unless otherwise indicated.

**Researched Argument Project (60%):** The major work in this class will be the construction of a 10 page researched argument on an aspect of food culture. This is not an informational paper: it will be driven by an argumentative thesis that is a solution to a problem you discovered while researching this semester. The purpose of this project is to effect change in a community, which means that your solution must be feasible and must be something you could achieve. I will not require that you implement your solution, but you must be able to.

You will have several smaller assignments under this category as the semester progresses designed to feed into the larger project. You will receive assignment sheets on each of these smaller projects with more details. Your final research paper should demonstrate your understanding of the purpose of research, as well as identifying in your own work where Joseph Bizup's concept of BEAM is being used.

**Think Pieces (20%):** You will submit a 1000 word Think Piece to the texts we have read, as assigned. You may choose any of the pieces to respond to that we have read since the last response was due. The purpose of these Think Pieces is not to make sure that you're reading what I've asked of you, but the responses are designed for you to delve deeper into the work. I strongly recommend that whenever possible that you use your Think Pieces as a deliberate part of your rough-draft process. Mere summaries of a text (or purely personal reactions) will receive no credit: these are *Think* Pieces and they are graded on your level of analysis.

**Intellectual Engagement on Twitter (10% total):** During the non-discussion weeks, you will post a comment to Twitter that engages in some smart and meaningful fashion the published text we're currently reading, a concept we're discussing, or your own process and that includes the hashtag #ENG1202. If your tweet does not include the hashtag #ENG1202, I will not see it and thus will not be able to give you credit. Do not quote things said by anyone in class, and do not comment about student-authored texts except in the most general terms—addressing, perhaps, some general aesthetic insight or craft concept provoked by a classmate's piece. Online critiquing of another student's work (or snarky subtweeting about it) will earn you an instant fail on this assignment, which is worth 10% of your final grade). I will be grading these on a simple pass/fail basis. Tweet and earn the credit; fail to tweet and don't. However, if you begin tweeting things that are vapid, ludicrous, gratuitous, or unkind to your peers, I will ask you to stop, and you will receive no credit.

**Active Participation (10%):** Your active participation is required in class. You are expected to contribute to each class period's discussion, which means commenting online and offering your insights and perspectives.

North Hennepin Community College thrives on allowing students the opportunity to experience a diverse educational environment. We encourage our students to express their thoughts and feelings openly, and in an appropriate and respectful time, place, and manner, by providing an environment that is inclusive of all students regardless of their race, sexual orientation, ethnicity, nationality, accent, sex, gender identity, socioeconomic status, age, and disability status, as well as religious, spiritual, political, and cultural viewpoints or practices. Our hope is that our students will learn from other fellow students by expressing their views while utilizing an open mind, active listening skills, and an engaged voice in the dialogue.

#### GRADING:

A = Goes beyond the demands of the assignment. Takes intellectual and linguistic risks and succeeds. Has few or no mechanical errors. Is insightful and requires no substantial revision or restructuring. Shows significant attention to language and sentencings. Contributes substantially to new knowledge.

B = Does some work beyond the requirements of the assignment. Takes risks that might not succeed. Mechanical errors are few. Works toward deeper meanings. Does not require substantial revision or restructuring. Shows some attention to language.  
C = Fulfills the assignment. Takes few or no risks. Mechanical errors may be common. Work deals solely with the topic and may need some revision or restructuring. Language may be pedestrian, little attention paid to larger implications of sentencings.

D = Comes close to fulfilling the requirements, but does not meet them. There are no risks. Mechanical errors are pervasive, but do not interfere with meaning. Work may not focus well on the topic. Substantial revision and/or restructuring are needed.

F = Woefully inadequate. Risks are not even on the radar. Mechanical errors interfere with meaning. Little or no focus. A complete overhaul and more writing are required. May not fulfill the basic requirements of the assignment, including not meeting page length, missing a Works Cited page, or the paper may not fit the parameters of the assignment at all.

# ACCESSIBILITY & SUPPORT

**Tech Support:** It's located in CBT-103—and they are there to help you.

NHCC Help Desk: 763-424-0957

More can be found at <https://www.nhcc.edu/technologyresources>

**Attendance:** Completion of readings and participation in the online portions of this course will constitute a student's attendance. Lack of participation in online discussions and activities will have a negative impact on a student's participation grade, up to and including a failing grade in the course.

**Late Work Policy:** All work is due in on the assigned day to D2L. I do not accept late work. I do not accept any work by email, unless it has been discussed ahead of time. Pay attention to the due dates on your syllabus and do not wait until the last minute to upload your assignment. "My internet wasn't working" is not an excuse. If you do not turn in an assignment on time, you will receive a zero for that assignment.

**Returning Your Work:** You should also be able to depend on my own deadlines for returning your work. For small assignments (Think Pieces, etc.) I generally return them within two or three days. For larger works (midterms, etc.) I return them generally within a week, though depending on the assignment I may need two weekends.

**Accessibility:** My goal is to make this class as accessible to all students as possible. Students with disabilities should meet with me privately to discuss any accommodations you may need to help with your success in this course. **If you need such accommodations, it is most helpful for the both of us if you come talk to me in the first week of the semester. Please also see the disability statements for this course.** If you need an accommodation due to a disability to enable you to fully participate in this course, contact the College's Access Services Office at 763-493-0555 for assistance. Minnesota Relay users may call 1-800-627-3529.

**A Note on Plagiarism:** The Council of Writing Program Administration states plagiarism "occurs when a writer deliberately uses someone else's language, ideas or other original (not common-knowledge) material without acknowledging its source." You must produce your own work—and that means that getting too much help, having someone too-heavily edit your work, etc—can qualify as plagiarism. It can also mean turning in work that you have previously turned in for another class (including a high school class). If you have any questions, please ask me. All students are required to follow the standards of conduct set forth in the *NHCC Student Code of Conduct* (policy 3.6 and procedure 3.6.1) <http://www.nhcc.edu/about-nhcc/policies-procedures-disclosures/current-policies-procedures>.

Students committing academic dishonesty will be reported to the appropriate university officials and the penalties may result not only in a failing grade for that particular assignment, but also may result in a failing grade for the course. If you are falling behind and are tempted to plagiarize, DON'T. If

you're struggling with any portion of your assignment, come talk to me—I can't help you if I don't know you're having trouble.

**Online Discussions:** As the entirety of our work is done online, working towards the kind of online discussions that mirror what we would have in a face-to-face classroom is our goal. Here are some tips as you work towards creating discussion posts and responses that encourage the exchange of ideas and support your classmates.

- Read the prompt thoroughly and if you don't understand something, contact your group members for clarification (your classmates are always your first line of support) and if that doesn't clear things up, please email me right away. You might have notes next to your computer with the elements of the assignment, so you don't forget an important element.
- Discussions are meant to be scholarly, which means that we are moving away from purely emotion-based or experience-based reactions (“I could relate to this” or “I couldn't relate to this”)—unless that is specifically the response the post is looking for. Feel free to integrate readings we've done in previous weeks.
- Discussions are meant to be low-stakes places to try out new ideas, but your ideas should be analytical and, where appropriate, supported by the reading assignment or other research.
- Use MLA formatting to cite your sources.
- Be aware of your language: just because we are an online class does not mean that we have lost our awareness of audience. Even if you are composing on your phone, you will need to use proper punctuation and grammar. Posts are not the same as tweets or Instagram, and vice versa. Each is appropriate in its own setting.
- When you're posting—and when you're replying, aim to present a new idea, a new observation. Don't simply repeat what has been said before, or “I agree with X.” We're aiming to create a discussion here, like we would in a classroom.

**Netiquette:** Our goal is to become a community of learners who support and respect each other. Please be friendly and positive in your discussion postings. Consider differences in views and opinions as learning opportunities. Occasionally in online interaction, students do not feel the need to be as respectful as they are in a face-to-face situations. To assure a positive online learning environment, please adhere to the following “netiquette” expectations:

- Proofread posts to assure spelling, grammar and punctuation are at a level appropriate for your class.
- Avoid using all capital letters (this reads like shouting).
- Read posts from the first to the last in the thread before responding. Doing this keeps a common thread of conversation going and limits duplication of ideas.
- Don't personally attack someone. It is possible to disagree with ideas without attacking the person sharing the idea.
- Keep an open mind and be willing to discuss ideas you don't agree with.
- Don't hesitate to ask for feedback.
- Think and edit before you push send.
- Watch your posts to ensure that they do not belittle or inflame unintentionally. If you read a post that makes you angry, it might be a good idea to wait a day before replying.
- Online bullying will not be tolerated.

**Questions:** In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM, which is found in the Course Documents and Information folder. This is an open forum, and you are encouraged to give answers and help each other. For each clear and

comprehensive answer you give, you can receive 1 extra credit point for the course (up to 5 points maximum).

**Email Communication:** Email is the primary means of communication with NHCC students. I expect you to check your NHCC email account (@my.nhcc.edu) on a daily basis to keep abreast of important information, updates about student accounts (bills, financial aid, etc.), and upcoming events. Students can activate their NHCC email account at <http://nhcc.edu/email>. Your NHCC email is how I will communicate with you.

**Virtual Office Hours:** You are welcome to visit me in my office on campus, but I also have virtual office hours—8-9am on Tuesdays and Thursdays. I will open the chat function on D2L and will be available for IM conversations, as well as email.

**Communicating with Me:** Email is the best way to get a hold of me. If you send me an e-mail, expect to hear from me within 24 hours.

**Assignment Formatting:** All assignments must follow MLA guidelines for manuscript formatting and citations. Consult handouts on this subject or refer to the Purdue OWL.

**Finally...** I hope that through this course you will learn that writing is an incredibly varied subject, constantly being defined and redefined as we continue to read, as writers continue to write. I am always available if you have questions—stop by my office or drop me an email. If you're serious about learning, I will do everything I can to help. If you have questions about anything, let me know. I look forward to working with you.

Week	Read	Write	Post to Discussion Board
<p style="text-align: center;"><b>WEEK 1</b></p> <p style="text-align: center;">JAN 13-20</p> <p style="text-align: center;">WELCOME! WHAT IS RESEARCH AND WHAT IS IT FOR?</p>	<ul style="list-style-type: none"> <li>• Anne Lamott, “Shitty First Drafts”</li> <li>• Marie Foley, “Unteaching the Five Paragraph Essay”</li> <li>• Joseph Bizup, “BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing.”</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purchase Books.</li> <li><input type="checkbox"/> Think Piece 1: Respond to Lamott, Foley, and Bizup. What resonated here? How do these ideas correspond do your own experiences with writing and research? What do you think about these pieces? Remember I do not want to see summaries or personal reactions: I want to know what you think. Post to D2L.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wed 1/16: Post introduction to D2L: post a picture of a favorite recipe or recipe card and use it to introduce yourself. It could be torn from a newspaper, a photograph of a box of Kraft Mac and Cheese—but whatever you choose, use it to introduce yourself to your classmates. Use it to let us get to know you a little better. Since we are going to be working with a myriad aspects of food and culture, power, privilege, place, and more, this is a good place to start.</li> <li><input type="checkbox"/> Sun 1/20: Post Think Piece 1 to D2L and also to the Think Piece 1 discussion. Respond to three of your peers. Responses are always due one week after the initial posting.</li> </ul>
<p style="text-align: center;"><b>WEEK 2</b></p> <p style="text-align: center;">JAN 21-27</p> <p style="text-align: center;">EQUALITY, EQUITY, AND JUSTICE</p>	<ul style="list-style-type: none"> <li>• "Achieving the Right to Food: The Human Rights Challenge of the 21st Century"</li> <li>• Frankie Graziano, "Food Insecurity And The Government Shutdown: Local Food Bank On Alert"</li> <li>• Dan Charles, "Don't Panic: The Government Shutdown Isn't Making Food Unsafe"</li> <li>• John Reinan, "Hundreds of thousands of Minnesotans live in 'food deserts'"</li> <li>• Minn hunger count high despite better economy Minnesota Public Radio News</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post to Twitter (see assignment parameters). Incorporate Joseph Bizup’s concepts of BEAM, as appropriate. Don’t forget your hashtag. This is how I find your tweet and mark the assignment as complete.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sun 1/27: Twitter Due: It makes sense that food should be a fundamental human right, but what stands in the way of that goal? What systemic barriers are in place to prevent that? What stands in the way of access to food, particularly in Minnesota, and particularly in the Twin Cities? How do these ideas in these articles (and feel free to link to them in your tweet) represent equality, equity, justice—or the lack thereof?</li> </ul>

	<input type="checkbox"/> North Hennepin Community College Food Cupboard <input type="checkbox"/> Rosenblum- Grocery store on wheels		
<b>WEEK 3</b> JAN 28-FEB 3  THE COMPLICATED PLATE, PART 1	<ul style="list-style-type: none"> <li>• Research Project Prompt (this is our major project for the semester)</li> <li>• Beth Dooley, <i>In Winter's Kitchen</i>: "Introduction," "Apples," "Wheat."</li> <li>• Watch Sean Sherman, "World of Flavors" (posted to D2L).</li> <li>• Watch Michael Pollan, "A Plant's Eye View" (posted to D2L).</li> </ul>	<ul style="list-style-type: none"> <li>• Think Piece 2: Apply what we've been talking about in terms of equality, equity, and justice—as well as Joseph Bizup's BEAM—to Dooley and the videos. How are we starting to understand the relationship between power, privilege, and food. Who gets to have food, and what kind, and when? Mark in your margins where you see Dooley using her research, and for what purpose. The goal is to apply the concepts that we've been talking about. We will be using Dooley (and others) as a model for our final research project, so we're going to be talking a lot about what we can learn from the research she's doing, how she's conducting it, and how she writes about it.</li> </ul>	<input type="checkbox"/> Sun 2/3: Post Think Piece 2 to D2L and also to the Think Piece 2 discussion. Respond to three of your peers. The goal of the discussion is to tease out the purpose for research, what you found in Dooley's pages, and what we can learn from what she is doing.
<b>WEEK 4</b> FEB 4-FEB 10  THE COMPLICATED PLATE, PART 2	<ul style="list-style-type: none"> <li>• Michael Pollan, from <i>The Omnivore's Dilemma</i></li> <li>• Jonathan Safran Foer, from <i>Eating Animals</i></li> <li>• Ruby Tandoh, from <i>Eat Up!</i></li> <li>• MFK Fisher, "Once a Tramp..."</li> </ul>	<input type="checkbox"/> Post to Twitter. Where do you see research happening here? How do these readings complicate our ideas of what it means to eat, on a personal and societal level? Don't forget your hashtag. Incorporate BEAM where you see it.	<input type="checkbox"/> Sun 2/10: Twitter Due. <input type="checkbox"/> Sun 2/10: Responses to TP2 Due.



<p style="text-align: center;"><b>WEEK 5</b></p> <p style="text-align: center;">FEB 11-FEB 17</p> <p style="text-align: center;">THE COMPLICATED TABLE, PART 1</p>	<ul style="list-style-type: none"> <li>• Read Dooley, “Potatoes,” “Beans and Carrots,” “Sweet Potatoes”</li> </ul>	<ul style="list-style-type: none"> <li>• Think Piece 3 Due. Continue applying our ideas of research and its purpose— but I want you to respond to the readings in the context of the food you’re going to research for your research project. How is what they’re doing something that you can emulate?</li> <li>• Research Proposal: Write a 500 word research proposal that comes out of your TP3 (see assignment on D2L for full specifics). What would you like to do, why would you like to go this direction, what avenues for research are out there, how do you see BEAM being important? Where do you see your food/recipe intersecting with what we’ve been talking about in terms of equality, equity, and justice? Where is the food complicated? Your thesis will be an answer to “what is the significance of this food/recipe to a particular group of people”—this is an argumentative paper, not an informative one. You will have a position and use your paper to defend it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sun 2/17: Post TP3 to discussion board.</li> <li><input type="checkbox"/> Sun 2/17: Post research proposal to discussion board.</li> </ul>
<p style="text-align: center;"><b>WEEK 6</b></p> <p style="text-align: center;">FEB 18-FEB 24</p> <p style="text-align: center;">THE COMPLICATED TABLE, PART 2</p>	<ul style="list-style-type: none"> <li>• Dooley, “Cranberries,” “Chestnuts,” “Corn”</li> <li>• Handout: Webs, Outlines, and Drafting</li> <li>• Read Food for Thought article.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Thurs 2/21: Post response to Food for Thought article. How does this reading fit into what we’ve been talking about so far? How does it continue to complicate our conversations?</li> </ul>

<p><b>WEEK 7</b> FEB 25-MAR 3</p>	<ul style="list-style-type: none"> <li>• Dooley, “Milk,” “Butter and Cheese.”</li> <li>• Handout: Introductions</li> <li>• Handout: Interviewing</li> <li>• Handout: How to use the Library’s Databases (Remotely)</li> </ul>	<p>Think Piece 4: Find BEAM in Dooley, mark them in your margins, but I want you to concentrate specifically in TP4 on how she uses her interviews. Where can you tell she’s done the field research, done the interviews, asked the questions, and is using the information? What purpose are her interviews serving? Are they background, exhibits, arguments, or methods? Given your own developing project, who could you interview—and what do you think they could offer your research?</p>	<ul style="list-style-type: none"> <li>• Sun 3/3: Post TP4 to discussion board. Respond to three of your peers.</li> </ul>
<p><b>WEEK 8</b> MAR 4-MAR 10 SPRING BREAK</p>		<p>OVER BREAK, YOU WILL WANT TO MAKE SURE TO CONDUCT YOUR INTERVIEWS, IF YOU HAVE NOT ALREADY.</p>	
<p><b>WEEK 9</b> MAR 11-MAR 17 ELEMENTS OF RHETORIC, PART 1</p>	<ul style="list-style-type: none"> <li>• Use the library’s databases to find five journal articles on your topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Think Piece 5. Now that you’ve finished Dooley, what are you thinking about the book as a whole? How is it a large-scale version of our project (what is the significance of a particular food/recipe to a particular group of people)? How has your understanding of BEAM influenced how you read the book? What did you learn from Dooley as a writer? What techniques are you going to employ as you work towards writing your own research project?</li> <li>• Write the thesis to your project that addresses the significance of your food to a particular community. What have you learned so far? What will you argue in your paper?</li> </ul>	<ul style="list-style-type: none"> <li>• Sun 3/17: Peer responses due.</li> <li>• Sun 3/17: Post TP5 to discussion board.</li> <li>• Sun 3/17: Post Thesis to discussion board. Workshop.</li> </ul>

<p><b>WEEK 10</b></p> <p>MAR 18-MAR 24</p> <p>ELEMENTS OF RHETORIC, PART 2</p>	<ul style="list-style-type: none"> <li>• Handout: In text citations</li> <li>• Handout: Works Cited</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography of 10 sources due (see assignment on D2L). Remember that only one can be an internet source and that research that comes from the library's databases does not count as an internet source.</li> </ul>	<ul style="list-style-type: none"> <li>• Sun 3/24: Annotated Bibliography due.</li> </ul>
<p><b>WEEK 11</b></p> <p>MAR 25-MAR 31</p> <p>DRAFTING, PART 1</p>	<ul style="list-style-type: none"> <li>• Food for Thought article.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on your rough draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Thurs 3/28: Post to Food for Thought discussion.</li> </ul>
<p><b>WEEK 12</b></p> <p>APR 1-APR 7</p> <p>DRAFTING, PART 2</p>		<ul style="list-style-type: none"> <li>• Finish draft of paper. Must be at least ten pages long, not counting your Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>• 4/7: Rough Draft Due w/Works Cited page. Upload to Rough Draft folder (for me) and also to your group's folder.</li> </ul>
<p><b>WEEK 13</b></p> <p>APR 8-APR14</p> <p>PEER REVIEW, PART 1</p>	<ul style="list-style-type: none"> <li>• Read your group's drafts.</li> </ul>		<ul style="list-style-type: none"> <li>• 4/14: Comment on your group members' drafts: use track changes and comments feature to make comments in the margins. Write 500 words of response, which includes questions. What would make this draft better?</li> </ul>
<p><b>WEEK 14</b></p> <p>APR 15-APR21</p> <p>PEER REVIEW, PART 2</p>	<ul style="list-style-type: none"> <li>• Read Food for Thought article.</li> </ul>		<ul style="list-style-type: none"> <li>• Thurs 4/18: Post to Food for Thought discussion. Respond to three of your peers.</li> </ul>

<p><b>WEEK 15</b></p> <p>APR 22-28</p> <p>FINAL DRAFT DUE, PART 1</p>		<ul style="list-style-type: none"> <li>• Finish revising your final draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Sun 4/28: Post final draft to discussion board/assignment folder. Respond to three of your peers' papers.</li> <li>• Sun 4/28: Post reflection to discussion board.</li> </ul>
<p><b>WEEK 16</b></p> <p>FINAL DRAFT DUE, PART 2</p> <p>APR 29-MAY 5</p>			<ul style="list-style-type: none"> <li>• Wed 5/7: Final Draft responses due.</li> <li>• Wed 5/7: Responses to your classmates' reflections due.</li> </ul>