

# English 101/201

Spring 2022- Lyon, France - Five Credits

## Theme: Food

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*"Tell me what you eat, and I will tell you who you are." - Jean Antheme Brillait-Savarin. "*

### Welcome!

I am excited to have you in this class and to experience Lyon with you. The first thing you need to know is that you belong here, just as you are. What you say, think, and write has value and deserves to be taken seriously.

Now, let's get into what this class is and how it will work.

## Place and Time

**When:** TBD

**Where:** TBD

**Professor Check-in Hours:** TBD

## What to Expect in ENGL 101/201?

This course will teach the strategies and best practices for composition and research writing, focusing on food writing and global food-related topics. Students will explore the offerings of Lyon, France's gastronomic capital while reading selected texts from *Eating Words: A Norton Anthology of Food*. Authors will include Francois Rabelais, Jean Anthelme Brillat-Savarin, Marcel Proust, MFK Fisher, and Julia Child.

The course will culminate in a student-led research project focused on a food-related topic of their choice. Composition students will perform research on a smaller scale focusing on audience, purpose, and rhetorical situation.

Field trips to markets such as Les Halles de Lyon and the Saint Antoine Farmers Market, and The Cité Internationale de la Gastronomie, France's gastronomy museum, will enhance the research experience.



## Why Study Food?

Eating is something that (mostly) everyone experiences daily. Therefore, no matter what discipline or background we come from, food makes up a large part of our shared lived experience. Because of that, food is tied to who we are, where we're from, and our family. Even further, food is linked to geography, the economy, the environment, and politics, making this subject an excellent focus for research.

Research always begins with a question, and food gives rise to many excellent questions. Check out the questions asked by the [NPR article "What We Write about When We Write About Food"](#): "What does our relationship with food say about us? Who do we rely on to tell us what food is worth trying or restaurants worth skipping? And how do the people who write about food push back on — or amplify — harmful stereotypes?" These are a few of the questions that will drive our reading, research, and writing. Check out the entire article to get even more ideas. 😊

Perhaps most importantly, we're studying and learning in Lyon, France, which is internationally known for the specificity of its cuisine and food culture. What an excellent place to spend time thinking and writing about (and tasting!) food.



## What Can I Expect in English 101, Specifically?

This course develops thinking strategies and builds situational and audience awareness to help you perceive the most appropriate way to communicate your ideas. Throughout the quarter, as you write, you will also learn to think critically.

While this quarter-long online course cannot teach every form of writing, we can extend your understanding of what makes writing effective and satisfying. Since this course is a general introduction to the principles of writing, we will emphasize the writing process, purpose, and audience.

## What Can I Expect in English 201, Specifically?

Many fields of study and professions require you to work with the ideas of others. Often that means researching and finding what others have said about the topic at hand. In English 201, you will learn new ways of researching, reading, synthesizing, and writing to help you in any discipline.

## ENGL 101 Bellevue College Course Description

Develops clear, effective writing skills and emphasizes writing as a process. Students practice writing in a variety of forms and modes.

## ENGL 201 Bellevue College Course Description

Develops skills required for writing research papers. Students learn research techniques, source analysis, thesis development, argumentation styles, and summarizing. Fulfills a written communication course requirement at BC. Same as ENGL 102. Either ENGL 102 or ENGL 201 may be taken for credit, not both.



## ENGL 101 Course Learning Outcomes

- Interpret and evaluate claims, beliefs, or arguments; read various texts critically for interpretation, analysis, or evaluation.
- Develop writing for different audiences and purposes, using methods such as illustration, comparison and contrast, and analysis.
- Critique one's own and others' work to gain a perspective of one's writing and public speaking, and develop strategies for revising, editing, and proofreading in response to peer and instructor comments.

## ENGL 201 Course Learning Outcomes

After completing this class, students should be able to:

- Locate and evaluate different types of evidence for logic, credibility, reliability, and bias (i.e., primary sources, online and written secondary sources)
- Compose humanities style research papers that include an evaluation of different types of evidence to support an original thesis and language appropriate for the audience and purpose
- Synthesize their own writing with a breadth of primary and secondary sources with proper in-text citations and a list of citations to avoid plagiarism
- Develop an original and effectively supported thesis that is appropriately complex and significant

## How to Approach 101/201

- **Check Canvas daily** (Monday-Friday) and arrive to class each day fully present and ready to learn.
- **Practice due diligence.** Read the instructions on all assignments, read the assigned readings, and read all the week's canvas pages before coming to your instructor for help. That way, we're all using our time as efficiently as possible.
- **Ask questions.** If you're uncertain about something, chances are, someone else is also feeling that way. Questions help me know what I need to explain or reframe so that I can help you.
- **Be forgiving to yourself and others**—mistakes are natural and essential parts of learning.
- **Create the best experience possible.** You control your experience in this course. If you seek out opportunities to learn and grow, you will. If you approach the course negatively, your experience will also be negative, and perhaps, others' experiences.
- **Aim to take risks** and try something new, even if it's uncomfortable.
- **Embrace difference.** We all come from different backgrounds and prior experiences. We enter this course with different strengths and weaknesses. Consider the online course as an avenue to address your weaknesses while providing your strengths to others.
- **Practice kindness.** Difference is at the center of learning and this course. You don't have to shy away from disagreement, but you can be kind while you do it.
- **Use your resources.** You have an immense amount of support even though we are abroad. If you feel like you're struggling, please communicate with me, and I can find the best resources for you.



Instructor: Professor Morris



**Name:** Caitlin Morris

**Pronouns:** She/Her

**Email:** Please use the Canvas Inbox to message me. I check email daily and stop at 5 p.m. I usually do not check my email on weekends.

**Office hours:** TBD

**Google Voice Phone Number:** (413) 248-6254 \*Yes! You can call or text me. : )

**About me:** Born and raised in Seattle, I've lived in six different places, including Lugano, Switzerland; Boston, Massachusetts; Saint Paul, Minnesota; and Sioux Falls, South Dakota.

I write fiction and creative non-fiction, and I have worked in the journalism, communication, and publishing industries. I received my MFA in Creative Writing from Western Washington University and was awarded a fellowship in teaching college composition. My favorite thing about teaching is getting to know all my students.

I, too, have studied abroad as a student and participated in educational travel. I completed my last two and a half years of my undergraduate degree at Franklin University Switzerland, a dual accredited Swiss and American university located in Lugano, a city in southern Switzerland along the Italian border. During that time, I even visited Lyon!

In addition to living in Switzerland, I took part in five two-week-long academic travel trips to Namibia, Greece, Scotland, Germany, and Croatia.

My approach to teaching in Lyon is influenced by my time abroad. It was a positive and life-changing experience. I hope your time abroad will be as well.

I'll aim to offer support outside of academics through optional outings and field trips. More to come!

Outside of school, I love any kind of movement, whether it's traveling to new places, walking my dog, or doing yoga at home. My guilty pleasures are listening to podcasts, reading cozy mysteries, and playing trivia games. I co-host a women's history podcast called [Special Lady Day](#).

When I'm teaching in Washington, my cats Winston and Sophie and my dog Domenico help me grade homework. I can't wait to get to know all of you!

**Favorite Food:** Any kind of pasta or noodles





## Units Overview

Reading | Research | Writing | Revising

Throughout the quarter, you will gain experience with the process of conceptualizing, researching, drafting, and editing an essay in the humanities. You will be able to take this process to future courses, personal and professional writing tasks.

Unit 1: Reading

**April 4-18**

The first three weeks of the quarter, we'll devote ourselves to reading texts that help us enter the conversation about food. We'll read primary and secondary sources as a class and read others in reading clubs. In reading clubs, you'll select which text you want to read, and with a group, you'll present the text to the class. These texts will help us choose our areas of focus for our research while also practicing the critical reading skills we need.

Unit 2: Research

**April 19 - May 9**

This unit will identify our areas of interest, narrow down our topics, and develop research questions. Then, we'll learn research strategies, information literacy, and organizational skills.

Unit 3: Writing

**May 10-23**

We'll focus on taking our papers from research through thesis statements, outlines, and complete drafts during these three weeks. Along the way, we'll refresh our skills in paragraphing and writing with sources.

Unit 4: Revision

**May 24-June 2**

We'll spend the remaining two weeks revising our essays. We'll take them through conceptual editing through in-class activities and peer review. Then, we'll hone in on our paragraphs and our writing at the sentence level.



## Grading

Assignment	Due Date	Out of 100%
Discussions and Reading Club	Weekly	20%
Research Milestones and Activities	Weekly	35%
Research/Paper Presentation	Dates Vary	10%
Research/Paper Check In	Any time before June 1	5%
Participation Points	Daily	10%
Final Research/Composition Essay	Thursday, June 2	20%

## Attendance Policy

You are required to come to class:

- awake and ready to engage in the material;
- with your phone and all other devices turned off and put away; and
- with all homework and reading completed; and
- to stay until class is over. If you leave early, I will count you as absent.

When you're in class, you're:

- free to use the restroom without asking;
- expected to stay in class for the whole class period; lengthy disappearances without explanation will count as absences.

## Maximum Absences

You are allowed a maximum of four absences to ensure your progress in the course. If you miss more than four classes, you will not pass the course. That said, participation points tie your absences to your grade. If you miss a class, you will receive a zero in participation points grade for that day.

Please note that if you miss classes frequently, you may have difficulty catching up. It is not my responsibility to re-teach you any material you miss. Of course, occasionally, some circumstances make it impossible to attend class.

Be wise and take care of yourself. Please communicate with me so we can figure out what works best for you and your coursework.

## About Late Work

Since studying abroad can be challenging and developing a new routine can take time, I want to ensure that you have the space and freedom to complete your homework without fear of penalty. To do that, **you have a 72-hour grace period before I count your homework as late.**

Within those 72 hours, you don't need to get any approval for your late work or provide an explanation. That grace period is your time to complete your work. After 72 hours, please reach out to me, and we can plan together. If we don't hear from you, we will deduct one point per day for five days. After that, you will receive zero. The key to success for all is communication. We are here to help!

## Participation and In-Class Conduct Points

I expect you to treat me and each other with courtesy and respect. That does not mean we have to agree--far from it! That said, I expect that we can both process disagreements with kindness and respect.

Additionally, I also expect that you will fully participate in in-class activities and discussions. Participation means trying out the in-class writing assignments and participating in conversations to the best of your abilities. Even if you're confused or struggling, an attempt to clarify and understand the subject matter counts as valuable participation and is vital to your learning experience.

To ensure a harmonious and productive classroom environment, I will give you two participation and in-class conduct points per class. If you're doing the work and treating your peers and professors humanely, you will receive those two points without issue. However, I will remove points for lack of participation or disruptive and disrespectful behavior. Your total course grade will reflect the quality of your homework and your contribution to the classroom.

## About Reading Clubs

Reading clubs will be a collaborative way of joining the conversation about "food." You will select one out of various possible readings about food from our textbook three times this quarter. The goal is for you to pursue your interests and find the texts that draw your curiosity.

You will collaborate with other peers that have selected the same text. Together, you will analyze the text and present it to the class. The class will watch each other's presentations and then discuss the connections, resonances, and dissonances they notice between the texts presented. That way, we collectively research the topic of food even before we begin our projects.

Reading Clubs aim to give you a chance to encounter various texts and ideas before you start to form your own in your research project.

## About Writing Milestones

Writing and research is a process rather than a product. Because of that, you'll have a series of small assignments to help you develop your topic, as well as with researching, drafting, and revising. These small assignments will help you assemble your final product. That way, you can have guidance and feedback as you go.

Writing milestones will be graded on a points system. Assignments and in-class work will be worth five to ten points, depending on the assignment.

## About Writing Check-ins

Check-ins with your professor are an often-underused resource available to college students. During check-ins, students can talk one-on-one with professors about their progress, assignments, and questions.

I say this often, but our best teaching occurs when I give a student one hundred percent of our attention. That kind of individualized instruction takes place during office hours.

Even further, students frequently discover the benefits of chatting with their professor too late in the quarter and miss out on valuable instruction.

In the first nine weeks of class, I will require you to check in with me at least once to discuss your research project.



## Books and Materials Required

Books to Purchase (Everyone):

- *Eating Words: A Norton Anthology of Food*
- InQuizitive Access

Books to Purchase (ENGL 101):

- *They Say I Say* by Gerald Graff and Cathy Berkenstein (4th Edition, 2016)
- *Little Seagull Handbook with Exercises* (4th Edition, 2021)

Books to Purchase (ENGL 201):

- *The Bedford Researcher* by Mike Palmquist (6th Edition)

Other materials:

- A planner to organize your assignments and to-do lists
- A notebook to hold handouts and papers (you'll get a lot of them!)
- Paper for notes and in-class projects
- A couple of pens to have on hand
- Optional: Highlighters and multi-colored pens
- Optional: Post-it notes

## About The Textbooks

Every student in our blended class will share the same source textbook and weekly grammar quiz activities.

### About *Eating Words, A Norton Anthology of Eating Food*

This text includes primary and secondary sources about food. We'll read a few of its essays together as a class in Unit One.

Authors include:

- Francois Rabelais, the French renaissance satirist
- Jean Anthelme Brillat-Savarin, the author of "The Psychology of Taste" and early food essayist
- Marcel Proust, author of *In Search of Lost Time*, in which a madeleine cookie sparks thousands of pages of memories
- MFK Fisher and Julia Child, two American food writers who spent significant time in France.

These texts will give us a look into the broader conversation about food. After that, the book and its texts are available to help you select a research topic or to include in your essay as a primary or secondary source.

### About InQuizitive

Students enter English 101/201 with varying levels of comfort with the English language. A crucial part

of communication is using language to translate your ideas to the page successfully. That's where InQuizitive comes in.

InQuizitive is an adaptive game-like quizzing software that addresses parts of speech, grammar, and sentence structure to help you focus on the material with which you need the most help. Each week, you will be assigned one to two quizzes about a specific topic with which students typically need more practice.

As you go, InQuizitive will fine-tune the quizzes and lessons to fit your strengths. When you get a question wrong, feedback tells you why—and then you get a chance to try again.

InQuizitive activities will always be due every week. You will receive five points for each InQuizitive activity you complete. We will go over how to register for InQuizitive in the first week of class.

## About the English 101 Textbooks

In English 101, you'll use two books to help you understand the “moves” you will use in composition and the writing process required to write within academic and professional settings.

### *About *They Say/I Say**

This text provides concrete explanations of the writing and reading strategies we will learn in this course. In our Academic Essay Unit, we'll read one to two chapters per week that will help inform our in-class activities and assignments.

After each reading, you will participate in discussion with your peers or perform a writing activity. This activity may involve writing or a complete revision of one of your essay drafts. There is no need to do the writing activities in the book at the end of the chapter. Instead, we'll do our online activities.

### *About *The Little Seagull Handbook**

This text will serve as a writing resource to us throughout the quarter. The handbook offers valuable tips about writing narratives and academic essays and guidance about the writing process. It also includes a detailed section about MLA Style, which will help us write our academic essays. The book also includes helpful chapters about the English language, grammar, and usage. These chapters will assist you as you complete your weekly InQuizitive activities.

## About the English 201 Textbook: *The Bedford Researcher*

This text provides concrete explanations and instructions for the reading, researching, writing, and editing processes we'll cover over the quarter. We'll read one to two chapters per week that will help inform our in-class activities and assignments.

## Learning Atmosphere

### Instructor's Expectation

I will work with you to cultivate a classroom where we can dialogue respectfully and feel safe sharing our perspectives and ideas. To do that, we must treat each other with kindness, no matter whether we agree with each other or not. Please enact grace and courtesy as a member of our classroom community.

### Affirmation of Inclusion

WCCCSA is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at WCCCSA, and students, faculty, staff members, and administrators treat one another with dignity and respect.

### College Anti-Discrimination Statement (Title IX)

WCCCSA does not discriminate based on race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

### Student Code of Conduct and Academic Integrity

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at WCCCSA. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. In the case of plagiarism, should a student plagiarize, they will fail the assignment and, possibly, the course. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at [bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### Religious Holidays

Students who expect to miss classes, examinations or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent) unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a faculty member. Should a disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair or dean.



