

Fall 2019

Humanities 101-H05: Writing, Speaking, Thinking I Honors

Risa Gorelick

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Humanities 101: Honors

Writing, Speaking, Thinking

Professor: Dr. Risa Gorelick

Phone: (973) 596-5868

Email: Gorelick@njit.edu

Office Hours: Monday 2:30-3:30 PM, Wednesday 9:15-9:45 AM, & by appointment

Office Hours: MW & by appointment

Office: Cullimore 426

Term: Fall 2018

Meeting Times:

HUM 101-H05: Monday/Wednesday 10:00 – 11:20 AM 404 Faculty Memorial Hall

Course Description

HUM 101 is an introduction to college-level writing. In this course, students are introduced to *writing's rhetorical dimensions*; they are asked to consider the *purpose, audience, occasion, and genre* that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Prerequisites

Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Required Texts

REQUIRED AND/OR SUPPLEMENTAL COURSE MATERIALS

- O’Neill, Megan. *HUM 101: Introduction to Academic Writing 2019-2020*. Newark: NJIT, 2019.
- Some course materials (readings, videos, podcasts, images, etc.) will be available via web link or by download from the course Canvas page.
- A FREE e-subscription to *The New York Times* (see info below).
- A college-level **dictionary/thesaurus** (can be a free downloaded app)
- A **notebook and writing instrument (pen/pencil)** to take notes in class
- A **writing instrument that is a color other than red** to make notes on peer response papers
- A **stapler to staple your assignments together**
- You can bring your laptop/tablet on days where we write in class.

Register with *NYTimes* for your FREE subscription:

REGISTER: All users must first register at [NYTimes Group Pass](#) using their **NJIT email address**.

CONNECT: Once you have a login you can connect directly to [NYTimes.com](#) on the web from any device.

- You may also download and use *NYTimes* apps on other devices, using this same login.
- To search the archive all the way back to 1851, you must use a browser rather than the mobile app.

EXPIRATION: Your account will expire within a year from initiation and renewal will be required through the same Group Pass URL.

PREFERRED BROWSERS: Use Chrome or Firefox.

Helpful Websites

- [Canvas](#)
- [Writing Commons](#)
- [WAC Clearinghouse Writing Resources](#)
- [Purdue OWL](#)
- [The Writing Center](#)

Assignments & Assessment

Your grade breakdown is as follows:

Attendance, Participation, & Homework	10%
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Diagnostic Essay (not graded but required)	0%
Essay 1	25%
Essay 2	30%
Essay 3	25%
Oral Presentation	10%

NJIT's Grading Scale:

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
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Participation, Punctuality and Attendance

You must be present to win—please make every effort to attend class. All students are expected to attend all regularly scheduled classes. See the NJIT attendance policy:

<http://www.njit.edu/registrar/policies/attendancepolicy.php>.

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to one week of class (2 classes) without penalty. Every subsequent unexcused absence will result in a deduction of participation points. More than six unexcused absences (three weeks of the course) can result in the automatic failure of the course.

Students who expect to miss classes because of religious observance must submit to their instructors a written list of dates that will be missed by the end of the second week of classes, September 11, 2018 (per university policy). Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution. **If your group does not complete reviewing everyone's paper, you must find a time outside of class in which to meet to review each other's drafts.**

Class Contacts

Please contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information. Please be courteous when contacting a classmate.

Name	Phone	Email

Please Note: All assignments, readings, etc. must have been prepared prior to class meetings on due dates. You must have your drafts printed to participate in workshops. Revisions of work must be accompanied, when submitted for evaluation, by all prior drafts.

Assignment Submission

All assignments must be submitted in typed, hard copy (printed) AND through Canvas by the time class begins on the day it is due. This means you must arrive with your assignment printed, stapled, and ready to hand in. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets. **All assignments must contain your full name, course name and section/time, have pages numbered and placed in the right order, and stapled together.**

Please check Canvas and contact your classmates for missed work.

Canvas

Access to all assignments, some readings, and class forums will be provided via the course Canvas site, located at <https://canvas.njit.edu/>

Please log into Canvas regularly to make sure you stay up-to-date with our class. All assignments must be submitted through Canvas.

Keep in mind that Canvas is new to NJIT, and Dr. Gorelick is a novice at Canvas.

Late Work

Late work will be severely penalized (one grade per day—not class—late). If you are having difficulty completing an assignment, please see me prior to its due date. It is better to hand in an assignment you may not be happy with and revise it later than to hand it in late.

Technology

If you need to get a hold of me email is my preferred method. Under normal circumstances, I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Accessibility Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. To make an appointment, please visit <https://njit.mywconline.com>

Writing Assignments:

Since this is a composition course, you are required to write three formal essays and an oral presentation.

Essays must be handed in on time! Late papers will drop 1 letter grade for each DAY [NOT CLASS] they are late. You must revise papers in this course, so it is smarter to hand in a completed draft on time then revise it later. If you are absent, contact Dr. Gorelick and arrange to have someone hand in your work on time.

FORMAT:

All papers must be typed/word processed, double-spaced, no “weird” margins/fonts (1 inch margins; 12 point Times New Roman). Papers must be handed in printed on paper (no emailed copies) and in Canvas. Please **number papers & STAPLE pages together.** In the upper right-hand corner, please put your name, course name, time, section, professor’s name, and date. All papers must have a creative title that gives your audience a clue about your subject matter. Make sure you spell check and proofread your work. Check for grammatical mistakes.

Please keep all drafts to hand in at the end of the term so you and I can monitor your progress. **Do NOT discard ANY work from this course! Keep you drafts in a safe place. Never hand in the only copy of an assignment. Always keep a copy for your files in case something happens and an assignment is misplaced. This way you will always have a copy of something as important as a college assignment.** **If you work in Google Docs, you should be able to access your work from any computer/mobile device. Additionally, Google Docs automatically saves the document for you. In a pinch, you can access a Google Doc on a mobile device, even during a power outage.**

Out of class assignments must be word processed.

Make sure you save your work on at least 2 places (hard drive/cloud/flash drive) so you always have a copy of your work. **Make a print out of your paper before you turn off your system so, if something goes wrong, you only have to retype what you’ve written rather than going through the entire writing process again.** Email a copy of your paper to yourself so you can access it from the writing center and other computer labs. Update your computer virus protection weekly and do weekly virus scans of your computer.

Writer's Memo:

When you hand in your final drafts—and any subsequent revisions—of your papers, you **MUST** include a **brief [one page typed] business-like memo, addressed to me, which reflects how your writing process developed through the writing of the particular assignment.** Memos done for revisions must discuss **why you changed what you did** and **how peer groups, instructor comments, new research, etc. helped you revise** your work. You should also discuss

- **What you learned** from writing each paper?
- **If you had any difficulties you had** while writing the paper.
- **What you thought about the assignment?** (e.g. if you could change it, how would you do so?)
- How peer grouping/Round Robin helped/hurt you?
- How did you use your in-class writing time?
- Did you access the Writing Center? How was that experience?
- If any part of **your writing process** changed/alterd while working on the paper, you should also comment about that in your memo.

Failure to include your writer's memo with your final drafts will drop your grade one letter per paper! This memo is a way for us to communicate without requiring that you see me in a conference for each paper. Of course, you are welcome to set up a conference with me **in addition to writing the memo.** (See sample at end of syllabus.)

Revision:

All papers that do not earn the grade of “B-” or higher MAY be revised by the end of the semester and put in your portfolio with the original, graded draft. If you do not see a way to improve your paper other than to “fix” the grammatical errors I indicate, your revision will not receive a higher grade than the original. **You need to do more than merely respond to my comments or corrections; you must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite). Revision can improve your grade; putting in the commas where I said they go does not constitute a revision. Revision means re-seeing and re-thinking along with re-writing! For revisions to count, you must make an appointment at the Writing Center and/or set up a conference with Dr. Gorelick.**

Conferences:

If you have questions about your assignments, please come see me to talk about them. If office hours are not convenient, let me know and we'll work out another time to meet. You are welcome to visit Dr. Gorelick about any writing concern.

PEER GROUP WORKSHOPS:

What is a Peer Group? You will be randomly placed into small groups (3-4 students) called peer response groups. You will meet with your peer groups during class (and occasionally outside of class) to discuss the drafts of the papers you will write for this course. Why? Most writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another's work. Hearing reactions to your writing from more than one reader will help you judge the effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. **Your drafts must be complete drafts in order for you to get credit for the peer group exercise. Peer workshop** days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. **It is critical that everyone be present and ready to participate on peer group days.**

PEER GROUP ETIQUETTE:

There are no real rules to peer group workshops, but there is a certain etiquette. Please be familiar with the following information. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

1. **Be timely.** That is, make sure that everyone's writing is given equal time. This is done by dividing the number of people in your group by the amount of time we will be spending on a particular day in our peer groups. If you manage not to respond to everyone's paper, it is the group's responsibility to arrange time outside of class to meet to finish the workshop. Think of how you would feel if you were the one whose paper wasn't critiqued. If you finish early, please use the extra time to go back and look at the drafts again.
2. **Be quiet when your work is being discussed.** If time permits, you may ask questions of your peers after everyone's work has been discussed. Just listen when your work is "on the floor."
3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer's work or in personally insulting a peer. Do your best to respond tactfully (as you would wish to be responded to by your peers). **Never say, "This sucks, what are you doing in college?" (or the equivalent).** If you can't find anything positive to say, ask Dr. Gorelick to assist the group.
4. **Do NOT tell a peer that his/her paper is "fine" and s/he does not need to change anything!!!** All writing can be improved upon. Take a look at the textbooks you bought for this semester. Notice how many of them are in the first edition. Most published textbooks go through many revisions. If professional writers can revise their work, all of our work can be revised.

Below is a Sample Writer's Memo, which you must include with each final draft of a paper when you hand it in to be graded. Additionally, should you choose to revise the paper for a better grade, then you

must include a revised writer's memo informing me what you learned from your revisions and the steps you took to revise your paper.

Sample Writer's Memo

TO: Dr. Gorelick

FROM: David Liu

DATE: October 1, 2018

RE: Paper 1: The Risk of Eating

In this paper, I wrote argumentative essay about the risk most people take every day: eating. With all of the news about the dangers in the food supply, the risk of consuming too much trans fat, the American obesity problem and the like, my paper focuses on why Americans eat too much and argues that the government should NOT step in to ensure that Americans are healthier by passing all these laws. My audience is anyone who has experienced anger when the government steps in and decides that one cannot eat something because it is bad for you. I tried to use humor in my essay, along with many details, to explain my points.

I began my writing process by first jot listing, then clustering. I like clustering since it lets me just write whatever comes to mind. It's much "freer" than the outlining we did in high school. From the clustering, I did some free-writing and wrote about three drafts before I brought in what I had for the round robin.

The round robin exercise proved beneficial to me because I received feedback on the parts of my paper, which needed better clarification. My peer group, however, did not work as well with me. My paper's thesis angered some of the students in the group. I would like to be switched into another group, please. My paper, it appears, did not receive as much time as the others in my group (Student A, B, & C).

To make up for my peer group's lack of assistance, I conferenced with you and we weeded out unnecessary sections and tightened up my essay. Thanks for the extra help! Then I took your advice and went to the Writing Center where I learned where commas should go (more or less). The consultant (Patrick) was quite helpful. I am still uncertain as to what exactly a comma splice is. Can you please take some more class time to go over this area? I also need help with subject/verb agreement.

I am glad this paper is finished! This accomplishment makes me feel more at ease about being in college. Writing is hard work (but rewarding)! I hope my papers become easier to write as the semester progresses.

Weekly/Daily Course Schedule

Dr. Gorelick

HUM 101 SEMESTER SCHEDULE

(Subject to change with written notification)

Please check email and Canvas regularly for announcements and changes.

For assigned readings: *Humanities 101: Intro to Academic Writing = Intro*

Some readings are posted on Canvas or hyperlinked to the syllabus

Unit One: Introduction to College Writing

Week 1		
	W 9/4	Course Overview In class: Introductions, expectations, review of syllabus and course requirements. Writing: Assign Paper 1; Diagnostic Essay written in class (not graded but you must make this up if you miss the in-class essay.) Due: Reading: <i>Introduction to Academic Writing</i> viii-xiv, 1-15
Week 2	M 9/9	**Last day to drop a class! Due: Reading: <i>Introduction to Academic Writing</i> 16-29
	W 9/11	Due: Reading: <i>Introduction to Academic Writing</i> Ch 2 pp 37-52 Writing: Review Yelp and other Yelp-like app reviews of restaurants. Why do people write such reviews?
Week 3	M 9/16	Due: Reading: Lessner and Craig's " Finding Your Way In " (Canvas). Writing: Time to draft in class—bring your laptop or pen/paper.

	W 9/18	Due: Reading: Dasbender’s “Critical Thinking in College Writing” (Canvas); <i>Introduction to Academic Writing</i> 53-64
Unit Two Topic: Language and Identity		
Week 4	M 9/23	Due: Reading: Alexie’s “Superman and Me” and Anzaldúa’s “How to Tame a Wild Tongue” (Canvas). Writing: Round Robin Workshop: come to class with one complete, printed draft. Arriving without a draft will earn you an absence and negatively impact your paper’s final grade. HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center for more help.
	W 9/25	Due: Reading: Shen’s “The Classroom and the Wider Culture” and Tan’s “Mother Tongue” (Canvas). Writing: Time to draft in class—bring your laptop or pen/paper.
Week 5	M 9/30	ROSH HASHANNAH—NO CLASS! —Instead of meeting f2f, please do the reading and the homework assignment on Canvas. Writing Peer Group Workshop: Bring in 4 printed, complete REVISED copies of your paper. Failure to bring in your draft will hurt your final grade. Do not bring in the same draft as you workshopped on 9/13 (should be REVISED). HOMEWORK: Revise Restaurant Review to hand in on 10/1 Reading: Klass’ “HERS” and Maddalena’s, “I need you to say I” (Canvas).

	W 10/2	<p>Due: PAPER #1 Due: Make sure you include your writer’s memo, final draft, Round Robin and Peer Group drafts with comments. Please label drafts, number pages & staple pages together prior to class.</p> <p>DISCUSS: Your writing process—what worked/what didn’t.</p> <p>Due: Reading: Lamott’s “Shitty First Drafts,” (Canvas) and “Ch. 5: Planning” (Canvas). Writing:</p> <p>In class: Assign Essay #2—time to brainstorm</p>
Week 6	M 10/7	<p>Writing: Time to draft in class—bring your laptop or pen/paper.</p> <p>Due: Reading: <i>Introduction to Academic Writing</i> 71-77</p>
	W 10/9	<p>YOM KIPPUR—NO CLASS!—Instead of meeting f2f, please do the reading and the homework assignment on Canvas.</p> <p>Due: Reading: <i>Introduction to Academic Writing</i> 82-95</p>
Unit Three: Education and Learning		
Week 7	M 10/14	<p>Due: Reading: Gatto’s “Against School” and Rose’s “Blue-Collar Brilliance” (Canvas). Writing: Round Robin Workshop: come to class with one complete, printed draft. Arriving without a draft will earn you an absence and negatively impact your paper’s final grade.</p> <p>HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center for more help.</p>
	W 10/16	<p>Due: Reading: Staples’ “Why Colleges Shower their Students with A’s” and Kohn’s “From Degrading to De-Grading” (Canvas). Writing: continue revising.</p>

Week 8	M 10/21	Due: Reading: Doyne’s “Should Teachers and Professors Ban Student Use of Laptops in Class?” (Canvas). Writing Peer Group Workshop: Bring in 4 printed, complete REVISED copies of your paper. Failure to bring in your draft will hurt your final grade. Do not bring in the same draft as you workshopped on 10/15 (should be REVISED).
	W 10/23	Due: Reading: Hanc’s “Building Skills Outside the Classroom with New Ways of Learning” and Toyama’s “Technology Won’t Fix America’s Neediest Schools” (Canvas). Writing: In class: Discussion of Essay Project 2.
Week 9	M 10/28	Due: PAPER #2 Due: Make sure you include your writer’s memo, final draft, Round Robin and Peer Group drafts with comments. Please label drafts, number pages & staple pages together prior to class. DISCUSS: Your writing process—what worked/what didn’t. Due: Reading: <i>Introduction to Academic Writing 97-117</i> Writing:
	W 10/30	Due: Reading: <i>Introduction to Academic Writing 118-131</i> Murray’s “Making Meaning Clear” (MDL). Writing: Assign Essay #3
Week 10	M 11/4	FILM: “Super Size Me”
Unit Four: Food Culture in America		

<p>Week 10</p>	<p>W 11/6</p>	<p>Due: Reading: Schwennesen’s “The Ethics of Eating Meat” and Buhler’s “On Eating Roadkill, the Most Ethical Meat” (Canvas) Writing: Time to draft in class—bring your laptop or pen/paper.</p>
<p>Week 11</p>	<p>M 11/11</p>	<p>Due: Reading: Kendall’s “No Myths Here: Food Stamps, Food Deserts, and Food Scarcity” and Mcmillan’s “Food’s Class Warfare” (Canvas). Writing: Time to draft in class—bring your laptop or pen/paper **Last day to withdraw with a grade of “W”</p>
	<p>W 11/13</p>	<p>Due: Reading: Dolnick’s “The Obesity-Hunger Paradox”, Bittman et al. “How a National Food Policy Could Save Millions”, and Freedman’s “How Junk Food Can End Obesity” (Canvas). Writing:</p>
<p>Week 12</p>	<p>M 11/18</p>	<p>Due: Reading: Pollan’s “My Letter to Whole Foods”, Dalrymple’s “Grocery Stores: The Best Of America And The Worst Of America”, and Freedman’s “The Truth about Genetically Modified Food” (Canvas). Writing: Round Robin Workshop: come to class with one complete, printed draft. Arriving without a draft will earn you an absence and negatively impact your paper’s final grade. HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center.</p>
	<p>W 11/20</p>	<p>Friday classes meet – no HUM 101 class meeting Happy Thanksgiving!</p>
<p>Week 13</p>	<p>M 11/25</p>	<p>Due: Reading: Moxley’s “Provide Metalanguage to Highlight Your Organization” (Canvas). Writing Peer Group Workshop: Bring in 4 printed, complete REVISED copies of your paper. Failure to bring in your draft will hurt your final grade. Do not bring in the same draft as you workshopped on 11/26 (should be REVISED).</p>

	W 11/27	<p>Due: Essay #3 Due: Make sure you include your writer's memo, final draft, Round Robin and Peer Group drafts with comments. Please label drafts, number pages & staple pages together prior to class.</p> <p>DISCUSS: Your writing process—what worked/what didn't.</p> <p>In class: Discuss presentations; assign Presentation project. Time to brainstorm.</p>
Week 14	M 12/2	<p>Due: Reading: <i>Introduction to Academic Writing 135-157</i> In class: Presentation Workshop. Time to work on presentations.</p>
Unit Five: Presentations		
Week 14	W 12/4	*Presentations in Class*
Week 15	M 12/9	*Presentations in Class*
	W 12/11	<p style="text-align: right;">Last Class</p> <p>*Presentations in Class*</p> <p>** NOTE: We will not meet for the Final Exam Period—UNLESS WE DO NOT FINISH ALL PRESENTATIONS BY TODAY!</p>

Unit Topic Readings (should be hyperlinked):

Language and Identity

- [“Coming to An Awareness of Language”](#) by Malcolm X
- [“Superman and Me”](#) by Sherman Alexie
- [“How to Tame a Wild Tongue”](#) by Gloria Anzaldúa
- [“The Naturalization”](#) by Natalia O. Treviño
- [“The Classroom and the Wider Culture”](#) by Fan Shen

- [“Mother Tongue”](#) by Amy Tan
- [“Language and Literature from a Pueblo Indian Perspective”](#) by Leslie Marmon Silko
- [“HERS”](#) by Perri Klass

Education and Learning

- [“Why Colleges Shower their Students with A’s”](#) by Brent Staples
- [“From Degrading to De-Grading”](#) by Alfie Kohn
- [“Against School”](#) by John Taylor Gatto
- [“Can Tough Grades be Fair Grades?”](#) by Samuel G. Freedman
- [“Should Teachers and Professors Ban Student Use of Laptops in Class?”](#) by Shannon Doyne
- [“Blue-Collar Brilliance”](#) by Mike Rose
- [“Building Skills Outside the Classroom with New Ways of Learning”](#) by John Hanc
- [“Technology Won’t Fix America’s Neediest Schools”](#) by Kentaro Toyama

Food Culture in America

- [“My Letter to Whole Foods”](#) by Michael Pollan
- [“Prudence or Cruelty?”](#) by Nicholas Kristof
- [“The Ethics of Eating Meat”](#) by Paul Schwenneisen
- [“On Eating Roadkill, the Most Ethical Meat”](#) by Brendan Buhler
- [“No Myths Here: Food Stamps, Food Deserts, and Food Scarcity”](#) by Erika Nicole Kendall
- [“Food’s Class Warfare”](#) by Tracie Mcmillan
- [“The Obesity-Hunger Paradox”](#) by Sam Dolnick
- [“How a National Food Policy Could Save Millions”](#) by Mark Bittman et al.
- [“How Junk Food Can End Obesity”](#) by David H. Freedman
- [“Grocery Stores: ‘The Best Of America And The Worst Of America’”](#) by Laurel Dalrymple
- [“The Truth about Genetically Modified Food”](#) by David H. Freedman

Extra Resources

- [“Finding Your Way In”](#) by Steven Lessner and Collin Craig
- [“Critical Thinking in College Writing”](#) by Gitanjali Dasbender
- [“I need you to say I”](#) by Kate McKinney Maddalena
- [“Shitty First Drafts,”](#) by Anne Lamott
- [“Making Meaning Clear”](#) by Donald Murray
- [“Provide Metalanguage to Highlight Your Organization”](#) by Joe Moxley