



DECT3205_CRITICAL ISSUES, READING, RESEARCH & WRITING

Course Syllabus

I. Course Code: DECT3205

Course Title: **Our Global Society: Critical Issues, Reading, Research & Writing**

Number of Credits: 3 credits

Instructor's name

Darryl Benjamin

NECI Email

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II. Course Description and Rationale

Critical Issues is a journey into the heart of the culinary industry. We will explore the moral, economic and physical landscape of our eating habits, food fads, taboos, health and nutrition issues. We will analyze and absorb readings and multimedia (movies, video and audio) into short essays, presentations and research projects that offer insightful arguments relevant to our profession. We will investigate our attitudes regarding current events and critical issues that affect day-to-day operations in the culinary industry: food production, sustainability, corporate greed, and farm-to-table solutions, for example. Together, we will learn the issues by lectures and informal and formal discussions. Students will submit written assignments and a PowerPoint Presentation.

Student Objectives

- To use writing and reading for inquiry, thinking, learning, and communicating
- To work with readings and learn to interpret, incorporate, and evaluate these readings
- To engage in various research methods to study and explore topics
- To justify these interpretations with textual evidence
- To learn how to read all texts (written and visual) closely and carefully
- To analyze differing perspectives (ideological, social, cultural, economic, historical) on issues so as to understand that multiple perspectives of an issue operate at the same time
- Learn how to separate the wheat from the chaff (truth from lies) in arguments by understanding Logical Fallacies

- To use conventions of format, structure, and language appropriate to the purpose of academic discourse, including correct quotation and documentation
- To enjoy reading, thinking about, and developing critically informed interpretations of various texts

Course Competencies

This course emphasizes the “three C’s” of composition—writing correctly, clearly, and convincingly. **By the end of the course, you will be able to:**

- Develop a unified focus statement with a controlling idea and plan of development
- Organize paragraphs into a essay on an assigned topic
- Employ the writing process to generate strong ideas and supporting material
- Proofread and fix your own “mechanical errors” (spelling, punctuation, etc.)
- Feel comfortable interacting productively within a group feedback environment
- Perform basic word processing operations to produce a clean, presentable document
- Handle quoting and documentation competently and confidently
- Read, understand, and use information gathered from professionally published source texts

III. Course Evidence

Course Description and Rationale

Critical Issues, Reading, Research & Writing is based on the idea of "critical inquiry," or digging deeper into major issues of our time.

In reading seminars and response journals, students will explore the connections between reading, critical thinking, and self-expression and will begin to develop an individual voice and perspective. Formal short papers, the annotated bibliography, and the research paper will establish a foundation for future work in the B.A. program. Through technical approaches to writing, the process of revising for the Final Portfolio, and grammar clinics, students will have a chance to advance their writing skills. The book review is an extra-credit option that involves reading a full-length bound book on a relevant topic and developing a written assessment of the book’s message, subject matter, and usefulness.

Course Evidence

Evidence Descriptions	Associated Standards
1. Short Papers	1. CCT—Writing, 1-3
2. Grammar Clinic	2. PPD—Communication Skills
3. Reading Seminars	3. CCT—Contemporary Issues, 1-6; Critical Thinking, 6
4. Response Journals	4. CCT—Critical Thinking, 2-3, 5
5. Annotated Bibliography	5. CCT—Res Methods, 1; Writing, 3; Readings..., 1-3
6. Research Paper	6. CCT—Res Methods, 1, 3; Readings..., 1-6
7. Final Portfolio (Revised Drafts)	7. CCT—Writing, 1; PPD—Communication Skills
8. Book Review	8. CCT— Critical Thinking, 2-3; Writing, 1

Rituals and Routines

- Arrive on time and ready to participate. Bring laptop, readings, notebook and pen or pencil, and all assigned material for that day.
- Attendance Policy. This course will observe the policy that is spelled out in the NECI Student Handbook. If you anticipate being absent in advance, fill out an Absence Request Form and follow the protocol in order to receive an **excused absence**. In case of emergency or if you wake up sick and can't attend class, contact me **the same day** by email, at darryl.benjamin@neci.edu. In this case, I may issue an excused absence. Any work missed must be made up or it will result in an Incomplete, at my discretion. If you reach a 20% absence rate—excused or not— at any time during the course, no further absences will be excused, and any further absences will result in an Incomplete. [Exception: an extreme, unavoidable emergency, in which case you must present documentation that explains your absence satisfactorily.]
- Assignments not turned in on time must be turned in within 5 calendar days to receive credit. You must make a written request for an extension on the original date due. Normally, one extension is available for the term.
- Avoid creating distractions in class. This time is for everyone! Please turn off pagers and cell phones and put them away before class begins. Special permission may be granted with advance notice of an anticipated emergency situation that may result in your being called during class time.
- Observe the NECI guidelines for grooming and attire.
- Assignments. **Do all assignments in full as assigned and turn them in when they are due.** Assignments that do not observe guidelines for presentation, and assignments submitted after the due date without a request for extension, will be docked as follows: A level work will be given a grade of A-, B work will be scored B-, etc.
- Academic honesty. Your achievement must be your own. Cheating and “borrowing” the work of another writer without explicit permission and/or without attribution, intentionally or unintentionally, is plagiarism. This includes direct quotations as well as extensive or too-close

paraphrasing. Papers written for other courses, whether at NECI or elsewhere, may **not** be used for the current assignment.

General Writing Guidelines (For All Assignments)

- Use MLA style. Double space your essays—including all quotes and the Works Cited page (if the assignment instructions require one). Consult the Required Texts section of this syllabus for full bibliographic citations for the course texts.
- MLA style offers only two choices for presenting titles: either the title appears in quotes if it is a short work (a poem, an essay, article, or short story), **or** it is italicized if it is a long work (a novel or book, movie, play, or journal).
- MLA style requires the use of the **present tense**. When discussing what happens in a text (written or visual), remember that the text is always current:
Freire *argues* against what he *calls* the “banking model” of education.
The ending of *Dead Poets Society* is unexpected.
Lord Henry *corrupts* Dorian.
In *The Shape of Things*, Evelyn *changes* Adam.
- Make sure you give your reader the work and the author you are discussing as soon as you begin to write. Most essays name the work and the author in the first sentence.
- When blending quotes into your writing, always introduce the source fully the first time you refer to it and enclose in quotation marks any material that is borrowed word-for-word (refer to the author by his or her last name after the initial introduction). Conclude the quote with the appropriate page number, followed by a period.

Submitting Assignments

Send your assignments as an e-mail attachment to your instructor. Follow the instructions for e-mail submissions.

Course Schedule

Written (short papers, other assignments)	30%
Reading (comprehension, analysis, reflection)	30%
Research (citations, style, and comprehensiveness)	20%
Final Portfolio	10%
Participation	10%

Lesson Topics

Week 0: Introduction to the Course and Syllabus

Week 1: A Close Reading: From *Best Food Writing*

Week 2: Movie_“A Place at the Table.”
 Week 3: Discussion & Exercise: *A Place at the Table*
 Week 4: Partner Presentations: *A Place at the Table*.
 Week 5: Solutions: “*Fresh, the Movie*”
 Week 6: Lecture: Sustainability #1
 Week 7: Sustainability #2
 Week 8: PPT Workshop
 Week 9: PPT Sustainability Presentations #1
 Week 10: PPT Sustainability Presentations #2
 Week 11: Corporate Greed #1
 Week 12: Corporate Greed #2: “The World According to Monsanto”
 Week 13: Logical Fallacies #1
 Week 14: Logical Fallacies #2
 Week 15: Documentary_ *Life After People*
 Week 16: Movie_ *The Sustainable Table*
 Week 17: Written Assignment #1
 Week 18: Written Assignment #2
 Week 19: Final Portfolio #1
 Week 20: Final Portfolio #2

Overview of Evidence & Standards: Rubrics

Critical & Creative Standards (CTT)

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
FORMAL SHORT PAPERS	Student did not complete work.	Unclear or lack of focus, organization; severe GUM errors interfere with clear expression. Marginal understanding of the subject matter or source text. Relies on narrative form. Significant departure from protocols or assigned topic. Plagiarism.	Develops a topic by a process of exploration. Focus may not include a controlling idea. Repeats information provided by a source; limited interpretation; may default to narrative form. Rigidly adheres to 5-paragraph template; inconsistent paragraph	Applies knowledge to formulate a well-articulated thesis. May extrapolate new material from a source. Development moves beyond 5-paragraph template. GUM errors limited. Emerging style. Significant improvement over the term.	Combines information from a variety of sources with valid reasoning to create a novel thesis; selects rhetorical devices to aid in developing a strong controlling idea. Mature writing style. Typo errors only.

			unity; frequent GUM errors.		
PORTFOLIO REVISIONS	Student did not complete work.	Minimal effort to revise for an improved product.	Minor revisions based on instructions but not necessarily understood. Repeats same errors. Some GUM correx made.	Revisions at the word/sentence/paragraph level, resulting in significant improvement; understanding prevents repetition of errors. Most GUM correx made.	Revisions at the conceptual level. Typos or GUM errors eliminated.
OBJECTIVE SUMMARY	Student did not complete work.	Significant departure from protocols or assigned topic. Excessive paraphrasing, plagiarism.	Incomplete or incorrect citation. Topic & minor details are identified but concept, message or purpose is only partially expressed. May distort or editorialize.	Includes complete citation. Captures topic, message, & purpose of the selection. Repeats important points; may include direct quotes. Does not distort or editorialize.	Includes complete citation. Captures the topic, message, & purpose of the selection. Incorporates direct & indirect quotes; recognizes hierarchy of ideas. Does not distort or editorialize.
RESEARCH PAPER	Student did not complete work.	Significant departure from protocols or assigned topic. Citations limited to Internet or other easily-accessed single source; incorrect citation, given a model; misapplication of quotes & findings; citations are incomplete or incorrect. Plagiarism.	Limits sources to the required number; quotes & cites sources correctly; applies findings appropriately; Limited use of citations with occasional errors.	Uses range of sources to support thesis; applies findings appropriately; relies on direct quotes. Substantially complete citations; error-free formats.	Uses multiple sources; applies direct & indirect quotes with assurance; synthesizes findings to contribute to a unique thesis. Citations are complete; error-free formats.
READING SEMINARS	Lack of attendance or participation results in insufficient	Inefficient, literal reader; "decodes" at the word or sentence level. Stops at literal	Functional reader. Reads for superficial meaning. May distort	Strategic reader. Efficiently navigates the text. Analyzes &	Conceptual reader. Draws inferences.& grasps implications

	evidence to assess reading level.	interpretation. Does not make a sustained effort.	meanings. Discussion, written responses reflect errors in interpretation of source text. Functional vocabulary minimizes reading difficulty.	orders major, secondary material within a continuum. Demonstrates full grasp of material; applies what is learned appropriately.	readily; easily navigates a text; appreciates the writer's methodology. Applies critical thinking to evaluate the usefulness & validity of the writer's thesis.
ANNOTATED BIBLIOGRAPHY	Student did not complete work.	Demonstrates pre-beginner level of information literacy. Does not meet minimum standard. Excessive paraphrasing, plagiarism.	Demonstrates beginning level of information literacy. Incomplete or incorrect citations. Includes all required sources. Abstracts are brief; some subjectivity.	Demonstrates substantial degree of information literacy. Citations are complete & accurate; includes all required sources. Abstracts are substantially complete.	Demonstrates high level of information literacy. Complete & accurate; includes all required sources with informative, accurate & complete abstracts.

Personal & Professional Development standards

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
APPEARANCE & GROOMING	Absences do not support an evaluation.	Neglects personal grooming; attire is not appropriate to classroom context.	Inconsistent personal grooming; attire is appropriate to class-room context.	Attire & grooming consistently observe the stipulations contained in the Student Handbook.	Personal grooming reflects high self-esteem; attire is consistently business casual.
LANGUAGE, ATTITUDE & DECORUM	Absences do not support an evaluation.	Acts out personal issues or disagreements; indulges in antisocial behavior as defined in Student	May act or speak inappropriately at times; offers an apology upon reflection; effort is made to modify behavior with	Aware of self within classroom environment; maintains composure; uses appropriate tone of courtesy.	Exhibits courtesy and discretion at all times; sets positive example.

		Handbook; subjects peers & instructor to verbal abuse; is unapologetic after conferencing; sets negative example; received demerit.	occasional reminders		
ATTENDANCE	Absences result in demerit.	Unexcused absence rate of 20% or above; late for class more than once without a satisfactory explanation.	Attendance 80-90%; requests excused absences properly; requests & submits missed assignments in a timely manner.	Attendance is better than 90%; 100% punctuality; requests for excused absences are infrequent; requests & submits missed assignments in a timely manner.	100% attendance and punctuality; often arrives early. Requests excused absences properly; requests & submits missed assignments in a timely manner.
RESPONSIBILITY	Absences do not support an evaluation.	Resists taking responsibility for own learning; improvement not observable.	Relies on a grade to mark achievement; tends to shift responsibility for own learning onto other people or circumstances; improves over time as a result of conferencing.	Takes responsibility for own learning; self-evaluations are sincere and thorough; follows up on feedback from others; shows self-initiated improvement throughout the course. Arrives in class prepared with required materials for the day.	Proactive, self-motivated learner. Arrives in class prepared with required materials for the day
CLASS PARTICIPATION	Absences do not support an evaluation.	Arrives in class unprepared to participate in a productive manner; body language and/or attitude signal withdrawal from class activities.	Arrives prepared for class but maintains limited involvement in class activities & discussion; participates when prompted.	Arrives prepared for class; volunteers often, participates regularly in class activities & discussion; makes a positive contribution	Arrives prepared for class; volunteers often, participates readily in class activities & discussion; contributes actively to the learning process of the group through mature, far-ranging perspectives

TEAMWORK	Absences do not support an evaluation.	Personal preoccupations regularly take priority over group goals; does not view self as a "team player"; fosters negative learning environment through toxic behaviors.	Personal preoccupations occasionally take priority; passive, selective involvement; may contribute to negative learning environment.	Personal preoccupations rarely take priority; shows awareness of own role on the "team"; contributes positively to the learning environment.	Personal preoccupations are put aside completely; contributions boost "team spirit" and foster a dynamic, stimulating learning environment.
LEADERSHIP	Absences do not support an evaluation.	Participates in or contributes to toxic behavior; does not demonstrate awareness of leadership opportunities; may exercise leadership in a negative way by exploiting conflicts within group to further own agenda.	Aware of leadership opportunities but does not volunteer until asked; follower, not a leader. Passive, selective involvement; ignores inappropriate behavior of classmates; defers to stronger personalities; participates in clique behavior.	May march to own drummer but willingly accepts constructive leadership role when it is presented; contributes constructively to decision-making processes; includes others; shares information transparently; focuses on problem-solving rather than getting drawn into personal agendas.	May march to own drummer but often initiates constructive leadership role in group activities; reaches out to others; focuses on problem-solving rather than getting drawn into personal agendas; ensures performance of own group or project team; demonstrates maturity and balance.