

Name: \_\_\_\_\_

## UNIT 2

# FOOD- HOW DO YOU ANSWER THE QUESTION?



### Essay Planning and Writing

\*\*\*\*\* All items must be numbered, full name, and 4, 5, 6, 8, and 9 must have references \*\*\*\*\* No grades are recorded till the checklist is turned in with all the grades on it. (don't lose your papers) \*\*\*\*\*

Accommodations are provided for students who have IEPs or 504s but due dates are final. All materials are available on line and all dates have been posted as of Aug. 4th.

Make sure you have Cambridge accommodation paper work on file for your exams. \*\*\*\*

1. \_\_\_\_\_ 20 pts. Food Inc. video and questions **October 25/27**
2. \_\_\_\_\_ 20 pts. Question / Thesis and Concession **October 29/November 7**
3. \_\_\_\_\_ 40 pts. Global Perspectives and Research **November 11/13**
4. \_\_\_\_\_ 40 pts. Research Content Analysis **November 13/15**
5. \_\_\_\_\_ 40 pts. Validation **November 18/20**
6. \_\_\_\_\_ 50 pts. Deconstruction **November 5/5**

\*Items 1, 2, 3, 4, 5, and 6 are graded as the research and reading unit and will compose one grade.

210 pts. Total # pts. missed X .48 = \_\_\_\_\_ Reading and Research Grade due **November 20/21**

Extra Credit - \_\_\_\_\_

Note to the Instructor - \_\_\_\_\_

Notes and Highlights - \_\_\_\_\_ **December 17/19**

Scaffolding for Essay Grade - \_\_\_\_\_ **November 21/ December 3**

Essay Grade – **December 4/9**

1. **Video:** *Food Inc.* – 2 days (94 minutes) The students will watch the video and discuss questions to be answered for research. Each student must submit five questions. 20 pts. (3)
2. **Books.** The student will start the book of your choice for unit 3. The student will highlight and note take. The student needs to write at least 5 notes (notes are in the form of a question developed) per chapter and 5 highlights (quotes you want to remember for plot development or literary importance, or something you want to remember from the book) per chapter (different if you read *A Long Way Gone*). You need to read half of the book this unit. If the student is using the paperback the student needs to tab all places in each chapter or list, the highlights and notes per chapter. If you have a Kindle, make sure your notes and highlights are synced with a good Wi-Fi signal. Suggestions for notetaking methods are explained on the website. These notes will be used in a **Book Deconstruction in the next unit**. The student must have the following items in their deconstruction next nine weeks: thesis and counter thesis, if any, five questions from the book, twenty facts with page numbers, a raven exercise of the author, 5 reasons the author gives to support the thesis, and 5 examples the author uses to illustrate the reasons. 50 pts. (5 days on Fridays)
3. **Question / Thesis and Concession.** The student will write an approved question with a thesis and concession for their question. The student cannot move on till this is approved. The thesis must have two reasons and the concession must have two reasons. The appropriate conjunction needs to be used. Appropriate words to connect the thesis and are:

others may disagree

- some experts may state
- in spite of the fact that
- even though
- albeit
- despite
- despite the fact
- even if
- even supposing
- granting
- granting all this
- in spite of
- much as
- notwithstanding
- still
- supposing
- though
- when
- whereas
- while

30 pts. (2)

**4. Global Perspective.** Select eight quotes from your research which illustrates the global nature of the issue. These examples need to be placed as raw quotes and cited. This will show that authors you selected see this as a global issue. Make sure you have MEDCs and LDCs in the research. **All** sources must have an author. The sources must be cited, in body and fully referenced. 40 pts. (3)

**5. Research Alignment and Analysis.** Select and paste one of your examples and write two sentences of analysis and one of evaluation. The assignment must have the thesis with the specific reason copied above the example. The example must be cited in body and full reference. 30 pts. (1)

**6. Validation.** The student will write eight validations for the eight sources they have selected. The validations must be two sided with a three/two argument. This information must be researched and cited (in body and references). Look at the website for assistance in writing validations. 40pts. (3) (for each correct validation five extra points will be awarded)

**7. Deconstruction.** The instructor will give a one period lecture on how to write a paper 1 (questions #1 & #2) The student will receive a past paper 1. The student can and should be written on. The student will do questions

#1 & #2. Follow the instructions carefully. Read AND deconstruct the first article then answer the questions. This assignment should take less than 1 hour and 30 minutes (2 class periods). The questions should be thoroughly expressed in quotes and/or paragraph format. The deconstruction is due at the beginning of day four. Day 4 will be a review of the paper 1 with answers. 50 pts. (4)

- 8. Scaffolding or Rough Draft for Essay.** The student will create a scaffolding/rough draft for the essay with references. Follow the same format as the last time but you will be doing both sides of the issue in this essay. The scaffolding format is on the website and blackboard. 100 pts. (3)
  
- 9. Essay.** The student will write a 1700 to 2000-word essay on their question. If you have a correct scaffolding the essay will write itself. Look at the corrections and comments from the instructor and make appropriate changes. The student will write the essay at home but can receive assistance from the instructor during the process. Do not wait to the last minute. I have built in three days to assist you with the essay. Start early so I can assist. (2)
  
- 10. How I Fell in Love with a Fish – Preview of Paper 3**