

## **Paper #2: Food Review and Analysis**

**Purpose:** In this assignment, you will turn your analytical lens on your own ways of understanding and talking about food. First, you will attend a restaurant dinner with a member of the teaching team and a group of classmates. Following this dinner, you will write a food review. This review will not be graded for content or quality: the purpose is to generate a text to use in the final stage of the assignment, your food review analysis. In this culminating paper, you will have the opportunity to analyze your own food experience, utilizing the readings and concepts from this course.

**Process:** This assignment has three parts: attending dinner, writing a food review, and writing an analysis of your food review.

### **Key Due Dates:**

- **Week of April 11:** Attend a (paid) dinner out with a member of the teaching team
- **April 22:** Food Review due (ungraded but required) at 11pm on Canvas
- **May 10:** Food Review analysis due (graded) at 11pm on Canvas

### **Part I. Attend a Restaurant Dinner with your classmates**

*Due: Week of April 11*

You must sign-up to attend an (all expenses paid) restaurant dinner by 4/7 at 11pm, using the following Google form:

[https://docs.google.com/document/d/1FLS8bF86VuyqOMp9g21cOiR\\_if9vByqw8YIY0xpiFTs/edit?usp=sharing](https://docs.google.com/document/d/1FLS8bF86VuyqOMp9g21cOiR_if9vByqw8YIY0xpiFTs/edit?usp=sharing)

You are responsible for getting yourself to and from the restaurant. All the restaurants are accessible by Marguerite or public transit (public transit trip planner at <http://511.org> or Google Maps). Make sure you have all the details needed – bus & train times, fare, walking or biking directions, room number, etc. and give yourself enough time. You are encouraged to travel as a group.

### **Part II. Write a Food Review**

*Due: April 22, 11pm, on Canvas (for completion grade)*

Write a review of your dinner experience, according to the following guidelines:

- 1) Describe the food!
- 2) Take pictures of the food and the menu
- 3) Use vivid sense-based description: smells, tastes, appearance, presentation
- 4) Note the names of the foods
- 5) Use metaphors and describe any memories, emotions, associations, or comparisons the food or dining experience evokes for you

- 6) Write freely about your experience – you’ll have an opportunity to analyze it in the next stage of the assignment
- 7) **Format** – Microsoft Word doc or docx. Please give your good review a descriptive title.
- 8) **Length** – your food review should be at least 500 words long, but we recommend writing as much as you can, to have more material to analyze in the next part of the assignment

### **Part III. Analysis of your Food Review**

*Due: May 10, 11pm, on Canvas*

Write an analysis of your food review, according to the following guidelines:

- 1) Describe and reflect on the language you use to talk about food
- 2) Describe and reflect on how you use metaphors to talk about food
- 3) Describe and reflect on how your server, the menu, or your classmates use language to talk about food, and any differences from your own “food talk.”
- 4) Does your review or the menu reveal anything about social class and food?
- 5) Make connections to course readings and lectures as you reflect on the ways you use language to talk about food
- 6) You may use selected quotes from your food review to illustrate a point, but do not repeat large sections.
- 7) In closing, note what you’ve learned in the course of this analysis – about yourself, about food, about language, about another culture, or all of the above.
- 8) **Format** – Microsoft Word doc or docx. Please give your good review a descriptive title.
- 9) **Length** – your analysis should be at least 1000 words long.

**Evaluation:** Your analysis will be evaluated according to the rubric below.

<b>Food Review Analysis Rubric</b>											
<b>Paper Section &amp; Criteria:</b>	<b>Scale (points):</b>										
<b>Describes authors' "food talk"</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Describes language used to talk about food</li> <li>Reflects on language used to talk about food</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
<b>Describes use of metaphor</b>	<b>15</b>	<b>13.5</b>	<b>12</b>	<b>10.5</b>	<b>9</b>	<b>7.5</b>	<b>6</b>	<b>4.5</b>	<b>3</b>	<b>1.5</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Describes metaphors used to talk about food</li> <li>Reflects on metaphors used to talk about food</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
<b>Describes others' "food talk"</b>	<b>15</b>	<b>13.5</b>	<b>12</b>	<b>10.5</b>	<b>9</b>	<b>7.5</b>	<b>6</b>	<b>4.5</b>	<b>3</b>	<b>1.5</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Describes others' "food talk"</li> <li>Reflects on others' "food talk"</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
<b>Makes connections to course readings and lectures</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>References course readings and lectures and makes connections</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
<b>Reflects on what has been learned</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>In closing paragraph, author notes new insights about themselves, food, language, or other cultures</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
<b>Overall clarity of writing</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Is clear and well-written in an engaging tone.</li> <li>Avoids errors in grammar, spelling, and punctuation and shows evidence of proofreading</li> </ul>	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, many errors.			
<b>Overall effectiveness of paper</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Leaves the reader feeling knowledgeable about the writer's subject</li> </ul>	Meets most criteria at a high level			Good potential but some revision or editing still needed				Substantial editing and revision needed			

