English 1B Deborah Pollack

Essay #1

Crossing Genres

We’ve been looking at the short story and at drama. Generally we tend to think of these two genres as separate and distinct from one another, but crossing the line between the two can help to reveal important aspects of each.

Your assignment is to select one of the short stories we have read together as a class and turn it into a play. Your dramatization will be 2-3 pages long and will include all of the dramatic elements we have read and discussed, including characters, dialogue, stage directions, and scene changes, as necessary. Since you are the playwright, you get to choose which elements of the story to leave in and which to leave out, as well as to write additional material as required for dramatic effect.

Once you have finished your dramatization, I want you to write a reflection of at least 2 more pages about your experience in crossing the genres, including a thesis statement. This will include, but is not limited to, answering the following questions:

 Was this creative assignment easy or difficult for you?

 What problems did you encounter?

 What was missing from the story that you had to add to make it a play?

What did you have to leave out?

 What was gained in changing from story to drama and what was lost?

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READER’S RESPONSE JOURNAL ENTRIES

You will be writing reader’s responses to the assigned readings in *Fast Food Nation*. These will prepare you for class discussions about the readings.

Bring your reading responses to class; you will be asked to have them with you during small group discussions. I will be checking them regularly, and they are worth points.

Your responses to each of the assigned chapters will consist of:

1. The thesis of each chapter. If it is not explicitly stated, what position is Schlosser taking? Identify at least 3 claims he makes in support of that position.
2. At least two meaningful quotations and why you chose them
3. Words new to you or words that you found to be especially well chosen **with definitions**
4. Your personal response including, but not limited to, one of the following:

Questions you address to the writer requesting clarification or amplification of something in the reading

Why you agree or disagree with all or part of the reading

1. The 2 most interesting pieces of research Schlosser collected in support of his material (refer to his extensively annotated Works Cited list at the back of the book).

1. Two questions about the reading that can generate class discussion

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**EXTENDED DEFINITION ESSAY**

 In appreciation of our reading of “Tortillas” and “The Verdict: Oink” as well as our viewing of *Food Inc.*, your assignment is to write a 3-4 page editorial for the opinion page of the Los Angeles Times Magazine focused on a single fast food item. **Your thesis statement should make clear to your readers why your extended definition of the item is useful or important to them.**

 Incorporate **at least three** different patterns of development in your essay to fully flesh out your definition:

 Narration—tell a story about your experience or someone else’s with the food

Description—give vivid details of the item, involving as many of the 5 senses as possible

 Exemplification—offer examples of similar items at other fast food purveyors

 Process analysis—examine how the item was developed, how it is assembled, or how it is best devoured

 Comparison/contrast—detail how the item is different from and/or similar to others like it

 Cause & effect—explain what unmet craving the item was designed to

 fulfill & how diners respond to it

 Argument—argue either in favor of or in opposition to the item being

 available for consumption by the public

 In addition to using various patterns of development, you may expand your definition by using the following strategies:

 Using **negation** (telling what it is *not*)

 Using **analogies** (extended metaphors)

 Your paper **must include background and statistical information** from **at least two sources** about your food item. These can include, but are not limited to, the fast food restaurant’s website and other credible online sources.

Due Date: 4/28

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Group Presentations on

*Creating a World Without Poverty*

Groups will team up to teach the class about several of the chapters of Muhammad Yunus’s book *Creating a World Without Poverty*. Each group will be responsible for an entire class period—50 minutes. Chapters and presentation dates will be determined for each group by random selection.

Exchange phone numbers and/or email addresses to aid in communication.

Determine which member of the group will be responsible for which element of the presentation:

The thesis of *Creating a World Without Poverty* is summarized in the book’s title and subtitle, *Social Business and the Future of Capitalism*. Essentially, Yunus’s entire book is an argument in support of his ideas.

1. Identify the thesis of your chapter. If it is not explicitly stated, tell us, based on the chapter’s contents, what position Yunujs is taking on the chapter’s subject.
2. Summarize the evidence Yunus uses to support this thesis, including especially well written, interesting, or juicy quotations. HIT THE HIGH POINTS ONLY! This is an intriguing book, make your presentation worthy of it.
3. List on the board important vocabulary words from this chapter and define them.
4. Ask at least two questions that will stimulate class discussion based on what you’ve learned from your chapter.
5. Engage your follow students in an activity connected with your

chapter—a writing assignment, paired or small group discussion, exercise, game—be creative. NO WORD SEARCHES.

This will be your opportunity to teach your fellow students. You will be graded on how completely and how well you do the job as a group. Points will be deducted for omitting any of the five items listed above, for reading from your notes without looking up, or for reading from a power point that your group prepares.