

Beyond 'Delicious'

4% of Course Grade

Task

- **Part One:** Select a one- or two-sentence passage from a *New York Times* restaurant review you have read this semester, specifically a passage in which you think the reviewer has made a particularly astute, funny, or clever observation about the food of the restaurant under review. In a one-page blog post on OpenLab, quote the favored passage (using proper APA citation) at the top of the page and then briefly explain why you think the passage is successful: selection of artful adjectives; use of metaphor/simile/irony/humor, etc.
- **Part Two:** In one or two paragraphs, write a brief OpenLab blog post describing a dish you have encountered in your own experience—something you have either loved or hated—using similarly engaging and original language as the passage you have quoted. Be creative: funny, exuberant, cranky, irreverent—whatever; just *be original. Be precise in your language and reasoning. Be persuasive.* It's not enough just to know that you loved or hated something. *We need to know why.* Avoid using clichés, overly colloquial or crass language, and vague, meaningless adjectives like “delicious” or “different” or “heavenly” or “gross.” Be sure to add introductory context to the dish you are writing about—where and when you encountered it, whom you were with, why that encounter remains so resonant to you today, etc.

Role and Audience

You are applying for the position of contributing editor for a local food website. You will assume the role of both literary investigator and able practitioner, charged with the task of demonstrating an understanding of successful food writing *and* the ability to execute it yourself. The audience of this assignment is the founder of the website and her financial backers.

Format

- You are required to post both parts of the activity as blog entries on OpenLab *before* you come class, on two successive weeks
- You will present each part of the assignment informally in class on two successive weeks
- Proper APA format for quotations

Expectations

This assignment will be assessed for the following information:

- Student's ability to analyze and interpret selected passage and clearly communicate both the passage's mechanics and its overall impact on the reader, with supporting evidence
- Student's ability to translate an understanding of language mechanics, originality, and effective persuasiveness to his or her own writing
- Each assignment component should be at least a paragraph but no more than one page long
- See College Wide Writing Rubric

Student Learning Outcomes

- a. Communicate in diverse settings and groups, using written (both reading and writing) and oral means (HMGT: Skill; Gen Ed: Skill)
- b. Gather, interpret, and apply information about effective descriptive food writing (HMGT: Knowledge; Gen Ed: Integration)
- c. Acquire writing tools for lifelong learning (HMGT: Knowledge; Gen Ed: Knowledge)
- d. Derive meaning from experience, as well as gather information from observation (HMGT: Skills; Gen Ed: Skills)