English 50 P-FEE 1 (take-home)

DIRECTIONS
1. I will give you class time to read the article. Underline or highlight key passages. Look up any words you do not understand. Annotate the text. You may need to finish annotating the article at home.

2. In class, we will discuss the article and the prompt, and you will do a pre-writing activity to organize your thoughts on the topic. KEEP your prewriting; it will be turned in along with the final essay.

3. Write a 400-word essay at home answering the given prompt. The essay must be written in ink in a blue book. Use the following guidelines:

Writing the introduction
The FEE instructions say, “The introduction should refer to the reading by mentioning the author, title, publisher, and date of publication. It should include a brief statement of the central idea of the reading. Then the essay must state its own thesis, one that provides an answer to the essay test question.” This means you should

1. Get the reader’s attention
2. Introduce the topic
3. Briefly refer to the article’s title, the newspaper title, the date, the author, and the main idea (1-4 sentence summary)
4. Include your thesis statement (one sentence that clearly answers the prompt, mentions the topic, and states your position on the topic)

EXAMPLE: Local health departments should spend time and money fighting obesity because obesity leads to deadly diseases and premature death.

Referring to the source
The FEE instructions say, “From here on, the rest of the essay needs to prove its point by advancing ideas, examining detailed evidence from the article, quoting a few key words, and building a solid case. Put quotation marks around anything you copy directly from the article, and always refer to the author when quoting or paraphrasing.” How can you do that?
1. Throughout the body of your essay, make specific references to the text to support your argument.

2. Use the author’s full name the first time you refer to him/her.

3. Use the last name after that.

4. The article title gets quotation marks.

5. The newspaper/magazine/journal title is underlined.

6. Put a comma after the year if the sentence continues.


7. Try to infuse the author’s words into your own sentence.

8. Put quotation marks around anything you directly copy from the article.

   **EXAMPLE:** Lloyd describes a program that “encourages children to walk to school” by improving the safety of the streets.

9. If you paraphrase or summarize an idea from the source, make it clear that it is the author’s opinion.

   **EXAMPLE:** Lloyd mentions that if the neighborhood is unsafe, children will not want to go outside to play.

10. If the author is quoting another person, refer to that person by name and include a parenthetical reference to the author.

   **EXAMPLE:** Public Health expert Jerry Imes explains that one of the major obstacles for low-income families is that “sometimes the only food that’s within walking distance of their homes is fast food” (qtd. in Lloyd).

11. Refer to the article in the present tense.

   **EXAMPLES:** Lloyd writes, Lloyd explains, Lloyd argues

   **NOT:** Lloyd wrote, Lloyd explained, Lloyd argued.
Arnold Schwarzenegger has been fighting American obesity for years, since long before he ever publicly professed an interest in the governor's office.

The former bodybuilder, who signed legislation last year that will take trans fat-laden foods out of school cafeterias and provide new funds for additional physical education teachers, had an opportunity to strike another blow for good health last year when a bill came to his desk that required larger restaurant chains to list nutritional information for each meal offering on their menus.

State Sen. Alex Padilla's bill would have given consumers a new tool to help them monitor their own health, and likely would have encouraged restaurant chains to look more closely at the healthfulness of their recipes.

Schwarzenegger vetoed it.

Padilla has reintroduced his bill, which is endorsed by the California chapters of the American Heart Association and American Cancer Society, among others.

Kern County's Assemblywoman Nicole Parra, who recently announced she's dropping out of politics when her current term concludes, is the author of the Assembly version of the bill. Her AB 2572 would require restaurant chains with at least 20 restaurant locations in the state to disclose the amount of calories, fat, saturated fat, trans fat, carbohydrates and sodium in each menu item.

In vetoing the previous version of the Padilla bill, Schwarzenegger asked the restaurant industry to voluntarily come up with alternative ways "to promote healthy dining." But we can think of no better way to give people the means of making informed dietary decisions when they eat out than this bill. Certainly restaurants can create healthful dishes and market them appropriately. And the ultimate responsibility for healthful eating lies with restaurant patrons themselves.

But even if consumers are sophisticated enough to understand the likely effects of high-fat and high-sodium dishes, they are likely more hard-pressed to spot potentially troublesome dishes on a printed menu. Many high-fat and high-sodium dishes, for example, are skillfully disguised as healthy-looking salads and soups. Little has changed since the first version of Padilla's bill was vetoed except -- as Padilla says -- about 60,000 more Californians have become obese.

State health officials estimate that one-third of California's children and one-fourth of teens are overweight or obese. Nationally, the percentage of overweight teens has tripled over the last 20 years.

A poll commissioned by the California Endowment shows that 69 percent of state voters believe that government is not doing enough to fight obesity, considered to be the most important health issue facing children today.

PROMPT: Should restaurants be required by law to list nutritional information for each meal on their menus?
A session of children’s favorite morning cartoons may be a factor in childhood obesity. Joseph Menn and Adam Schreck argue in an article “Study Finds TV Feeds Children Plenty of Junk,” issued in the Los Angeles Times on March 29, 2007, that junk-food advertisements during a child’s TV programs are part of the cause of childhood obesity. Limits should be imposed on the number of junk-food advertisements during a child’s television programs because if a child spends most of their time watching television, it’s only normal for them to be affected by the junk-food commercials and want to eat what they see; therefore, what they see should be healthy food advertisements, so they will eat healthy and not become obese or suffer from any other health issues.

It’s only normal for children to be affected by junk-food commercials and want to eat what they see. Menn and Schreck express, “Children are being fed a steady diet of junk-food ads by the TV channels they watch…..” This is true especially if the commercials have fun characters children like. For example, a commercial is on for gummy fruit snacks shaped as Batman, and the boy watching the commercial loves Batman. He is most likely to ask his mom for gummy fruit snacks just because he saw the cool, yet unhealthy commercial on TV.

What children see on TV should be healthy food commercials so that they do not become obese or suffer from many other health issues. Besides school promoting healthy eating, television ads are often the only other source of information children get on food; therefore, television should promote healthy eating habits as well. Promoting healthy eating habits can help stop the rise in childhood obesity. Co-author of the 2005 report, by the federally funded Institute of Medicine Vicky Rideout states, “It’s a very serious problem that’s having a devastating effect on the lives of millions of children and
families in this country…” (qtd. in Menn and Schreck) Children that are obese and do not eat right might suffer from high blood pressure, diabetes, or low self-esteem. It is hard enough for some parents to get their children to eat right; parents do not need the pressure of the junk-food advertising.

Limits should be imposed on the number of junk-food advertisements that air during children’s television programs because it is normal for a child to want to eat what they see; therefore, what they see should be healthy advertisement so that they will eat healthy and not become obese or suffer from any other health issues. Everyone should want to pitch in on helping our children stay healthy including the media and advertising. Assn. of National Advertisers lobbyist Dan Jaffe says, “The total advertising community, the total food community, is tremendously committed to taking major steps unprecedented steps to respond to the obesity problem.” (qtd. in Menn and Schreck) A child’s health should be priority on everybody’s mind.

-You will turn in the annotated article, the prewriting, and the final draft of the essay in blue or black ink in a blue book.

-You will get a rubric score based on the English B50 FEE rubric.  (Rubric is on p. 7-8 of this packet.)
**English B50 Essay Organizer**

<table>
<thead>
<tr>
<th>Before you write</th>
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<tbody>
<tr>
<td>What is the article about? What is the main point? Is it merely a report, or does the author express an opinion on a topic? What is the author's opinion?</td>
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</tbody>
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<table>
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<tr>
<th>Introduction</th>
<th></th>
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<tbody>
<tr>
<td>How will you get the reader's attention? How will you briefly summarize the article? What's your thesis statement?</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Body (organize logically into paragraphs)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What reasons will you give to support your thesis statement?</td>
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<tr>
<td>What comments from the article support your argument?</td>
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<tr>
<td>What other examples can you use to make your point?</td>
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</table>

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<tr>
<th>Conclusion</th>
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<tr>
<td>How will you tie everything back together and conclude your argument?</td>
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ENGLISH B50 FEE RUBRIC

6—A six paper shows superior reasoning and writing. A six paper, while not perfect, makes a convincing argument in response to the topic, providing
- useful references in support of or in refutation of the reading
- originality of thought or presentation
- sophistication in style or reasoning

Shows mastery of composition skills, providing
- a thesis
- an organized, coherent response
- a consistent point of view
- fully developed paragraphs
- sentence variety
- precise word choice
- conformity to the conventions of usage

5—A five paper clearly shows above average competence in reasoning and writing. A five paper makes a good argument in response to the topic, demonstrating
- understanding of the reading by giving credit for ideas and words
- some reasons, ideas, and examples other than those provided in the reading
- some sense of style or reasoning

Shows control of composition skills, providing
- a thesis
- an organized, coherent response
- developed paragraphs
- sentence variety
- precise word choice
- conformity to the conventions of usage, few errors in sentence structure or usage

4—A four paper shows adequate composition skills for beginning students in English 1a or for recipients of associate degrees. A four paper makes a reasonable response to the topic, demonstrating
- an understanding of the reading
- some ideas or examples other than those provided in the reading
- plausible reasoning with few errors in logic

Shows some control of composition skills, providing
- a central idea appropriate to the topic
- an organizational plan that the reader can follow, keeping the focus on topic or returning to the topic after minor digression
- reasonably well-developed paragraphs
- sentence variety
- reasonably clear prose without errors in sentence structure and usage that interfere with the reader’s ability to comprehend

*Essays with scores of 4-6 may have occasional lapses in credit/attribution of the article*

(4-6 scores reflect essays that demonstrate readiness for English 1a or graduation)

(1-3 scores reflect essays that demonstrate inadequate skills necessary for English 1a/graduation)
4-6 scores reflect essays that demonstrate readiness for English 1a or graduation.

(1-3 scores reflect essays that demonstrate inadequate skills necessary for English 1a/graduation)

3—A three paper shows inadequate composition skills for beginning students in English 1a or for recipients of associate degrees. A three paper

Makes a **weak response** to the topic in one or more of the following ways

- lacking an understanding of the reading
- failing to refer to the reading
- lacking ideas or examples other than those provided in the reading
- failing to adequately credit or attribute words or ideas from the reading
- having serious breaches in logic

Shows **inadequate control of composition** skills in one or more of the following ways

- lacking a central idea (lacking a thesis altogether or offering more than one thesis)
- lacking a clear plan of organization or offering a contrived or inappropriate formulaic plan
- lacking an ability to stay on topic or to return to topic after a digression
- lacking sentence variety
- distracting the reader with numerous and varied sentence structure or usage errors

2—A two paper shows notable deficiencies in composition skills for beginning students in English 1a or for recipients of associate degrees. A two paper

Makes an **incomplete response** to the topic in one or more of the following ways

- failing to respond to the topic
- seriously misunderstanding the topic or the reading
- blatantly plagiarizing by taking significant portions from the reading without attribution
- lacking an reasonable arguments or making unsupportable points
- under-developing the essay or falling significantly below the 400-word limit

Shows **inadequate control of composition** skills in one or more of the following ways

- lacking a thesis or central idea
- lacking any organizational plan
- offering tangled sentences that impede the reader’s comprehension
- using primer prose
- distracting the reader with numerous and varied sentence structure or usage errors

1—A two paper shows severe deficiencies in composition skills for beginning students in English 1a or for recipients of associate degrees. A two paper

Makes a **poor response** to the topic in one or more of the following ways

- showing no comprehension of the topic whatsoever
- lacking any proper attribution
- lacking any mention of the source

Shows **poor control of composition** skills in one or more of the following ways

- offering sentences so tangled as to make comprehension impossible
- demonstrating little or no control of the conventions of written English
- abandoning the paper before it is completed