

Course Description

People define food in various ways. Some of the traditional "bush foods" of Australian aborigines, for example, might be far from what Japanese or Americans would consider to be food. What is "edible" is culturally relative. This seminar will look at how food is viewed in its cultural and social context. Topics to be covered will include: food classification systems, the symbolic use of food, food taboos, and food and ethnic identity. We will also look at controversial and problematic aspects of food, such as eating disorders, obesity, GMO foods, and the radiation-tainted food supply.



- ## Course Objectives

Students will have opportunities to explore their relationship to food, and how it plays a role in their personal identity, while learning

about the social, cultural, religious, psychological and aesthetic aspects of foods, spices and beverages. Through a wide variety of readings from books and journals, and through the viewing of scenes from several films focusing on food and health, students will begin to grasp the complexity and importance of food in our lives.



- **Extra Credit Assignments**
- **Optional EXTRA CREDIT Assignment #1**

As an optional assignment (which is highly recommended for those who missed regular assignments or had multiple absences), you can do an "ethnography" of a grocery store (i.e., supermarket) or farmers' market, such as the one that occurs each weekend in front of the United Nations University, just across the street from Aoyama Gakuin. As an example, you may refer to an excellent short ethnography of a Finnish supermarket at: <https://histarchfulbright.wordpress.com/2012/08/10/ethnography-in-the-finnish-supermarket/> , which was done by an international student at the University of Oulu, in Finland.

An ethnography is an sort of anthropological study that involves close observation, note taking, questioning, and then turning the observations and notes into a sort of essay. If you decide to conduct the ethnography of a supermarket, I would recommend doing it about one that is relatively unusual in Japan, such as Kinokuniya or Natural House, as it will be easier for you to look at things there with "fresh eyes." The sorts of questions that

you might try to answer through your ethnography might include:

- How might someone coming from another country, or another planet, be confused, fascinated, or amused by what appears in the supermarket/ farmers' market?
- How is it organised (laid out) and what might be the motivations for that particular lay out?
- How would you characterise the customers?
- What do you notice about the relationships among the employees and between the employees and their customers?
- What socioeconomic group do most of the customers seem to come from and how can you tell?

- What is unique about this setting in Japan and in what ways is it quintessentially Japanese?
- [It is important for you to generate some of your own questions as well and try to answer them through your observations.]

Optional EXTRA CREDIT

Assignment #2

Another optional assignment for those who missed regular assignments or had multiple absences, and which can be done in addition to Optional Assignment #1, is to spend 2-3 hours volunteering for 2nd Harvest Japan and posting a blog entry about the experience, with photos, on your blog. See the volunteer "event schedule" at <http://2hj.org/english/support/calendar/> and register to volunteer at https://www.2hj.org/english/forms/eng_volunteer_i.php .

If you choose this extra credit assignment, post an account of your 2HJ experiences on your blog along with photos and let me know

by email that you have done it, with a link to the blog entry: jodias@cl.aoyama.ac.jp . The deadline for this assignment is also January 17th.

THURSDAY, OCTOBER 1, 2015

- Assignment Due:
- **What to prepare for Oct 1st**

Homework to Prepare for October 1st Class

Do a search for a food-related book using the Aurora-OPAC search system at the AGU Library's website: <https://www.agulin.aoyama.ac.jp/> . You should find a book which...

- Is genuinely interesting to you.
- That can sustain your interest.
- That you think other students in the class would like to hear about.

- In our next class (on October 1st) bring the book with you to class and be prepared to tell us...
 - why you selected it.
 - what you've learned from the book by reading its dust jacket and the first chapter.
 - what your impression of the book is so far.

In our first class I asked you to interview a classmate and write his/her responses on a form that I gave you. You should have brought that paper to the picnic last week. Before you were to give it to me, you should have recorded your classmates' responses using the Google Form that I created for that purpose at: <http://goo.gl/forms/Gfi5kfKuxy>. I will refer to the responses in subsequent classes.

- [[Edit](#) | [Delete](#)]

THURSDAY, OCTOBER 8, 2015

- Assignment Due:
- **Starting out with our blogs**

Creating a blog and adding essential features to it In today's class, we will create a blog that we will be using to respond to homework assignments (such as restaurant and food blog reviews), write progress reports on the book you're reading, and explore aspects of food and culture that interest you the most. The minimum features of your blogs should include: a counter (to count the number of visitors to your blog), a "news reel" (which presents the latest news stories based on key words of your choice), a description of your blog, and a list of links to my food blog and those of all of your classmates. As an example, you can see those features on my food blog at: <http://veganfoodinjapan.blogspot.jp/>.

Your first blog posting

You should have begun reading your food-related book. Write a bit about it, including your first impressions of it, in a posting on your blog.

My worries

Although I think all of you selected very fascinating food-related books, I'm rather worried that some students chose books that are too difficult for them or ones that they really are not interested in. As you will be reading the book throughout the semester, blogging about it, and giving bi-weekly brief oral reports on it, it must be a book that you 1) can comprehend, and 2) are genuinely interested in.

Therefore, I will give you a chance to change books if you discovered that the one you previously chose is too difficult or boring to you. I was surprised last week that some students seemed to have selected their book at random and, before we had the exchange about it, had not even read the cover to see what it was about. Write the details about the book you chose at at: <http://veganfoodinjapan.blogspot.jp/>.

- Register with Quizlet

Make sure that you are all registered at [Quizlet](#). After you finish signing up, join the

quizlet class called "food culture."

You'll be able to start using "flashcard sets" after I approve your membership in the group. I set the vocabulary lists up so that all of you can contribute to them. You are all responsible for sharing, at least, 5 vocabulary items with the class each week. By the end of this course, your vocabulary related to food, food culture, and eating will have expanded dramatically.

- **Presentations on Award-winning Food Blogs**
Today we will analyze--using the following handout-- blogs that I will assign to pairs of you: [food blog assignment pdf](#).

DUE THURSDAY, OCTOBER 15, 2015

- **First Presentations on Poetry & Recipes**

Register with Quizlet Make sure that you are all registered at [Quizlet](#). So far, only four people in the class have registered for our "Food Culture" group. After you finish signing up, join the quizlet class called "food

culture."

You'll be able to "log in" to Food Culture after I approve your membership in the group. I set the vocabulary lists up so that all of you can contribute to them. You are all responsible for sharing, at least, 7 vocabulary items with the class each week. By the end of this course, your vocabulary related to food, food culture, and eating will have expanded dramatically.

- [Presentations on Poems](#)

- Also on October 15th, we'll have our first presentations on [the poems](#) to you. Click on [THIS PDF](#) to see the Poetry Presentation Instructions. Remember that a few weeks ago I gave you an example of the poetry presentation using the poem "Perhaps the World Ends Here" by Joy Harjo. Risa and Mikoto will be introducing the poem "The Fine Printing on the Label of a Bottle of Nonalcoholic Beer."

[Recipe Presentations by Yuto & maybe Shusei](#)

Yuto and, perhaps, Shusei, will be presenting on recipes that they developed. Shusei has the option to present on food safety. They should use my [waffle recipe \[CLICK HERE\]](#) as a template for their own. They should include...

- a short description
 - the serving quantity
 - the list of ingredients (including countries of origin; more specific geographical information is welcome)
 - the materials needed
 - detailed directions
 - serving suggestions
 - a photo or video of the finished work and/or process
- In the presentation, you should tell the class a story about...

- - how you were inspired to create the recipe
 - how you developed it
 - where you shopped for ingredients and any problems you had in finding them
 - who you cooked it for
 - what their reaction was
 - whether you think the recipe was a success
 - how you think the recipe could be improved
- It would be wonderful to have a slide show showing how you prepared the dish or even a video of the process. Remember the slide show I presented for the waffle recipe. If any of the ingredients are unusual, please bring them in to show them to your classmates...if they aren't perishable. Of course, you may

bring in samples of your recipe for tasting if you wish.

- Links to schedule for poetry and recipe presentations can be found at: <https://www.dropbox.com/s/rzhhuscgotv019/poemSCHED.pdf?dl=0>
- **Blogging assignment**
Read your classmates' blogs and post comments on three of the blogs. Also, continue reading your food-related book and, if you haven't done so already, post a blog entry on your own blog that summarizes what you've read and gives your own thoughts, feelings, and opinions on the issues raised.

THURSDAY, OCTOBER 22, 2015

- Assignment Due:
- **Poems, Recipes, special assignment**

Presentations from the "Fifty Foods" Book

Pairs of students will give 7-minute presentations on the type of food that was assigned to them. Remember that you must do some additional research to determine when

this food was introduced into Japan, its history, and how it fits in with Japanese food culture today. It's not necessary that you cover all the points mentioned in your assigned reading. Select what you found to be significant, interesting, and worth sharing with others. Here is a PDF with all the readings:

- **FIFTY FOODS**

- Ayaka & Haine, who were both absent on the 15th of October, will be assigned to the reading on "Pacific Salmon."

- **Add words / phrases to Quizlet**

Make sure that you have added, at least, 4 words connected with your assigned poems and 4 words associated with your chosen food-related book to Quizlet. I believe that everyone has successfully registered by now and I approved all of your memberships to the "Food Culture" group. Add 4 new words, and their definitions, from your chosen food-related book each week. By the end of this course, your vocabulary related to food, food

culture, and eating will have expanded dramatically.

- **Presentations on Poems**

- On October 22nd, we'll have our second round of presentations on the poems that were assigned to you. Click on [THIS PDF](#) to see the Poetry Presentation Instructions.

Remember that a few weeks ago I gave you an example of the poetry presentation using the poem "Perhaps the World Ends Here" by Joy Harjo. Last week, Risa and Mikoto gave a fine presentation on the poem "The Fine Printing on the Label of a Bottle of Nonalcoholic Beer."

These will be the poem presentations that we'll have:

- Garlic: Shoko & Minori
- Potatoes: Saeko & Ayaka
- The Thanksgivings: Nanami & Yuko

Recipe Presentations

Five people will be presenting their recipes (or special presentation on food safety):

- * Shusei
- * Aira
- * Fumio
- * Soichiro
- * Aoi

The presentations should include:

- - a short description
 - the serving quantity
 - the list of ingredients (including countries of origin; more specific geographical information is welcome)
 - the materials needed
 - detailed directions
 - serving suggestions

- a photo or video of the finished work and/or process
- In the presentation, you should tell the class a story about...
 - how you were inspired to create the recipe
 - how you developed it
 - where you shopped for ingredients and any problems you had in finding them
 - who you cooked it for
 - what their reaction was
 - whether you think the recipe was a success
 - how you think the recipe could be improved

It would be wonderful to have a slide show showing how you prepared the dish or even a video of the process. Remember the slide show I presented for the waffle recipe. If any of the ingredients are unusual, please bring them in to show them to your classmates...if they aren't perishable. Of course, you may bring in samples of your recipe for tasting if you wish.

Links to schedule for poetry and recipe presentations can be found at: <https://www.dropbox.com/s/rzhhuscgotv019/poemSCHED.pdf?dl=0>

Blogging assignment

Read your classmates' blogs and post comments on a different set of three blogs each week. Also, continue reading your food-related book and, if you haven't done so already, post a blog entry on your own blog that summarizes what you've read and gives your own thoughts, feelings, and opinions on the issues raised.

THURSDAY, OCTOBER 29, 2015

- Assignment Due:
- **Continuing 50 foods presentations, etc.**

Continuing presentations from the 50 FOODS book Last week we heard about one-third of the presentations on the food types that I assigned to pairs of students. We'll hear the remainder of the presentations in class this Thursday.

- **Contributing to Quizlet**
Make sure that you are contributing words to Quizlet flashcard sets each week, especially the one that concerns the food-related books which you are reading. Before your poetry presentation (or after, if you forgot) also add words to the poetry vocabulary-related flashcard set.
- **Presentations on Poems**
- Two pairs of students will present their poems. Please don't forget that there must be a "task" which you create that will involve your

classmates in trying to better understand and interact with the poem. Some of the other pairs left that out of their presentations, but I consider that the most important part. The two pairs will include Saeko & Ayaka and Shiori & Miki. The presentation on Saint Vincent de Paul will be postponed until the following week.

Food-related book mini-presentation

We will have the 2nd presentations on the food related book. You should have read, at least, the first few chapters of the book by now. Be prepared to tell others about what you read.

Also, I asked you to select an interesting video (under 10 minutes) that is on a topic closely related to your book. In your presentation (to a small group) you will show highlights from the video and lead a short discussion about it.

Blogging assignment

This week's blog assignment will be to embed, in a blog posting, a YouTube video on a theme related to the food-related book you are reading. Also, comment on that video and be prepared to describe its content to your classmates and show highlights of it to them while you are giving the mini-presentation in groups about your book.

Recipe presentations

Takahide, Haine, Sherry, and Toshinori will give their recipe presentations.

THURSDAY, NOVEMBER 12, 2015

- Assignment Due:
- **"Hungry Planet" presentations, etc.**

Presentations about chapters from the book "Hungry Planet" In our class on November 5th I distributed units from the book *Hungry Planet* and said that you and a partner would be giving a 10-15 minute presentations on the country (and its representative family) which was assigned to you. Since several students have told me that it has been particularly

difficult getting together with their partner outside of class, I decided to delay the presentations until November 19th. That means you will be able to spend time during our class on November 12th--tomorrow--to prepare for it. The countries will be Japan (Okinawa), Germany, Greenland, The Philippines, Sudan, Kuwait, Egypt, Australia, and Cuba. The two students who were absent from class will be assigned two representative American families.

- Add words to Quizlet related to your assigned poems and self-selected books

Make sure that you are adding words to Quizlet each week. If you're having any trouble creating your own flashcards please let me know and we'll try to figure out what's wrong. I will reserve some time during class for trouble shooting.

- Presentations on Poems
- On November 12th, we'll have the next round of presentations on poems . Click on THIS

[PDF](#) to see the Poetry Presentation Instructions. Three pairs of students will be introducing the poems which were assigned to them: Saeko with Ayaka (Potatoes), Toshinori with Sherry (Mushrooms), and Haine with Takahide (Ode to Chicken). Students who can't make it to class are **STILL RESPONSIBLE** for doing their share of the preparations and sending their part of the work to the member of the partnership who will be present at the class.

Recipe Presentations by Nanami, Yuko, Ayaka & Saeko

Also, Nanami, Yuko, Ayaka & Saeko will be presenting on recipes that they developed. As a reminder, they should use my [waffle recipe](#) [[CLICK HERE](#)] as a template for their own. They should include...

- a short description
- the serving quantity

- the list of ingredients (including countries of origin; more specific geographical information is welcome)
- the materials needed
- detailed directions
- serving suggestions
- a photo or video of the finished work and/or process
- In the presentation, you should tell the class a story about...
 - how you were inspired to create the recipe
 - how you developed it
 - where you shopped for ingredients and any problems you had in finding them
 - who you cooked it for

- what their reaction was
- whether you think the recipe was a success
- how you think the recipe could be improved



It would be wonderful to have a slide show showing how you prepared the dish or even a video of the process. Remember the slide show I presented for the waffle recipe. If any of the ingredients are unusual, please bring them in to show them to your classmates...if they aren't perishable. Of course, you may bring in samples of your recipe for tasting if you wish.

- **Blogging assignment** Read your classmates' blogs and post comments on three of the blogs. Also, continue reading your food-related book. We will take some time in our next class to do some more work on blog improvement.

THURSDAY, NOVEMBER 19, 2015

- Assignment Due:
- **"Hungry Planet" Presentations, Recipes, Poems, etc.**

"Hungry Planet" Presentations, Recipes, Poems, etc.

- In our class on November 5th I distributed units from the book *Hungry Planet* and said that you and a partner would be giving a 10-15 minute presentations on the country (and its representative family) which was assigned to you. Those presentations will take place on November 19th. The countries will be Japan (Okinawa), Germany, Greenland, The Philippines, Sudan, Kuwait, Egypt, Australia, and Cuba. The two pairs of students who were absent from class on the 5th of November were assigned two representative American families. Here is a copy of the assignment: [PDF of Assignment Instructions](#) ..

Taking a Quiz and writing about it on your blog

As you know, you are supposed to be making weekly contributions to your blogs, writing about what you are learning about food in this class, interesting food-related experiences you're having, and what new things you're finding out from the food-related book that you chose to read at the beginning of the semester. Occasionally, I'll set a special blog assignment for you. Here's one of them: The online newspaper The Christian Science Monitor (which doesn't really have a Christian bias in its news reporting and is a well respected newspaper in the US) often has interesting quizzes related to their news stories. One of their recent quizzes was meant to help you discover if you are a real "foodie," that is, someone who has a lot of specialised and esoteric knowledge about food.

Take the quiz and, before November 26th, report your score in a blog entry on your food

blog, and tell us what additional knowledge you gained about food through doing the quiz. Also, mention the aspects of the quiz that fascinated you the most. You can get instant feedback about whether your answers were right or wrong, with reasons. These quizzes don't just test you; they help you to learn more about the topic that you're being quizzed on. You'll find the quiz at: [Food Culture Quiz](#).

Add words to Quizlet related to your assigned poems and self-selected books Make sure that you are adding words to [Quizlet](#) each week. If you're having any trouble creating your own flashcards please let me know and we'll try to figure out what's wrong. I will reserve some time during class for trouble shooting.

- [Presentations on Poems](#)
- On November 19th, we'll have the next round of presentations on [poems](#) . Click on [THIS PDF](#) to see the Poetry Presentation Instructions. Since we'll be busy with the "Hungry Planet" presentations, on the 19th we

will only have time for the poem "Potato" by Aoi and Soichiro. On November 26th we will have the last round of poetry presentations, with the poems "What they ate" (Fumio & Aira) and "Ode to Salt" (Shusei & Yuto).

Recipe Presentations by Shoko & Minori

Also, Shoko & Minori will be presenting on recipes that they developed. As a reminder, they should use my [waffle recipe \[CLICK HERE\]](#) as a template for their own. They should include...

- a short description
- the serving quantity
- the list of ingredients (including countries of origin; more specific geographical information is welcome)
- the materials needed
- detailed directions

- serving suggestions
- a photo or video of the finished work and/or process
- In the presentation, you should tell the class a story about...
 - how you were inspired to create the recipe
 - how you developed it
 - where you shopped for ingredients and any problems you had in finding them
 - who you cooked it for
 - what their reaction was
 - whether you think the recipe was a success
 - how you think the recipe could be improved

- It would be wonderful to have a slide show showing how you prepared the dish or even a video of the process. Remember the slide show I presented for the waffle recipe. If any of the ingredients are unusual, please bring them in to show them to your classmates...if they aren't perishable. Of course, you may bring in samples of your recipe for tasting if you wish. On November 26th we will hear the recipe presentations by ALL of those who have not yet given them.

Blogging assignment As usual, read your classmates' blogs and post comments on three of the blogs. Also, continue reading your food-related book.

- **Salmon**
Time permitting, we will hear Ayaka and Saeko's presentation on salmon.

THURSDAY, NOVEMBER 26, 2015

- Assignment Due:

- [Last Hungry Planet presentations, etc.](#)

["Hungry Planet" Presentations, Recipes, Poems, etc.](#)

- In our class on November 5th I distributed units from the book *Hungry Planet* and said that you and a partner would be giving a 10-15 minute presentations on the country (and its representative family) which was assigned to you. The final 5 presentations will be given on November 26th. Here is a copy of the assignment: [PDF of Assignment Instructions](#) ..

[Add words to Quizlet related to your assigned poems and self-selected books](#) Make sure that you are adding words to [Quizlet](#) each week.

- [Presentations on Poems](#)
- We'll have the next round of presentations on [poems](#) . Click on [THIS PDF](#) to see the Poetry Presentation Instructions. On the 26th we will hear the remaining poetry presentations on

"Potato" by Aoi and Soichiro, "What they ate" (Fumio & Aira) and "Ode to Salt" (Shusei & Yuto)..

Recipe Presentations

We will also be hearing the last several recipe presentations. Remember that these elements should be included in the presentations:

- a short description
- the serving quantity
- the list of ingredients (including countries of origin; more specific geographical information is welcome)
- the materials needed
- detailed directions
- serving suggestions

- a photo or video of the finished work and/or process
- In the presentation, you should tell the class a story about...
 - how you were inspired to create the recipe
 - how you developed it
 - where you shopped for ingredients and any problems you had in finding them
 - who you cooked it for
 - what their reaction was
 - whether you think the recipe was a success
 - how you think the recipe could be improved
- It would be wonderful to have a slide show showing how you prepared the dish or even a

video of the process. Remember the slide show I presented for the waffle recipe. If any of the ingredients are unusual, please bring them in to show them to your classmates...if they aren't perishable. Of course, you may bring in samples of your recipe for tasting if you wish. On November 26th we will hear the recipe presentations by ALL of those who have not yet given them.

Blogging assignment As usual, read your classmates' blogs and post comments on three of the blogs. Also, continue reading your food-related book.

- **Salmon**
We will hear Ayaka and Saeko's presentation on salmon.

THURSDAY, DECEMBER 3, 2015

- Assignment Due:
- **Last Recipe Presentations & a Few Blog Assignments**

Moving on to other tasks

- In our class on December 3rd, we will hear the last of the recipe presentations and then start preparing for restaurant reviews and begin looking at some already existing reviews (both in print and video) and how they're constructed..

Blogging assignment As usual, read your classmates' blogs and post comments on three of the blogs. Also, continue reading your food-related book.

You have a few assignments that should be posted on your blogs. One of them is related to the BBC World Service story about food waste that we listened to in class. You were supposed to compare the NPO that was introduced in the story, "Food for All" to one that is active here in Japan, "Second Harvest Japan." You should write a blog entry that answers these questions:

What are some of the features that the groups have in common and how do they differ...in their approaches, activities, reasons for their existence, etc.?

What are the main activities or events that

these groups carry out?

From what you saw on their web sites, what surprised or interested you the most?

How would you be able to offer help to either organisation -- as a volunteer or supporter?

Which group seems to be more active? Why do you think so?

The other blog-related assignment is related to the issue of the Wall Street Journal that I distributed to everyone in class. Your assignment was to find some connections between content in, at least, three of the articles and food, and write about the connections which you found in your blog, along with a reference to the particular articles that you're referring to--in APA Style. That blog posting should be a minimum of 200 words in total. For those who were absent on our November 25th class, I put some issues of the Wall Street Journal in a box attached to my office door (Room 15-1015). There's probably only one case in which the connection between food and the content in an article is obvious. In the other cases you

will have to be creative and "read between the lines."

- **Salmon**

We will hear Ayaka and Saeko's presentation on salmon, if neither of them are absent.

TUESDAY, DECEMBER 8, 2015

- Assignment Due:
- **Learning how to write a restaurant review**

Genre Analyses of Restaurant Reviews In last week's class, I assigned two restaurant reviews (one print and the other video) to pairs of students, who were asked to analyse them and give oral reports of the results of their analysis. Only a few students presented so far, so we'll hear the remainder of them on Thursday, Dec. 10th.

Shusei, Saeko, Soichiro & Ayaka were absent. The Web page that lists of the reviews to be analysed can be found [here](#). Shusei & Saeko should analyse "Cott & Co" as the print review and "Step Inside Be Our Guest Restaurant" as their video review. Soichiro &

Ayaka should analyse "Little Sister" as the print review and "Tender Greens Restaurant" as their video review. Use the PDF at the top of the Web page to see how to do the analysis.

- **Continue blog postings and commenting**
Catch up on the blog postings that you've missed and be sure to comment on all of your classmates' blogs.
- **Salmon & a remaining recipe presentation**
The salmon may finally be making it upstream. We'll see.

THURSDAY, DECEMBER 17, 2015

- **Assignment Due:**
- **Preparing for Restaurant Reviews**
Last week (on 12/10) I distributed a professional restaurant evaluation form that is like one used by restaurant reviewers or critics. For homework, I told you that you and the person with whom you will conduct an actual restaurant review, should look through the restaurant evaluation form carefully and produce a customized form that will be suitable for reviewing a restaurant in Japan.

Be prepared to show your revised evaluation form (that should be considerably shorter than the one I presented to you) to your classmates at the front of the class using the Overhead Camera. Be prepared to also tell us:

- Which items on the form I gave to you were culturally inappropriate for Japan and why
- Which restaurant you and your partner decided to review and how you decided on it
- Which items, from the survey I gave you, you thought were most surprising, unnecessary, or baffling.

THURSDAY, JANUARY 7, 2016

- Assignment Due:
- **FINAL PRESENTATIONS and ASSIGNMENTS**

PART ONE

You should have completed your restaurant review before our final class on January 7th. As I mentioned, you may review the same

restaurant as one of your classmates, but you will have to write up a separate review for it. You may cooperate to create the video version of the review however.

Be sure you use the reviews (written and video) you analyzed for inspiration and reference. Also, you must use, at least, five of the vocabulary items from the Quizlet set "Restaurant Review Vocab" in your reviews.

The reviews, and associated videos, should be posted on your blog by January 7th. On that day, in class, you will give a 7-10 minute presentation about the restaurant you reviewed and the process you went through to come up with the review and develop your criteria for judging the restaurant. You can refer to a good example of a review written by a student last year at: <http://akamayumiyama625.blogspot.jp>.

PART TWO

You must generate tests for our Quizlet

vocabulary set "Restaurant Review Vocab" and keep taking the tests until you are able to get a score of, at least, 85%. When you are able to attain that score print it out and submit it to Dias on January 7th.

PART THREE

You should have finished reading the food-related book you chose for this class by January 7th. On January 7th, we will have our final presentations (again in small groups but I will monitor them more closely this time). Present what you learned from the book, whether it lived up to your expectations, if you would recommend it to others, and what you found most enlightening, interesting, disappointing, or annoying about it. Plan for a 5-7 minute interactive presentation on the book. It would be helpful to bring the book to class.

PART FOUR

Be sure you have completed all of your required blog entries (review the assignments

posted to Nicenet to be reminded of what they are) no later than January 17th. Any entries posted after that date will not be reflected in your grade.