

# Good Food/Bad Food

*Developed by Roberta Ching*

## MODULE: STUDENT VERSION

### Reading Selections for This Module:

Bittman, Mark. “Bad Food? Tax It, and Subsidize Vegetables.” *New York Times* 23 July 2011, late ed.: Sunday Review 1. Print.

Brody, Jane E. “Attacking the Obesity Epidemic by First Figuring Out Its Cause.” *New York Times* 12 Sept. 2011: D7(L). Print.

Waters, Alice and Katrina Heron. “No Lunch Left Behind.” *New York Times* 19 Feb. 2009: A31. Print.

### Web Sites for This Module

Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley  
<http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>

Food Inc.  
<http://www.takepart.com/foodinc/>

Michael Pollan  
<http://michaelpollan.com/>

The Edible Schoolyard  
<http://edibleschoolyard.org/>

Yale Rudd Center for Food Policy and Obesity  
<http://www.yaleruddcenter.org/>

## Reading Rhetorically

### Prereading

#### Activity 1

#### Getting Ready to Read—Quick Write

Americans are at increasing risk of disease because of the unhealthy food we eat. What will it take to get us to change our eating habits?

## Activity 2

### Surveying the Text

Surveying the texts gives you an overview of what the articles you are going to read are about and how they are put together. This activity will help you create a framework so that you can make predictions and form questions to guide your reading.

- What do the titles “Attacking the Obesity Epidemic by First Figuring Out Its Cause” and “Bad Food? Tax It, and Subsidize Vegetables” tell you about what the articles will be about? Can you guess what “No Lunch Left Behind” is going to be about from its title?
- All three articles were published in the *New York Times* in 2009 and 2011. What can you predict about the articles? How do you think the articles will be the same? How do you think they will be different?

## Activity 3

### Making Predictions—Anticipation Guide

Before reading “Attacking the Obesity Epidemic,” indicate in the first column which of the statements below you believe are true and which are false. After reading, go back and label the statements true or false based on what you learned by reading the article. Record the number of the paragraph in which you found the information. After your class discusses the answers and the evidence, make any needed corrections in the last column.

Anticipation Guide: “Attacking the Obesity Epidemic by First Figuring Out Its Cause”				
Statement	Before Reading <i>T or F</i>	After Reading <i>T or F</i>	Proof Paragraph	Correction <i>(only if necessary)</i>
Americans now need far fewer calories to be healthy than people did in the 1800s.		<i>T</i>	<i>10</i>	
Since the 1970s, the food industry has made it easier to eat a healthy diet.				

Efforts to reduce smoking show that it's almost impossible to get people to change habits.				
Taxing unhealthy food would be an inexpensive way to improve American health.				
Offering healthy lunches at school means kids are more likely to eat healthy food at home.				

#### Activity 4

#### Making Predictions and Asking Questions

Read the first paragraph of “No Lunch Left Behind” silently.

- What do Waters and Heron think should happen to school lunches?
- Now that you’ve read the first paragraph, explain what the title of the article means.

Now read the first five paragraphs of “Bad Food?,” and then discuss the following questions:

- What is it going to be about? Why does Bittman put a question mark after “Bad Food?”
- Who do you think is the intended audience for this piece? How do you know this? Is this the same as the audience for “No Lunch Left Behind”?

Turn the title of Bittman’s article into a question to answer as you read the essay.

### Reading

#### Activity 5

#### Reading for Understanding

The first reading of an essay is intended to help you understand the text and confirm your predictions. This step is sometimes called reading “with the grain” or “playing the believing game.” As you read, think about the following questions:

- Which of your predictions turned out to be true?
- What surprised you?
- If your predictions turned out to be wrong, what misled you?
- Can you answer the question you created from the title?
- What, if anything, is still confusing to you?

## Activity 6

### Understanding Key Vocabulary

Choose the word that best fills in the blank in the sentences below from the list of key words and phrases. Look back at “Attacking the Obesity Epidemic” to see how the word or phrase is used. The number of the paragraph where the word is used is given in parentheses. If you still cannot figure out the meaning, look it up in a dictionary.

Key words: subvert (2); culpable (5); laden (6); crave (11); push factors (13); obesogenic (13); interventions (16); controversial (24)

1. A supersize cheeseburger is \_\_\_\_\_ with enough calories for a whole day.
2. The television industry is \_\_\_\_\_ for allowing ads for sugared cereals on children’s shows.
3. I try not to eat \_\_\_\_\_ foods because I know they make me gain weight.
4. A fast food restaurant on every corner is a \_\_\_\_\_ that encourages people to eat more calories than they use.
5. In the middle of the afternoon, I \_\_\_\_\_ a bag of chips and a 16-ounce soda.
6. Encouraging farmers’ markets is an \_\_\_\_\_ that helps people eat more fruits and vegetables.
7. Junk food is so tasty that it \_\_\_\_\_ our efforts to eat less of it.
8. Taxing junk food is \_\_\_\_\_ because many people think they should have the right to eat unhealthy food if they choose to.

Now fill in the blanks in the sentences below using words from “Bad Food.”

Key words: indisputable (1); fix (4); subsidizing (5); staple foods (7); ubiquitous (17); borne (21); precedent (21); comprehensive (32)

1. Paying farmers to grow corn is \_\_\_\_\_ a crop that makes us fat since corn is used to make high-fructose corn syrup.
2. Fruits, vegetables, and whole grains are \_\_\_\_\_ that we need to survive; unfortunately fat, sugar, and salt are not.

3. The successful campaign to get people to stop smoking sets a \_\_\_\_\_ for a similar campaign to get them to eat healthy food.
4. The \_\_\_\_\_ for the obesity epidemic will be complex, but that shouldn't stop us from getting started immediately.
5. We have never had a \_\_\_\_\_ program that addresses all the causes of the obesity epidemic at one time.
6. Fast-food restaurants are \_\_\_\_\_; there's even one outside the Forbidden City in Beijing.
7. The health costs of the obesity epidemic are \_\_\_\_\_ by the American taxpayer, so getting people to eat a healthier diet is in all of our interests.
8. Although the arguments for reversing the obesity epidemic are \_\_\_\_\_, the fast food industry opposes many changes that could help.

Now identify eight similar key words in "No Lunch Left Behind" and use context or a dictionary to find their meaning and gloss them (write a brief definition in the margin) on your copy of the article. Compare your key words with a partner. If you have glossed different words, you can share the meanings and add them to your glosses if they are unfamiliar.

## Activity 7

### Considering the Structure of the Text—Descriptive Outline

Create a descriptive outline of "No Lunch Left Behind" by describing the content and purpose of each section. The first section has been done as an example. Answers will vary.

**No Lunch Left Behind**  
 By Alice Waters and Katrina Heron  
 Berkeley, CA.

- 1 THIS new era of government bailouts and widespread concern over wasteful spending offers an opportunity to take a hard look at the National School Lunch Program. Launched in 1946 as a public safety net, it has turned out to be a poor investment. It should be redesigned to make our children healthier.

**Content and Purpose:** *The National School Lunch Program is a failure and should be reformed to improve children's health. The purpose is to make a recommendation for how to improve children's health.*

- 2 Under the program, the United States Department of Agriculture gives public schools cash for every meal they serve—\$2.57 for a free lunch, \$2.17 for a reduced-price lunch and 24 cents for a paid lunch. In 2007, the program cost around \$9 billion, a figure widely

acknowledged as inadequate to cover food costs. But what most people don't realize is that very little of this money even goes toward food. Schools have to use it to pay for everything from custodial services to heating in the cafeteria.

- 3 On top of these reimbursements, schools are entitled to receive commodity foods that are valued at a little over 20 cents per meal. The long list of options includes high-fat, low-grade meats and cheeses and processed foods like chicken nuggets and pizza. Many of the items selected are ready to be thawed, heated or just unwrapped—a necessity for schools without kitchens. Schools also get periodic, additional “bonus” commodities from the U.S.D.A., which pays good money for what are essentially leftovers from big American food producers.
- 4 When school districts allow fast-food snacks in the lunchroom they provoke widespread ire, and rightfully so. But food distributed by the National School Lunch Program contains some of the same ingredients found in fast food, and the resulting meals routinely fail to meet basic nutritional standards. Yet this is how the government continues to “help” feed millions of American schoolchildren, a great many of them from low-income households.

**Content and Purpose:**

- 5 Some Americans are demanding better. Parent advocacy groups like Better School Food have rejected the National School Lunch Program and have turned instead to local farmers for fresh alternatives. Amid steep budgetary challenges, these community-supported coalitions are demonstrating that schools can be the masters of their own menus. Schools here in Berkeley, for example, continue to use U.S.D.A. commodities, but cook food from scratch and have added organic fruits and vegetables from area farms. They have cut costs by adopting more efficient accounting software and smart-bulk policies (like choosing milk dispensers over individual cartons), and by working with farmers to identify crops that they can grow in volume and sell for reasonable prices.
- 6 Many nutrition experts believe that it is possible to fix the National School Lunch Program by throwing a little more money at it. But without healthy food (and cooks and kitchens to prepare it), increased financing will only create a larger junk-food distribution system. We need to scrap the current system and start from scratch. Washington needs to give schools enough money to cook and serve unprocessed foods that are produced without pesticides or chemical fertilizers. When possible, these

foods should be locally grown.

**Content and Purpose:**

- 7 How much would it cost to feed 30 million American schoolchildren a wholesome meal? It could be done for about \$5 per child, or roughly \$27 billion a year, plus a one-time investment in real kitchens. Yes, that sounds expensive. But a healthy school lunch program would bring long-term savings and benefits in the areas of hunger, children’s health and dietary habits, food safety (contaminated peanuts have recently found their way into school lunches), environmental preservation and energy conservation.
- 8 The Agriculture Department will have to do its part, by making good on its fledgling commitment to back environmentally sound farming practices and by realizing a separate program to deliver food, especially fresh fruits and vegetables, from farms to schools. It will also need to provide adequate support for kitchens and healthy meal planning. Congress has an opportunity to accomplish some of these goals when it takes up the Child Nutrition and Women Infants and Children Reauthorization Act, which is set to expire in September.
- 9 But the Department of Education should take some initiative, too. After all, eating well requires education. We can teach students to choose good food and to understand how their choices affect their health and the environment. The new school lunch program should be partly financed by the Department of Education, and Arne Duncan, the secretary of education, should oversee it. Vice President Joseph Biden should also come to the table by making school lunch a priority of his White House Task Force on Middle Class Working Families.

**Content and Purpose:**

- 10 Every public school child in America deserves a healthful and delicious lunch that is prepared with fresh ingredients. Cash-strapped parents should be able to rely on the government to contribute to their children’s physical well-being, not to the continued spread of youth obesity, Type 2 diabetes and other diet-related problems. Let’s prove that there is such a thing as a good, free lunch.

Alice Waters is the president of The Chez Panisse Foundation. Katrina Heron is a director of the foundation and a co-producer of *civileats.com*.

**CONTENT AND PURPOSE OF THE ARTICLE:**

**Drawing Conclusions from Structure**

- How are the authors' arguments ordered? (Which arguments come first, in the middle, last?) What is the effect of this on the reader?
- How has the structure of the text helped make the argument clear, convincing, and engaging?

Activity 8

**Considering the Structure of the Text—Quickwrite**

Do you eat healthy lunches when you are at school? Why or why not?

Activity 9

**Noticing Language—Sentence Combining**

Rewrite each of the sets of short sentences below into one or more sentences that contain all of the information in the set. Your new sentence or sentences must be grammatically correct and punctuated correctly; however, there is more than one right answer. The first sentence appears below as an example.

1. Most people lived in cities and towns.

Feet served as a main means of transportation in the cities and towns.

Afterwards there was a mass exodus.

The mass exodus was to the suburbs.

The mass exodus left hordes of Americans totally car-dependent.

**New Sentence:** *Feet served as a main means of transportation when most people lived in cities and towns, but then a mass exodus to the suburbs left hordes of Americans totally car-dependent.*

**Original:** *Before a mass exodus to the suburbs left hordes of Americans totally car-dependent, most people lived in cities and towns where feet served as a main means of transportation. (par. 9)*



2. I took a run in Ohio in the morning some years ago.  
I passed five fast-food and five family restaurants.  
The restaurants were in one long block.  
They included one that advertised a breakfast the size of Texas.  
The breakfast was three scrambled eggs, two fried potato cakes and a butter croissant.  
The breakfast also offered a choice of three sausage links, three ounces of ham or four strips of bacon.  
The breakfast was enough to produce a heart attack the size of Texas.  
The breakfast cost \$1.

***New Sentence:***

***Original:***

3. Turning the problem around will be like what happened with smoking.  
It will take many years to turn the problem around.  
It will take a slew of different tactics to turn the problem around.  
It will take political will to overcome powerful lobbying to turn the problem around.  
The lobbying is by culpable industries.  
Turning the problem around will begin to bring the prevalence of overweight and obesity back to the levels of the 1970s.

***New Sentence:***

***Original:***

4. Many environmental forces have conspired.  
The forces are economic interests of the food and beverage industries.  
The forces are the way our cities and towns are built.  
The forces have conspired to subvert the body's ability.  
The ability is natural.  
It is the ability to match calories in with calories out.

***New Sentence:***

***Original:***

5. Americans have enjoyed an increase in life expectancy.  
The increase in life expectancy will be reversed.  
The reversal will be by an increase in diseases.  
The diseases are caused by obesity.  
He emphasized the importance of taking action.  
The action must be taken immediately.

***New Sentence:***

***Original:***

## Activity 10

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### Annotating and Questioning the Text

Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. During the initial reading, you read “with the grain” and “play the believing game.” In rereading,, it is helpful to read “against the grain,” or “play the doubting game.” This is where the conversation about solving the obesity epidemic shifts, and you should begin to question the texts and their authors. As you finish rereading “Bad Food?,” make marginal notations on your copy.

1. In the left margin, label what the author is saying as follows:
  - The introduction
  - The issue or problem the author is writing about
  - The author’s main arguments
  - The author’s examples
  - The author’s conclusion
2. In the right margin, write your reactions to what the author is saying. You can ask questions, express surprise, disagree, elaborate, and note any moments of confusion.
3. When you finish, exchange your copy with a partner. Read your partner’s annotations, and then talk about what you chose to mark and how you reacted to the text. Did you agree on what the main idea was? Did you mark the same arguments and examples? Did you agree on the conclusion? How did your responses differ?

## Analyzing Stylistic Choices

The choices writers make when they choose words create certain effects for their readers. Bittman has included words and phrases that you might not expect to find in a serious proposal. Look at the following words and phrases, and explain why he used them and what their effect is on you, his reader.

1. “(Yes, it’s SAD.)” (par. 1)  
What does SAD mean? Why does Bittman put this sentence in parentheses?
2. “Rather than subsidizing the production of unhealthful food, we should turn the tables and tax things like soda . . .”(par. 5).  
What does “turn the tables” mean? Why does Bittman use this phrase?
3. “We could sell these staples cheap—let’s say for 50 cents a pound—and almost everywhere . . .” (par. 8)  
Why does Bittman say “let’s say for 50 cents a pound?” Why does he set this off with dashes?
4. “Though it would take a level of political will that’s rarely seen, it’s hardly a moonshot.” (par. 19)  
What does “it’s hardly a moonshot” mean? Why does Bittman use these words?
5. “To counter arguments about their nutritional worthlessness, expect to see ‘fortified’ sodas . . . and ‘improved’ junk foods.”  
Why does Bittman put quotation marks around “fortified” and “improved”? What is the tone of this sentence? (par. 24)
6. “First off, we’ll have to listen to nanny-state arguments. . .” (par. 25)  
Why does Bittman use “we” in this sentence? How could you rewrite this sentence to make it sound more formal?

## Postreading

### Summarizing and Responding—Rhetorical Précis

Use the article with your annotations to help you write a rhetorical précis of Bittman’s article, “Bad Food? Tax It, and Subsidize Vegetables.” Be sure to paraphrase what Bittman says in your own words; do not quote.

- Sentence 1: Note the name of the author, the genre and title of the work, and publication date in parentheses; a rhetorically accurate verb, and a *that* clause containing the major assertion or thesis statement of the work.

- Sentence 2: An explanation of how the author develops and supports the thesis following the order of the article.
- Sentence 3: A statement of the author’s apparent purpose, followed by an “in order to” phrase.
- Sentence 4: A description of the intended audience, the relationship the author establishes with the audience, or both.

## Activity 13

### Thinking Critically

In your group, answer the following questions about the traditional rhetorical appeals that Bittman makes in “Bad Food? Tax it, and Subsidize Vegetables.” Be sure to consider what you think Waters and Heron, “No Lunch Left Behind,” and Brody, “Attacking the Obesity Epidemic,” would say in response to Bittman’s arguments. Select a reporter to write down your group’s answers so you can share them with your classmates.

#### Group 1: Questions about Logic (Logos)

1. What are Bittman’s major claims and assertions? Do you agree with his claims?
2. What evidence does he use to support his claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?
3. What would Brody and Waters and Heron say in response to Bittman’s proposal?

#### Group 2: Questions about the Writer (Ethos)

1. What can you infer about Bittman from the text? Does he have the appropriate background to speak with authority on the subject? Is he knowledgeable on this subject?
2. What does Bittman’s style and language tell you about him?
3. Can you trust Bittman based on the evidence he provides and the way he addresses his readers? How trustworthy do you think he is compared to Brody? To Waters and Heron?

#### Group 3: Questions about Emotions (Pathos)

1. Does “Bad Food?” affect you emotionally? What parts?
2. Do you think Bittman is trying to manipulate your emotions? In what ways?
3. Does Bittman appeal to your emotions more than Brody and Waters and Heron? If so, does that make you agree with his proposal more or less?

## Activity 14

### Designing and Administering a Survey

Field research can be a valuable way to gather additional evidence about a problem and the ways people might respond to possible solutions. You now will design and administer a survey to students at your school. Here is an example with instructions and three questions to help you get started.

**Directions:** This survey is designed to find out more about the eating habits of students' at our school. Please answer Y (yes) or N (no) to the following statements. Your name will not appear on the survey.

- \_\_\_\_\_ 1. I drink a sugar-sweetened beverage at least once a day.
- \_\_\_\_\_ 2. I usually eat lunch at a fast food restaurant off campus.
- \_\_\_\_\_ 3. I would prefer to buy healthy snacks from school vending machines instead of junk food.

The survey needs to be customized for conditions at your particular school (for example, no question about eating off campus if the school has a closed campus). Students who respond to the survey have to be able to be able to answer "yes" or "no," so the factual questions need to be in simple present tense and include a time phrase—for example, 3 times a week, seldom or never, at least once a day. The preference questions need to use "would" because they are hypothetical. Write three possible survey questions.

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.

## Activity 15

### Reflecting on Your Reading Process

You have now read three texts that are part of the conversation taking place over how best to change America's eating habits and combat the obesity epidemic. What have you learned from joining this conversation?

- What reading strategies did you use to read the three texts? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
- In what ways has your ability to read and discuss texts like this one improved?

Your teacher will now return the quickwrite that you wrote at the beginning of this module:

**Quickwrite** (five minutes) Americans are at increasing risk of disease because of the unhealthy food we eat. What will it take to get us to change our eating habits?

Read what you wrote, and then on the same page, write a response to this question:

**Quickwrite** (five minutes) Young people are at increasing risk of disease because of the unhealthy food we eat. What will it take to get students at our school to change their eating habits?

## Connecting Reading to Writing

### Discovering What You Think

#### Activity 16

#### Considering the Writing Task—Good Food/Bad Food

Desperate times call for desperate measures, but what measures are realistic and will really work to solve the problem of the obesity epidemic? You have learned about and discussed different causes of the obesity epidemic, including the unhealthy food available to students in schools and young peoples' unhealthy eating habits. For this project, you will write a proposal for how to encourage healthier eating at your school. Your proposal should address a problem that you have identified and be addressed to an audience that might help you solve the problem. Possible audiences are student government, your principal, parents of students, or the superintendent of your school district. You may want to propose changes to the food that is available to students or ways of educating them to be consumers of healthier food. You should provide a justification for the solution you propose based on your research and include at least four sources including examples and/or quotations from the articles you have read; information from videos or websites that your teacher has suggested; and data from the survey that you designed and administered.

Brainstorm possible ideas for encouraging healthy eating at your school, and select the one that you feel would have the biggest impact while being practical to implement.

#### Activity 17

#### Taking a Stance

As you review your annotated reading, quickwrites, summaries, predictions, and answers to the critical reading questions, consider how you would propose encouraging healthier eating at your school. Brainstorm possible ideas, and select the one that you feel would have the biggest impact in your particular setting. Then write answers to the following questions, and exchange them with your partner.

- What is your proposal for encouraging healthier eating at your school?
- Who is your audience? Why should they agree with your proposal?
- How does your idea relate to what others have to say about encouraging healthy eating?
- What might others say in response to your proposal? Who might agree and who might disagree with it?
- What evidence from the readings and research, including the data from the survey, will persuade your audience to agree with your proposal?
- How much background information will your audience need to understand your proposal?
- What will those who disagree with your proposal have to say about it? What evidence might they use?
- How did your views change during your reading and research? What factors caused you to change? Could you use these factors to change someone else's views?

## Writing Rhetorically

### Entering the Conversation

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#### Activity 18

#### Considering Structure

The content of your proposal should include the following:

1. Provide the background of your proposal. You will need to consider the answers to the following questions: What's your purpose for writing the proposal? Who is the target audience for your proposal? How much does your target audience understand about the problem? What kind of attitude (positive or negative) does your target audience have toward you? Why do you think your target audience might help you solve the problem? What strategies do you plan to use to convince your target audience?
2. Clarify the problem. Describe the problem specifically, and explain why it potentially affects students at your school. Also, consider answering the following questions: Which cause seems to contribute most significantly to the problem? What have other people said about the problem? What data confirm the importance of the problem? Present your evidence to support your opinions.

3. Propose the best solution to the problem. Consider answering the following questions: What different solutions have others proposed? What is your solution? Be specific about what your target audience should do to help you solve the problem. Why do you think your solution is the most practical and the best? What evidence can you use to justify your solution?

## Activity 19

### Composing a Draft

You will now write the first draft of your proposal.

## Activity 20

### Using the Words of Others—Incorporating Data

One of the most important features of academic writing is the use of data to provide evidence. You will want to use data from the articles you have read, the research you did on Web sites, and the survey that you and your classmates administered. The following activity will help you practice incorporating data and explaining its significance to your readers.

#### Incorporating Data from Field Research

Write five sentences that incorporate data from the survey you designed and administered, following each sentence with an explanation of the significance of the data in the light of what you have read in the three articles in this module. Be sure to change pronouns and make modifications to accurately reflect the findings from the survey. Also be sure to include the source of your data so your readers can accurately interpret its credibility. Below are three examples:

1. Based on a survey administered to 150 students at California High, almost three-quarters (73%) reported that they drank a sugar-sweetened beverage at least once a day. This is not surprising in the light of Bittman’s claim that the price of these beverages is “artificially low” because of government subsidies.
2. In addition, 23% of California High students who took the survey reported that they ate lunch at a fast-food restaurant off campus. However, Brody pointed out that when schools offered healthier foods, they were more likely to be eaten at school and at home.
3. Only 40% of students surveyed at California High said they would prefer to buy healthy snacks from school vending machines. This suggests that it will be difficult to change students’ eating habits; however, Bittman points out that anti-smoking efforts have successfully reduced smoking.

Your sentences:

- 1.



- 2.
- 3.
- 4.
- 5.

## Revising and Editing

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### Activity 21

#### Revising Rhetorically—Considering Your Audience

Write answers to the following questions to help you check that you have adequately considered your audience, your purpose, your image as a writer, and your arguments, including the evidence that supports them.

1. Who will read your proposal? What do your readers probably think or believe about improving what students eat at your school? How much background information will they need?
2. What is your purpose in writing? What are you trying to accomplish?
3. What sort of image, or ethos, as Aristotle would say, do you want to project to your readers? What words or type of language might you want to use to better communicate your ethos?
4. Are there any emotional appeals (pathos) you want to use?
5. If readers disagree with your proposal or the validity of your support, what would they say? How would you answer them?

Use what you have discovered in analyzing how you used the words of others and how well you addressed your audience, purpose, and image. Revise your essay to clarify and strengthen each area and to incorporate data and other evidence effectively.

### Activity 22

#### Editing the Draft

Now is the time to edit the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English. Use the Test Document Readability tool at [http://www.online-utility.org/english/readability\\_test\\_and\\_improve.jsp](http://www.online-utility.org/english/readability_test_and_improve.jsp) to identify sentences that may cause problems for your readers, possibly because they have grammatical errors. Copy, cut, and paste your proposal into the text box on the site, and hit submit. The tool will provide a list of your problem sentences.

Note that the tool inserts symbols for punctuation, so you will have to restore correct punctuation. You may also wish to double space between sentences to make them easier to read. Rewrite the sentences in your proposal, and turn in the list, along with your final draft, to your teacher.

## Activity 23

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### Reflecting on Your Writing Process

When you have completed your own proposal, answer these questions.

1. What was most difficult about writing this proposal?
2. What was easiest?
3. What did you learn about writing a proposal by completing this assignment?
4. What do you think are the strengths of your proposal? Place a wavy line by the parts of your proposal that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your proposal you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, writing the first draft, revising, and editing?