Environment and Natural Resources 2367

Communicating Environmental and Natural Resources Information

COURSE SYLLABUS

Spring Semester 2018

Lecture: M 3:55 pm – 5:15 pm (Baker Systems 144)
Recitation: W 12:45 pm – 2:05 pm (Kottman Hall 245)
W 3:55 pm – 5:15 pm (Agriculture Administration Building 247)

Course Instructors

<table>
<thead>
<tr>
<th>Vicki Garrett</th>
<th>Paige Kelly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Sociology</td>
<td>Rural Sociology</td>
</tr>
<tr>
<td>263 Kottman Hall</td>
<td>305 Kottman Hall</td>
</tr>
<tr>
<td><a href="mailto:garrett.95@osu.edu">garrett.95@osu.edu</a></td>
<td><a href="mailto:kelly.1193@osu.edu">kelly.1193@osu.edu</a></td>
</tr>
</tbody>
</table>

Office Hours – Monday 5:15-6:15 p.m. (in Baker Systems); Tuesday 1-2:00 p.m. my office; and by appointment
Office Hours – by appointment

Course Goals and Expected Learning Outcomes: ENR 2367 meets the Level Two GE Writing and Communication course requirement.

Goals
Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Students will work toward these outcomes through 1) weekly readings to be analyzed in writing assignments, discussions, and quizzes; 2) assignments that provide experience in the types of work ENR students will use in their careers; 3) class readings and literature review for your final paper and group presentation. (See assignments in the “Grading” table on page 2.)

Prerequisites: First Writing course; 6 credit hours of environmental, natural resources, or equivalent coursework preferred.

Course Format: There will be two types of meetings as noted on your schedule: lectures (Mondays) and recitations (Wednesdays). Lectures will combine group presentations, quizzes, short lectures and instruction, and discussions of assigned readings and other topical issues. An interactive approach such as this makes your attendance a crucial component of achieving success in this course.

---

1 Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/)
Recitations focus on discussion of readings. These readings are a basic introduction to environmental classics. They will be loosely organized by historical patterns in U.S. environmental history. While the readings are in line with other college writing classes, keeping up requires discipline. A **good rule of thumb is 10-15 pages of reading per day for this class.**

**Assignments:**
Students will receive points counting towards their final grade from class participation, quizzes, written assignments, and oral presentations. These can be further subdivided as follows:

- **Participation:** Students will be graded on participation in recitation discussions. The participation grade includes critical thinking, and respectful discussion.
- **Quizzes:** Quizzes on each week’s reading materials will be given during lectures to assess careful reading (just one during recitation when we have no lecture for the week).
- **Oral Presentation/Group Project:** On Mondays, groups will give reports to help their classmates understand the topic we’re discussing that week.
- **Weekly Writings:** Students will write a short paper each week. At the beginning of the semester, we will focus on the organization of good academic writing and writing a strong thesis. Later papers provide experience in professional writing likely to be required in most fields associated with the environment and/or natural resources.
- **Final Paper:** Students will write a 750-1000-word thesis in several stages: a topic statement; an annotated bibliography; an outline; a complete first draft; a revised draft; and a 250-word abstract. The topic will be an environmental issue of interest to each student. Students will study a topic, make an argument, and cite evidence to support their argument in a compelling way. The final paper will include peer reviews for which students will grade each other.

More detailed explanations of each assignment and grading standards will be provided in class and in Carmen.

**Make-up Work:** Make-ups for assignments will not be scheduled in the case of an unexcused absence (and in some cases, may not be rescheduled for logistical reasons). There are two situations that constitute an "excused absence" from class. They are: 1) students who participate in a documented University sanctioned event, 2) students who have received documented medical attention for an illness. Documentation does not include generic print-on-demand letters. Students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter.

**Late Assignment Policy:** To receive full credit for writing assignments, work must be turned-in on time. Late assignments will incur a deduction of 50% of the total point value for each 24-hour period (or portion) that they are late (including weekends). In-class assignments missed because of an unexcused absence cannot be made-up or repeated.

**Carmen:** This class will be administrated using Carmen; on the class website you will find the course syllabus, reading list, links to weekly homework assignments, announcements, and grades. Most assignments will be submitted via Carmen, too.
Grading: Points in ENR 2367 will be distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation – Topic Report</td>
<td>(55 total points possible)</td>
<td>35</td>
</tr>
<tr>
<td>Oral Presentation - Group Member Grade</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper – Topic Statement</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper – Annotated Bibliography</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper - Outline</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper - First Draft</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper – Revised Draft</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Final Paper - Abstract</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Weekly writings</td>
<td>10 (x 8)</td>
<td>80</td>
</tr>
<tr>
<td>Peer Review Grade</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 (x 14)</td>
<td>70</td>
</tr>
<tr>
<td>Participation</td>
<td>5 (x 14)</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Required Readings: The texts required for this course follow:

*American Earth: Environmental Writing Since Thoreau*
Bill McKibben
Peng USA; ISBN 13: 978-1598530209

*A Sand County Almanac with Essays on Conservation from Round River*
Aldo Leopold [any edition will do if it includes the 12 months and the assigned readings]

*Silent Spring*
Rachel Carson

These books are available at the OSU Bookstore as well as at other standard and online book retailers. Additional required readings—e.g., journal articles—that are assigned throughout the semester will be posted in Carmen.

Highly Recommended:

*The Craft of Scientific Writing (3rd edition, 1996)*
Michael Alley

*Publication Manual of the American Psychological Association*

*Writing Science in Plain English*
Anne E. Greene

*Rhetorical Grammar*
Martha Kolln and Loretta Gray

*The Craft of Research*
Wayne Booth, Gregory Colomb, Joseph Williams

*Style: The Basics of Clarity & Grace*
Joseph Williams

*On Writing Well*
William Zinsser
**Academic Integrity:** The university states that it is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: [http://oaa.osu.edu/assets/files/documents/csc_12-31-07.pdf](http://oaa.osu.edu/assets/files/documents/csc_12-31-07.pdf).

It is our intent to treat each of you as if you are honest. We assume that whatever you say or do is done in good faith. If we suspect that you have breached that trust, our intention is to report any suspected academic misconduct through appropriate channels to the University Committee on Academic Misconduct. The Ohio State University Student Handbook covers the subject should you not understand what academic misconduct is. Of course, we will be happy to discuss the topic with you on a no fault basis if we are consulted before the fact. For additional information, see the Code of Student Conduct at the link listed in the previous paragraph.

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
</table>
| 1    | M-1/8, W-1/10 | AE = *American Earth: Environmental Writing Since Thoreau*, by Bill McKibben  
All writing assignments are due Tuesdays before midnight.  
**1. Introductions**  
Lecture: Syllabus and class expectations; introduce Native American topic; **Quiz 1 - Biosheet**  
Readings: Begin reading Silent Spring (suggested pp 1-50)  
Writing Due: Final Paper Topic (due Tuesday, 1/9, 11:59 pm)  
Recitations: Introductions, discussion rules |
| 2    | M-1/15, W-1/17 | **Martin Luther King Jr. Day - No Lecture**  
Readings: Neihardt, 1932(Carmen); Momaday, 1976 (AE: 570-581); Walker, 1982 (AE: 659-670) Krech, 2005(Carmen); *skim* Cronon, 1983(AE: 632-658); continue Silent Spring (suggested pp 50-100)  
Writing Due: Native American Thesis Exercise (1/16)  
Recitations: Discuss authors, Native Americans as environmentalists, and paradigms; **Quiz 2 – Native Americans** |
| 3    | M-1/22, W-1/24 | **Lecture**: Guest speaker on “Researching Your Topic,” Jessica Page; **Group 1 Presentation; Quiz 3 – Beginnings of American Environmentalism**  
Readings: Thoreau, 1861 (AE: 26-36); Catlin, 1841 (AE: 37-45); Marsh, 1864 (AE: 71-80); Muir, 1867 (AE: 98-104); Pinchot, 1910 (AE: 172-180); Continue reading *Silent Spring* (suggested pp 100-150)  
Writing Due: Preservation & Conservation Thesis Exercise (1/23)  
Recitations: Discuss authors, preservation, and conservation |
| 4    | M-1/29, W-1/31 | **Lecture**: Audience; **Group 2; Quiz 4 - Dust Bowl**  
Readings: Darling, 1930 (AE: 224); Marquis, 1935 (AE: 235-238); Henderson, 1936 (AE: 239-244); Steinbeck, 1939 (AE: 254-257); Continue reading *Silent Spring* (suggested pp 150-200);  
Writing Due: Dust Bowl Assignment (1/30)  
Recitations: Discuss authors, Dust Bowl |
| 5    | M-2/5, W-2/7 | **Lecture**: Pickiness/demands in writing; citation systems; **Group 3; Quiz 5 - Leopold’s Almanac**  
Readings: *A Sand County Almanac*, Aldo Leopold’s months - January thru December (pp. 3-66); Continue reading *Silent Spring* (suggested pp 200-250)  
Writing Due: Annotated Bibliography (2/6)  
Recitations: Discuss Leopold’s journal entries. |
| 6    | M-2/12, W-2/14 | **Lecture**: Narrative writing; **Group 4; Quiz 6 – Leopold’s essays**  
Readings: *A Sand County Almanac–Thinking Like a Mountain* (129-132); The Land Ethic (201-226); Continue reading *Silent Spring* (suggested pp 250-300)  
Writing Due: Leopold Thesis Exercise and/or Illustration (2/13)  
Recitations: Leopold essays discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Lecture</th>
<th>Group</th>
<th>Quiz</th>
<th>Readings</th>
<th>Writing Due</th>
<th>Recitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>M-2/19 W-2/21</td>
<td>Looking at research critically</td>
<td>5</td>
<td>Silent Spring</td>
<td>Finish reading Silent Spring</td>
<td>Press Release (2/20)</td>
<td>Carson’s writing and Silent Spring discussion</td>
</tr>
<tr>
<td>10</td>
<td>M-3/19 W-3/21</td>
<td>Quality in writing</td>
<td>8</td>
<td>Toxins</td>
<td>Gibbs, 1982 (AE:609-621); Altman, 2015 (link in Carmen)</td>
<td>First Draft of Final Paper (3/20)</td>
<td>Toxins – why, and what are we willing to do to avoid them?</td>
</tr>
<tr>
<td>12</td>
<td>M-4/2 W-4/4</td>
<td>The importance of word choice</td>
<td>10</td>
<td>Climate change</td>
<td>McKibben, 2012; Rampell 2015-Carmen for both</td>
<td>Climate Change Flier (4/3)</td>
<td>Climate change and solutions</td>
</tr>
<tr>
<td>15</td>
<td>M-4/23</td>
<td>Wrapping up</td>
<td>13</td>
<td>Course feedback</td>
<td></td>
<td>Final Paper Abstract (4/24)</td>
<td></td>
</tr>
</tbody>
</table>

**SPRING BREAK (3/12 – 3/16)**

**10. Environmental Toxins and Health**

**11. Environmental Justice (Bill Clinton, Executive Order 12898 - 1994)**

**12. Climate Change**

**13. Food and Agriculture**

**14. Consumerism**

**15. Final Thoughts**