SYLLABUS

ENR 2367
Communicating Environmental and Natural Resource Information
Autumn 2020
3 credit hours
Online

Lecture: M 2:15 p.m. – 4:05 p.m.
Labs: W 11:10 a.m. – 1:10 p.m.
W 3:00 p.m. – 5:00 p.m.
F 11:10 a.m. – 1:10 p.m.

Lectures and labs can be accessed at the scheduled times on Zoom:
go.osu.edu/enr2367

COURSE OVERVIEW

Instructor

Instructor: Vicki Garrett, M.S.
School of Environment and Natural Resources
Email address: garrett.95@osu.edu (preferred contact method)
Office hours: Mondays, 5:15 - 6:15 p.m. (after lectures); Thursdays, 8 - 9:00 a.m.; and by appointment. Thursdays and scheduled office hour appointments will be in a private Zoom room, one person at a time: go.osu.edu/vicki_office_hours

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://ods.osu.edu
Teaching Assistants (Hours will be posted in the online syllabus.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Jordyn Shoff</td>
<td><a href="mailto:shoff.7@osu.edu">shoff.7@osu.edu</a></td>
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<tr>
<td>Elise Boos</td>
<td><a href="mailto:boos.40@osu.edu">boos.40@osu.edu</a></td>
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<tr>
<td>Eva G. Barr</td>
<td><a href="mailto:barr.370@buckeyemail.osu.edu">barr.370@buckeyemail.osu.edu</a></td>
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<tr>
<td>Luke Bobay</td>
<td><a href="mailto:bobay.11@buckeyemail.osu.edu">bobay.11@buckeyemail.osu.edu</a></td>
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Prerequisites

English 1110, and Soph standing or above

6 credit hours of environmental, natural resources, or equivalent coursework preferred.

Course description

Concepts, skills development, and practice in accessing and communicating information about the environment and natural resources to varied audiences; emphasis on written and oral communication.

This is a Second Writing course. It focuses on academic and professional writing, specifically for those planning environmental careers, but the assignments apply to many fields of study and career directions.

There will be two types of meetings: lectures (Mondays) and labs (Wednesdays and Fridays). Lectures combine group presentations, quizzes, some discussion, and instruction. Labs focus on discussions of readings and writing practice. Quizzes will be due on Tuesdays, you will receive discussion grades during Wednesday and Friday labs, and writing assignments will be due each week on Fridays.

Readings are a basic introduction to environmental classics. They will be loosely organized by 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.

You will have some choice in your writing assignments. The first assignments focus on basic academic writing. Later assignments give you practice in professional writing, and for most you can chose between the weekly readings and environmental issues that matter to you for the topic.

General Education (GE) Fulfillment
ENR 2367 is the second level writing course offered through the School of Environment and Natural Resources. It 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 [relation to assignments in brackets]**

1. Through critical analysis [a], discussion [b], and writing [c], students demonstrate the ability to read carefully [d] and express ideas effectively [e].

2. Students apply written [a], oral [b], and visual [c] communication skills and conventions of academic discourse [d] to the challenges of a specific discipline.

3. Students access [a] and use [b] information critically and analytically.

Students will work toward these outcomes through 1) weekly readings to be analyzed in labs; 2) assignments providing practice in the types of communication ENR students will use in their careers; 3) class readings and literature review for your term paper and group presentations. You will also find specific module-level objectives in Carmen that relate to specific course lessons and writing skills.

**GRADING AND FACULTY RESPONSE**

How your grade is calculated, descriptions of major course assignments, and relation to learning outcomes

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY [RELATED LEARNING OUTCOMES IN BRACKETS]</th>
<th>POINTS</th>
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</table>
| Oral Presentation/Group Project – Informative Presentation (IP): On Mondays, groups give reports to help their classmates understand the topic we discuss that week. [1a,d,e; 2b,c,d] | IP – Presentation (5)  
IP – Group Grade (5)  
10 |
| Critical Thinking Paper (CTP) – Students go more deeply into their chosen topics, present all arguments, and propose the ideal solution. [1a,b,d,e; 2b,d; 3a,b] | CTP – Individual Paper (30)  
30 |
| Critical Thinking Panel Discussion (CTPD) – Solve problems in groups and as a class. [1a,b,d,e; 2b,d; 3a,b] | CTPD – Discussion in last lecture  
10 |
| Research Paper - Students write a 1000-1500-word thesis in 7 stages: topic statement; annotated bibliography [1a,c,d,e; 2a,d; 3a,b]; outline [1a,c,d,e; 2a,d; 3a,b]; illustration 1e; 2c,d]; complete first draft | Topic Statement  
10  
Annotated Bibliography  
20  
Outline  
20 |
Late assignments

To receive full credit for writing assignments, work must be turned-in on time. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). Do not wait until the last minute because technology/internet connections are not perfect. If you experience an outage for some reason, let me know well in advance so we can make other arrangements. Please refer to the course schedule below and Carmen for due dates.

In case of an emergency situation (such as medical, accident, or personal circumstances), exception will be considered on a case-by-case basis. Please contact me as soon as possible to discuss possible accommodations.

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 semester.

**Attendance**

We will be meeting synchronously at the times indicated for this course. The lectures will be recorded for students who are unable to attend during the assigned meeting time due to illness, time zone differences or other issues, and are available for all students to review materials. Please let me know if you are not able to attend the synchronous sessions.

**Grading scale**

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<tr>
<th>Score Range</th>
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<tr>
<td>93–100</td>
<td>A</td>
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<tr>
<td>90–92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87–89.9</td>
<td>B+</td>
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<tr>
<td>83–86.9</td>
<td>B</td>
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<tr>
<td>80–82.9</td>
<td>B-</td>
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<tr>
<td>77–79.9</td>
<td>C+</td>
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<td>73–76.9</td>
<td>C</td>
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<tr>
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<td>C-</td>
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<tr>
<td>67 –69.9</td>
<td>D+</td>
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<tr>
<td>60 –66.9</td>
<td>D</td>
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<tr>
<td>Below 60</td>
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I never round grades up or down. I let the Carmen system figure the grades. However, many extra-credit opportunities are available, so you can make sure your grade is rounded up! Be sure to finish extra-credit assignments before due dates. Last-minute scrambles for grades do not help. My job is to help you learn lessons of value to you. It is your job to determine what your grade will be by the amount of effort you invest.

**Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails within 24 hours on school days. I may answer sooner and at other times if I happen to be online. If you have emailed and I have not responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!
- **Discussion board:** I will check and reply to messages in the discussion boards every 24 hours on school days.

**HOW THIS ONLINE COURSE WORKS**

**Mode of delivery:** This course is 100% online and will be delivered synchronously at the scheduled times. Everyone gets more out of the class by interacting with each other. But because there are
times when internet service is bad, children are fussy, etc., each week’s lecture will also be recorded and added to Carmen. So students feel safe speaking freely, lab discussions will not be recorded. However, an asynchronous discussion board will be provided for students who are not able to log in at the scheduled meeting time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](go.osu.edu/credithours)), students should expect around 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average. My goal is to help you finish or at least get a good start on your weekly writings during our labs after we finish discussions.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

- **Participating in online activities:** **LECTURES AND LABS AT THE SCHEDULED TIMES**
  When problems prevent you from connecting, the recorded lectures and asynchronous discussion board will be available. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Office hours and live sessions:** **OPTIONAL**
  My office hours are optional, but please join if you are having ANY problems or questions.

- **Alternative online discussion forums:** **2+ TIMES PER WEEK**
  ONLY if you are not able to attend live discussion, you can earn participation points in the asynchronous discussion board. This is not the recommended method; joining the live discussions allows spontaneous discussion and live help with your writing. However, when you are not able to join live discussions, this is an opportunity to earn participation points by posting at least twice as part of our substantive class discussion on the week’s topics. Please let me know if you are not able to attend the synchronous sessions.

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**COURSE MATERIALS AND TECHNOLOGIES**

**Textbooks**

**REQUIRED**

- **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** [also available as an Ebook through library link below – one person at a time]
  Rachel Carson
RECOMMENDED/OPTIONAL

- *The Craft of Scientific Writing* (3rd edition is on reserve at CFAES, Ebooks are 4th edition.)
  Michael Alley
  Springer; ISBN 13: 978-0387947662 [*This text is available through The Ohio State Library: http://osu.worldcat.org/oclc/1029252015*]
  *NOTE:* This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (https://library.osu.edu/borrowing/) using your OSU Name.# and password.
- *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
  *NOTE:* This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (https://library.osu.edu/borrowing/) using your OSU Name.# and password.
- *Style: The Basics of Clarity & Grace*
  Joseph Williams
- *On Writing Well*
  William Zinsser

-Required books are available at the OSU Bookstore as well as at other standard and online book retailers.
-Required and Recommended books are all on closed reserve at the FAES and Thompson libraries subject to library re-opening: https://guides.osu.edu/c.php?q=711932. Please note library hours.
-Additional required readings—e.g., articles—that are assigned throughout the semester will be posted in Carmen.

**Course technology**

This class will be administrated using Carmen and Zoom; on the class website you will find the course syllabus, weekly readings, links to weekly homework assignments, announcements, and grades. Weekly assignments will be submitted via Carmen, too. **It is strongly suggested that you take a screenshot or keep some form of proof that you submitted your assignment.** Like any technology, Carmen has glitches. The Carmen team cannot prove that you submitted an assignment if it does not show up, so make sure YOU can.

**Technology support**
For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at go.osu.edu/IT, and support for urgent issues is available 24x7.

- **Self-Service and Chat support**: [http://ocio.osu.edu/selfservice](http://ocio.osu.edu/selfservice)
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TDD**: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration OR Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.
OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.
- Be present during the entire class session.
- I ask that you update your Zoom profile with your preferred name and pronouns and add a picture with your face.
- For some activities, I may ask you to share your faces on camera so that we can see each other and connect.
- Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons.
- Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes and exams**: Quizzes are open-book and open-note, but you must complete quizzes yourself, without any external help or communication.

- **Written assignments**: Your written assignments should be your own original work. In writing for this class, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to work with peers and ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects**: This course includes group projects, which can be stressful when it comes to dividing work, taking credit, and receiving grades and feedback. As you will notice in the
assignment table, you will grade your group members. These assignments give you important experience with oral presentations and group work, but I hope they will be fun, too.

- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in your assignment.

### Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- *Eight Cardinal Rules of Academic Integrity* ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

### Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Statement on Title IX
All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations
The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

**Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- **Canvas accessibility** ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

**CLOSING REMARKS**

This course requires a lot of student participation. One of my objectives is to encourage as much student input as possible, and I hope you feel free to voice your thoughts. After your learning to think critically and write powerfully, my main goal is that we all have fun. So please speak up if you have ideas!
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<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines (writing due Fridays, 11:59 pm)</th>
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</table>
| 1  | W-8/26  | Introductions
Readings: Begin *Silent Spring* (suggested pp 1-50) and next week’s assignment
**No lecture: Quiz 1 – Biosheet (in Carmen-due Friday, 8/28)**
Labs: Introductions to syllabus, learning expectations, and each other; polarization; think about discussion rules
Writing Due: **Term Paper Topic (due Friday, 8/28, 11:59 pm)** |
|    | F-8/28  | All American Earth readings are signaled by “AE.”                      |
|    |         |                                                                        |
| 2  | M-8/31  | Environmentalism and Original Inhabitants: Native Americans
Readings: Neihardt, 1932(Carmen); Momaday, 1976 (AE: 570-581); Walker, 1982 (AE: 659-670) Krec, 2005(Carmen); skim Cronon, 1983(AE: 632-658); *(Sil. Spring* 50-100)
Lecture: Guest speaker on “Researching Your Topic,” Jessica Page; begin critical reading/research; paradigms; presentations **Quiz 2**
Labs: Discuss authors, Native Americans as environmentalists
Writing Due: **Native American Thesis Exercise (9/4)** |
|    | W-9/2   |                                                                        |
|    | F-9/4   |                                                                        |
|    | M-9/7*  | Beginnings of American Environmentalism - Transcendentalism & Preservation (1800s) to Progressive Conservation (1901-1910)
Readings: Catlin, 1841 (AE: 37-45); Thoreau, 1861 (AE: 26-36); Marsh, 1864 (AE: 71-80); Pinchot, 1910 (AE: 172-180); Muir, 1911 (AE: 98-104); *(Silent Spring* 100-150)
**No lecture: *Labor Day**
Labs: **Quiz 3; Group A:** Finish critical reading/research; Aristotelian rhetoric; demands in writing; citation systems; discuss authors, preservation & conservation paradigms
Writing Due: **Annotated Bibliography (9/11)** |
|    | W-9/9   |                                                                        |
|    | F-9/11  |                                                                        |
| 3  | M-9/14  | Resource Conservation – Soil/Dust Bowl (1930s)
Readings: Darling, 1930 (AE: 224); Marquis, 1935 (AE: 235-238); Henderson, 1936 (AE: 239-244); Steinbeck, 1939 (AE: 254-257); *(Silent Spring* 150-200)
Lecture: **Quiz 4; Group B:** begin audience knowledge; explanatory writing; similes and metaphors
Labs: Discuss authors, Dust Bowl
Writing Due: **Dust Bowl Assignment Audience Exercise (9/18)** |
|    | W-9/16  |                                                                        |
|    | F-9/18  |                                                                        |
| 4  | M-9/21  | 5 & 6 - Resource Conservation with Leopold (1945)
Readings: *A Sand County Almanac*, Aldo Leopold’s months - January thru December (pp. 3-66); *(Silent Spring* 200-250)
Lecture: **Quiz 5; Group C:** begin critical thinking & open-mindedness; writing tools; avoiding bias in your writing.
Labs: Discuss Leopold’s journal entries.
Writing Due: **Term Paper Outline (with citations, NOT annotated) (9/25)** |
|    | W-9/23  |                                                                        |
|    | F-9/25  |                                                                        |
| 5  | M-9/28  |                                                                        |
|    | W-9/30  |                                                                        |
|    | F-10/2  |                                                                        |
| 6  | M-10/5  | Beginning of Modern Environmental Movement (Early 1960s)
Readings: Finish reading *Silent Spring*
Lecture: **Quiz 7; Group E:** Clarity and simplicity; illustrations
Labs: Carson’s writing and *Silent Spring* discussion
Writing Due: **Illustration Assignment (Extra Credit-Midterm Feedback) (10/9)** |
<p>|    | W-10/7  |                                                                        |
|    | F-10/9  |                                                                        |</p>
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<td></td>
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<td>All American Earth readings are signaled by “AE.”</td>
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<td>8</td>
<td>M-10/12</td>
<td>Population and the Environment (Late 1960s &amp; 1970s)</td>
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<td>F-10/16</td>
<td>Lecture: Quiz 8; Group F; the power of words; passive voice</td>
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<td>Labs: Discuss overpopulation &amp; solutions</td>
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<td>Writing Due: First Draft of Term Paper (Extra Credit-Plagiarism Quiz)  (10/16)</td>
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<td>9</td>
<td>M-10/19</td>
<td>Instigating Change (1970s – present)</td>
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<tr>
<td></td>
<td>M-10/21</td>
<td>Readings: Lovins, 1976 (AE: 559-569); Berry, 1977 (Carmen); EarthFirst!, 1984 (Carmen); Hill, 2000 (AE: 907-918)</td>
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<td>F-10/23</td>
<td>Lecture: Quiz 9; Group G; Wrap up grammar; abstracts</td>
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<td>Labs: Writing and the feasibility of alternatives</td>
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<td>Writing Due: Term Paper Abstract (10/23)</td>
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<td>10</td>
<td>M-10/26</td>
<td>Environmental Toxins and Health (1980s – present)</td>
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<td>M-10/28</td>
<td>Readings: Gibbs, 1982 (AE:609-621); Altman, 2015 (link in Carmen)</td>
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<td>F-10/30</td>
<td>Lecture: Quiz 10; Group H; Reaching our audience: facts, values, emotions</td>
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<td>Labs: Toxins – why, and what are we willing to do to avoid them?</td>
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<td>Writing Due: Finished Term Paper (10/30)</td>
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<td>11</td>
<td>M-11/2</td>
<td>Environmental Justice (Bill Clinton, Executive Order 12898 - 1994)</td>
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<td>M-11/4</td>
<td>Readings: Chavez, 1986 (AE: 690-695); Bullard, 1990 (725-736)</td>
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<td>F-11/6</td>
<td>Lecture: Quiz 11; Group I; Audience constraints &amp; Maslow; journalistic writing</td>
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<td>Labs: Causes of and solutions for environmental injustice</td>
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<td>Writing Due: Press Release (11/6)</td>
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<td>12</td>
<td>M-11/9</td>
<td>Climate Change (Current issues)</td>
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<td>M-11/11</td>
<td>Readings: McKibben, 2012; Rampell 2015-Carmen for both</td>
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<td>F-11/13</td>
<td>Lecture: Quiz 12; Group J; Framing; audience biases; business letters</td>
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<td>Labs: Wed labs cancelled - Carmen Discussion due Friday 11/13: *Happy Veterans Day! No change for Friday labs: Climate change and solutions</td>
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<td>Writing Due: Business Letter (11/13)</td>
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<td>13</td>
<td>M-11/16</td>
<td>Consumerism (Current issues)</td>
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<td>F-11/20</td>
<td>Lecture: Quiz 13; Group K; Formatting; review &amp; apply illustration &amp; audience concepts</td>
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<td>Labs: Consumerism &amp; economic growth</td>
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<td>Writing Due: Flier (11/20)</td>
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<td>14</td>
<td>M-11/23</td>
<td>Food and Agriculture (Current issues)</td>
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<td>F-11/27</td>
<td>Lecture: Quiz 14; Group L; Food, agriculture, hunger, pollution; Current issues in writing</td>
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<td>Labs: Discussions online (by 11/27)- no writing assignments – *Happy Thanksgiving!</td>
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<td>15</td>
<td>M-11/30</td>
<td>Wrap Up</td>
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<td>W-12/2</td>
<td>Readings: None</td>
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<td>F-12/4</td>
<td>Lecture: Quiz 15; Comprehensive; Critical Thinking Panel Discussions</td>
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<td>Labs: Critical thinking about your topic</td>
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<td>Writing Due: Critical Thinking Paper (12/4) (Extra Credit-End-of-Semester Feedback due 12/5 at 11:59 p.m.)</td>
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