

**ENGLISH 2010
INTERMEDIATE WRITING
ENVIRONMENTAL ISSUES
SPRING SEMESTER 2012**

Instructor: Eric J. Morrow

Phone: 586-5498

Class Room: TEB 204

Office Hours: M 2-4:00 p.m. & W 11-2:00 p.m.

Office: BC304D

Class Section: 18

Class Time: 10-11:15 a.m. TTH

E-Mail: morrow@suu.edu

COURSE DESCRIPTION

Modeled loosely on Environmental Studies and Environmental Education programs, English 2010: Environmental Issues, consists of readings and films that address current pressing local, regional, national, and global environmental/natural ecosystems problems. Because environmental problems have evolved into a complex set of interdisciplinary issues involving ecological, political, economic, social, as well as physical and biological considerations, relevant course readings and films will entail the academic work of a variety of pertinent scholars and experts from these various disciplines through which they continue exploring and addressing key issues often perceived as critical environmental problems while pursuing the ultimate goal of alleviating or at least mitigating these problems. Additionally, Environmental Issues will not only emphasize readily apparent environmental problems, but will also explore more controversial problems with the focus on critically analyzing and assessing the assumptions and claims upon which these controversies are based.

English 2010: Environmental Issues will require you to carefully study and analyze the relevant literature and film for the first half of the class before engaging in research in order to write evaluations, annotated bibliographies and proposals. Some service learning opportunities may be expected as you are allowed to explore and evaluate real local environmental problems/issues before considering and then offering practical, real-world solutions that might be implemented.

COURSE GOALS AND OBJECTIVES

Goals and objectives for this semester include expressing an understanding of important components of writing through a variety of writing styles and approaches. More specifically, upon completion of this course, each student should:

- Design and construct arguments for specific audiences with an emphasis on organizing, sustaining, and maintaining consistency.
- Invest in an issue while exhibiting an awareness of multiple viewpoints.
- Engage in rhetorical and critical analysis of challenging texts.
- Evaluate evidence and sources.
- Display sophistication when integrating a variety of print and non-print sources into research-based writing.
- Use various rhetorical modes to analyze, generate, and organize writing while articulating complexities in thought and argument beyond pro/con.
- Employ rhetorical appeals and recognize the principles of academic argument (for example, Aristotelian appeals, the Toulmin Model, and Rogerian argument).

- Be able to identify and avoid logical and emotional fallacies.
- Conduct research involving both primary and secondary sources.
- Grasp and employ the finer points of current MLA style.
- Understand the definition of plagiarism and follow the principles of academic integrity, as explained in Chapter 2 of the SUU General Catalog.
- Develop a sophisticated academic writing style employing standard usage.
- Learn to negotiate ideas through collaborative group work, peer evaluation, and oral presentation.
- Understand how natural environments function, particularly regarding how human beings can manage their behavior and ecosystems in order to better appreciate the ethic of sustainable living.

MATERIALS

Required Texts:

***Hawken's *The Ecology of Commerce* ISBN 978-0-88730-704-1

*** Hacker's *CompClass for a Writer's Reference, 7th Edition*: ISBN 0-312-48340-6

POLICIES AND PROCEDURES

The following information outlines certain rights and responsibilities you have in this class. Please read them carefully and refer to them whenever you have questions or concerns. If the syllabus cannot answer your questions, contact me.

Attendance:

Attendance is mandatory! You have a minimum of two absences and/or tardiness for the entire semester before you begin losing participation points. Any missed classes and/or tardies beyond these two will result in the loss of participation points (five points for each class missed and two-and-a-half points for each tardy). Daily free writing and homework will often compose the method of taking roll, so make sure you're in class every day on time. Poor attendance will hurt your participation grade so attend class regularly. Chronic absences/tardiness (five beyond the allotted "freebies" for the entire semester and certainly without formal, legitimate documentation--although that doesn't always guarantee points for attendance) will result in a loss of **all** participation points. Finally, seven or more absences beyond the allotted "freebies" can result in a failing grade for the course.

Computers:

All major writing assignments must be typed. I will not accept anything handwritten except under the most extenuating of circumstances. Because this class is primarily web based, you will be expected to submit all of your academic work electronically through the Bedford/St. Martin's CompClass interface and classroom platform. If you have trouble submitting work, troubleshoot the problem yourself or take advantage of [tech support](#) if you have any questions or issues about setting up your course or using CompClass. They are committed to providing the service and support you need to focus your time in CompClass on possibilities, not technical difficulties! Contact tech support at techsupport@bfpwpub.com or **1-800-936-6899**.

Due Dates:

Homework and assigned work must be handed in on the date announced by me and as stated on the CompClass website. No late homework for minor assignments will be accepted. You can only make up missed assignments by working with a Writing Assistant from the

Writing Center. Major writing assignments must be turned in to me when designated. Any major papers submitted after the official due date will lose **ten** points per each day it's late without exception.

Plagiarism:

As explained in Chapter 2 of the SUU General Catalogue, "the university's goal is to foster an intellectual atmosphere that produces educated, literate people. Cheating and plagiarism are at odds with this goal and therefore will not be tolerated in any form. All work submitted by a student must represent that student's own ideas and effort. When the work does not represent the student's own work it must be properly cited; if it is not, the student has engaged in academic dishonesty. Cheating, forgery, plagiarism or the use of work belonging to another are all considered academic dishonesty... Except in cases of major offenses, responding to academic dishonesty is the responsibility of the instructor of the course in which the violation occurs. If a student is found responsible for academic dishonesty, the student may be dismissed from the class and may receive a failing grade. Other penalties may include suspension or expulsion from school. Such transgressions become part of the student's permanent University record." My policy, based upon the Plagiarism Statement found in the SUU Guide to English Composition, entails at least a zero grade on the assignment for egregious cases of intentional plagiarism/academic dishonesty or for the failure to remedy instances of unintentional plagiarism after being warned about it.

Writing Assistants:

Writing assistants are available in the Writing Center (BC 204) to help with any writing problems you might have, and to give you feedback on your writing throughout the entire drafting process. Although it's not mandatory you see an assistant, I will offer five points extra credit for at least one visit per major writing assignment for a total of thirty points. Keep in mind you may see an assistant as many times as you like, but you will only get points for six visits.

Starting the second week of the semester, the BC204 Writing Center is **open 8-5 Monday through Friday and 1-4** to help you navigate any stage of the writing process. Just visit the center or e-mail us at writingcenter@suu.edu to reserve your half hour session or 50-minute appointment with an English major skilled in writing academic papers. The Writing Center also accommodates walk-in appointments when their schedule board is not filled. Please realize that the Writing Center does close early (at noon) on class days that fall before school holidays and during Finals Week. For more information, visit the Writing Center website <http://suu.edu/hss/english/writingcenter/>

CLASS REQUIREMENTS

Diagnostic Essay:

For this writing assignment, you will produce a 2-4 page "nature narrative," which is a recounting of the main experience or experiences that influence your current feelings about the natural environment and the impact of these perceptions on the concept of environmentalism. This diagnostic is primarily a way for me to determine where you're at with your writing and to assess your strengths and weaknesses as a writer in terms of your narrative, analytical, and persuasive skills.

Short Essay:

One of your major writing assignments will be a short, analytical essay of 3-5 pages that demonstrates your ability to use division/classification and effective argumentation to convey a claim of evaluation. This first essay requires you to evaluate and judge the effectiveness of an

argument or arguments advanced in your readings and/or the documentary films you've viewed. This short essay is designed to give you crucial practice developing evaluation arguments in order to strengthen your critical thinking and writing skills.

Annotated Bibliography:

You will begin your problem/solution research project by compiling a **five** source annotated bibliography that shows a varied scope of research of a particular topic by drawing from a variety of sources, including but not limited to books, interviews, periodicals and scholarly journals. Obviously library research is a must for this assignment, and some class time in the library or lab should acquaint you with the tools necessary for finding your information.

The bibliography will consist of an appropriate citation style of your choice. MLA is the style I would prefer you to use. Once you have cited your sources, you will need to provide a paragraph (three to five sentences) of summary for each source. Then you must critique or evaluate the source's credibility in another 3-5 sentence paragraph. Finally, in a third paragraph, I'd like you to briefly explain what specific information from the source you will use in your project and how you specifically propose to do so.

Problem/Solution Proposal Paper:

This research paper will reflect a culmination of the scholarly research you have done for the annotated bibliography. In 10-12 typed, double-spaced pages (excluding the "works cited" page), you will need to explore a pressing and relevant environmental problem before offering a serious and practical solution to the problem. Your topic should be based on some sort of fresh, relevant, interesting, and properly focused problem that I've had the opportunity to carefully consider and approve before you get started.

Problem/Solution Proposal Project Class Presentation:

A 5-10 minute presentation of your proposal will also be required. For this presentation, you will need to present the crux of the environmental problem you've chosen to address before you argue for a solution(s) that can help solve or at least somewhat mitigate the problem.

Ancillary Essay Materials:

Each major writing assignment final draft must be accompanied by a variety of materials you've created throughout the drafting process since we will be treating major writing activities as both process and product. I will provide a list of these items shortly before final draft submission, and you will need to compile them before turning in all of your work.

Journals:

Throughout the semester you will be required to compose short, informal analysis journals on the assigned readings from the *Green* textbook. These one-page, typed and double-spaced journals will be worth ten points each, and will be evaluated only on depth of thought and analysis and level of engagement with the assigned texts.

Course Blogging:

This activity requires you to engage in the practice of blogging. This portion of the course is more of a personal space for you to engage in personal writing and to interact with your classmates and their blogging. You will be responsible for providing at least five blog posts and responses based on the topics provided. Just make sure you exhibit respect and proper decorum when blogging by not posting inflammatory material or personally attacking your classmates when engaging in a blogging discussion.

Participation:

Participation is based on an average between attendance as well as your level of involvement in class activities and homework as well as in-class work. Detailed and

constructive commentary on your classmates' writing is crucial. Pulling your own weight on group assignments is also essential. Anything over **two** absences and or tardies during the semester will jeopardize your participation grade.

Midterm Exam:

This writing assignment will require you to compose a 2-4 page reflection essay in which you consider carefully course content for the first half of the semester and persuade your reader of key knowledge you've acquired regarding environmentalism and nature.

Grades:

You may check your grade percentage at any time as calculated by the CompClass website. The percentage and point breakdowns for all of the course work is as follows:

Major Essays and Assignments: 80% of overall grade

| | |
|---|------------|
| Diagnostic Essay: | 50 points |
| Judgment/Evaluation Essay #1: | 100 points |
| Annotated Bibliography: | 50 points |
| Problem/Solution Research Paper: | 150 points |
| Ancillary Essay Materials (50 points for Essay #1; 100 points for P/SRP): | 150 points |
| Problem/Solution Proposal Presentation: | 50 points |
| Midterm Exam Essay: | 50 points |
| Five Journals (10 points per journal; 50 points total): | 50 points |
| Five Blog Entries (10 points per entry; 50 points total): | 50 points |

Attendance/Participation/Homework:

Averaged score from the two categories below and 20% of overall grade

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|----------------------------------|------------|
| Attendance/Participation: | 100 points |
| Homework: | 100 points |

Total Percentage Possible: 100%

Grade Scale and Standards:

| | | | |
|----|--------|----|---------------|
| A | 94-100 | C- | 70-73% |
| A- | 90-93% | D+ | 67-69% |
| B | 84-86% | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| C+ | 77-79% | F | 59% and below |
| C | 74-76% | | |

A=Shows superior writing skills and a definite trend toward improving writing through significant revision. Very strong in all major areas: content, organization, style, and grammar and mechanics. Class attendance and participation are exceptional.

B=Shows above average writing skills and improvement through revision. Strong in all major

- areas with some minor flaws. Class attendance and participation are above average.
- C**=Shows average writing skills and some improvement through revision. Average in all major areas with some definite flaws. Most required work is apparent. Class attendance and participation is average.
- D**=Shows below average writing skills and very little if any improvement through revision. Below average in all major areas with numerous flaws. Missing a good portion of the required work for the class. Class attendance and participation is below average.
- F**=Shows inferior writing skills and a serious lack of effort. Very serious problems in major areas. Missing most required work. Serious problems with class attendance and participation.

MISCELLANEOUS ITEMS

Rude and Disruptive Behavior:

Rude and disruptive behavior will not be tolerated in this class. Southern Utah University students are governed by the Student Responsibilities and Rights section of University Policy (5:46). All students are expected to demonstrate “conduct that respects the rights and interest of others in common endeavor...Students who violate expected standards of conduct will be subject to disciplinary action.” Inappropriate use of electronic devices during class time constitutes rude and disruptive behavior.

Aid for Students with Disabilities:

If you have a disability which may impair your ability to successfully complete this course, please let Student Support Services know during the first week of class. Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact Student Support Services in Room 206F, Sharwan Smith Center or phone (435)865-8022. Student Support Services determines eligibility for and authorizes the provision of these services and aids.

Emergency Management:

In case of emergency, the University's Emergency Notification System (ENS) will be activated. You are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, you are encouraged to familiarize yourself with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>

HEOA Compliance Statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

Final Disclaimer:

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor so stay alert to any course alterations announced by me.