



ENGL 1313  
 Critical Analysis & Writing  
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## Critical Analysis and Writing I Honors Syllabus Eco-Composition

### REQUIRED TEXTS

- Dobrin, Sidney I. *Saving Place: An EcoComposition Reader*. New York: McGraw-Hill, 2005.

### OTHER SUPPLIES OR RESOURCES

- A notebook: Any basic college-ruled notebook will do, nothing fancy. Choose one that allows you to tear out sheets of paper.
- Folder: A folder to keep handouts and returned assignments

### COURSE DESCRIPTION

Catalog description: “Expository writing forms, including summary, critique, and synthesis. Writing assignments based on readings from across the curriculum. May be substituted for ENGL 1113 for gifted writers who seek a more challenging course.”

The theme for this course is Composition and the Environment. During the semester we will read and analyze a variety of works that focus on various aspects of the environment. Primarily we will investigate the techniques authors employ to appeal to their audience and communicate their message regarding the natural world. We will examine how writers imagine humanity’s place in the natural world as well as the social implications of our relationships with our environments. We will explore the many ways the writers attempt to recognize, create, communicate, and enact ethical stances in regards to the natural world. Using a variety of genres and media, students will scrutinize their own relationship(s) with place and nature to better understand the various ways we imagine and communicate environmental values. Indeed, we will even examine what we mean when we talk about “nature” and the “environment.”

We will concentrate on interpreting how authors construct their rhetorical appeals, what assumptions they make about their readers, and what is left out of their writings. While most of the works we will be reading are non-fiction, we will also examine the works as literature and ask basic formal questions about such things as character, plot, point of view, imagery, figurative language, etc. We will also explore and question the intersections of nature and culture.

### COURSE OUTCOMES

- Recall and describe vivid details through a narrative that shapes and expresses those details for a general/public audience.
- Interpret and explain vivid details through inquiry and observation, and then characterize those details in the form of a profile constructed for a general/public audience.

- Break down and analyze the rhetorical moves made in a primary text, and then arrange and assemble those details in an essay explaining their overall purpose/effect for a specialized/academic audience.
- Evaluate and assess the positions taken in a collection of texts about a particular researched subject and take a stance on that issue through a thesis-driven essay for a specialized/academic audience.
- Read, summarize, analyze, synthesize, and evaluate texts in a variety of styles, genres, and mediums, demonstrating the ability to do so in forms that may include - but are not limited to - class discussions, quizzes, annotations, and writing about writing.
- Revise and edit multiple drafts to produce writing that is well organized, mechanically and grammatically sound, and mostly error free.
- Respond critically to a work of environmental writing, including situating it within a specific context
- Engage with themes and ideas found in environmental writing through writing and discussions

### ASSIGNMENTS AND GRADES

Essay 1 - Narrative:	10%
Essay 2 - Profile:	10%
Essay 3 – Rhetorical Analysis:	10%
Essay 4 - Evaluation:	20%
Presentation:	10%
Final Exam:	5%
Unplugged Journal:	20%
<u>Quizzes, homework, daily writing, etc:</u>	<u>15%</u>
<i>Total</i>	100%

#### *Essays:*

You will have four essays to write over the course of the semester. They will be submitted as a hard copies in class as well as uploaded to Brightspace (D2L). The papers must be submitted in MLA format. All work will be due by the time class begins on the due date unless otherwise specified. All documents should be saved in a Microsoft Word format. Papers and assignments that are submitted in a file format that I cannot open will be considered late. **Technical difficulties are not an excuse for late work.** The papers will be discussed in much greater detail when they are assigned. Be sure to keep all assignment sheets, drafts, and comments of every paper.

#### *Presentation:*

Presentations will be given at the end of the semester. The presentations will cover your evaluation (Essay 4) of a book selected from a list provided.

#### *Unplugged Journal:*

There will be a number of assignments that will require students to forgo any and all forms of electronic media (including phones) for extended periods of time (beginning with an hour). You will reflect on the experience and write short response papers. At the end of the semester there will be an opportunity for a major extra credit assignment that requires you to go for 24 hours without any electronic media.

#### *Quizzes, Homework, etc:*

Quizzes may or may not be announced and they may be given online or in class. Students will answer questions regarding lectures and assigned readings throughout the semester. Online quizzes will close at the beginning of class, in-class quizzes will be given at the beginning of class. You must be on time to take the quiz. Quizzes may include all information covered in class and reading assignments.

I will occasionally require that you complete a homework assignment based on the readings, or in preparation for an essay assignment or exam. Late homework assignments will not be accepted.

Students will also be required to complete in-class writing that will be collected and graded.

Your performance will be graded on the following scale:

- A (90-100%) Extraordinary. “A” work requires a full command of the material, a strong sense of purpose, clear and compelling thought, and skillful writing.
- B (80-89%) Good to very good. This work provides a very solid fulfillment of the assignment. Papers and essay questions demonstrate clear reasoning and presentation.
- C (70-79%) Acceptable. This work fulfills the minimum required by the assignment. It might lack skillful reasoning but show an understanding of the material. It might also suggest interesting approaches to the material but falter in carrying them out.
- D (60-69%) Adequate. This work presents a major deficiency in writing and reasoning.
- F (0-59%) Unacceptable. This work does not satisfy the minimum required by assignment.

### CLASS MANAGEMENT INFORMATION

*OSU Writing Center:* The campus writing center is a valuable and under-used resource available to all OSU students. The Writing Center can help you improve your writing by practicing strategies employed by effective writers. There are several locations across campus. The main Writing Center is in the Student Union, room 440. They have drop-in hours, but appointments are recommended. To make an appointment or find out more about the writing center go to their website: <http://osuwritingcenter.okstate.edu/>.

*Late Work Policy:* All work is due at the beginning of class. Any essay turned in late (after class begins) will receive a deduction of 10% per day (24 hours period) that the paper is late. **Late homework is not accepted.**

In-class activities cannot be made up. If you are aware that you will be absent on a date an assignment is due, you are responsible for turning it in before the due date. It is your responsibility to plan ahead.

Quizzes cannot be made up. Please note that if you arrive late to class and I have already collected the quizzes, you will not be allowed to take the quiz.

*Email Communication:* Email is the best way to contact me. You are welcome to email me any time with questions. A long or involved question is usually better discussed in person. Please include your name in the email text, since it is not always obvious who is sending it. Be courteous and polite. Include a brief subject line as well as a simple greeting and closing. Major papers will not be accepted via e-mail.

*Technology Policy:* Turn off all electronic devices before class. Students are not allowed to use a cell phone or tablet during class for any reason. Playing with your phone not only distracts you, it distracts the people around you. Do not disrespect the time of your fellow students. Use our class time as an opportunity to take a short break from the electronic shackles we all wear. Please keep your cell phone turned off and out of sight during class. If you have an emergency, arrive early to class and we will discuss it and I may approve it before class begins.

*Attendance:*

Since much of the work you will complete for this class is based on classroom discussions and lectures, it is imperative that you come to class every day. In-class activities cannot be made up. It is not my responsibility to go over what you missed. You should get any notes or information missed from a peer who was present.

You are expected to be present every day our class meets, but you are allowed a specific number of absences for unavoidable circumstances that may occur. Absences beyond the limit are considered excessive and result in grade reductions. **No absences will be considered excused, including absences due to illnesses, doctor's appointments, and emergencies. Absences may not be made up.** Reductions will be taken on a percentage basis from the total grade possible in the course. Students are expected to arrive in class on time in order to be counted present. Every three late arrivals will equate to one absence.

You are allowed 5 absences without automatic grade reduction (It is highly inadvisable to miss class 5 times. Even without the automatic grade reduction, your grades will suffer from such excessive absences.) For 6 absences your final grade will be reduced 5%, 7 absences = a final grade reduction of 10%, 8 absences = a final grade reduction of 15%, and 9 or more absences = failure of the course. **There is no recourse for missing 9 or more classes.**

*Plagiarism* According to University Policy, plagiarism is “presenting the written, published or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials.” Plagiarism can result in failure of the course or suspension from the University. For more information, see the policies listed at <http://academicintegrity.okstate.edu/>.

### DISABILITIES

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If a student thinks that s/he has a qualified disability and needs special accommodations, s/he should notify the instructor and request verification of eligibility for accommodations from the office of Student Disability Services, 315, Student Union. Students should advise the instructor of such disability as soon as possible and contact Student Disability Services to ensure timely implementation of appropriate accommodations. Faculty have an obligation to provide reasonable accommodations when they receive official notice of a disability but are under no obligation to provide retroactive accommodations.

### ENGL 1313 - Reading and Assignment Schedule

NOTE: This schedule is subject to change. The authors who are highlighted in yellow will be among the options for the longer work you are required to read.

Week	Day	Reading Assignments	Topic	Reminders & Homework
Week 1		Syllabus, Walter Benjamin “The Story Teller,” Logo Quiz	Course Overview	
		Chris Jordan <a href="http://www.chrisjordan.com">www.chrisjordan.com</a> “The Story of Stuff”	“The Story of Stuff”	Chris Jordan & The Story of Stuff

		Chapter 1: Reading, Writing, and Defining Nature & Ralph Waldo Emerson "Nature" and "Language" from <i>Nature</i>	What is nature?	Response Paper: What is Nature?
Week 2		William Cronon "The Trouble with Wilderness"	What is wilderness?	
		Ted Kerosote "What We Talk About When We Talk About Wilderness" & Luther Standing Bear "Nature"	Wait, what is nature?	
		Ursula Le Guin "Woman/Wilderness" & Bill Watterson "Calvin and Hobbes"	Whose nature?	<b>Unplugged Journal due (1 hour)</b>
Week 3	Labor Day - University Holiday - No Classes			
		Barry Lopez "Landscape and Narrative" & Aldo Leopold "Thinking Like A Mountain"	Nature and narratives	
		Pam Houston "The Company of Men" & Rick Bass "Why I Hunt"	Narratives	
Week 4		John Krakauer "The Devil's Thumb"	Story telling (non-fiction)	
		Jack London "To Build a Fire"	Story-telling (fiction)	
		Zora Neale Hurston from <i>Their Eyes Were Watching God</i>	Fiction	
Week 5		Chapter 6 Living With/In Nature & Henry David Thoreau "Where I Lived and What I Lived For"	Profiling Nature	<b>Unplugged Journal 2 due (1 hour)</b>
		Stephen Gorman "Trekking Tropical Trails," James Campbell "Paddling a Watery Wilderness," & Don Stap "Gliding through the Glades"	Three ways of looking at the same place	
		Peer Review - No reading		<b>Narrative Essay draft</b>
Week 6		Chapter 3: Playing and Relaxing in Nature, John Muir "Features of the Proposed Yosemite National Park,"	Recreational nature	<b>Narrative Essay draft due</b>
		Theodore Roosevelt "Wilderness Reserves: Yellowstone Park"	Profiles	
		Jimmy Carter "Kilimanjaro"	Profile	
Week 7		Chapter 4: Consuming Nature & Alan Thein During "The Conundrum of Consumption"	Consuming Nature	6 Week Grades
		<b>Gary Snyder</b> "Cultured or Crabbed" & <b>Annie Dillard</b> "The Deer at Providencia"	Profiles	
		Joyce Carol Oates "Against Nature"	Profile	

Week 8		Edward Abbey "The First Morning"	Profile	Unplugged Journal 3 (2 hours)
		Rick Bass from <i>Winter: Notes from Montana</i> & Langston Hughes "The Negro Speaks of Rivers"	Profile	
		Profile Essay & more Bass		Profile Essay Draft
Week 9		Peer Review - No Reading	The Future	Profile Essay
		Chapter 7: "Our Future" & Terry Tempest Williams "A Shark in the Mind of One Contemplating Wilderness"	Comparing arguments	
	Fall Break - No Classes			
Week 10		Janisse Ray "Second Coming" & Douglas Adams "Sifting Through the Embers"	Rhetorical Analysis	Unplugged Journal 4 (3 hours)
		bell hooks "Touching the Earth"	Rhetorical Analysis	
		Rachel Carson "The Other Road"	Rhetorical Analysis	
Week 11		Wendell Berry "Nature as Measure"	Ecological Thought	
		Chapter 2: Thinking Ecologically, "Fritjof Carpra "Ecological Thinking" & Edward Abbey "Eco Defense"	Rhetorical Analysis	Book Selection
		Gary Snyder "Coming into the Watershed"	What is nature, again?	Rhetorical Analysis Draft
Week 12		Peer Review - No Reading	Natural arguments	
		Robert F. Kennedy, Jr. "The American Wilderness: Why it Matters" & Chief Seattle "The Word of Chief Seattle" and "Text of Chief's Seattle's Treaty Oration"		
		Joy Williams "Save the Whales, Screw the Shrimp"	Evaluation Essay	Rhetorical Analysis Essay
Week 13		Wendell Berry "The Pleasure of Eating"	Everything changes	
		Archie Carr "Eden Changes"	Evaluation	
		Lame Deer "Talking to the Owls and Butterflies" Conferences	Evaluation	W/Drop Deadline
	Conferences	Evaluation	Discussion Post: solutions to	

Week 14				environmental problems
		No Classes - Thanksgiving Break		
Week 15		TBD/Solutions to Environmental Problem	Solutions	<b>Unplugged Journal 5</b>
		TBD/Solutions	Solutions	
		TBD/Solutions	Solutions	
Week 16		Presentations	Pre-finals Week	<b>Evaluation Essay Due</b>
		Presentations		Pre-finals Week
		Presentations		Pre-finals Week

Final Exam: