



ENGL 1413
Critical Analysis & Writing

Class time:
Instructor: Dr. Beilfuss

Office: Morrill Hall 411
Office hours:
& by appointment
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Critical Analysis and Writing II Nature, Culture, and Sustainability

REQUIRED TEXTS

- Anderson, Lorraine, Scott Slovic, John P. O’Grady. *Literature and the Environment: A Reader on Nature and Culture*. Second Edition. Boston: Pearson, 2013

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: “Critical thinking, research, and writing skills necessary for success in courses across the curriculum. Some sections available for honors credit. May be substituted for 1213 for gifted writers who seek a more challenging course.”

The topic for this class is Nature, Culture, and Sustainability. The course will begin with a short unit that aims to define nature and examine human relationships with the natural world. We’ll also look at some of the most pressing problems with the environment and sustainability – including topics such as energy, agriculture, natural resources, and extinctions. The second half of the course will focus on various solutions to the environmental issues discussed in the first half. It will be an inquiry based investigation led by students. For example, after choosing a topic, students will find sources that the entire class will read and they will lead a discussion on the source. Throughout the semester, we will consider diverse perspectives on the environment in regards to race, class, gender, and ethnicity.

This course will examine how diverse authors engage and represent the places they live and travel and how they interact with the environment. 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.” Although 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 OBJECTIVES

- Read, analyze, and interpret texts by various authors
- Recognize and identify select authors and works of literature
- 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
- Participate in an in-class scholarly dialogue
- Practice writing as an activity for inquiry, reflection, and learning
- Ask and interpret questions about the environment and sustainability in order to develop ideas for discussion and writing assignments
- Make connections among texts and between a text and personal experience
- Through discussion and writing, analyze multiple perspectives on human relationships with the environment

ASSIGNMENTS AND GRADES

Response Papers	10%
Unplugged Journal	20%
Essay 1 – Connection/Rhetorical Analysis:	10%
Essay 2 – Annotated Bibliography:	15%
Essay 3 - Research Essay:	25%
Presentation:	10%
Discussion Lead:	5%
<u>Final Exam:</u>	5%
<i>Total</i>	100%

Response Papers:

There will be a total of six assignments in this category. These are short papers (approximately 400 words) that will serve various functions during the semester – mostly to practice forms and skills.

Unplugged Journal:

There will be a number of assignments that 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 journals about it. While you're expected to minimize grammatical and mechanical errors, most of these journals will be informal. I encourage you to experiment, take risks in your writing, and be creative. At the end of the semester there will be an opportunity for an extra credit assignment that requires you to forgo electronic media for 24 hours.

Essays:

You will have three essays to write during the semester. These are more formal than the short papers or journals. For the first essay you will choose an assigned reading from our textbook, and then find an outside source on the same topic. You will analyze how the two authors present their arguments. The second essay will be comprised of summaries and evaluations of a number of outside sources. The final essay will be an argumentative research essay based on the sources from the annotated bibliography.

Presentation:

Presentations will be given during the last week (pre-finals week) of the semester and will be based on your research essays. More details will be provided later.

Discussion Lead:

You will be required to lead a 15 minute discussion in class based on an article from your bibliography.

Final Exam:

The final exam will likely be comprised of an in-class essay assignment.

All writing assignments will be submitted as a hard copies in class as well as uploaded to Brightspace (D2L). All documents should be saved in a Microsoft Word format and follow MLA guidelines. All work will be due at the start of class unless otherwise specified. 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.

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. Only major essays will be accepted late. Journals, short papers, etc will **not be accepted late**. 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.

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, tablet, or computer during class. 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. 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 4 absences without automatic grade reduction (It is highly inadvisable to miss class 4 times. Even without the automatic grade reduction, your grades will suffer from such excessive absences.) For 5 absences your final grade will be reduced 5%, 6 absences = a final grade reduction of 10%, 7 absences = a final grade reduction of 15%, and 8 or more absences = failure of the course. **There is no recourse for missing 8 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.

SCHEDULE

NOTE: This schedule is subject to change.

Week	Day	Reading Assignments	Reminders & Homework
Week 1		Syllabus & Walter Benjamin “The Story Teller,” Logo Quiz	Course Overview
		The Great Pacific Garbage Patch, Chris Jordan , & Annie Leonard, “The Story of Stuff”	Garbage patch research (response)
Week 2		John Freeman, “Not so Fast” (40-4) Kalle Lasn, “Mood Disorders” (169-71)	
		William Cronon “The Trouble with Wilderness” from <i>Uncommon Ground</i> (D2L)	Unplugged Journal (1 hour) - Narrative or Description
		Sarah Orne Jewett “A White Heron” (60-7) Aldo Leopold “Thinking Like a Mountain” (67-9)	

Week 3	Annie Dillard "Living Like Weasels" (5-8) Jack Kerouac "Alone on a Mountaintop" (160-8)	Summary (response)
Week 4	Linda Hogan "What Holds the Water, What Holds the Light" (143-6) Luther Standing Bear "Nature" (146-9)	
	John Muir "A Windstorm in the Forests" (149-55) John Burroughs "Human Traits in the Animals" (36-40)	Unplugged Journal 2 due (1 hour)
Week 5	Richard Louv "A Walk in the Woods: Right or Privilege?" (171-4) Evelyn White "Black Women and the Wilderness" (PDF)	
	Wendell Berry "The Pleasure of Eating" (99-103) Camille Kingsolver "Taking Local On the Road" (104-5) Sandra Steinberger "Tune of the Tuna Fish" (105-8) Henry David Thoreau "Higher Laws" (108-15)	Connection / Rhetorical Analysis Essay Due
Week 6	"Inhabiting Place" (133-5) Langston Hughes "The Negro Speaks of Rivers" (138-9) bell hooks "Touching the Earth" (139-43)	Review (response)
	Denise Chávez "Crossing Bitter Creek" (239-43) Louis Owens "The American Indian Wilderness" (244-6) Rick Bass "Wolff Palette" (246-9) Edward Abbey (249-51)	
Week 7	Terry Tempest Williams "The Clan of the One-Breasted Women" (262-6) Winona LaDuke "Uranium Mining, Native Resistance, and the Greener Path" (267-70)	Proposal Due (response) 6 Week Grades
	Research William Wordsworth "The World Is Too Much with Us" (289-92) Theodore Roszak "Take This Job and Shove It" (302-6) Curtis White "The Ecology of Work" (306-12), Rebecca Solnit "The Wal-Mart Biennale" (322-5)	
Week 8	Donella Meadows "Living Lightly and Inconsistently on the Land" (325-8) Juliet Schor "Tackling Turbo Consumption" (328-35) Susan Hanson "Simple Thoughts about Having Enough" (335-7) Allen Ginsberg "A Supermarket in California" (335-8)	Unplugged Journal 3 (2 hours)
	Billy Collins "The Golden Years" (339-340) Wallace Kaufman "Confessions of a Developer" (349-58)	
Week 9	Thomas Merton "Rain and the Rhinoceros" (361-7) William J. Lines "Money" (367-73)	Sample Annotation (response)
	Wallace Stegner "Wilderness Letter" (374-9) Rachel Carson "Of Man and the Stream of Time" (391-5)	
Spring Break	Spring Break	

Week 10	E.O. Wilson "Denial and Its Risks" (398-402) Derrick Jenson "Forget Shorter Showers" (410-12) Michael Pollan "Why Bother?" (413-8)	Unplugged Journal 4 (3 hours)
	Barbara Kingsolver "Reconstructing Our Desires" (418-20) Sharman Apt Russell "The Apocalypse: Not in My Backyard" (420-2) James Hansen "Activist" (422-4) Amory Lovins "Imagine a World" (429-31)	
Week 11	Graphics & Design - PDF handout	Annotated Bibliography Due
	TBD - Works from Bibliographies	
Week 12	TBD- Works from Bibliographies	
	TBD - Works from Bibliographies	W/Drop Deadline
Week 13	TBD - Works from Bibliographies	
	TBD - Works from Bibliographies	Unplugged Journal 5
Week 14	Catch-up, wrap, final exam review, evaluations	
	No Reading - Presentations	Research Paper Due
Week 15	No Reading - Presentations	Pre-finals Week
	No Reading - Presentations	Pre-finals Week