

ENG 102 / K2 College Writing II
Saint Martin's University
Spring Session, Tues. & Thurs. 9:30-10:50 a.m.

3 credits
Location: Old Main 318 &
Library Labs/Workshops



Special Themes in
Argumentation, Research, & Writing

**Sustainability and
the Common Good:
Global and Local Perspectives**

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I went to the woods because I wished to live deliberately, to confront only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life . . . to know it by experience, and be able to give a true account of it . . .

Henry David Thoreau, *Walden*

Course Description:

College Writing II is a one-semester course that offers you further opportunities to engage in and to examine critically that form of nonfiction called the “essay.” Alongside College Writing I, the course is designed to develop reading, writing, and thinking skills you will need in many university courses. Its purpose is to augment and further refine the writing skills developed in College Writing I and to provide practice in writing various examples of argumentative essays supported by research. A fundamental assumption upon which the course is based is that, in order to write clearly, one must think clearly; therefore, the two processes, thinking and writing, are interwoven throughout all the work of the course.

This class is based around themes of sustainability and the common good. As we develop our skills as successful writers, researchers, and critical thinkers, we will ask a number of questions. What are the issues that challenge us both locally and globally, as we enter the 21st Century? What does it mean to live sustainability? What are the social, economic, political, and ethical impacts of our choices? What are the current controversies over free-trade, outsourcing, immigration, climate change, health, multi-culturalism, energy, and the media? How do these issues reflect the past, and influence the future? How do they affect us personally and collectively? What are the issues of our Northwest bioregion? How do our local issues fit into a global society?

We will use a variety of resources and essays that both ground us in the historical roots of the past, and challenge us to explore the possibilities of the future. The readings assigned should generate topics and serve as material for writing and research. As we develop our skills in writing, research, and reflection, can we challenge ourselves to live “deliberately,” like Henry David Thoreau? Can we use the art of persuasion to create lives of discipline and hope, like others we will be reading? How can we develop our abilities as writers and thinkers to create meaningful lives in a changing world?

In wilderness is the preservation of the world.

--Henry David Thoreau

Note: I drew on the work of Oliva Archibald of St. Martin’s University, Don Foran of Centrailia Community College, and Kathern Byrd of South Puget Sound Community College in developing this syllabus.

Texts:

Hallowell, Christopher, and Walter Levy. *Listening to Earth*. New York: Pearson/ Longman, 2005.
Lunsford, Andrea, and Robert Connors. *The New St. Martin's Handbook*. Boston: Bedford/St. Martin's, 1999.

On Reserve In The Library:

***As we go through the semester, you will be given a number of reading assignments. All items marked with an asterisk will be available on reserve in the library.**

Note: A number of essays and texts will be put on regular and/or electronic reserve in the library. You should plan your schedule to spend time in the library in order to prepare for class. Occasionally you will be given reading handouts during class.

- *Hallowell, Christopher, and Walter Levy. *Listening to Earth*. New York: Pearson/ Longman, 2005.
- *Johnson, June. *Global Issues, Local Arguments: Readings for Writing*. New York: Pearson Longman, 2007.
- *Lunsford, Andrea, and Robert Connors. *The New St. Martin's Handbook*. Boston: Bedford/St. Martin's, 1999.
- *Ramage, John D., John Bean, June Johnson. *Writing Arguments: Fifth Edition*. Boston: Pearson Education Co. 2001.
- *Ross, Carolyn. *Writing Nature: An Ecological Reader for Writers*. New York: St. Martin's Press, 1995.

Librarians: For workshops, research, and reference support: Alita Pierson and Karen Jascar.

Other Materials: The American Heritage Dictionary; 6 manila folders; a 3" computer disk

Goals: College Writing II is designed to enable students:

1. To experience and practice thinking, reading, and writing as essentially related activities, with the assumption that, in order to write effectively, one must think clearly and read critically.
2. To develop a critical awareness of oneself as a writer.
3. To develop and practice strategies to approach various kinds of writing assignments in several disciplines.
4. To develop and practice skills in research, including online research.
5. To develop and practice skills in writing the argumentative essay.
6. To understand writing as a creative and cyclical process of planning, drafting, and revising.
7. To further develop skills in using computers effectively for writing assignments.
To transfer the abilities and skills learned in this course to other areas of life, both academic and non-academic.

Expectations:

1. **Attendance.** You are expected to attend each class and come to class on time. Repeated absence and/or excessive lateness will affect the Daily Work grade in this course. Excessive absences (more than 6) will result in failing the course. It is important to realize that missing class will affect your course grade. A total of 40% of your grade is based on daily activities we do. If you are not in class, you have failed to do that class's activity. I take attendance each meeting; I mark unexcused absences as a zero for the day. The easiest way to fail the course is not to attend class.
2. **Class Preparation.** You should come to class with all assignments carefully read and be prepared to actively engage yourself in all class activities. These activities include thinking, listening, speaking, and writing involving such projects as individual writing activities, small group work, and large group discussion.
3. **Due Dates.** You are expected to honor all due dates for reading and writing assignments.
4. **Writing Assignments.** Writing assignments will include in-class writings, pre-writing activities, drafts, revisions, and completed essays. In this class your major projects are: two research-based essays (with multiple draft deadlines); an annotated bibliography; a group project/presentation on language, media, and advertising; a "letter to the editor" and/or personal statement of ethics in the form

of a charter/declaration; and a “sense of place” writing project. Failure to do one or more of these assignments means failure of the course. Alongside other due dates, you will present these writing projects to me at the end of the semester in a manila folder that I call a “portfolio.” Your final is writing an evaluation in the form of a letter on your major writing assignments inside this portfolio. Portfolios will be turned in on the day of the final.

5. **Folders.** You are expected to turn in final drafts of each writing project in a manila folder. Additional material in the folder must also include first drafts with peer response forms attached and xeroxed copies of library sources used.
6. **Essay Guidelines.** Unless otherwise indicated, completed essays must be typed, double-spaced, and written in writing conventions appropriate to academic writing. Although not a requirement, first drafts of essays should also be typed. If you wish my comments on your piece prior to revision, first drafts **must** be typed and meet stipulated first draft due dates
7. **Workshopping Essays.** Several of your writing assignments will be structured around the premise that, prior to revision, your first drafts will be “workshopped” (read, with suggestions for improvement given) by class members. You are expected to participate in peer writing group workshops. Participation means that you are in attendance, have a complete draft to share, and will give feedback in the workshop to student writings. Students who do not fully participate in these writing workshops have an immediate grade reduction of one letter grade in the essay’s final evaluation.
8. **Library Labs & Computer Workshops.** This is a writing course that will spend several class days working on computers or doing library research. A requirement of this class is that, when we meet in the computer classroom for research and/or writing activities, all students will work on the computers. Another requirement is that all students must have college email accounts. If any of these requirements will not work for you, you need to transfer to another class.
9. **Activities in the Library.** You are expected to participate fully in activities and workshops scheduled during class time in the library classroom. Full participation means you are in attendance and are actively engaged in the tasks assigned during the entire class period
10. **Academic Honesty.** All work must be original (your own) and, when needed, properly documented. Even though you will occasionally work in groups on writing activities with other class members, I expect all essays and other written assignments to be the product of your own work, unless otherwise stated. Research sources must be properly cited following documentation criteria established in the course. This class abides with the College’s policy on plagiarism as detailed in the College’s *Student Handbook*. If you plagiarize, you will receive an F on the assignment, you may receive an F for the course, and the college may take disciplinary action against you.
11. **Writing Center.** You should plan to visit the college’s Writing Center for additional suggestions on drafts prior to final revision of your essays. You will need to make an appointment, document your work with the writing tutors, and post your work in your portfolio along with other drafts of your work. I may require you to go to the writing center to work on your two major essay projects. I will turn these assignments in to the writing center ahead of time, and you will need to show proof of your work.
12. **Homework.** In a college level class, you should plan to spend two to three hours a week for every hour you spend in class. Some weeks, you should plan to spend part of that time in the library doing reading or research projects.
13. **Office Hours, Editorial Meetings, and Independent Work.** I will be on campus by 8:30 and will be available for consultation after class on most days. Please let me know in advance if you would like to meet with me during those times so I can be available. Two weeks we will cancel class, and I will schedule individual editorial meetings to work on major essays with each student. During those weeks, you will be given a special project, research assignment to complete independently. One week, I may cancel class so you can do independent research and interview a local expert on the topic of your research paper.

Special Arrangements

If you need course adaptations or accommodations because of a disability, if you have medical and/or safety concerns to share with me, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible.

Evaluation

1. Daily work, attendance and class participation, and Class Materials Folder/Journal (completion of all reading responses and daily assignments; notes and evidence of in-class participation—discussion, listening, thinking, and speaking activities; all writing group work; in-class workshops; exams or quizzes) = 40%
2. Portfolio (all completed essays and other major projects; see information on Portfolio Grading below for specifics) = 60%

Portfolio Grading

I use portfolio grading to assess your progress in developing writing skills and to evaluate the quality of your essays during the semester. Your portfolio is a manila folder of writings you have developed during the course. Material in the portfolio will include first and final drafts of your two research essays, and all assignments. **To pass the course, portfolios must have: 1) Sense of Place Assignment, 2) Letter to the Editor and/or a personal statement of ethics in the form of a charter or declaration, 3) First Research Essay: Local Research Paper and Interview, 4) Annotated Bibliography, 5) Group Project & Presentation on Rhetoric --Add Busters: Language, Media, and Advertising, 6) Final Research Essay: topic of your choice relating to course themes, 7) final portfolio Self-Assessment letter.** Complete portfolios will be turned in on the last day of the course.

“A” portfolios will contain work of impressive quality that demonstrates thorough, thoughtful analysis and assignment interpretation. The quality of the ideas in the portfolio’s writings is truly outstanding and demonstrates attention to comments from peers and me. The pieces evidence an excellent command of standard academic conventions. You have been successful in meeting all due dates for drafts, including those for writing group workshops.

“B” portfolios will contain work of impressive quality that demonstrates thorough analysis and good assignment interpretation. The quality of the ideas in the portfolio’s pieces will be good. The material evidences at least a good command of standard academic conventions. You have been successful in meeting all due dates for drafts, including those for writing group workshops.

“C” portfolios will contain work that has interpreted the assignment correctly and is of adequate quality. Pieces demonstrate attention to the assignment but don’t go beyond it in any substantive way. The material evidences at least an adequate command of standard academic conventions.

“D” and “F” portfolios will contain work that evidences inadequate attention to ideas, to specifics of each assignment, and/or to standard academic conventions.

Class Materials Folder/Journal

The Class Materials Folder/Journal is a folder holding all of your daily assignments, including: all reading responses, all research activities, in-class workshops, exams or quizzes, and other activities. It should be a complete record of all of your daily work for the semester. To keep it organized, you must make a chronological list/table-of-contents of all assignments, workshops, research, and their due dates, and arrange them in your class materials folder. You will also keep track of notes on readings, in-class discussions, and research activities, and keep these (after you turn them in, and they are returned) in your class materials folder/journal. This folder/journal can either be a manila folder or notebook, but it cannot be bound since the notes for a particular activity, workshop, or assigned essay, are due the day of the assignment.

You will turn each assignment in, on the day it is due, in a separate manila folder, with your name on it. When I return your assignments, you are expected to keep them all in your Class Materials folder/journal. I don’t accept journal material after the due date. If you do not have your assignment when I collect it at the beginning of class, keep it in the Class Materials Folder/Journal and turn it in at the mid-term and at the end of the semester. Such assignments do not get full credit for completion unless you have a doctor’s written excuse or if you have made prior arrangements to be absent. The complete journal, with all assignments dated, and chronologically arranged, is due at the mid-term and at the last class meeting.

Exams and Quizzes

Quizzes will be given on essays that have been assigned for reading. Quizzes can only be made up if you have a doctor’s written excuse or if you have made prior arrangements to be absent. Some weeks, instead

of writing a “response paper,” you may do a “take-home” exam on the readings. We will have a mid-term exam, in the form of an essay question or other in-class writing. Your final exam will be in the form of a letter.

*“I think the cliché that says ‘write what you know’ should be modified. **Write what fascinates you.** We all know what it’s like to be stuck in traffic, and that doesn’t necessarily make for great literature. If you write about something that gets richer and more fascinating the closer you look at it, maybe you found material that will be worth the sweat”*

--Jim Lynch, author of *The Highest Tide*

Class Schedule

Passion, Purpose, and Place: Understanding the context for local and global arguments.

- Jan. 15 Introductions to the course, labs, and library
Introductory Lecture:
Assignments:
- Activate SMC email account (to be in this class you are required to have and to use a college email account) at the Reference Assistance Desk in the library.
 - Purchase texts for course if you haven’t done this yet (a requirement to remain in class).
 -Begin reading, *Listening To Earth*, Intro., p. 1-7.
 No reading response is required, but be prepared to discuss it in class.
 - Find a free computer in the Library or labs. Complete the “In-class” writing:
Writing profile: yourself as a Writer. (See handout for details.)
 -email a copy to the instructor at: rebeccachamberlain@earthlink.net
 -turn a hard copy in on Jan. 17
- Jan. 17 In-class film: “The Great Story,” with Catholic Theologian, Thomas Berry
In-class writing:
- 1) What is your response to the film?
 - 2) What is your dream for the earth?
 - 3) Do you have a childhood memory of nature that deeply impacted you? (i.e. What’s your “meadow” experience?)

Assigns: Due Jan. 22nd
Readings

- 1) Essay on reserve in the library,
*Berry, Thomas. “Economics: It’s Effects on the Life Systems of the World.”
Thomas Berry and the New Cosmology.
 -Before you read the essay, review the six questions at the end of the essay, p. 26.
 -Reading Response Questions: In one page or less, discuss one of the six questions at the end of the essay. You may also discuss one of the following questions. Thomas Berry’s arguments about faith and economics are going to be controversial to both religious and secular audiences. However, he believes that he can speak to a deeper truth about the relationship between nature and economy, spirit and matter. Do you think that he is successful in making his point? Whether you agree or disagree with his ideas, discuss how you think Berry’s argument might appeal to or challenge various audiences? Who do you think his audience is? If you think he wants to challenge them, why?

- 2) *Listening To Earth*, “Walking,” Linda Hogan, 207.
- 3) *Read *The St Martin’s Handbook*, Part 1.

Arguments about Economics and Life Systems

Tuesday, Jan. 22nd

- Discussion of writing profiles and habits.
 - Set Goals for the class
 - What are your writing habits?
 - What do you need to do for yourself?
- Discuss Berry article and reading responses.
 - Discuss the six questions at the end of the article.
 - Discuss reading response questions from syllabus.
 - Compare Berry’s article to Hogan’s “Walking.”
 - Evaluate your self on class discussion and seminar participation.

Analyzing Arguments

Thursday, Jan. 24th

- Lecture/Workshop: Implicit and Explicit Arguments
- In-Class Workshop: “Walking,” by Linda Hogan
- In-Class Writing: Sense of Place—Part 1

Assigns: Due Tuesday, Jan. 29th

Readings:

- 1) *Listening To Earth*, “Walking,” Henry David Thoreau, p 44.

Reading Response: Answer one of the five questions at the end of the chapter, or discuss one of the following questions. Compare and contrast the essays, titled “Walking,” by Hogan and Thoreau. What are some of the similarities? What are some of the differences? What do they do, as writers, to get their point across? Give examples of the stylistic devices, and the form or structure they use to construct their essays. What do you think each of them is trying to say about the role of humans and the natural world? What kinds of arguments do they use to convince their readers?

- 2) *The St Martin’s Handbook*,
 - Part 1*: 2 Reading, Writing, and Research, p. 23
 - Part 2*: 9 Critical Thinking and Argument, p. 146.

Use the ideas in this chapter to begin discussing the essays that you are reading and writing about, and to begin to prepare for your research.

Tuesday, Jan. 29th

- In-Class workshop on “Walking,” Henry David Thoreau and Linda Hogan
- Discussion--Analyzing arguments.
- In-Class Writing: Sense of Place—Part 2

Assignments, Due Jan. 31

Reading: * *The St Martin’s Handbook*, Part 3: 12, Preparing for a Research Project

Finding and Evaluating Sources

Thursday, Jan. 31

Meet in the Library

Sense of Place/ Living Locally: Library scavenger hunt, and bio-regional literacy quiz.
You will use the St. Martin's collection to find answers to the following questions about Puget Sound/Olympia:

- 1) Native plants
- 2) Native birds
- 3) Olympia's water source (one online source, one text).
- 4) The history of local aquifers and artesian springs in downtown Olympia
- 5) Mt. Rainier elevation, topographical map
- 6) Locating your watershed
- 7) Identifying sources for local, organic produce
- 8) Identifying/Locating your state representative
- 9) One thing about Puget Sound you didn't know before

This session will introduce you to beginning research skills such as creating keyword searches in the Catalog, using Boolean terms, reading item records for location, call number and status, finding items in different formats, familiarizing yourselves with the LC system and physical layout of the collection, using deductive reasoning to think of a subject in broader/narrower terms, and the joyous fun of browsing in the stacks.

Goals:

- Looking for and finding information from a variety of different sources.
- Finding information about our local community and bio-region.
- Exploring how both structure and serendipity lead us to finding good sources.

Question:

As we go into the labyrinth, maze, and forest of the library and other information-based ecosystems, how do they work? How sustainable are they?

Note:

Save all of your sources from this workshop, to add to your "Bibliography" that you will be compiling as one of your class projects.

Assignment: Due, Feb. 5th

Listening To Earth, Aldo Leopold "The Land Ethic," 18+

Response: Answer on of the questions at the end of the chapter.

Writing Assignment: Complete "Sense of Place" writing assignment.

Land Ethics—Ethos of the Commons

Tuesday, February 5th

Peer Group Review: Sense of Place Writing Assignment

Seminar/Workshop on Leopold, "The Land Ethic."

Working from the ideas of Thoreau, Hogan, Berry, and Leopold, work in groups to draft a "land ethic."

Assignment: Due, February 7th

Reading:

*(On reserve) Paul Hawkins, "Declaration of Sustainability." *Risking Contact*. W. Royce Adams, ed. New York: Houghton Mifflin, 1997. 451-465. Reprinted from the *Utne Reader* September/October 1993.

Reading Response: Read all of the questions at the end of the chapter, and respond to one of them. You may also answer one of the following questions. Is it possible for companies to have a social conscience, and also do good business? Paul Hawkins explores how Ben and Jerry's ice cream company lives up to principles of sustainability. How do companies integrate social,

ethical, and environmental concerns into their businesses? There are many examples of companies that claim to be “green.” (i.e. The Body Shop, Patagonia, Mervin’s Snow Board (made proudly near Canada.) What do you think of the twelve principles that Hawkins puts forward? What are the ethical principles involved in “going green?” If going green can be good business, how do we deal with the negative connotations or resistance that people have about environmental ethics or going green? How does his sense of economics compare to or contrast with Thomas Berry’s ideas about economy and nature? What about Leopold’s land ethic?

IS GOING GREEN GOOD BUSINESS?

Thursday, February 7th

Discussion of Hawkins, Reading responses and questions.
Compare the arguments of Hawkins, Berry, and Leopold.
In-Class Web-based Workshop
Earth Charters and Declarations of Inter-dependence, or
Second Library Research Project
Name that Company: Identifying local businesses and global organizations/corporations that “claim” to be “green.”

Assignment: Due, Tuesday Feb. 12th

Please bring copies of all the readings we have been doing for class so that you can use them in workshops and discussions.

Reading and Responses

Texts: *Listening To Earth*

Berry Lopez, “Caring For the Woods”
Peter Huber, “How Cities Green the Planet”
Rebecca Solnit, “The Orbits of Earthly Bodies”

Respond to one of the questions at the end of the articles. You might also want to discuss a topic, theme or issue that the various articles raise. For example, what do you think about the importance of “wilderness,” and the value of healthy urban places? Are these principles mutually exclusive? Can we care for both?

On Reserve in the Library

Writing Arguments

Chapter 1: Argument, An Introduction

Take notes on your reading and put them in your class materials folder.

Research Project

Go on-line, find, print-out, and bring to class:

1. Declaration of Interdependence
2. Declaration of Independence

Arguments about Climate Change and Climate Solutions

Tuesday Feb. 12th

Guest Lecture/Workshop: Beth Doglio, Campaign Director of Climate Solutions

Science, Public Policy, and local/global solutions

Assignment Due: February 14th

Online reading: www.storyofstuff.com

Complete Climate Change workshop questions and reading response. (See handout).

Guidelines for Writing Proposal Arguments, Op.Eds. & Letters to the Editor

Thursday Feb. 14th

In-class lecture on writing various kinds of arguments, including letters to newspapers, community forums, as well as general proposal arguments.

Valentines Day Special--Endangered Species Bars:

Chocolate--it's good, but is buying endangered species bars enough?

Assignment Due: Tuesday Feb. 19th

1. Assignment 2--First Draft—Letter to the editor or proposal argument. (Bring three copies for peer group review.)

2. Read:

-*The St. Martin's Handbook*, Guidelines for writing effective letters. (p. 895)

Handouts:

-*The Activist Toolkit*, "Op. Eds." and "Letters To the Editor" (p. 30-31)

-Sample Op. Eds. & letters to the editor.

For additional sample persuasive letters, look at the student letters/essays in *Writing Arguments* (on reserve in the library.)

- review Chapter 1 and the "Petition to Waive the University Mathematics Requirements," by Gordon Adams, (p. 14).

- "Don't Fake Sirens" and "Creeping Loopholism Threatens Our Rights" (p. 197-198)

In Class Editing Workshop

Tuesday Feb. 14th

Bring 3 copies of letters to editors or proposal arguments

Assignment Due: Thursday Feb. 21st

1. Final Draft—Letter to the Editor

2. Reading and Responses

Texts: On Reserve in the Library

Writing Arguments

Chapter 14: Proposal Arguments: We Should (Should Not) Do X.

Take notes on your reading and put them in your class materials folder.

Bring to Class:

Please bring copies of all the texts, handouts, and Xerox copies of readings we have been doing for class so that you can use them for an integrative workshop and discussion. The work we do in these workshops will both help us integrate our ideas about the readings, and help us prepare for the midterm exam.

Make sure to bring copies of the “Earth Charter,” and “Declaration of Interdependence” that were assigned as your research project two weeks ago. We will be coming up with our own Charters and Declarations based on these readings.

Go on-line, find, print-out, and bring to class:

3. Declaration of Interdependence
4. Declaration of Independence

In Class Mid-Term Exam Preparation/Integrative Workshop

Thursday Feb. 21st

Statement of Your Four Point Research Proposal, see handout for details

Assignment Due: Tuesday Feb. 26th

The St Martin’s Handbook,

Part 3: Research and Documentation

Review the following sections.

Part 1: 3, Rhetorical Situations, 7 Developing Paragraphs

Part 2: 9, 10, 11 Critical Thinking and Argument

Effective Research Strategies

Tuesday, Feb. 26th

Meet in library for workshop to begin research on your next paper. We will meet in the computer room that we worked in before, on the first floor of the library.

We will learn . . .

- to brainstorm and formulate questions to help you research your topic effectively.
- how to focus your topic
- the most effective ways to find information in both print and electronic sources, including various search engines, etc.
- how to evaluate the credibility and reliability of your sources
- how to keep track of information to include in your bibliography

Thursday, Feb. 28th

Independent Research. Continue research and independent study, based on workshop questions, notes, and paper topic. Schedule interviews. Develop your annotated bibliography, etc.

Tuesday, March 4

In-class lecture/workshop on finding and evaluating reliable sources, creating MLA notations, endnotes, footnotes, and other bibliographic formats.

Assignments—Due March 6th

-First Draft, Project 4, Annotated Bibliography (bring five copies).

-Reading Assignment:

The St Martin’s Handbook, Part 3: Research and Documentation.

Review and take brief notes on 12, 13, 14, 15, 16, 18.

You will need to know this material, not only for your own research and bibliographic notes, but for the in-class workshop we will be doing on March 6th.

-Turn these notes in on March 6th, along with your research notes, and with the first draft of your bibliography.

Thursday, Mar. 6

First Draft of Project 4: Annotated bibliography, due. Have five copies with you for peer editing group workshop. (Place one copy in a folder with copies of your sources and/or research notes, and reading notes included.)

Preparation for the mid-term exam. (Work in study groups.)

Assignments: Due March 11th

Prepare for your Mid-Term examination.

Re-read and take notes on Thoreau, and the other readings we have done this semester.

Select your favorite ideas and quotes.

Review your reading response papers.

Review in-class workshops, and handouts for preparing for the mid-term exam.

(See workshops on Thoreau, Hogan, and Mid-Term Exam Preparation.)

Bring all of your texts, readings and notes to class for an “open book” mid-term exam

Extra Credit—Read and respond to: *Writing Nature* (on reserve in the library.) Make copies for your files.

Thoreau, “Brute Neighbors,” p. 93

Joyce Carol Oats, “Against Nature,” p. 458

-Compare/contrast the essays by Thoreau and Oats.

-Answer one of the reading questions at the end of each selection.

-Compare these essays to “Walking,” by Thoreau and Hogan, Solnit, Lopez, Leopold, Berry, or other readings we have done this semester.

Tuesday, March 11

Open-book mid-term examination.

You may bring your texts, notes, and other support material.

Assignments: due March 13

-Assemble your class materials folder, and prepare it for submission for your mid-term grade.

All readings and assignments should be listed in chronological order.

-First Draft: Project 3 Local Research Paper.

Bring 3 copies for a peer-editing workshop. (Note, if you are not a part of this workshop, your final grade will be lowered by one grade point.)

Thursday, March 13

Due: First Draft of Project 3, Local Research Paper. (Bring 3 copies.)

Due: Your revised annotated bibliography for a grade.

Note: Mid-Term Grades will be based on . . .

1. Attendance and class participation
2. Class materials folder with all reading assignments arranged in chronological order
3. Mid-Term examination.
4. Projects (In a manilla folder, organized chronologically with ALL drafts clearly labeled.)
 - Project 1: Personal Sense of Place, revised for final grade (all drafts).
 - Project 2: Letter to the Editor, revised for final grade (all drafts).
 - Project 3: First Draft, (an overview of your local research project. (first draft, not graded)
 - Project 4: Annotated Bibliography, revised from in-class workshop (all drafts).

Mid Term Break, March 18 and 20th

Tuesday, March 25th

Due today: second copy of your research paper.
Film and Seminar: “An Inconvenient Truth,” with Al Gore.

Assignments: due March 27th

1-2 page analysis of the film.

Question: How effectively does Gore state his arguments and claims? What kinds of support or documentation does he use? What rhetorical devices does he use to convince his audience: i.e. words, images, pathos, ethos, logos, data, research, scientific theory, social conscience, etc.? How does this film compare or contrast to “The Great Story,” with Thomas Berry? Review readings on argument to support your ideas. Remember to use quotes.

Read/Review: *St Martin's Handbook*, Chapters 15 Integrating Sources into your Writing, and, 16 Acknowledging Sources and Avoiding Plagiarism.

Continue to work on (revise, edit, develop) your local/global research paper. Make sure that you have properly integrated and acknowledged your sources.

Thursday, March 27th

Due today: Third copy of your research paper. (I will make detailed comments on it for our mid-quarter conference.)

Workshop--Working with sources: i.e. quotes, documentation, footnotes, endnotes, and avoiding plagiarism.

We may use overheads of some of your papers for this workshop.

We will discuss the mid-term examination.

Assignments and Conference Schedules will be given out.

Tuesday-Thursday, April 1 and 4

Conferences:

You will meet with the instructor in 10-15 min. conferences in our regular classroom. We will discuss your work and edit your Local/Research Paper.

You will need to complete a reading and research assignment, but classes will be cancelled.

Due, April 8th

Reading: *Listening To Earth*, “Once Upon a Planet,” p. 210-224.

Research notes for your Global Research Paper (see assignment.)

Tuesday April 8: Global Research Paper and Assignment

Understanding the Global Debate

Thursday April 10: Adds Add Up: Understanding the Language of Rhetoric

In-Class Workshop on the power of words and images.

Tuesday, April 15th: First Draft Due: Global Research Paper (Bring three copies for editing workshops.)

Thursday, April 17th: I will meet with students during class on your Global Research Paper. You will continue group work on “oral presentations,” Add Busters--Adds add up.

Tuesday, April 22nd

Due:

-Oral Presentation on words and images in Advertising: Add Busters--Adds Add Up—The Language and Rhetoric of Advertising.

-All Drafts (Including final drafts) of Projects:

- 1 Sense of Place;
- 2 Letter to Editor;
- 3 Annotated Bibliography;
- 4 Local Research Paper;
- 5 Global Research Paper

-Email me final drafts of

- Project 1, Sense of Place, final draft
- A SHORT biography of yourself
- A copy of one other paper of your choice.

I will compile your work for a class anthology of writing that will be ready by the end of class!

Mail to: rebeccachamberlain@earthlink.net

Ron Vandergriff, in the copy center, will come to class to show you how to save the files. (You must email it to me as a word.doc document, in an earlier version of word, so I can open it.) If Ron is not available, folks in the computer labs can tell you how to save your file.

Due April 24th

First draft of your final assignment, **final portfolio Self-Assessment letter**.. This is your final “take home” examination.

-Read the syllabus over. Make sure that you have complied with all of the requirements for the class.

-Assemble all of your work in your “Class Materials Folder,” of reading responses, workshops, notes, etc.

-Assemble all of your work in your “Final Portfolio,” of all projects 1-5. (All drafts should be clearly labeled).

-Make and extra copy of your FINAL draft to turn in.

-Bring all of your work, from your Class Materials Folder, and your Portfolio, with you on Thursday. We will review and discuss your work in class. You will take your portfolios with you, when you leave class, so make sure that I have copies of all of your work for my final grading.

-Complete your first draft of your final portfolio Self-Assessment letter.

Respond in one or two pages, to the following questions, as if it were a final examination. Analyze your work and your growth as a writer over this semester. What did you learn? What did you do? How has your writing, thinking, and ability to do research changed and developed? What evidence do you have of your growth? What difference do you think these skills will make? What has been most important to you as a writer? What skills do you feel you are beginning to master? How have your ideas about research and argumentation developed or changed?

What did you learn from the various readings, films, and workshops on sustainability, locally and globally? What authors or thinkers did you learn the most from? What was

important about their ideas? What did you learn from workshops on sustainability, as they tied into your writing, thinking, and research skills? Where might you take your ideas in the future?

Due: Tuesday, April 29th

-Final Draft of your self-Assessment Paper

-Two Copies of your Final Draft of your Global Research Paper (I must turn this into the department of English for evaluation.)

-If you have done additional editing: Final (Final) Drafts of All Writing Projects:

1 Personal, 2 Letter, 3 Bibl. 4 Local, 5 Global, etc.

I will have copies of our class Anthology of all Sense of Place assignments. Please make sure that you have emailed them to me so that I can open the files.

This is our last day of class. Do not be late. I will let you go early, so you can attend the campus assembly later in the morning.

Thank you for your thoughtful work this semester.