Course Description

This integrated course addresses all of the outcomes for both English 102 and 105. Linking the outcomes for the two courses will allow you to explore ideas in multiple genres (personal essays, critical and journal articles, public policy documents and arguments, fiction, poetry, and film) and from multiple perspectives while you learn and practice rhetorical strategies that will increase your fluency and confidence as a writer.

English 102 is an intensive writing course that continues the emphasis on the clear, focused writing requirements of ENG 101 by extending your skills to include advanced revision, research, and reasoning strategies. English 105 explores human experience as it is imagined and expressed in fiction, poetry, prose, film, and drama. This particular section will focus on literature that explores the ways in which human beings have imagined and experienced nature, “wilderness,” and “wildness.” Our imagined ways of seeing and defining what is “wild” have implications for how we construct beliefs about what is “natural” and how nature and the natural world are assigned value.

Required Text: *Literature and the Environment: A Reader on Nature and Culture* and other texts provided in class or on Canvas at the site for ENG 102.010.

Course Outcomes for ENG 102:
By the completion of this course, you should be able to:
1. Perceive and relate various perspectives on a question at issue and formulate generalizations about these relations.
2. Identify assumptions and criteria to use in analyzing the writing of others.
3. Analyze and synthesize multiple sources, identifying varying perspectives and logical relations among the sources and responding to a question at issue.
4. Use citation and documentation effectively.
5. Identify the logical progression of arguments.
6. Describe the interrelationship between style and meaning in the writing of others and adjust style to enhance meaning in your own writing.
7. Take a position on a question at issue by developing a focused assertion based on a shared assumption, presenting evidence in support of a line or reasoning, addressing divergent stances on the issue, and using a variety of appeals while avoiding logical fallacies.

Course Outcomes for ENG 105:
8. Students will read and respond to literary works from a variety of cultures and from a range of historical periods.
9. Students will read and respond to literary works of poetry, fiction, and drama; they may also read nonfiction or view films, depending on the organization and orientation of class materials.
10. Students will demonstrate an understanding of how literary elements such as character development, setting, and figurative language relate to literary meaning.
11. In accordance with the General Education Writing Requirement, students will submit at least seven pages of writing “that is assessed for content and mechanics.”
General Writing Program Expectations

The Program’s faculty recognizes that writing is a process and that writers depend on a community of readers. We thus expect you to participate in the following ways:

A. prewriting to inquire, reflect, focus, generate, and clarify content;
B. revising to provide economy, clarity, unity, and balance;
C. editing your own work and the work of others;
D. writing polished prose that is purposeful, clear, and effective;
E. understanding and using criteria to assess your own writing;
F. working responsibly in writing groups;
G. engaging critically and constructively in the exchange of ideas during class discussion, group activities and conferences;
H. demonstrating academic integrity in all written projects.

Course Assignments and Evaluation

- Writing Assignment #1, Response Essay 30
- Writing Assignment #2, Rhetorical Analysis 30
- Writing Assignment #3, Source-based Synthesis 30
- Writing Assignment #4, Research-based Argument 40
- Annotated Bibliography and Research Proposal 10
- Presentation 10
- Participation 20
- Exercises and Quizzes TBD

Course Policies:

- Participation: Bring your text to class and come to class with the reading done so that you can offer relevant and helpful observations in class discussions and contribute to group activities. Coming unprepared and with no intention of responding not only limits your learning but makes the learning environment less viable and (See Participation Rubric, below.)

- Attendance, Lateness, and General Courtesy: To allow for emergencies, up to 3 absences are allowed without penalty or explanation. Being chronically absent, unprepared or late will affect your participation score. One writing assignment or exam may be completed and turned in up to two class days late. Please remember to turn off your cell phones; texting during class will constitute an absence.

- Contact: E-mail works better than voice mail; my schedule of meetings and other commitments varies, so phone messages may not reach me until the following day. I do not check voice mail or e-mail in the evenings or on weekends.

- Disability Policy: Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171.

- Diversity: In the English department and in my classroom, diversity of perspective is welcomed and celebrated. No forms of prejudice or discrimination will be tolerated, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at: www.cwu.edu/~diversity.
Participation Rubric
Your participation grade is based on your contributions to class discussions and group activities.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>You have been a consistent and positive contributor in class.</td>
</tr>
<tr>
<td>15</td>
<td>You were generally prepared and willing to contribute.</td>
</tr>
<tr>
<td>10</td>
<td>You contributed occasionally but were sometimes unprepared.</td>
</tr>
<tr>
<td>0</td>
<td>You rarely contributed, your attendance or preparedness was inconsistent, or your class presence was disrespectful or disruptive in ways that negatively affected the learning of others.</td>
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</tbody>
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Course Outline of Topics and Readings (Bold Headings are Modules on your Canvas Site)

**Introduction: Literary and Rhetorical Strategies**

Concepts: Rhetoric, Empathy, Identification, Genre, Purpose, Rhetorical Situation
Jeremy Rivkin, “The Empathic Civilization” (video)
“How to Read Literature” (provided in class)
Key Rhetorical Strategies: Appeals, Claims, Reasons, Evidence (Handout)
Key Literary Strategies (Handout)
Style: Introduction to Style Elements
  “Stalking Muskrats” (Provided in class)
  “Traveling Through the Dark” (Provided in class)
  “Where I Lived, and What I Lived For” (Canvas)
  “On Human Connectedness with Nature” (Canvas)
Review Sample Rhetorical Analysis Essay (see 301 introduction to style and expectations)

**Writing Assignment 1**: Topic: Rhetorical Analysis of the strategies used in “Travelling Through the Dark” or “Where I Lived, and What I Lived For” to explore the human relationship with nature.

**Old Questions: Myth, Nature and Ecocriticism**

Nature as Nurturing and Destructive
Literary Inquiry: Conflicts, Relationships, Changes
Style: Clarity and Concision
*Odyssey, Ch 9* (Canvas)
*Gilgamesh* excerpts (Canvas)
“The Cailleach and the Black Bull” (Provided in class)
Lynn White Jr., “The Historical Roots of our Ecologic Crisis” (Canvas)
*The Secret of Roan Inish* (narrative film)
Video Lecture: “Storytelling as a Survival Skill” (Canvas)

**Our Animal Selves: How We Regard Non-Human Creatures**

Style: Coherence, Cohesion, Syntax
Sentence Combining
Roguerian Reasoning
The Pear Bear Incident: Article, Letters to the Editor, Editorial (Provided in class)
Mary Oliver, “The Honey Tree” 3
Jack London, “To Build a Fire” 26
Pat Murphy, “In the Abode of the Snows” (Canvas)
John Burroughs, “Human Traits in the Animals” 36
James Wright, “A Blessing” 47
Robert Frost, “Departmental” (Provided in class)
Walt Whitman, “I think I could turn and live with animals” 48
Elizabeth Bishop, “The Fish” 82
David Rothenberg, “Making Music with Birds and Whales” 54
Time Magazine, “Inside the Minds of Animals” (Canvas)
Grizzly Man (documentary)

Writing Assignment 2: Source-based synthesis on how humans regard other creatures, and what our encounters with them reveal about us.

Inhabiting Place, Defining Home, Defining Wilderness
Nature as Adventure, Home, Enemy, Freedom, Discipline, Power, Healer
Style: Variety, Diction, Figurative Language
Jeanne Wakatsuki Houston, “Rock Garden” (Provided in class)
Kenneth Rexroth, “Incarvation” 136
Pam Houston, “A Blizzard Under Blue Sky” 155
TED Talk, Brian Skerry, “The Ocean’s Glory, and Horror” (Provided in class)
Nathaniel Hawthorne, “Young Goodman Brown” (Canvas)
“Oh Rotten Gotham” (Provided in class)
Louis Owens, “The American Indian Wilderness” 244
Edward Abbey, “Shadows from the Big Woods” 250
William Cronon, “The Trouble with Wilderness” (Canvas)
Wallace Stegner, “Wilderness Letter” 374
Jack Kerouac, “Alone on a Mountaintop” 160
Kalle Lasn, “Mood Disorders” 169
John Freeman, “Not So Fast” 40
Martin W. Lewis, “On Human Connectedness with Nature” (Provided in class)
Richard Louv, “A Walk in the Woods: Right or Privilege” 171
William Stafford, “Maybe Alone on My Bike” 183
Storm Over Everest (documentary)

Writing Assignment 3: Rhetorical analysis on literary and rhetorical strategies used to explore our attitudes toward wildness, wilderness and nature and what effect those attitudes have on human health and well-being.

Economy and Ecology: Work, Technology, Consumerism, Food
Nature as sustainable resource
Style: Summary, Quotation, Paraphrase, Documentation Styles
Sherman Alexie, “Green Dreams” (Provided in class)
Jimmie Santiago Baca, “Work We Hate and Dreams We Love” 301
Curtis White, “The Ecology of Work” 306
Herman Melville, “The Tartarus of Maids” 312
Donella Meadows, “Living Lightly and Inconsistently on the Land” 325
Juliet Schor (interview), “Tackling Turbo Consumption” 328
Susan Hanson, “Simple Thoughts about Having Enough” 335
Bryan Walsh, “Today’s Smart Choice: Don’t Own. Share” (Provided in class)
Allen Ginsberg, “A Supermarket in California” 337
Billy Collins, “The Golden Years” 339
Louise Erdrich, “Line of Credit” 340
Joseph Bruchac, “The Circle is the Way to See” 402
Derrick Jensen, “Forget Shorter Showers” 410
Michael Pollan, “Why Bother?” 413
The Story of Stuff, video (Provided in class)
The State of Things to Come: What Next?
Style Exercise Review
Rachel Carson, “Of Man and the Stream of Time” 391
James Howard Kunstler, “Wake Up America. We’re Driving Toward Disaster” 425
Amory Lovins, “Imagine a World . . .” 429
Wall-E, film
Writing Assignment 4: Researched problem-solving essay: What changes would have a positive impact on how our ecological values and expectations affect human and non-human life? OR Of the solutions to a specific ecological problem, which seems to be the best, and why?

TENTATIVE ENG 102/105 Calendar of Readings and Assignments

Week 1
4/3 Introduction, Syllabus, Expectations, Jeremy Rivkin video “The Empathic Civilization”
Reading Assignment for Friday: Annie Dillard, “Stalking Muskrats” (provided)
4/4 Genres, Rhetorical Purpose, Rhetorical Appeals, Claims, Reasons, Evidence
Reading Assignments for Monday: William Stafford, “Traveling Through the Dark”;
Henry David Thoreau, “Where I Lived, and What I Lived For” (Canvas)

Week 2
Reading Assignment: “On Human Connectedness with Nature” (Canvas)
4/8 Group Discussion of Martin essay. Introduction to Style: Diction, Syntax, Structure, Persona; Writing Assignment #1 Introduced, Review Sample Response Essay for Dillard
Writing Assignment 1: Response Essay on Thoreau, Stafford or Lewis
Reading Assignment: The Odyssey Chapter 9 (Canvas)
4/10 Heroes and Nature; Odysseus Lecture and Discussion
Reading Assignment: Gilgamesh Excerpts (Canvas)
4/11 Gilgamesh Lecture and Discussion, introduction to Ecocriticism; Exercise, Clarity and Concision.
Reading Assignment: Watch Ecocriticism Video, “Storytelling as a Survival Skill” (Canvas)

Week 3
4/14 Discussion of Ecocriticism, The Cailleach Tale (provided), Coherence and Clarity
Reading Assignment: Pear Bear Documents (Canvas)
4/15 Rhetoric in the Public Sphere: Pear Bear Article, Letters to the Editor, Editorial, PNW Bear Attacks; Discussing a Question with a Community of Stakeholders
Reading Assignment: Pat Murphy, “In the Abode of the Snows” (provided)
4/17 Discussion of “In the Abode of the Snows”; question exercise.
Reading Assignment: Jack London, “To Build a Fire” 26
4/18 Discussion of “To Build a Fire”; exercise in coherence, cohesion, precision
Reading Assignment: John Burroughs, “Human Traits in the Animals” 36; poems: James Wright, “A Blessing” 47; Robert Frost, “Departmental” (Provided in class); Walt Whitman, “I think I could turn and live with animals” 48; Elizabeth Bishop, “The Fish” 82.

Writing Assignment #1 Due

Week 4

4/21 Discussion of Burroughs and poetry about our connections to other species. Style: Figurative Language, Variety, Diction
Reading Assignments: Harper’s Forum, “Just Like Us?” (Provided in class)
Time Magazine, “Inside the Minds of Animals” (Canvas)

4/22 Review: What can observing the animal world tell us about ourselves?

4/24 Watch Grizzly Man

4/25 Discussion of Grizzly Man as synthesis of perspectives. Writing Assignment #2, Rhetorical Analysis, introduced. Exercises on cohesion and effective syntax.
Reading Assignments: Jeanne Wakatsuki Houston, “Rock Garden” (Provided in class); Kenneth Rexroth, “Incarnation” 136; Pam Houston, “A Blizzard Under Blue Sky” 155.

Week 5

4/28 Lecture and Discussion, J. Houston, Rexroth, P. Houston
Reading Assignments: Nathaniel Hawthorne, “Young Goodman Brown” (Canvas); Tom Wolfe, “Oh Rotten Gotham” (Provided in class)

4/29 Lecture and Discussion: Hawthorne and Wolfe, attitudes toward human wilderness
Reading Assignments: Louis Owens, “The American Indian Wilderness” 244; Edward Abbey, “Shadows from the Big Woods” 250; William Cronon, “The Trouble with Wilderness” (Canvas); Wallace Stegner, “Wilderness Letter” 374

5/1 Discussion: Defining and Valuing Wilderness; Style: Variety, Diction, Figurative Language
Reading Assignment: Jack Kerouac, “Alone on a Mountaintop” 160; Kalle Lasn, “Mood Disorders” 169.

5/2 The Value of Solitude: Discussion of Kerouac and Lasn
Reading Assignments: John Freeman, “Not So Fast” 40; Richard Louv, “A Walk in the Woods: Right or Privilege” 171; William Stafford, “Maybe Alone on My Bike” 183.

Writing Assignment #2 Due

Week 6

5/5 Discussion of Freeman, Louv, Stafford.

5/6 Watch Storm Over Everest

5/8 Discuss Storm Over Everest as a rhetorical argument.
Reading Assignments: Sherman Alexie, “Green Dreams” (Provided in class); Jimmie Santiago Baca, “Work We Hate and Dreams We Love” 301; Curtis White, “The Ecology of Work” 306.

5/9 No class

Week 7


5/15 Source Day, No Class

Week 8

5/20 Looking to the Future; Writing Assignment #4 introduced. Reading Assignments: James Howard Kunstler, “Wake Up America. We’re Driving Toward Disaster” 425; Amory Lovins, “Imagine a World . . .” 429

W**riting Assignment #3 Due**

5/23 **Computer Lab Research Day**

Week 9

5/26 Memorial Day, No Class
5/27 Watch *Wall-E*
5/29 Discussion/Analysis of *Wall-E* as a rhetorical argument.
5/30 Style Review, Editing Exercises.

R**esearch Proposal and Annotated Bibliography Due**

Week 10

6/2 Plan Presentations
6/3 Research Presentations
6/5 Research Presentations
6/6 Course Summary

W**riting Assignment #4 Due**

Final Exam Session: Wed. 6/11, 12-2