

NATURE & ENVIRONMENT Marianne Porter Fall 2017 ENG101

Course Code & No. - Section: Eng 101 - 1

Course Title (Credits): Freshman Composition: Nature & Environment (3)

Term & Year: Fall 2017

Course Ref. No. (CRN): 80161

Instructor: Marianne Porter

Phone(s): 530-913-8002 cell or text

Email: mporter@sierranevada.edu

Office: PL 202

Office Hours: Thursday after class or by appointment.

Class Meeting Time: T-R 1:00 p.m. to 2:15 p.m.

Location: Prim Library 213

Prerequisites: None

Course Description:

This course will introduce students to writing at the college level by understanding the components of an essay. Readings will focus on essays and other non-fiction works. Integrating nature within this framework, the class will explore the dynamic relationship between individuals, their environment, and interactions with nature. Weekly written work, in-class discussions, essays, research writing, and a portfolio documenting revisions are required for course completion.

Students will explore how to use writing to learn, to create, and to act, both in the college world and the world outside of college. Writing is a necessary set of skills. The key to successful writing is revision. As a reminder, I posted a Samuel Beckett quote above my computer: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better."

In this class you will be asked to write five major essays of 3-6 pages each, each with a specific purpose in mind. By working through your own writing process, your skills as a writer and your ability as a critical thinker will increase. I hope this class will be challenging, fun, and will in some way change how you look at, and act, in the world.

Course Requirements:

- 1) **Five papers of 3-6 pages in length each.** Papers must be typed using Times New Roman or a similar standard font, formatted in twelve-point type, and double-spaced. Since we will often be using class time to workshop your papers, drafts must be complete when due.
- 2) **A grammar mini-lesson.** Each student will be responsible for researching and teaching a grammar mini-lesson. Topics will be assigned.
- 3) **Participation in peer workshops.** We will spend time in class workshoping your essays. Training and instruction in evaluating peer work will be provided, and careful, critical comments on classmate's papers are expected. (see attached Common Writing Rubric CWR)
- 4) **Participation in class discussion.** I expect students to have read assigned works and to offer opinions about them in class. While participation can take many forms, including active listening, I also expect students to speak up regularly as well.
- 5) **Moodle writing assignments throughout the semester.** Some during class, some as homework. Bring your laptop to class. Cell phones and pagers must be turned off or set to silent mode. Moodle grades will

- 6) not be based on grammar or usage, but rather on the sophistication of thought and analysis present in your work.
- 7) **Midterm Exam.** This will be an in-class, timed writing exam.
- 8) **Exams and quizzes** on literature read for class.
- 9) **A final portfolio due the last day of class.** Your portfolio will consist of: final revisions of two papers of your choice, including earlier drafts of those papers for comparison, a short (one page or so) reflective essay identifying and commenting on a significant element of your own writing process, and a final, revised version of Essay 5 and its revisions (essay of your choice, TBD).

Student Outcomes:

Upon successful completion of this course, students will be able to:

1. refine writing content and style through practice and revision
2. evaluate and edit individual and peer texts
3. review, practice and become proficient in grammar and diction
4. develop proficiency in closely reading literary works

Required Resources/Reading:

Online resource: The Purdue OWL

Required readings will include essays by:

Anne Lamott, Henry D. Thoreau, Edward Abbey, Terry Tempest Williams, Rebecca Solnit, Aldo Leopold, Rachel Carson, Sherman Alexie, Michael Branch, John Muir, and selections from The Norton Book of Nature Writing.

Assignments and Grading:

- 400 Points (100 per essay) Narrative essay, analytic essay, compare/contrast essay, argumentative/persuasive
- 200 Points Attendance and participation. Consistent and thoughtful participation in class discussions and workshops is expected, as well as careful and thorough reading of materials.
- 50 Points Assigned homework (Moodle and other TBD writing assignments)
- 50 Points Grammar mini-lessons
- 100 Points Midterm in-class, timed essay
- 200 Points Portfolio (keep all of your graded work) Final portfolio of work will include two essays of your choice (from required essays listed above), plus revisions for each, AND final essay with revisions.

1000 Total Points

- 930-1000 = A
- 900-929 = A-
- 870-899 = B+
- 830-869 = B
- 800-829 = B-
- 770-799 = C+
- 730-769 = C
- 700-729 = C-
- 670-699 = D+
- 630-669 = D
- 600-629 = D-
- 0-599 = F

Attendance:

Students are expected to attend class and actively participate. Each student is allowed three absences; this includes being sick, having to pick a family member up from the airport, car trouble, etc. After three absences your attendance and participation grade will be reduced in points. Instances of extreme circumstances will be

considered for excusal with proper documentation, including trips by those on the ski/snowboard team. If you plan to be absent, let me know in advance. Additionally, habitual lateness will result in reduced points.

Class Requirements:

1. Always come prepared with necessary materials for class. Staple your papers.
2. No cell phones in class. Anyone texting in class will be asked to leave. Laptops open only when required for class. Texting, checking your email, or playing video games in class is not only distracting to me and the other students, but it is disrespectful.
3. Assignments must be turned in on time. If you are absent you can either have a classmate turn in your assignment for you, or you can leave your assignment in my mailbox on the 3rd floor of Prim (near the copier). Regardless of absence, your work is due by the start of class on the due date.

Honor Code and Plagiarism/Cheating:

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. The faculty is responsible for presenting the honor code and consequences for violating it to students at the start of classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

Plagiarism is "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." This refers to all sources of information, including the internet.

The following policy regarding cheating and/or plagiarism has been established:

1. First offense: student receives a failing grade for that assignment, and the instructor notifies the advisor and the Vice President of Academic Affairs. Students identified as committing an act of plagiarism will be referred to Student Services.
2. Second offense in the same class or any other class that semester or subsequent semesters: student receives a failing grade for the class where the second offense takes place, and the instructor notifies the advisor and the Vice President of Academic Affairs.
3. Third offense: the student is expelled from Sierra Nevada College. The instructor notifies the advisor and the Vice President of Academic Affairs

Mandatory Special Accommodations (ADA) Statement:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-7534, hconover@sierranevada.edu, on the 3rd floor of Prim Library #303, within the first week of the semester.

The SNC Email System:

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students should check their college email accounts daily during the school year.

Students have the right to forward their SNC email to another email account (for example, @gmail, @yahoo). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC email forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes: Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

Literacy Statement:

Using the library's resources effectively (not just the internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments. **One class period will be dedicated to a library tour, with instruction (TBD).**

Tentative Course Schedule:

Note - This schedule provides a general plan for this course. Changes/additions will be necessary as we work through the semester. Grammar/essay writing assignments/essay readings will be discussed/posted on Moodle and/or in class. Students are responsible for the material covered and announcements made during all classes.

Date	Class Plan	Homework
8/22 Tuesday	Introductions. Syllabus review. Moodle review. Purdue OWL review. Freewrite re writing experiences. Community Read Reminder: "Your Heart is a Muscle the Size of Your Fist"	Reading: "Shitty First Drafts" by Anne Lamott Purdue OWL: https://owl.english.purdue.edu/owl/resource/587/01/
8/24 Thursday	Return Freewrites. Discuss "Shitty First Drafts" Discussion - Starting an essay (Purdue Owl) Review parts of an essay	Reading: "The Clan of the One Breasted Women" by Terry Tempest Williams Underline/Name parts of an essay Bring marked up hard copy to class https://owl.english.purdue.edu/owl/resource/545/01/
8/29 Tuesday	Discuss "The Clan..." What is good writing? What is her thesis? Introduce Essay 1 – Narrative writing process Plagiarism	Readings TBD https://owl.english.purdue.edu/owl/resource/589/02/
8/31 Thursday	Assign grammar mini-lessons/due dates Go over workshop process and Common Rubric for Written Assignments (CRW)	https://owl.english.purdue.edu/owl/resource/747/01/
9/5 Tuesday	Mini quiz Freewrite/brainstorm for Essay 1	

9/7 Thursday	Questions about Essay 1 draft Peer workshop	Writing – Essay 1: Narrative DRAFT due Reading - Norton Handout
9/12 Tuesday	1st student mini-lesson Pick a sentence that you like from reading	
9/14 Thursday	Read from your Essay 1 Introduce Essay 2 –Analytical Discuss/example In-class writing – One paragraph – turn in.	Writing - Essay 1 *Narrative Essay Due* Reading – Essay “Walking” by Henry D. Thoreau (PDF)
9/19 Tuesday	Discuss Thoreau’s “Walking”	work on Essay 2 draft
9/21 Thursday	No class. Work on Essay 2 draft	Reading –Norton
9/26 Tuesday	2nd student mini-lesson Discuss reading	Reading – Edward Abbey (TBD)
9/28 Thursday	Quiz – Discuss	Writing - Essay 2: Analytical DRAFT due
10/3 Tuesday	Workshop Essay 2 Pre-write, organize. Prepare for Midterm – Thesis, topic sentences, supporting sentences.	
10/5 Thursday	3rd student mini-lesson Prepare for Midterm – Review thesis, etc. Do thesis worksheets. Work on Comma rules.	Writing - Essay 2 *Analytical Essay Due*
10/10 Tuesday	MIDTERM In-class essay Midterm Exam – Midterm grades based on test result, first two essays, and first set of bibs	Reading – Norton:
10/12 Thursday	4th student mini-lesson Introduce Essay 3 - Compare/ Contrast discuss example	
10/17 Tuesday	5th student mini-lesson	
10/19 Thursday		Writing - Essay 3 Compare/Contrast DRAFT due

10/24 Tuesday	6th student mini-lesson	
10/26 Thursday	7th student mini-lesson	Writing - Essay 3 *Compare/Contrast Essay Due*
10/31 Tuesday	Halloween story	
11/2 Thursday	Discuss Essay 4 Argument/Persuasive	
11/7 Tuesday		

11/9 Thursday	9th student mini-lesson	Writing - Essay 4 Argument/Persuasive DRAFT due
11/14 Tuesday	10th student mini-lesson Essay 4 workshop	
11/16 Thursday	11th student mini-lesson In class writing –“What do I want to know?” Punctuation assignment	Writing - Essay 4 *Argument Essay Due* Tentative topic for Essay 5
11/21 Tuesday	THANKSGIVING BREAK	
11/23 Thursday	THANKSGIVING BREAK	
11/28 Tuesday	12th student mini-lesson 13th student mini-lesson Writing/re-writing/research day – in class	Writing - Essay 5 DRAFT due
11/30 Thursday	14th student mini-lesson Essay 5 workshop	
12/5 Tuesday	15th student mini-lesson Portfolio workshop	Writing - Essay 5 *Due*
12/7 Thursday		Writing – Final Portfolio Due
12/12 Tuesday	Final Exam Week TBD As a class: Everyone reads a 10-minute selection from their favorite essay.	