

Course: ENGL 1120 Section 01, 8:00-8:50, MWF, Haley 3104
ENGL 1120 Section 04, 9:00-9:50, MWF, Haley 3326

Instructor: Chantel Acevedo
Course text: *Saving Place* and *Easy Writer*, 3rd Edition
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English 1120: Freshman Composition II ***Sustainability: The Landscape of Argument***

This section of ENGL 1120 is a pilot course and will be a bit different from most other sections of 1120. Our readings this semester have sustainability as a central theme, and the research you do for this course will also relate to sustainability in some way.

Perhaps you recall Dr Seuss' classic book, *The Lorax*, which poses interesting questions: Who is responsible for the environment? Does human ambition "trump" environmental awareness? While there has been much hoopla over the recent documentary, "An Inconvenient Truth" (which we will spend some time on in this course), Seuss shared the same vision a long time ago.

As student writers and researchers, we will examine the ways that authors have tackled issues of sustainability. If Thomas Jefferson is right in saying that "the earth belongs to each...generation during its course, fully and in its own right," then current environmental crises are in your hands to remedy, or worsen.

The overall goal of this course is to help you develop your proficiency at using writing processes, with more attention on the research process. In this course, we'll learn to evaluate the sources we use, employ the research process to develop and support claims, apply correctly the mechanics of documentation, and further develop your critical reading skills. While this is primarily a writing course, we will be doing lots of reading. Remember that reading and writing go hand in hand. The essays we read will serve as models for the work we do.

COURSE POLICIES

Attendance: Prompt and consistent attendance is crucial to your performance in this class. Attendance will be taken at the beginning of each class. You are permitted three unexcused absences. Absences beyond the three allowed by the university may result in a grade of FA, or failure due to absences. If you know ahead of time that you are going to be absent or late to a class, you must notify me in advance. If your absence was unforeseeable, please let me know as soon as possible. Excused absences are described in the *Student Guidelines*. It is up to you to find out what you missed and determine late due dates and make-up work. Work missed to unexcused absences and tardiness may NOT be made up.

Tardiness: Students arriving more than five minutes after class has started are considered late. Three instances of being late equal one unexcused absence.

Course etiquette: The classroom atmosphere should be one in which students feel both relaxed and safe. Be polite and respectful to your fellow students and to your instructor. Drinks and snacks are fine (except in the computer labs) as long as they don't distract you or your classmates. All cellular phones should be silenced and kept out of sight. If you are expecting an emergency call, please let me know before class begins, and sit near an exit so you can handle the situation out of sight and with the least amount of distraction.

Plagiarism and/or cheating: Please refer to your *Student Guidelines* description of plagiarism, as well as the procedural consequences in the University. If you have any questions regarding the description, or concerning plagiarism in general, please see me. Plagiarism is a serious offense and a loathsome one. Plagiarism will not be tolerated and will be reported to the Academic Honesty Committee.

Grading/grades: To pass this course, you must satisfactorily meet all requirements. Grades on your written work are meant to reflect the quality of your work. When figuring your overall grade, I will use the following breakdown:

Four major essays are worth 20% each. These will require the use of sources and proper citation and documentation. Critical responses make up 10% of your final grade. The final Exam is worth 10%

The following scale will be used to evaluate major papers you write for this course:

A+ 100	C+ 78	F 59 and below
A 95	C 75	
A- 92	C- 72	
B+ 88	D+ 68	
B 85	D 65	
B- 82	D- 62	

Final grades will be calculated on the following scale:

A 90-100, B, 80-89, C 70-79, D 60-69, F 59 and below.

Late papers: All assignments must be handed in on time. Papers will be penalized one full letter grade per class day. Students with excused absences should see me concerning makeup work.

Accommodations for students with disabilities: Students who need accommodations are asked to arrange a meeting with me during office hours the first week of class or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. Bring a copy of your Accommodations Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center 844-2096.

Email: You are expected to check your Auburn email account daily for updates and are responsible for any information relayed via email. I will answer email as soon as possible, but keep in mind that I may not check my account late at night.

Nondiscrimination Policy: AU has a policy of nondiscrimination and a grievance procedure for those who feel that they have been victims of discrimination. Complaints should be addressed to the Office of Affirmative Action, Suite 13 in the Quad Center, 844-4794.

COURSE REQUIREMENTS

Essays: We will be writing four major essays. The first asks you to analyze an argument and discuss how the goals of that argument are achieved. The second essay invites you to compare and contrast two sources in order to make a point about the two sources. The third essay builds upon the second, by including the analysis of several sources, and the fourth is a 10-12 research paper requiring you to engage meaningfully with multiple sources and develop an original argument.

Essay format: Normally, your papers should be typed or word-processed, double-spaced, on one side of paper only, with margins of 1 inch all around. Use standard fonts with an 11 or 12 point size. Place your name, instructor, course number, and date in the upper right-hand corner of the first page. No separate title page should be used. Place your title above the text on page one. The title should not be underlined, italicized, etc. Page one need not be numbered, but all subsequent pages should in the upper right hand corner. Fasten pages with a paper clip or staple.

Critical responses: In this course, you will respond to the readings from *Saving Place*, as well as from handouts, in one to two page responses. These responses will be written both in and out of class. In reacting to the readings, you should consider what the author was trying to do and whether you think the work was successful in achieving its goal. You should feel free to respond creatively or analytically.

Book selection: For your research paper, you will select one book that will serve as a source. You must select the book early on in the semester and read it carefully. You will be asked to update me on the progress of your reading. A list of books is attached here, but you may choose one on your own after clearing the title by me.

Conferences: Attendance at conferences is considered mandatory in the same manner as class attendance.

Library sessions: We will have three library sessions with Dr. Bob Buchanan this semester, as well as guest speakers. Attendance is mandatory for these sessions.

Materials: Please bring your textbook to class every day. Also, please keep a folder for all of your research sources.

Class blog: I will be hosting a class weblog at <http://nomorethneeds.blogspot.com/>. I'll post supplemental material on this site and will notify you when it is updated. I will also put links to important readings, so please bookmark the site. Also, feel free to comment on the site and get a dialogue going with your classmates.

Final Exam: ENGL 1120 Section 01—MONDAY, DECEMBER 10, 8:00-10:30 a.m.
ENGL 1120 Section 04—TUESDAY, DECEMBER 11, 8:00-10:30 a.m.

Suggested Books for Research Papers (reviews from Amazon.com)

Guns, Germs and Steel, Jared Diamond

Most of this work deals with non-Europeans, but Diamond's thesis sheds light on why Western civilization became hegemonic: "History followed different courses for different peoples because of differences among peoples' environments, not because of biological differences among peoples themselves." Those who domesticated plants and animals early got a head start on developing writing, government, technology, weapons of war, and immunity to deadly germs.

The Earth Knows my Name, Patricia Klindienst

Klindienst celebrates gardens created by immigrants who resisted the intense pressure to assimilate into mainstream American society, in a lyrical account of her three-year journey to collect the stories of ethnic Americans for whom gardening is tantamount to cultural endurance. Survivors of the Pol Pot regime fled the killing fields of Cambodia for the healing fields of New England, while the Yankee inheritor of land wrested generations ago from Native Americans during the infamous Pequot Massacre of 1637 atones for that atrocity through the simple act of sharing seeds of corn with the tribe's descendants. Klindienst profiles 15 valiant and thoughtful gardeners intent on preserving their native birthright and on restoring and protecting their adopted land, individuals and families evincing a stewardship that not only resists cultural absorption but also sustains an ecological imperative.

Aesthetics and the Environment: The Appreciation of Nature, Art and Architecture, by Allen Carlson

Now in paperback, *Aesthetics and the Environment* presents fresh and fascinating insights into our interpretation of the environment. Traditional aesthetics is often associated with the appreciation of art, but Allen Carlson shows how much of our aesthetic experience does not encompass art but nature--in our response to sunsets, mountains or horizons or more mundane surroundings, like gardens or the view from our window. Carlson argues that knowledge of what it is we are appreciating is essential to having an appropriate aesthetic experience and that a scientific understanding of nature can enhance our appreciation of it, rather than denigrate it.

Mid Course Correction, Ray Anderson

Mid-Course Correction is the personal story of Ray Anderson's realization that businesses need to embrace principles of sustainability, and of his efforts, often frustrating, to apply these principles within a billion dollar corporation that is still measured by the standard scorecards of the business world. While the path has proved to have many curves, Interface is demonstrating that the principles of sustainability and financial success can co-exist within a business, and can lead to a new prosperity that includes human dividends as well.

The Omnivore's Dilemma, Michael Pollan Quinn

Pollan (*The Botany of Desire*) examines what he calls "our national eating disorder" (the Atkins craze, the precipitous rise in obesity) in this remarkably clearheaded book. It's a fascinating journey up and down the food chain, one that might change the way you read the label on a frozen dinner, dig into a steak or decide whether to buy organic eggs. You'll certainly never look at a Chicken McNugget the same way again. Pollan approaches his mission not as an activist but as a naturalist: "The way we eat represents our most profound engagement with the natural world."

Cradle to Cradle: Remaking the Way we Make Things, William McDonough, Michael Braungart

Paper or plastic? Neither, say William McDonough and Michael Braungart. Why settle for the least harmful alternative when we could have something that is better--say, edible grocery bags! In *Cradle to Cradle*, the authors present a manifesto calling for a new industrial revolution, one that would render both traditional manufacturing and traditional environmentalism obsolete. Recycling, for instance, is actually "downcycling," creating hybrids of biological and technical "nutrients" which are then unrecoverable and unusable. The authors, an architect and a chemist, want to eliminate the concept of waste altogether, while preserving commerce and allowing for human nature.

Biomimicry: Innovation Inspired by Nature, Janine M. Benyus

Innovations, whether in farming, composite science, or computing, are a product of human creativity. Science writer Benyus (*Beastly Behaviors*, LJ 9/1/92) uses these subjects and others to demonstrate how nature's solutions to situations have been the creative jumping-off points for individuals seeking solutions, developing, or simply revitalizing processes or products.

The Ecology of Commerce, Paul Hawken

[Hawken] proposes a culture of business in which the real world, the natural world, is allowed to flourish as well, and in which the planet's needs are addressed. Wall Street may not be ready for Hawken's provocative brand of environmental awareness, but this fine book is full of captivating ideas.

NOTE: You are not limited to these titles alone. The ones here cover business, health, design, agriculture, ethnic studies and history, so there are many you might go with here. BUT, you should really choose a book that speaks to your research interests within the scope of environmental writing. See me if you have something else in mind.

SCHEDULE OF CLASS MEETINGS

F-August 17 Course Introduction

M- August 20 Sustainability at AU, HW: “The First Morning” Edward Abbey, p. 379

W-August 22 In class discussion, HW: “Understanding Argument” (handout)

F-August 24 Meet in 3143. Critical response #1 in class. HW: “Where I Lived and What I Lived For” Henry David Thoreau, p. 364

M-August 27 In class discussion, HW: “Nature” and “Language from Nature,” Ralph Waldo Emerson, p. 2

W-August 29 In class discussion, HW: Bring an image to class that visually “defines” nature.

F-August 31 Meet in 3143. Critical response #2—Environmental Autobiography HW: “Report Tallies Human Assault on Nature”

M-September 3 LABOR DAY HOLIDAY

W-September 5 Discussion. HW: Critical response #3--Evaluation of two web sources.

F- September 7 Meet at the library for session with Dr. Buchanan, HW: Rough draft of Essay #1

M-September 10 Conferences w/draft

W-September 12 Conferences w/draft

F-September 14 Meet in 3143 to work on essays

M-September 17 **Essay #1 due.** Speaker Matt Williams in class. HW: “Lessons from the Environmental Collapse of Past Societies” (handout)

W-September 19 In class discussion. HW: “The American Wilderness: Why it Matters,” Robert F. Kennedy Jr, p. 94

F-September 21 Meet in library for session with Dr. Buchanan. HW: Critical Response #4—Book Update

M-September 24 Film: “An Inconvenient Truth”

W-September 26 Film: “An Inconvenient Truth” HW: “The Words of Chief Seattle” p. 97

F-September 28. Meet in 3143. In class Critical Response #5 HW: “The Critical Role of Higher Education in Creating a Sustainable Future” (handout)

M-October 1 Believing/Doubting Game

W-October 3 Meet in Library for “Library Race” HW: Complete rough draft of essay #2

F-October 5 FILM: Meet in 3143 to work on essays

M-October 8 Conferences

W-October 10 Conferences

F-October 12 **Essay #2 due.** Film: “Grizzly Man”

M-October 15 Film: “Grizzly Man” HW: “Why I Hunt” p. 133 and “Anything you Kill, you Gada Eat” p. 137

W-October 17 Thesis building. HW: Critical Response #6—Book Update

F-October 19 Meet in library for session with Dr. Buchanan. HW: “The Company of Men” p. 139 and “The Young Woman and the Sea” p. 147

M-October 22 In class discussion. HW: “Save the Whales, Screw the Shrimp” p. 203

W-October 24 In class discussion. HW: Take time to visit the Audobon exhibit at the Jule Collins Smith Museum of Fine Art and write Critical Reponse #7

F-October 26 Meet in 3143 to work on Essay #3

M-October 29 Rough draft of essay #3 due

W-October 31 Conferences

F-November 2 Conferences

M-November 5 **Essay #3 due.** Film: “Big Green” HW: Haley Center Analysis

W-November 7 Guest Speaker Andrew Thompson. HW: “Process and Practice: Creating the Sustainable University” (handout)

F-November 9 Meet in 3143. In class Critical Response #8—Sustainability at Auburn

M-November 12 Film: “Green for All” HW: “A Shark in the Mind of One Contemplating Wilderness” p. 404

W-November 14 Ephemeral Art. HW: “Against Nature”

F-November 16 Meet in 3143 to work on Essay #4. Rough draft due after break.

NOVEMBER 19-23 THANKSGIVING BREAK

M-November 26 Conferences

W-November 28 Conferences

F-November 30 Conferences

M-December 3 **Essay #4 due**, final exam preparation

W-December 5 **LAST DAY OF CLASS**, meet in 3143 for exam preparation

FINAL EXAM:

ENGL 1120 Section 01—MONDAY, DECEMBER 10, 8:00-10:30 a.m.

ENGL 1120 Section 04—TUESDAY, DECEMBER 11, 8:00-10:30 a.m.