

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY
CLL290 SECTION _____ Spring 2011**

Course Description CLL 290, Writing, Humanities, and the Environment is three hours of discussion and group work intended for students who have had an introductory writing course. Students will examine the views of nature and the environment as they are expressed by selected writers, poets, and essayists. Frequent informal and formal writing assignments, research and documentation, and an oral presentation are required. With an emphasis on critical writing, critical thinking and critical reading, students will learn the literacy expectations of their disciplines. (as found in the ESF Catalogue spring 2006).

Instructor Carol Courtwright
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Office Hours by appointment Monday/Wednesday/Friday
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Texts and material Walker, Melissa, ed. *Reading the Environment*. New York: W. W. Norton and Company, 1994.
Available at Syracuse University Bookstore, Shine Student Center, 303 University Place
Folder with pockets
Container for news notebook

Objectives CLL 290 focuses on the humanities and on rhetorical strategies, practices, and conventions of critical research for academic writing. Students who successfully complete CLL 290 will demonstrate the ability to:

- Compose texts that investigate a focused topic of inquiry around the environment
- Successfully complete a sustained research project involving writing and graphics
- Critically analyze various works of environmental literature and/or creative nonfiction
- Research and write collaboratively

Attendance and Participation

Attendance and active engagement in the course are critical. Because this is a workshop class (you will work on your writing during class and participate in peer review), your absences will affect your classmates' work as well as your own. By (minimal) active engagement I mean:

- prepared- having reading and writing assignments completed on time printed, done, before class
- attentive, focused involvement in peer response
- offer occasional verbal (focused) contributions that allow room for further discussion
- maintain a respectful attitude and behavior toward other students and toward the course

Enhanced engagement reflects substantive drafting in the writing process; regular thoughtful contributions to class discussions; especially diligent peer response; explicit interest in your own intellectual development beyond just getting better grades.

All the work is designed to prepare you for major assignments and to develop your writing skills. You must complete all work to pass the course. Even if your printer runs out of ink or your dog eats your hard drive, the work is still due, so plan ahead. Each unit will be outlined in advance, but we may shift assignments occasionally, as it seems appropriate. If you miss a class, you are responsible for making up the work if possible and getting yourself back on track. Contact a classmate or me for the information. You will be expected to prepare for class the day of your return. Please realize that you cannot make up class time or in class writings, or quizzes and that I cannot restage peer reviews or class discussion, both major parts of the course. You may consider contacting Student Life in Bray Hall for assistance managing difficult situations involving illness or personal difficulties. You may use up to three absences without penalty. After that, please make an appointment with me to discuss your status in the course which may involve a grade point deduction. Arriving late and leaving early will count toward an absence. Do not depend on classmates to relay messages for you. This is not a correspondence course.

Student Writing All texts written in this course are generally public. You may be asked to share them with a peer, the class, or with me. It is understood that registration for and continued enrollment in this course constitutes permission by the student for the instructor to use any work resulting from the course. Save all your work. It is part of your grade. Date and save every text- formal and informal- including notes and process work. You will have a difficult time reflecting on each chapter's work if you haven't saved all of your writing. While computers save us great amounts of time and make editing much simpler, they are susceptible to crashes and freezing. Web sites have slow days. Don't count on a printer working an hour before class. Don't plan to reconstruct an entire chapter's worth of work in one day. Please save your work frequently, back up copies, and plan ahead.

Guidelines

- Type all papers for this course (unless directed otherwise), double-space, with 12-point Times New Roman or similar font. Follow the directions in handbook. Submit papers in your folders with pockets. Papers not following the above directions will be subject to a grade demerit.
- Document all primary and secondary sources according to text. Papers not documented will be returned for revisions and subject to a grade demerit.
- Retain copies of all work; papers can get lost, and the burden of proof is yours.
- Do not email your papers to me.
- Write legibly on full size loose-leaf paper in pen for in class work

Evaluation

I will evaluate your essays according to these criteria:

- Revision: You show evidence of revision by including all of the process work with the final product.
- Unity: You offer a clear, well-positioned thesis that matches and allows reader to predict both content and organization of the paper.
- Organization: You move logically from one idea to another and use paragraphing and transitions to make the logic clear to the reader.

- **Development:** You develop paragraphs; you support general statements with relevant facts, details, and examples drawn from sources appropriate to the topic and audience.
- **Clarity:** You use sentence structure and word choice that are clear and precise, and appropriate to the audience and purpose.
- **Editing:** You edit with mastery of the conventions in grammar, mechanics, and citation.

Grading

Your grade in this course will be calculated:

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| • Attendance and active engagement | 10% |
| • Quizzes, homework, class work,
other short assignments | 15% |
| • Essays and major projects | 75% |

Late papers

I expect final drafts to be completed according to the schedule. Work is late if it is not ready at the start of class, printed, with all necessary process included. If you do not attend class and then deliver a paper, that assignment is late. I will deduct 5 points for each class day the final is late up to 15 points when the grade becomes a zero. I will not accept reflective writing, journals, quizzes, mid-process drafts late. We need them on time because this is a workshop class. Not having those papers indicates disengagement and undermines your progress.

Plagiarism

The academic community requires ethical behavior from all of its participants. For writers, this means that the work we claim as ours must truly be ours. However, we often build our thinking on the ideas of others. We are expected to credit others with their contributions and to clearly indicate the boundaries of our own thinking. Failure to do so in the college in general and in this course in particular will result in serious consequences for the offender, including reprimands such as lowered grades, failure, or even dismissal.

- Decorum** Please turn off all electronic devices (cell phones, beepers, pagers, portable music devices, anything with head phones). Save your conversations and socializing for another time outside class. Please do not sleep, pass notes, hold secondary conversations, express dismissive or antagonistic responses to others' contributions, disappear, or submit short or superficial peer responses. Participating in such behavior indicates disengagement. Attend to the assignment at hand. Listen to others and do not talk while others are speaking.
- Special needs** If you require consideration for a special need or circumstance of any kind, please see me. If you are seriously ill or encounter disruptive personal problems that will keep you out of class for more than a week, please notify me at the start of the absence so that we will have the time to decide on a course of action. You may consider contacting Student Life in Bray Hall for assistance managing difficult situations involving illness or personal difficulties.
- Writing Center** The Writing Center in Moon Library is staffed by consultants with experience in a range of learning situations. Tutors will help you at any stage of the writing process from understanding assignment requirements, getting started, drafting, revising, etc., and with various forms of writing including cover letters, personal statements, essays for classes, lab reports, etc., The Writing Center is writer based. This means that tutors will help you develop and refine your writing skills. They will not proofread your paper or write it for you.
- You may walk in for a consultation session during hours when the Writing Center is open (check the dry-erase board for coverage), or you may sign up for an appointment using the clip-board on the table in the Writing Resource Center. Appointments are recommended. This is a free resource to all ESF students, and is a useful complement to enhance your experience in CLL courses. Questions about the Writing Center may be directed to Dawnell Jager, Writing Center Coordinator at dajager@esf.edu.

