

Course	ENG 101.007
Title	Natural, Digital, Rhetorical: Global Ecology and Environmental Justice
Time/Place	T/R 1:00-2:15 Callaway N 203
Instructor	Ms. McKenna Rose
Contact	email <a href="mailto:msrose@emory.edu">msrose@emory.edu</a> ; website <a href="http://mckennarose.org">mckennarose.org</a> ; twitter <a href="https://twitter.com/ENG181Nature">@ENG181Nature</a>
Office Hours	Thursdays 10:00-12:30 in N 205a and by appointment

### Description

In English 101 we will we do our part to help obstruct the impending environmental crisis through the analysis and production of environmental rhetoric. In this course you will engage with ecocritical texts from multiple modes, genres, historical periods, and geographic regions to expand your critical writing and reading skills; develop rhetorical knowledge and practices; and participate with audiences both local and global. Through diverse forms of engagement in multiple textual modes, we will attempt to redress calamities such as climate change, species depletion, resource exhaustion, intensive animal farming, and waste disposal through more earnest concepts of human, animal, ecology, wilderness, and technology.

### Domain of One's Own

This course is part of the Domain of One's Own pilot project. As part of the Domain of One's Own project you will author and administrate a personal website, close read multimodal texts for form and theme, and compose with a variety of digital tools.

- No prior experience with web design or digital authoring is required for successful completion of course work
- Student work will be published to the web and available to reading publics beyond the class and university
- Once you have completed the course, the site you built is yours to continue to develop into a [personal cyberinfrastructure](#) that may include, but is not limited to, course projects, a professional portfolio, resume/CV, social media feeds, blogs, and community engagement materials.

### Course Objectives

To meet course specific needs as well as national standards for first year writing, the outcomes for this course comprehensively conform to the framework set out by the Council for Writing Program Administrators in their "[Outcomes Statement for First-Year Composition](#)." Once you have completed this course you should be able to:

- Compose persuasive multimodal texts by making best choices among argument, description, narrative, synthesis, and citation
- Close read verbal, visual, and audio environmental texts from multiple genres and historical periods critically for form, rhetorical features, underlying assumptions, cultural context, audience constraints, and validity
- Remain mindful of ways the visual and aural, along with the verbal, engage audiences through modes of persuasion to make choices that integrate multiple modes of representation
- Compose collaboratively among in-class peers and networks comprised of online users
- Make choices among tone, style, and grammatical conventions to best suit the content, mode, and context of each text you compose

### Reclaim Hosting: Domain and WordPress

You are building your own website in this class to which you will publish a variety of major and minor assignments as static pages, blog posts, and audio/video files.

- You are required to pay \$12.00 for a domain name through [Reclaim Hosting](#)
- Reclaim Hosting host your domain and provide you with a variety of one-click software installations such as WordPress, MediaWiki, Drupal, etc.
- The majority of the web authoring you are required to perform will be through WordPress.org
- From the second day the class meets we will spend time developing Domains. Though the tools are an important component, the course is designed to develop writing skills.

### **Writing Center Domain Support**

The entire Writing Center staff has been specifically trained to support Domain of One's Own students. By talking with a tutor, you can more critically consider the purpose, design, and usability of your digital texts. The Writing Center is located in Callaway N212. Regular appointments are 45 minutes long. You should bring a copy of your assignment, any relevant writing (notes, a draft, and the url for your website) and a plan for what you want to work on. If you have a laptop, we encourage you to bring it.

### **Office for Undergraduate education: Syllabus Supplement**

For information regarding Arts and Science Policies; important semester dates and religious holidays; academic advising and support services; university wide attendance policies; and the honor code please refer to the [OEU Supplement](#) page on our course site.

### **Course Texts**

Ahuja, Neel. "[Rhetorics of Endangerment: Cultural Difference and Development in International](#)

[Ape Conservation Discourse](#)." Postcolonial Green: Environmental Politics and World

Narratives. Charlottesville: University of Virginia Press.

Barlow, Maude & Tony Clarke, *Blue Gold: The Fight to Stop the Corporate Theft of the World's*

*Water*. New York: The New Press, 2002.

Bennett, Jane. "Powers of the Hoard: Further Notes on Material Agency." [Animal, Vegetable,](#)

[Mineral: Ethics and Objects](#). Ed. Jeffery Jerome Cohen. Washington, DC: Oliphant

Books, 2012. 237-269.

Benyus, Janine. *Biomimicry: Innovation Inspired by Nature*. New York: William Morrow

Paperbacks, 2002.

*Blue Gold: World Water Wars*. Dir. Sam Bozzo. Perf. Malcolm Gladwell and Maude Barlowe.

PBS, 2009.

*The Botany of Desire*. Dir. Michael Schwarz. Perf. Michael Pollan and Francis MacDormand.

PBS, 2009. Film.

- Campbell, Gardener. "[A Personal Cyber Infrastructure](#)." *Education Review Online*. 2009.
- Coetzee, J.M. [The Lives of Animals](#). The Tanner Lectures on Human Values. Princeton University, 15 & 16 October 2007.
- Cohen, Michael P. "Comment: Resistance to Wilderness." *Environmental History* 1.1 (1996): 34-42.
- Darwin, Charles. *Origin of the Species* and *The Descent of Man* (excerpts). Norton Anthology of English Literature. 8<sup>th</sup> ed. Vol E. New York: WW Norton & Co., 2006. 1539-1549.
- Edwards, Jonathan. "[Sinners in the Hands of an Angry God](#)." Electronic Texts in American Studies. digitalcommons.unl.edu. 3-25.
- Gasland*. Dir. Josh Fox. Perf. Josh Fox. HBO Documentary Films, 2010.
- Gessner, David. "Sick." *Sick of Nature*. Hanover: Dartmouth University Press, 2004. 3-19.
- Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism 1600-1860*. Cambridge: Cambridge University Press, 1995.
- Hays, Samuel P. "Comment: The Trouble with Bill Cronon's Wilderness." *Environmental History* 1.1 (1996): 29-23.
- An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore. Paramount, 2006.
- Manning, Richard. "[Bakken Business: The Price of North Dakota's Fracking Boom](#)." Harper's Magazine. March 2013.
- Morton, Timothy, [The Ecological Thought](#). Cambridge: Harvard University Press, 2012.
- [The Nature of Things: Biomimicry, Part 2](#). Dir. Paul Lang. Perf. David Suzuki and Janine Benyus. CBS, 2003.
- Nixon, Rob. "Scenes from the Seabed: The Future of Dissent." Epilogue. *Slow Violence and the Environmentalism of the Poor*. Cambridge: Harvard University Press, 2011. 263-280.
- Pollan, Michael. "Some of My Best Friends Are Germs." *The New York Times Magazine*. Michaelpollan.com. 15 May 2013.

----- "Desire: Control/Plant: The Potato." *The Botany of Desire: A Plant's Eye View of the World*. New York: Random House, 2008.

Shakespeare, William. *The Tempest*. Norton Shakespeare. 3<sup>rd</sup> Ed. Eds. Stephen Greenblatt, Walter Cohen, Katherine Eisaman Maus, and Jean Howard. New York: WW Norton & Co., 1997.

Thoreau, Henry David. "Economy." *Walden, or Life in the Woods*. Norton Anthology of American Literature. 7th Ed. Nina Bayman, et. al. New York: WW Norton & Co., 2008. 825-912.

Wilson, Edward O. *Biophilia*. Cambridge: Harvard University Press, 1986.

### Assignment Sequence

Assignment	Value	Description
Domain Project & Digital Portfolio	15%	From the start of the semester you will be responsible for building a WordPress based website in which to house all major and minor projects produced in the course. For full credit you Domain site will include a site introduction, personal statement, blog, article, presentation, argument, and video.
Blog	10%	You will compose a series of 5 blog posts in response to assigned questions and in multiple modes. The posts will culminate with a 500-word head note to the post page of your site.
Article	10%	First person argument and/or narrative on an environmental topic of your choice, published to your website as digitally integrated article.
Presentation	10%	Through an initial short presentation on a series of slides published to your site as a narrated movie & designed for invention, you will develop and deliver a 6.6 minute final <a href="#">PechaKucha</a> presentation on an environmental issue of your choice.
Essay	20%	6-8 page, argument based and analysis driven essay in response to assigned topic/questions. Paper must be in 12 pt. font, 1" margins, MLA, and uploaded as a .pdf to your site.
Video	20%	4-6 minute video project on an environmental topic of your choice. All videos will be screened on the last day of class
Participation	5%	Please arrive to class on time, with all reading and writing assignments completed, and then contribute significantly to class discussions and workshops. Your participation grade may reflect successful completion of in-class writing and informal homework responses.

Attendance	10%	0-2 missed day(s)=100, 3 missed =70, 4 missed =50, 5 or more=0
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### [Emory University Grading System](#)

Grade/Scale	Description
A 4.0 A- 3.7	Extremely high quality work, effort, and performance beyond minimum requirements. Excellent attendance and substantial contributions to discussions.
B+ 3.3 B 3.0 B- 2.7	Well-written work that continues to improve. A level of effort and performance beyond minimum requirements. Good attendance and contributions to discussions.
C+ 2.3 C 2.0 C- 1.7	Generally competent work and a level of effort that meets course requirements. Regular attendance and contributions to discussions.
D+ 1.3 D 1.0	Work that is uneven in quality or suggests incompetence. Irregular attendance and minimal contributions to discussions.
F 0.0	Incomplete or unacceptable work. No real effort to participate in class discussions. Four or more absences.

### **Late or Missing Assignments**

- All work is due on the date and at the time specified on the calendar. Late work may not be accepted.
- If you know you will be absent the day a paper is due or a quiz given, please let me know in advance. Whether the absence is planned or unplanned, you will be responsible for getting the paper to me on time, and we will need to make the appropriate arrangements, including your provision of a documented excuse.

### **Attendance**

- 0-2 missed day(s)=100, 3 missed =70, 4 missed =50, 5 or more=0. Please keep track of your own absences and lateness and compare it with the attendance sheet, which you will initial at the beginning of each class meeting. It is **your responsibility** to find out what you missed for a class. You are marked late if you arrive after the attendance sheet has been returned to me and I have marked it as such. This policy is nonnegotiable.
- If you sleep through five or more minutes of class you will receive an unexcused absence for that class period—no exceptions.

### **Plagiarism**

- Cheating and plagiarism are serious violations of the [Student Academic Honesty Code](#). Plagiarism is briefly defined as intentionally passing off sentences, paragraphs, or entire papers written by someone else as your own original work. Submitting papers already written and submitted in other courses also constitutes academic dishonesty. We will discuss how to adequately document sources early in the semester.

### **Universal Design and Accessibility**

- This course emphasizes user-centered design and the value of connectivity over static standards to facilitate “[universal instructional design](#).” Issues of accessibility are an integral component of instruction for all students. While students should disclose non-standard needs in keeping with guidelines provided by the [Office of Disability Services](#) in order to have those needs augmented by digital tools such as voice to text software or close captioning, the course recognizes the extent to which all students are

“multiply situated learners” (Price 88). As such, the course emphasizes shared strengths over remediation.

### Electronics

- Since we are composing multimodally throughout the course, you are encouraged to bring to class and operate laptops, tablets, and smart phones. Plus the classroom is equipped with desktops that we will use regularly. I encourage you to develop best practices for negotiating among virtual communities and the real time of the classroom. What choices can you make to remain attentive to your peers and me, while at the same time engaging with digital resources?

### Calendar

(All assignments are listed on the date they are due, and the calendar is subject to change)

Date	Description
T, Jan 14	Introduction to policies, course requirements, & Domain of One’s Own
R, Jan 16	Cronan, William. " <a href="#">The Trouble with Wilderness: or, Getting Back to the Wrong Nature.</a> " (69-91) AND Cohen, Michael P. “Comment: Resistance to Wilderness” OR “Comment: The Trouble with Bill Cronon's Wilderness” <ul style="list-style-type: none"> <li>• Convert Home page to static page and blog page to post page</li> </ul>
T, Jan 21	Campbell, Gardner “ <a href="#">Personal Cyber Infrastructure</a> ,” “ <a href="#">Anatomy of a Domain</a> ,” & “ <a href="#">Why should someone want to do this sort of publishing?</a> ” <ul style="list-style-type: none"> <li>• Register for a Domain through Reclaim Hosting &amp; Install WordPress</li> </ul> <p><b>Last day to Add/Drop classes</b></p>
<b>W, Jan 22</b>	<b>Blog Post 1 due by 5:00</b>
R, Jan 23	Thoreau, Henry David. <a href="#">Walden</a> . “Economy.” (844-886)
T, Jan 28	Nixon, Rob. “ <a href="#">Scenes from the Seabed: The Future of Dissent</a> ” Epilogue. (263-280). <ul style="list-style-type: none"> <li>• <b>Draft of “Home Page Introduction” Due</b></li> </ul>
R, Jan 30	Bennett, Jane. " <a href="#">Powers of the Hoard: Further Notes on Material Agency.</a> " 237-269.
<b>M, Feb 3</b>	<b>Blog post 2 due by 5:00</b>
T, Feb 4	Gessner, David. “ <a href="#">For the Birds</a> .”
R, Feb 6	Pollan, Michael. “ <a href="#">Some of My Best Friends are Germs</a> ” <ul style="list-style-type: none"> <li>• Article Workshop</li> </ul>
<b>S, Feb 8</b>	<b>Post “Article” to dedicated static page on site by 5:00 pm</b>
T, Feb 11	Jonathan Edwards, “ <a href="#">Sinners in the Hands of an Angry God.</a> ” (3-25)

R, Feb 13	Coetzee, JM. "The Philosophers and the Animals." <a href="#">The Lives of Animals</a>
S, Feb 16	Blog Post three due by 5:00
T, Feb 18	Coetzee, JM. "The Poets and the Animals." <a href="#">The Lives of Animals</a>
R, Feb 20	<i>An Inconvenient Truth</i>
T, Feb 25	Slideshow Presentations
R, Feb 27	Slideshow Presentations
S, Mar 2	Post video "Slideshows" as video with narration to dedicated page by 5:00pm
T, Mar 4	Morton, Timothy, <a href="#">The Ecological Thought</a>
W, Mar 5	Blog post four due by 5:00
R, Mar 6	Morton, Timothy, <a href="#">The Ecological Thought</a>
March 10-14	Spring Break, No Class
T, Mar 18	<i>The Tempest</i> Acts I-II
R, Mar 20	<i>The Tempest</i> Acts III-IV
S, Mar 23	Blog post five due by 5:00
T, Mar 25	<i>The Tempest</i> Act V
R, Mar 27	Darwin, Charles. <i>The Descent of Man &amp; Origin of the Species</i> (1839-1849) Essay Introduction & Conclusion W/S: Post drafts to blog by 12:00 pm
T, Apr 1	Grove, Richard H. <i>Green Imperialism</i>
R, Apr 3	Wilson, Edward O. <i>Biophilia</i> Essay Body W/S: Post drafts to blog by 12:00 pm
T, Apr 8	Ahuja, Neel. " <a href="#">Rhetorics of Endangerment</a> "
R, Apr 10	Class Cancelled
S, Apr 12	Argument Paper Due posted as .pdf to site by 5:00pm
T, Apr 15	Pollan, Michael, " <a href="#">Desire: Control/Plant: The Potato.</a> " <i>The Botany of Desire</i> • <i>The Botany of Desire</i> excerpts in class
R, Apr 17	Manning, Richard. " <a href="#">Bakken Business: The Price of North Dakota's Fracking Boom.</a> " (handout) • <i>Gasland</i> (watch excerpts in-class)

T, Apr 22	Benyus, Janine. Biomimicry: Innovation Inspired by Nature <ul style="list-style-type: none"> <li>• <a href="#"><u>The Nature of Things: Biomimicry Part 2</u></a></li> </ul>
R, Apr 24	Barlow, Maude & Tony Clarke, <i>Blue Gold: The Fight to Stop the Corporate Theft of the World's Water.</i> (TBA) <ul style="list-style-type: none"> <li>• <i>Blue Gold: World Water Wars</i> excerpts in class</li> </ul>
T, Apr 29	Domain site and research paper workshop
F, May 9 3:00-5:00	<b>Publish complete Domain sites by 9:00 am &amp; com prepared to screen and discuss your video</b> <ul style="list-style-type: none"> <li>• Home page with 150-300 word personal statement</li> <li>• Static page for article</li> <li>• Static Page for presentation video</li> <li>• Static page for video</li> <li>• Post research paper and annotated bibliography as .pdf to site</li> </ul>