

# Syllabus for English 1A: College Composition: Humans and the Environment Theme

## Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL-1A-V2670

Instructor's name: Mary Sue Prangley

Course units: 4

## Instructor Contact Information

Office location or \*Online: ONLINE

Office hours or \*Online: ONLINE

Email address: [marysue-prangley@redwoods.edu](mailto:marysue-prangley@redwoods.edu)

## Required Materials

Textbook title: (#1) *Shape of Reason*

Edition: 4<sup>th</sup> Edition, Pearson Edu., Inc. 2006

Author: John Gage

ISBN: 0-321-32077-8

## Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

## Course Student Learning Outcomes (*from course outline of record*)

1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

## Prerequisites/co-requisites/ recommended preparation

Placement into English 1A is determined according to the default AB 705 guidelines or the results of the guided self-placement process.

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Course Overview:

- **Course Description/Goals:** Welcome to English 1A! This course will require much time and effort from you; yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpen the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

The theme for this English 1A class is Humans and the Environment. Over the course of the semester, we will analyze a variety of texts, focusing primarily (though not exclusively) on environmental essays, articles, and excerpts from larger works. We will then consider how these important and often foundational texts apply to current environmental and social issues.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations. Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

## Course Requirements:

❖ **Computer Skills:** Online courses require adequate computer skills. You must be able to:

- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email
- download and upload files to the Canvas, and
- use a word processor (such as Microsoft Word)
- It is your responsibility to meet the technological demands of the course.

❖ **Portable Devices vs. Computers:** Although you can use late-model portable devices (such as Android or iOS phones & tablets) for some things, you should plan on doing the majority of your work (especially assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). Do NOT plan to participate in this class solely from a portable device. If you do decide to use your portable device for some of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

### ❖ **Connection and Software Requirements:**

It is important that you set yourself up for success by making sure that you have the necessary internet connection and software in order to participate fully in the course. Please make sure that you have the following set up by the first week of class:

- High-speed internet: You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are video lectures as part of this course, and they require this speed. You need to have reliable access to the internet for the duration of the course. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.
- Browsers - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). We don't recommend using Internet Explorer as it doesn't seem to play well with Canvas.
- Word Processing - You will need Microsoft Word (or a compatible word processing program) for writing assignments in the class. Not to worry, though, because all students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to <https://office.com/getoffice365> (Links to an external site.) to get started. (There are also free options for tools like this, such as [Google docs](#) (Links to an external site.) or [Officelibre](#). (Links to an external site.) Google docs requires a gmail account, which your mycr email actually IS.)
- Acrobat Reader – [Adobe Acrobat Reader DC](#) (Links to an external site.) is a free program that will allow you to read and download pdf files.
- Technology Support: Before contacting Technical Support please visit the [Online Support Page](#) (Links to an external site.). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

## Here's What You Can Expect from Me and What I Expect from You!

- Generally, I will respond to emails within 24 hours. At times, though, I may be so busy with reading, providing feedback, etc. that it takes a bit longer for me to respond. However, I almost always check my email several times a day so you can usually expect a response from me that day.

You can contact me at the following email address: [marysue-prangley@redwoods.edu](mailto:marysue-prangley@redwoods.edu).

Note: questions that come in a panic late on Sunday nights (when most major writing assignments are due) will not likely get answers before the assignment deadline, so please, please plan ahead so there's time for me to give you a response when you need it!

- I will be available for writing conferences every week via Zoom. Just shoot me an email, and we will find a mutually agreeable time to meet up and discuss your essay or, indeed, any questions or concerns you may have about any aspect of our class! Remember, your success in this class is my main concern! Let's talk!
- It will take me approximately two weeks to grade and provide substantive feedback on essays.

Note: In addition to commenting directly on essays, I also use a rubric (or "Feedback Sheet," as I refer to this document) for all essay assignments, so be sure to read the rubric grading criteria before and during the process of writing your essay to help keep you focused on what's important. Remember, the rubric is what I look to when I calculate your grade for an essay.

- Students will read assignment instructions as well as a variety of essays, articles, and excerpts from larger texts, view various videos (materials that supplement the readings and themes of our class), submit weekly quick writes and other writing assignments, and contribute to our weekly small-group and whole-class discussions forums, creating original posts as well as commenting on and responding to the posts of other students.

Note: Only accessing course material once or twice a week on the days assignments are due will not be enough to allow you to prepare thoughtful, thorough work or to engage in regular communication and collaboration with your peers, who are the main source of discussion about the texts we're reading.

- I will closely monitor our small-group and whole-class discussions, providing commentary, feedback, and evaluation in a timely manner (usually within 5 days of your submissions).

Note: our discussion forums are the place for you to practice critical thinking and writing skills in an interactive and supportive learning community. If your group isn't working out for you, that's okay. Let me know and I will see what I can do about making a more satisfying arrangement for you.

- One final note on discussions: I ask that you please be polite to one another. In an online environment, this is called netiquette. Note: sometimes it's difficult to convey nuance or humor in written communication. Keep in mind that it's important to be respectful of your classmates and be kind, considerate, and forgiving in all your discussion posts. Remember, our Canvas site is our classroom community, and we want to create a safe and supportive learning environment. To learn more about netiquette, read [\*10 Netiquette Guidelines Online Students Need to Know \(Links to an external site.\)\*](#).

- Note: Additional policies may be added as I deem necessary to provide you with the best learning environment possible.

- ❖ **Major Papers:** You will write three major essays. MLA formatting and documentation are required for all essays. At least two of these papers will require research in CR library databases and on the internet. All essays are to be typed using a standard 12-point font and double-spaced.
- ❖
- ❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 30 pages of readings per week. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in “active” reading, but you must do your part. You will need to closely read the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all the assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of responses to readings. These responses will take a variety of forms, including weekly quick writes (QWs), metacognitive reading logs (MRLs), reading responses (RRs), as well as other writing activities included in our modules.

These different writing assignments allow you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge bases, and/or a particular aspect of the world. They are also a means of developing and displaying your critical thinking and writing skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week in completing the reading and writing assignments for this 4 unit course.

Note: You have the option of developing a reading response into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

## Evaluation & Grading Policy

- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit.

Due Dates for assignments will be available on Canvas: Assignments need to be posted to the appropriate Canvas location (in that week’s module, the assignments link, or a discussion) by 11:59 PM on the due date. Though Canvas will mark assignments late if posted after 11:59, if they are submitted before noon the next day, I will not consider them late or take away any points.

- ❖ **Extra Credit:** The official CR policy stipulates that extra credit is NOT available in English 1A.
- ❖ **Final Course Grade:**

**There are a total of 500 points available for this course. Final grades will be based on the following scale:**

**A (465-500), A- (450-464), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).**

**3 Major Essays submitted on Required Due Date (75 pts. for Essay #1, 100 pts each for Essays #2 and #3 = 275 points possible) 2 Discovery Drafts (10 pts each = 20 pts possible) 2 Reading Responses (15 pts each = 30 pts possible) Quick Writes, MRLs, Peer Reviews, Small Group and Whole Class Discussions, and other online assignments and activities (175 points possible)**

**Your final course grade includes all the required reading and writing assignments as well as your preparedness, engagement, contributions to discussion, and collaborations. Details about expectations and evaluation are provided in other parts of this syllabus and on Canvas in specific assignment directions.**

## Admissions deadlines & enrollment policies

### Spring 2022 Dates

- *Classes begin: 1/15/22*
- *Martin Luther King's Birthday: 1/17/22 (all campuses closed)*
- *Last day to add a class: 1/21/22*
- *Last day to drop without a W and receive a refund: 1/28/22*
- *Census date: 1/31/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/11/22*
- *Lincoln's Birthday: 2/18/22 (all campuses closed)*
- *President's Day: 2/21/22 (all campuses closed)*
- *Last day to petition to graduate & petition for certificate: 3/03/22*
- *Spring Break: 3/14/22 – 3/19/22 (no classes)*
- *Last day for student-initiated W (no refund): 4/01/22*
- *Last day for faculty-initiated W (no refund): 4/01/22*
- *Final examinations: 5/07/22 – 5/13/22*
- *Semester ends: 5/13/22*
- *Grades due: 5/23/22*
- *Grades available for transcript release: approximately 5/30/22*

## Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus unless it has been deemed safe by the campus authorities.

## Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.



In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

**The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced on Canvas.**

**Note: If you keep scrolling down to the page below this one, you will find our schedule of readings and assignments!**



**Calendar English 1A Spring 2022  
Humans & the Environment Theme**

<b>Readings</b>	<b>Activities and Assignments</b>
<p>Week 1 Jan 17-23</p> <p>English 1A Syllabus</p> <p><i>The Shape of Reason</i> Ch. 1 “Writing &amp; the College Community” &amp; Ch. 2 “Critical Reading”</p>	<p>Week 1 Jan 17-23</p> <p>Whole-Class Discussion: Introduce Yourself!</p> <p>QW #1 and QW #2 on <i>The Shape of Reason</i> Ch. 1 “Writing &amp; the College Community” &amp; Ch. 2 “Critical Reading”</p> <p>Small-Group Reading Discussion on Ch. 2 “Critical Reading”</p> <p>Whole-Class Discussion on Ch. 1 “Writing &amp; the College Community” and Ch. 2 “Critical Reading”</p>
<p>Week 2 Jan 24-30</p> <p>“Letter from Birmingham Jail” by Dr. Martin Luther King Jr.</p> <p><i>The Shape of Reason</i> Ch. 3 “The Deep Structure of Reasoning”</p>	<p>Week 2 Jan 24-30</p> <p>MRL #1 for “Letter from Birmingham Jail”</p> <p>Small-Group Reading Discussion on “Letter from Birmingham Jail”</p> <p>Whole-Class Discussion on “Letter from Birmingham Jail”</p> <p>QW #3 on <i>The Shape of Reason</i> Ch. 3 “The Deep Structure of Reasoning”</p>
<p>Week 3 Jan 31-Feb 06</p> <p>“The Secret History of Tree-Spiking” by Judi Bari</p> <p>“Waiting for a Perfect Protest?” and additional resources (readings and videos) to continue our exploration of King’s situation and consider the value of civil disobedience (nonviolent resistance) as well</p>	<p>Week 3 Jan 31-Feb 06</p> <p>QW #4 on “The Secret History of Tree-Spiking” by Judi Bari</p> <p>Small-Group Reading Discussion on Civil Disobedience Materials (readings and videos)</p> <p>Small-Group Discussion: What’s Your QAI for RR #1?</p> <p><b>RR #1 (at least 2 pgs.) due Sunday, Feb 06<sup>th</sup></b></p>

<b>Readings</b>	<b>Activities &amp; Assignments</b>
<p>Week 4 Feb 07-13</p> <p>“Landscape, History, and the Pueblo Imagination” by Leslie Marmon Silko</p> <p>“The Orbits of Earthly Bodies” by Rebecca Solnit</p>	<p>Week 4 Feb 07-13</p> <p>MRL #2 for “Landscape, History, and the Pueblo Imagination” by Leslie Marmon Silko</p> <p>MRL #3 for “The Orbits of Earthly Bodies” by Rebecca Solnit</p> <p>Small-Group Reading Discussion on “Landscape, History, and the Pueblo Imagination” by Leslie Marmon Silko and “Orbits of Earthly Bodies” by Rebecca Solnit</p> <p>Summary of Solnit or Silko Assignment due Friday, Feb 11<sup>th</sup></p> <p><b>RR #2 (at least 2 pgs.) due Sunday, Feb 13<sup>th</sup></b></p>
<p>Week 5 Feb 14-20</p> <p>“Thinking Like a Mountain” by Aldo Leopold</p> <p>“The Land Ethic” by Aldo Leopold</p> <p>“How Wolves Change Rivers” short video and other resources as well</p>	<p>Week 5 Feb 14-20</p> <p>QW #5 on “Thinking Like a Mountain” by Aldo Leopold and “How Wolves Change Rivers”</p> <p>MRL #4 for “The Land Ethic” by Aldo Leopold</p> <p>Whole-Class Discussion on Aldo Leopold’s “Thinking Like a Mountain” and “The Land Ethic”</p>
<p>Week 6 Feb 21-27</p> <p>“The Gospel of Consumption” by Jeffrey Kaplan</p> <p>“The Story of Stuff” video</p>	<p>Week 6 Feb 21-27</p> <p>MRL #5 for “The Gospel of Consumption”</p> <p>Whole-Class Discussion on “The Gospel of Consumption” and “The Story of Stuff”</p> <p><b>Essay #1 (4-5 pgs.) due Sunday, Feb 27<sup>th</sup></b></p>
<p>Week 7 Feb 28-Mar 06</p> <p>"California's dark, orange sky is the most unnerving sight I've ever woken up to" by Rebecca Solnit</p> <p>View CR Library Databases Tutorials and explore additional research sites</p>	<p>Week 7 Feb 28-Mar 06</p> <p>MRL #6 for "California's dark, orange sky is the most unnerving sight I've ever woken up to" by Rebecca Solnit</p> <p>Whole-Class Discussion on Solnit’s article</p> <p>Small-Group Discussion on Inquiry &amp; Research into Environmental Issues</p>

Readings	Activities & Assignments
<p>Week 8 Mar 07-13</p> <p><i>The Shape of Reason</i> Ch. 5 “Asking Questions, Generating Ideas”</p> <p>Note: you just need to read pages 56-64, 70-74, &amp; 76-77. In other words, read everything EXCEPT the sections on “Visual Argument” (pgs. 64-69) and “Generating Questions About Fiction” (pgs. 74-76)</p> <p>“Oil and Ethics: Adrift on Troubled Waters” by Richard Nelson</p> <p>“The Tyranny of Oil” video</p> <p><b>Spring Break: March 14 - 20</b></p>	<p>Week 8 Mar 07-13</p> <p>MRL #7 for “Oil and Ethics: Adrift on Troubled Waters”</p> <p>Small-Group Reading Discussion on “Oil and Ethics: Adrift on Troubled Waters”</p> <p>Whole-Class Discussion on “Oil and Ethics: Adrift on Troubled Waters” and “The Tyranny of Oil”</p> <p><b>Discovery Draft for Essay #2 due Sunday, March 13<sup>th</sup></b></p> <p><b>Spring Break: March 14 - 20</b></p>
<p>Week 9 Mar 21-27</p> <p><i>The Shape of Reason</i> Ch. 6 “Giving Reasons” &amp; Ch. 7 “Developing Structures”</p> <p>“Why Mow?; The Case Against Lawns” by Michael Pollan</p>	<p>Week 9 Mar 21-27</p> <p>MRL #8 for “Why Mow?; The Case Against Lawns”</p> <p>Whole-Class Discussion on “Why Mow?; The Case Against Lawns”</p> <p><b>Peer Review for Essay #2 due dates:</b></p> <p><b>Draft due: Fri., March 25<sup>th</sup></b></p> <p><b>Peer Review Letter due: Sun., March 27<sup>th</sup></b></p>
<p>Week 10 Mar 28-Apr 03</p> <p>“An Animal’s Place” by Michael Pollen</p> <p>Additional resource: <i>Food Inc</i></p> <p>Note: The film <i>Food Inc</i> is not on our Canvas, so it’s not a requirement that you view it. But if you do have access to it (via YouTube, DVD, etc.), you will find it contains valuable information and insights into the American food industry.</p>	<p>Week 10 Mar 28-Apr 03</p> <p>QW #6 on “An Animal’s Place”</p> <p>Small-Group Reading Discussion on "An Animal's Place"</p> <p>Whole-Class Discussion on "An Animal's Place"</p>
<p>Week 11 Apr 04-10</p> <p>“The Pleasures of Eating” by Wendell Berry</p> <p>“Dervaes Family Urban Farming” video</p> <p>“Ron Finley, Gangsta Gardener” video</p>	<p>Week 11 Apr 04-10</p> <p>QW #7 on “The Pleasures of Eating”</p> <p>Small-Group Reading Discussion on "The Pleasures of Eating" and videos</p> <p>Whole-Class Discussion on "The Pleasures of Eating" and Dervaes Family and Ron Finley videos</p> <p><b>Essay #2 (5-6 pgs.) due Sunday, April 10<sup>th</sup></b></p>

Readings	Activities & Assignments
<p>Week 12 Apr 11-17</p> <p>“The White Tigers of Cincinnati” by David Quammen</p> <p>“No Rms. Jungle Vu” by Melissa Greene</p> <p>Note: You will not need to read the entire "No Rms. Jungle Vu" article. Just read the following: pages 62-68 (to the end of the story about Kiki, the gorilla).</p>	<p>Week 12 Apr 11-17</p> <p>QW #8 on “No Rms. Jungle Vu”</p> <p>Small-Group Reading Discussion on “White Tigers of Cincinnati”</p> <p>Whole-Class Discussion on QAI for “White Tigers of Cincinnati” and “No Rms. Jungle Vu” readings</p>
<p>Week 13 Apr 18-24</p> <p>“The Environmental Ethic” by E.O. Wilson</p>	<p>Week 13 Apr 18-24</p> <p>QW #9 on “The Environmental Ethic”</p> <p>Small-Group Reading Discussion on “The Environmental Ethic”</p> <p>Whole-Class Discussion on “The Environmental Ethic”</p> <p><b>Discovery Draft for Essay #3 due Sunday, April 24<sup>th</sup></b></p>
<p>Week 14 Apr 25-May 01</p> <p>“The Human Relation with Nature &amp; Technological Nature” by Peter Kahn et al.</p>	<p>Week 14 Apr 25-May 01</p> <p>QW #10 on “The Human Relation with Nature &amp; Technological Nature”</p> <p>Small-Group Reading Discussion on “The Human Relation with Nature &amp; Technological Nature”</p>
<p>Week 15 May 02-08</p>	<p>Week 15 May 02-08</p> <p><b>Peer Review for Essay #3 due dates:</b></p> <p><b>Draft due: Tuesday, May 3<sup>rd</sup></b></p> <p><b>Peer Review Letter due: Sunday, May 8<sup>th</sup></b></p> <p>Essay #2 Revisions due Sunday, May 08<sup>th</sup></p>

**Finals Week: May 09<sup>th</sup>-13<sup>th</sup>**

**Final Draft of Essay #3 (5-7 pgs.) due Friday, May 13<sup>th</sup>, 2022!**