



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Environmental Literature and Writing

Course Number: ENG 238

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs.0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

Course Description:

An introduction to major genres of literature: particularly personal essay, short story, and poetry. This course considers elements of literature including plot, structure, characterization, symbolism, and conflict. Emphasis is on developing a fundamental understanding and enjoyment of literature with a focus on the literary tradition of environmentally conscious writing. The course will help students develop critical perspectives regarding the environment in past and present contexts, considering historical and cultural attitudes toward the environment. Writing will be assigned as journal entries, creative responses and four finished essays.

Prerequisite (s): Successful completion of ENG 111

Co-requisite (s): None

Course Objectives & Outcomes:

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

- Describe how literature provides access to cultures, times and places.
- Describe attitudes toward Nature over selected spans of time and across selected cultures.
- Describe personal attitudes toward ecological problems in a national, political context.
- Analyze selected Nature writers' philosophies and their attitudes as expressed in literature.
- Recognize how contemporary voices both for and against ecological concern influence culture.
- Write and revise daily reflective journal writings and four finished personal essays.
- Create and share a summative presentation or project.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Describe how literature provides access to cultures, times and places. (DQP 1, 6)
- Describe attitudes toward Nature over selected spans of time and across selected cultures. (DQP 1, 18)
- Describe personal attitudes toward ecological problems in a national, political context. (DQP 17)
- Analyze selected Nature writers' philosophies and their attitudes as expressed in literature. (DQP 1, 5, 6, 12)
- Recognize how contemporary voices both for and against ecological concern influence culture. (DQP 5, 9, 12)
- Write and revise daily reflective journal writings and four finished personal essays. (DQP 3, 11, 14, 16)
- Create and share a summative presentation or project. (DQP 3, 10, 11, 14)



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Suggested Methods of Instruction:

Lecture, student facilitation, collaborative exercises and discussion.

Suggested Methods of Assessment and Evaluation:

Individual formative writing conferences and finished essays evaluated by the English Department rubric.

Adopted Text at Time of Course Adoption/Revision:

The Norton Anthology of Nature Writing

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

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|---------|--|
| Week 1 | Introductions: Who are we? Why are we here? What are we doing? Clarifying Expectations and Readings Assigned Journal Writing One |
| Week 2 | European and World Perspective Essays Journal Writing Two |
| Week 3 | American Perspective Essays Journal Writing Three |
| Week 4 | Selected Essay Journal Writing Four |
| Week 5 | Selected Essay Journal Writing Five |
| Week 6 | Conferences; Finished Paper ONE |
| Week 7 | Short Story Journal writing Six |
| Week 8 | Short Story Journal writing Seven |
| Week 9 | Short Story Journal writing Eight Paper Two |
| Week 10 | Poetry Journal writing Nine |
| Week 11 | Poetry Journal writing Ten |



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- Week 12 Poetry
 Journal writing Eleven
 Paper Three
- Week 13 Student Selected Poetry
 Journal writing Twelve
- Week 14 Student Journal readings
 Journals Due Student Readings Begin
- Week 15 Presentations due
- Week 16 EXIT Conferences

Part 1 & Part 2 approved by CRDAP on: 02 19 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012