

RECEIVED

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 10/15/2013

1b. Department/Division: English

1c. Contact Person

Name: Jeff Clymer

Email: jeff.clymer@uky.edu

Phone: 7-2901

Responsible Faculty ID (if different from Contact)

Name: Erik Reece

Email: erik.reece@uky.edu

Phone: 7-6971

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ENG 425

2c. Full Title: Environmental Writing

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Students will consider the way writers address environmental issues by exploring various forms of environmental writing, from personal narrative to literary nonfiction to advocacy. Students will be required to take a mandatory day long field trip to UK's Robinson Forest. All students must participate in this field trip.

2k. Prerequisites, if any: Completion of Composition and Communication requirement or consent of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: ENG 425 will be a required course in the ENS major and minor.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: ENS

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|ENG 425 NEW College Review|20131108

SIGNATURE|JMETT2|Joanie Ett-Mims|ENG 425 NEW Undergrad Council Review|20140417

**Courses** | **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	3375	ENG_425_syllabusRevised.docx

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity       Composition & Communications - II

Inquiry - Humanities       Quantitative Foundations

Inquiry - Nat/Math/Phys Sci       Statistical Inferential Reasoning

Inquiry - Social Sciences       U.S. Citizenship, Community, Diversity

Composition & Communications - I       Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>4</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## J. \* Course Description for Bulletin:

Students will consider the way writers address environmental issues by exploring various forms of environmental writing, from personal narrative to literary nonfiction to advocacy. Students will be required to take a mandatory day long field trip to UK's Robinson Forest. All students must participate in this field trip.

## K. Prerequisites, if any:

Completion of Composition and Communication requirement or consent of instructor

I. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

## 6. \* What enrollment (per section per semester) may reasonably be expected? 30

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

ENG 425 will be a required course in the ENS major and minor.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program: \_\_\_\_\_

b. \* Will this course be a new requirement <sup>2</sup>for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs: \_\_\_\_\_

ENS

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>13</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)  
<sup>14</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.  
<sup>15</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

# ENG 425: ENVIRONMENTAL WRITING

Instructor: Erik Reece

Office: 1231 P.O.T  
Phone: 257-6971

Office Hours: T, Th: 2-3  
Erik.reece@uky.edu

## COURSE DESCRIPTION:

Students will consider the ways writers address environmental issues by exploring various forms of environmental writing, from personal narrative to literary nonfiction to advocacy. Students will be required to take a mandatory day long field trip to UK's Robinson Forest. *All students must participate in this fieldtrip.*

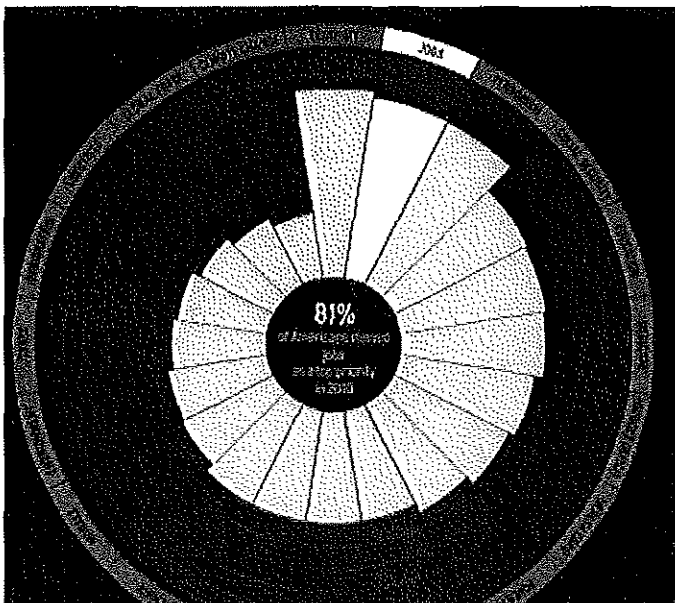
*Prereq: Completion of Composition and Communication requirement or consent of instructor.*

## OVERVIEW:

As Bill McKibben writes in the introduction to *American Earth*, environmental writing "takes as its subject the collision between people and the rest of the world, and asks searching questions about this collision: Is it necessary? What are its effects? Might there be a better way?"

We as Americans love zoos and aquariums, yet when it comes to actually doing something to preserve the habitat of endangered species or changing our own personal behavior because it might be harming the natural world, we often seem ambivalent and unconcerned. The United Nation's Intergovernmental Panel on Climate Change (a collection of over 1,000 international scientists) agrees that climate change is a serious threat to the earth's future. What's more, 60% of the world's "ecosystem services" is being degraded by human activity, we are currently witnessing (or ignoring) the earth's sixth great mass extinction, and much of our air and water is contaminated. Furthermore, on a local level, the city of Lexington has the country's largest, per capita, carbon footprint. Yet polls, like the one pictured here, consistently show that Americans rank "the environment" at or near the bottom of any list of our social or political concerns.

Why is this?



That is the question with which we will begin this class. From there, we will branch out to explore the history of environmental writing in the United States; then we will narrow our focus to look at environmental issues that are specific to the state of Kentucky. Along the way, we will explore many forms of environmental writing, from personal narrative to literary nonfiction to advocacy and beyond.

Throughout the course, we will return to one over-arching question: "How should I live?" In an age of rapid population growth, resource depletion and climate change, what are your responsibilities as a citizen? How can you balance the American "pursuit of happiness" with a way of life that will ensure a healthy and sustainable future for you and your children? What ideals and ethics do you want to follow as you make your way into adulthood?

**STUDENT LEARNING OUTCOMES:**

After completing this course, the student will be able to:

- describe the history of environmental writing in the United States
- analyze and write in a variety of genres and for a variety of purposes
- compare and contrast current environmental issues, both globally and locally

**TEXT:**

*American Earth*, ed. Bill McKibben

**ASSIGNMENTS:**

Essay One: Who Cares? (3 pages, double-spaced: 10%)

Essay Two: Rhetorical Analysis (4 pages: 10%)

Essay Three: Literary Nonfiction (8 pages: 20%)

Essay Four: Advocacy/The Op-Ed (3 pages: 10%)

Essay Five: Personal Narrative (5 pages: 15%)

Essay Six: Manifesto: How Should I Live? (5 pages: 15%)

Reading Journal: (10%)

Class Participation: (10%)

**READING JOURNAL:** Students will be required to write a 200-word (minimum) response to the essays assigned in *American Earth*. The responses can be wide-ranging: you can respond to the writer's style; you can relate your experiences to the writer's; you can comment on various themes, ideas or conflicts that the writer dramatizes. The one rule for the journal is that each entry should be *thoughtful*. Each student will be expected to bring the journal to every class and occasionally read aloud from it. There will also be in-class writing prompts and short field trips around campus that will trigger journal entries. *Active* class participation is mandatory.

(Note: The personal narrative essay will take up, as its subject matter, a mandatory day-long field trip to UK's Robinson Forest. *All students must participate in this field trip.*



The great American conservationist Aldo Leopold once said that people will not destroy what they love. How then, might we use writing to make people care enough about natural landscapes that they will want to work to preserve them? This course will work to answer that question and many others.)

**GRADING SCALE:**

90-100% =A

80-89%= B

70-79% = C

60-69% = D

59% and below= E

**MID-TERM GRADES:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**FINAL EXAM INFORMATION:**

Date, time and location TBA.

**POLICIES:**

All essays are due *at the beginning of class* on the date specified above. All late essays will be reduced one letter grade for each day they are late.

If students miss more than 10% of the class (5 classes), their final grade will be reduced by one letter. If students miss 20% of the class, they must petition for a "withdrawal."

All cell phones must be turned off at the beginning of class; anyone seen texting or using any other electronic device in class will have their class participation grade reduced to 0%.

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate

verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Minor assignments missed due to an unexcused absence may not be made up for credit.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/pati2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the

student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**DAILY SCHEDULE**

JANUARY

1112: Introduction to the class

1117: read "Introduction" by Bill McKibben and "The End of Nature" by Bill McKibben; read in class "If Only Gay Sex Caused Global Warming" (handout)

1119: read "The Historical Roots of Our Ecological Crisis" by Lynn White, Jr.

1124: bring complete draft of Essay I to class (1,000 words)

1126: ESSAY ONE DUE AT BEGINNING OF CLASS (3 pages double-spaced)

1131: read *Walden* by Henry David Thoreau, "A Summer Day" by Mary Oliver and "The Dubious Rewards of Consumption" by Alan Durning

FEBRUARY

2/2: read "A Thousand Mile Walk" and "My First Summer in the Sierra" by John Muir and "Dwellings" by Linda Hogan

2/7: read "Silent Spring" by Rachel Carson and "Having Faith" by Sandra Steingraber

2/9: read "Thinking Like A Mountain" and "The Land Ethic" by Aldo Leopold

2/14: read "Preserving Wildness" by Wendell Berry, and "Knowing Our Place" by Barbara Kingsolver

2/16: drafting of Rhetorical Analysis Essay

2/21: ESSAY TWO DUE AT BEGINNING OF CLASS

2/23: read "Encounters with the Archdruid" by John McPhee and handout to be determined

2/28: read "The Omnivore's Dilemma" by Michael Pollen

## MARCH

3/1: day off to conduct research

3/6: bring all research to class, including transcribed interview

3/8: in-class drafting

**\*\*\*SPRING BREAK\*\*\***

3/20: ESSAY THREE DUE AT BEGINNING OF CLASS

3/22: read op-ed handouts

3/27: in-class drafting of Op-Ed

3/29: ESSAY FOUR DUE AT BEGINNING OF CLASS

3/31: DAY-LONG FIELD TRIP TO ROBINSON FOREST

## APRIL

4/3: day off to work on essay

4/5: bring complete draft of essay to class

4/10: ESSAY FIVE DUE AT BEGINNING OF CLASS

4/12: read "Refuge" by Terry Tempest Williams

4/17: read "The Making of a Marginal Farm" and "Manifesto" by Wendell Berry

4/19: read "The Thoreau Problem" by Rebecca Solnit

4/24: in-class drafting

4/26: ESSAY SIX DUE AT BEGINNING OF CLASS