

<b>A</b>	<b>Course Number &amp; Title</b>	ENG 495 Seminar in English																							
<b>B</b>	<b>Pre/Co-requisite(s)</b>	Junior Standing																							
<b>C</b>	<b>Number of credits</b>	3-0-3																							
<b>D</b>	<b>Faculty Name</b>	Brian McAllister																							
<b>E</b>	<b>Term/ Year</b>	Fall 2021																							
<b>F</b>	<b>Sections</b>	<table border="1"> <thead> <tr> <th>CRN</th> <th>Days</th> <th>Time</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>11255</td> <td>UTR</td> <td>1:00 pm – 1:50 pm</td> <td>LAN 116</td> </tr> </tbody> </table>			CRN	Days	Time	Location	11255	UTR	1:00 pm – 1:50 pm	LAN 116													
CRN	Days	Time	Location																						
11255	UTR	1:00 pm – 1:50 pm	LAN 116																						
<b>G</b>	<b>Instructor Information</b>	<table border="1"> <thead> <tr> <th>Office</th> <th>Telephone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Online</td> <td>2515</td> <td>bmcallister@aus.edu</td> </tr> </tbody> </table> <p><b>Office Hours:</b></p> <ul style="list-style-type: none"> <li>• UTR 2:00 pm – 3:00 pm</li> <li>• Or by appointment</li> </ul>			Office	Telephone	Email	Online	2515	bmcallister@aus.edu															
Office	Telephone	Email																							
Online	2515	bmcallister@aus.edu																							
<b>H</b>	<b>Course Description from Catalog</b>	<p>Focuses on topics in English language or English literature.</p> <p>Environment and Literature</p> <p>In this course, we will explore ways that writers and artists have understood and represented their environments, and we will consider how those trends influence our feelings towards and understandings of the more-than-human world. We will investigate the extent that literary, artistic, and cultural forms shape ways that people make sense of and relate to nature and the environment. We will identify strategies by which poets, filmmakers, visual artists, sound artists, and fiction and nonfiction writers have addressed environmental questions, especially changing ecological dynamics resulting from human activity. Classwork will culminate in a student-designed project that explores issues of environment, culture, and art that we will explore throughout the semester.</p>																							
<b>I</b>	<b>Course Learning Outcomes &amp; Assessment Instruments</b>	<table border="1"> <thead> <tr> <th colspan="2"><b>Learning Outcomes</b></th> <th><b>Assessment Instruments</b></th> </tr> </thead> <tbody> <tr> <td colspan="3">Upon completing this course, students will be able to:</td> </tr> <tr> <td>1.</td> <td>Explain theoretical concepts of ecocriticism and environmental literature.</td> <td>Reading Responses</td> </tr> <tr> <td>2.</td> <td>Analyze the way that literary texts explore relationships between humans and nature.</td> <td>Final Exam</td> </tr> <tr> <td>3.</td> <td>Examine philosophical questions concerning nature and the environment.</td> <td>Agenda Setting Presentation</td> </tr> <tr> <td>4.</td> <td>Engage in substantial research on the topic of the seminar.</td> <td>Research Proposal; Research Presentation</td> </tr> <tr> <td>5.</td> <td>Express sophisticated analysis in high-quality and rhetorically-effective writing.</td> <td>Research Paper</td> </tr> </tbody> </table>			<b>Learning Outcomes</b>		<b>Assessment Instruments</b>	Upon completing this course, students will be able to:			1.	Explain theoretical concepts of ecocriticism and environmental literature.	Reading Responses	2.	Analyze the way that literary texts explore relationships between humans and nature.	Final Exam	3.	Examine philosophical questions concerning nature and the environment.	Agenda Setting Presentation	4.	Engage in substantial research on the topic of the seminar.	Research Proposal; Research Presentation	5.	Express sophisticated analysis in high-quality and rhetorically-effective writing.	Research Paper
<b>Learning Outcomes</b>		<b>Assessment Instruments</b>																							
Upon completing this course, students will be able to:																									
1.	Explain theoretical concepts of ecocriticism and environmental literature.	Reading Responses																							
2.	Analyze the way that literary texts explore relationships between humans and nature.	Final Exam																							
3.	Examine philosophical questions concerning nature and the environment.	Agenda Setting Presentation																							
4.	Engage in substantial research on the topic of the seminar.	Research Proposal; Research Presentation																							
5.	Express sophisticated analysis in high-quality and rhetorically-effective writing.	Research Paper																							
<b>J</b>	<b>Textbooks, Instructional Material &amp; Resources</b>	<p>You must purchase a copy of these four books:</p> <p>Amitav Ghosh, <i>The Hungry Tide</i> Henry Williamson, <i>Tarka the Otter</i> Wu Ming-Yi, <i>The Man with the Compound Eyes</i> Tove Jansson, <i>Comet in Moominland</i></p> <p>The following movies are available to stream from the library via iLearn: Werner Herzog, <i>Lessons of Darkness</i></p>																							

	<p>Michelangelo Frammartino, <i>Le Quattro Volte</i> Hayao Miyazaki, <i>Princess Mononoke</i> You must read all additional texts available on iLearn Lastly, you need a Spotify account to access the ENG 495 playlist that I will distribute.</p>																																																									
<b>K Teaching &amp; Learning Methodologies</b>	Lectures, oral presentations, and group discussion																																																									
<b>L Grading Scale, Grading Distribution, &amp; Due Dates</b>	<p><b>Grading Scale</b></p> <table border="1"> <tr> <td>94.60 – 100</td> <td>4.0</td> <td>A</td> <td>76.60 – 79.59</td> <td>2.3</td> <td>C+</td> </tr> <tr> <td>89.60 – 94.59</td> <td>3.7</td> <td>A-</td> <td>72.60 – 76.59</td> <td>2.0</td> <td>C</td> </tr> <tr> <td>86.60 – 89.59</td> <td>3.3</td> <td>B+</td> <td>69.60 – 72.59</td> <td>1.7</td> <td>C-</td> </tr> <tr> <td>82.60 – 86.59</td> <td>3.0</td> <td>B</td> <td>59.60 – 69.59</td> <td>1.0</td> <td>D</td> </tr> <tr> <td>79.60 – 82.59</td> <td>2.7</td> <td>B-</td> <td>Less Than 59.60</td> <td>0</td> <td>F</td> </tr> </table> <p><b>Grading Distribution</b></p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due Date (Week #)</th> </tr> </thead> <tbody> <tr> <td>Critical Response (x10)</td> <td>20%</td> <td>Throughout Semester</td> </tr> <tr> <td>Agenda Setting Presentation</td> <td>10%</td> <td>Assigned</td> </tr> <tr> <td>Project Proposal</td> <td>15%</td> <td>Week 9</td> </tr> <tr> <td>Final Project</td> <td>30%</td> <td>Week 13</td> </tr> <tr> <td>Project Presentation</td> <td>15%</td> <td>Week 15</td> </tr> <tr> <td>Final Exam</td> <td>5%</td> <td>Exam Week</td> </tr> <tr> <td>Participation</td> <td>5%</td> <td>Throughout Semester</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td></td> </tr> </tbody> </table>	94.60 – 100	4.0	A	76.60 – 79.59	2.3	C+	89.60 – 94.59	3.7	A-	72.60 – 76.59	2.0	C	86.60 – 89.59	3.3	B+	69.60 – 72.59	1.7	C-	82.60 – 86.59	3.0	B	59.60 – 69.59	1.0	D	79.60 – 82.59	2.7	B-	Less Than 59.60	0	F	Assessment	Weight	Due Date (Week #)	Critical Response (x10)	20%	Throughout Semester	Agenda Setting Presentation	10%	Assigned	Project Proposal	15%	Week 9	Final Project	30%	Week 13	Project Presentation	15%	Week 15	Final Exam	5%	Exam Week	Participation	5%	Throughout Semester	<b>Total</b>	<b>100%</b>	
94.60 – 100	4.0	A	76.60 – 79.59	2.3	C+																																																					
89.60 – 94.59	3.7	A-	72.60 – 76.59	2.0	C																																																					
86.60 – 89.59	3.3	B+	69.60 – 72.59	1.7	C-																																																					
82.60 – 86.59	3.0	B	59.60 – 69.59	1.0	D																																																					
79.60 – 82.59	2.7	B-	Less Than 59.60	0	F																																																					
Assessment	Weight	Due Date (Week #)																																																								
Critical Response (x10)	20%	Throughout Semester																																																								
Agenda Setting Presentation	10%	Assigned																																																								
Project Proposal	15%	Week 9																																																								
Final Project	30%	Week 13																																																								
Project Presentation	15%	Week 15																																																								
Final Exam	5%	Exam Week																																																								
Participation	5%	Throughout Semester																																																								
<b>Total</b>	<b>100%</b>																																																									
<b>M Explanation of Assessments</b>	<p><b>Critical Responses</b> analyze specific literary works and their relationship to theoretical and philosophical concepts covered in class. These should be 300 words each.</p> <p><b>Agenda Setting Presentation</b> is a presentation on a subject related to the week's readings and theoretical concerns. Students will sign up at the beginning of the semester for these different topics</p> <p>The <b>Project Proposal</b> is a 4- to 6-page proposal outlining a specific research project on a topic related to ecocriticism and/or environmental literature. It includes an annotated bibliography of at least four scholarly sources.</p> <p>The <b>Final Project</b> is a large critical and/or creative project that develops an original examination and argument on the topic outlined in the proposal.</p> <p>The <b>Project Presentation</b> asks students to give a formal presentation of their final project.</p> <p>The <b>Final Exam</b> is a reflective essay on course content and learning.</p> <p><b>Participation</b> involves having read the material assigned for the day, having brought a copy of that material to class, and being prepared to contribute your views on the assigned reading. Active listening and questioning are important components of participation. This grade is also contingent on you collaborating appropriately and respectfully with your classmates and me. <b>You will not earn a good participation grade if you just attend class and do not actively involve yourself in class discussions.</b> Should there be any reason that hinders your ability to participate, please speak with me as soon as possible, and we will work together to resolve the situation.</p>																																																									
<b>N Attendance</b>	<p>Students in this course are required to follow the AUS Attendance Policy as outlined in the AUS Undergraduate Catalog.</p> <p>The most important responsibility you have is to read all materials carefully before the class meetings and give yourself the time necessary to reflect on and develop questions about the readings. Your goals should be to:</p> <ol style="list-style-type: none"> <li>1. Develop your skills as a critical, creative thinker and writer. Be a generous reader—aim to understand each text's significance on its own terms. Every text invites you to see life from its perspective — as a window into another place or time or experience, and as a mirror in which to see your own life and culture anew.</li> </ol>																																																									

	<p>2. Participate in class. Take responsibility for your education by learning to listen actively to others and to express your viewpoints, questions, and arguments in focused, persuasive, and interesting ways. Together we will develop norms and expectations for effective discussion.</p> <p>3. Cultivate a discipline of attention. Read and reread texts with patience and care, take detailed notes on readings and discussions, support your claims and viewpoints with specific examples, and learn to produce articulate and engaging prose of your own.</p> <p>In order to facilitate the thinking and conversations around these texts, <b>all students must have the reading material on hand in class</b>, whether that is the Norton Anthology, novel, or pdf files of the readings.</p> <p><b>Attendance:</b></p> <p>This is a discussion-based course and you are expected to contribute intelligently and enthusiastically to each class conversation. In order to contribute you need to be present; thus, <b>your presence is required at every class meeting</b>.</p> <p>Not attending the session, arriving more than 20 minutes late to a session, or attending for less than 75% of the session will count as an absence. Lateness means arriving to the class session 5-19 minutes late. Three instances of lateness will count as one absence. As stipulated in the AUS Handbook, missing more than 15% of class meetings (i.e. <b>more than 7 absences</b> for classes meeting UTR) will lead to a withdrawal from this course. Excessive absences may negatively affect your final grade. I do not distinguish between “excused” and “unexcused” absences (except for university-sponsored events). “Use” absences wisely and sparingly.</p> <p>If you miss a class, you are responsible for the material covered, including assignments, announcements, handouts, etc., and for any preparation required for the following class.</p> <p><b>Late assignments:</b></p> <p>Students must submit all work by the advertised due date and time. Work that is late will be assessed -10% of the overall point value per day or partial day of tardiness.</p>
<p><b>O Student Academic Integrity Code Statement</b></p>	<p>Students MUST read the Student Academic Integrity Code outlined in the <i>AUS Undergraduate Catalog</i> and abide by the standards for academic conduct, students’ rights and responsibilities and procedures for handling allegations of academic dishonesty.</p>

## SCHEDULE

#	WEEK	TOPICS & ASSIGNED READING	NOTES
1	29 Aug 31 Aug 2 Sept	Class Introduction Garrard, “Beginnings. Pollution” from <i>Ecocriticism</i> [iLearn] <i>Agenda Setting Presentation Sign-Up</i> Jeffers, “The Purse-Seine” [iLearn] Niedecker, “Paeon to Place” [iLearn]	Place and Environment
2	5 Sept 7 Sept 9 Sept	Crutzen, “The Geology of Man” [iLearn] Yusoff, from <i>A Billion Black Anthropocenes or None</i> [iLearn] Jake Skeets, “Anthropocene: A Dictionary” [iLearn] <i>Critical Response Due</i> LeGuin, “Vaster than Empires and More Slow” [iLearn]	Anthropocene(s)
3	12 Sept 14 Sept	Frammartino, <i>Le Quattro Volte</i> [Stream from iLearn] Frammartino, <i>Le Quattro Volte</i> [Stream from iLearn] Lovelock, from <i>Gaia: A New Look at Life on Earth</i> [iLearn]	Gaia / Mesh

	16 Sept	NO CLASS	
4	19 Sept	NO CLASS	Animal Lives
	21 Sept	Wolfe, <i>Introduction to Zoontologies</i> [iLearn]	
	23 Sept	<i>Critical Response Due</i> Moore, "The Fish" [iLearn]	
5	26 Sept	Williamson, <i>Tarka the Otter</i>	Animal Lives
	28 Sept	Williamson, <i>Tarka the Otter</i>	
	30 Sept	<i>Reading Response Due</i> Williamson, <i>Tarka the Otter</i>	
6	3 Oct	Williamson, <i>Tarka the Otter</i>	Animal Lives
	5 Oct	Williamson, <i>Tarka the Otter</i>	
	7 Oct	<i>Critical Response Due</i> Williamson, <i>Tarka the Otter</i>	
7	10 Oct	Ghosh, from <i>The Great Derangement</i> w/ Dr. Jana Fedtke [iLearn]	Derangement and Disaster
	12 Oct	Ghosh, <i>The Hungry Tide</i>	
	14 Oct	Ghosh, <i>The Hungry Tide</i>	
8	17 Oct	Ghosh, <i>The Hungry Tide</i>	Derangement and Disaster
	19 Oct	<i>Critical Response Due</i> Ghosh, <i>The Hungry Tide</i>	
	21 Oct	NO CLASS	
9	24 Oct	Herzog, <i>Lessons of Darkness</i> [Stream from iLearn]	Eco-Disaster
	26 Oct	Herzog, <i>Lessons of Darkness</i> [Stream from iLearn] Nixon, from <i>Slow Violence</i> [iLearn]	
	28 Oct	<i>Project Proposal Due</i> Sebald, "After Nature" [iLearn] Kolbert, "The Lost World" [iLearn]	

	23 Nov	Miyazaki, <i>Princess Mononoke</i> [Stream from iLearn] READING	
	25 Nov	<i>Final Project Due</i> Listen to ENG 495 Playlist [Spotify link on iLearn]	Sound and Environment
14	28 Nov	Ouzounian, "Rethinking Acoustic Ecology: Sound Art and Environment" [iLearn] Kierkegaard, <i>Eldfjall</i> [Spotify Playlist]	Sound and Environment
	30 Nov	<i>Critical Response Due</i> López, "Environmental Sound Matter" [iLearn] López, <i>La Selva</i> [Spotify Playlist]	
	2 Dec	NO CLASS	
15	5 Dec	Project Presentations	Project Presentations
	7 Dec	Project Presentations	
	9 Dec	Project Presentations	
	<b>FINAL EXAM</b>		