

Α	Course Number & Title	ENG 495 Seminar in English					
В	Pre/Co-requisite(s)	Junior Standing					
С	Number of credits	3-0-3					
D	Faculty Name	Brian McAllister					
E	Term/ Year	Fall 2021					
F	Sections						
-	Sections	CRN Days Time Location					
		11255	UTR	1:00 pm – 1:5	0 pm	LAN 116	
G	Instructor						
	Information	Office		Telephone	Email		
		Online		2515		bmcallister@aus.edu	
		Office Hours:				zmeamster e aasteaa	
		UTR 2:00 pm –Or by appointr	-				
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Н	Course Description from Catalog	Focuses on topics in	n English	language or English	literature.		
		Environment and Li	iterature				
		In this course, we w	vill explor	e ways that writers	and artists ha	e understood and represented th	neir
		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,					
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		understandings of t and cultural forms	the more- shape wa	-than-human world. ys that people make	We will inves sense of and	igate the extent that literary, arti relate to nature and the environr	ment.
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Michelangelo Frammartino, Le Quattro Volte

Hayao Miyazaki, *Princess Mononoke*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.

K Teaching & Learning Methodologies

Lectures, oral presentations, and group discussion

L Grading Scale, Grading Distribution, & Due Dates

Grading Scale

94.60 – 100	4.0	Α
89.60 – 94.59	3.7	A-
86.60 - 89.59	3.3	B+
82.60 - 86.59	3.0	В
79.60 - 82.59	2.7	B-

76.60 – 79.59	2.3	C+
72.60 – 76.59	2.0	С
69.60 – 72.59	1.7	C-
59.60 - 69.59	1.0	D
Less Than 59.60	0	F

Grading Distribution

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
Total	100%	

M Explanation of Assessments

Critical Responses analyze specific literary works and their relationship to theoretical and philosophical concepts covered in class. These should be 300 words each.

Agenda Setting Presentation 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

The **Project Proposal** 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.

The **Final Project** is a large critical and/or creative project that develops an original examination and argument on the topic outlined in the proposal.

The **Project Presentation** asks students to give a formal presentation of their final project.

The **Final Exam** is a reflective essay on course content and learning.

Participation 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. **You will not earn a good participation grade if you just attend class and do not actively involve yourself in class discussions.** 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.

N Attendance

Students in this course are required to follow the AUS Attendance Policy as outlined in the AUS Undergraduate Catalog.

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:

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.

- 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.
- 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.

In order to facilitate the thinking and conversations around these texts, **all students must have the reading material on hand in class**, whether that is the Norton Anthology, novel, or pdf files of the readings.

Attendance:

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, **your presence is required at every class meeting**.

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. **more than 7 absences** 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.

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.

Late assignments:

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.

O Student Academic Integrity Code Statement Students MUST read the Student Academic Integrity Code outlined in the *AUS Undergraduate* Catalog and abide by the standards for academic conduct, students' rights and responsibilities and procedures for handling allegations of academic dishonesty.

SCHEDULE

#	WEEK	TOPICS & ASSIGNED READING	NOTES
1	29 Aug 31 Aug 2 Sept	Class Introduction Garrard, "Beginnings. Pollution" from Ecocriticism [iLearn] Agenda Setting Presentation Sign-Up Jeffers, "The Purse-Seine" [iLearn] Niedecker, "Paean to Place" [iLearn]	Place and Environment
2	5 Sept 7 Sept 9 Sept	Crutzen, "The Geology of Man" [iLearn] Yusoff, from A Billion Black Anthropocenes or None [iLearn] Jake Skeets, "Anthropocene: A Dictionary" [iLearn] Critical Response Due 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 21 Sept 23 Sept	NO CLASS Wolfe, Introduction to Zoontologies [iLearn] Critical Response Due Moore, "The Fish" [iLearn]	Animal Lives
5	26 Sept 28 Sept 30 Sept	Williamson, Tarka the Otter Williamson, Tarka the Otter Reading Response Due Williamson, Tarka the Otter	Animal Lives
6	3 Oct 5 Oct 7 Oct	Williamson, Tarka the Otter Williamson, Tarka the Otter Critical Response Due Williamson, Tarka the Otter	Animal Lives
7	10 Oct 12 Oct 14 Oct	Ghosh, from <i>The Great Derangement</i> w/ Dr. Jana Fedtke [iLearn] Ghosh, <i>The Hungry Tide</i> Ghosh, <i>The Hungry Tide</i>	Derangement and Disaster
8	17 Oct 19 Oct 21 Oct	Ghosh, The Hungry Tide Critical Response Due Ghosh, The Hungry Tide NO CLASS	Derangement and Disaster
9	24 Oct 26 Oct 28 Oct	Herzog, Lessons of Darkness [Stream from iLearn] Herzog, Lessons of Darkness [Stream from iLearn] Nixon, from Slow Violence [iLearn] Project Proposal Due Sebald, "After Nature" [iLearn] Kolbert, "The Lost World" [iLearn]	Eco-Disaster
		included by the last training [including]	
10	31 Oct 2 Nov 4 Nov	Yi, The Man with the Compound Eyes Yi, The Man with the Compound Eyes Critical Response Due Yi, The Man with the Compound Eyes	Eco-Disaster
10	2 Nov	Yi, The Man with the Compound Eyes Yi, The Man with the Compound Eyes Critical Response Due	Eco-Disaster Eco-Disaster
	2 Nov 4 Nov 7 Nov 9 Nov	Yi, The Man with the Compound Eyes Yi, The Man with the Compound Eyes Critical Response Due Yi, The Man with the Compound Eyes Yi, The Man with the Compound Eyes Yi, The Man with the Compound Eyes Reading Response Due	

DEPARTMENT OF ENGLISH COURSE SYLLABUS

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