

LINC 101M: First Year Seminar
The Future of Nature and Humans: 21st Century Environmentalism

*"I want to tell what the forests were like.
I will have to speak in a forgotten language."
W. S. Merwin*

<u>Instructor</u>	<u>Phone</u>	<u>E-mail</u>	<u>Office</u>
Dr. Husic	610-625-7100	medwh03@moravian.edu	Collier Science – Room 311B

<u>Office Hours:</u>		
	Mondays	10:00 – 11:00 AM; 2:00 – 3:00 PM
	Wednesdays	10:00 – 11:00 AM
	Fridays	10:00 – 11:00 AM

I can also meet with you at other times, but please make an appointment ahead of time.

Student Advisor:

Brooke DeNitzio stbed02@moravian.edu

Class Meeting Times:

M, W, F 11:45 AM – 12:55 PM 117 PPHAC

Scheduled Final Period:

Wednesday, December 14th, 1:30 p.m.

Required books:

Lopez, Barry. *The Future of Nature: Writing on a Human Ecology from Orion Magazine*. Canada: Milkweed Editions, 2007.

Pearce, Fred. *Confessions of An Eco-Sinner: Tracking Down the Sources of My Stuff*. Boston: Beacon Press, 2008.

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing* (5th ed.). Boston: Pearson, 2012.

Additional Required Reading:

You will have other readings from various sources throughout the semester. These reading assignments will be described in weekly or biweekly course outlines.

Course description:

General: The First-Year Seminar (FYS) program at Moravian College builds and sustains a vibrant campus-based educational community committed to the success of first-year college students. FYS courses engage students in critical and creative reading and writing, thinking and speaking, through topics drawn from the instructors' disciplines. The seminars allow students to work closely with faculty on engaging topics while they practice the processes necessary for academic success. Seminars will refine the students' skills in critical and creative reading and thinking, discussion, and writing, while acquainting them with the values that sustain a community of learners.

See pages 5 - 9 for the portion of the syllabus common to all FYS students.

Student Affairs course components: Previously, first year students at Moravian College were required to enroll in an “Introduction to College Life Course” as well as a section of Writing 100. Elements of both courses have been combined into this single First Year Seminar course. For the themes and assignments related to the programming developed by Student Affairs, please see pages 9 - 11.

Description for this specific section: The Future of Nature and Humans: 21st Century Environmentalism

The relationship between people and their natural environment has been continually evolving since the discovery of fire and the earliest forms of agriculture. Currently, population growth, modern technology, globalization, and consumptive lifestyles in industrialized nations are all leading to an unprecedented decline of the remaining wild places, indigenous ways of life, and supplies of natural resources. Even the meaning of what is “natural” is being redefined by computer, genetic, and nano-technologies. At a time when scholars are learning more about the connection between nature and well-being, fewer children are spending time outdoors and an increasing number of people are disconnected from the sources of their food, water, and other forms of sustenance. Through readings on such issues by a wide range of contemporary writers, course discussions, and research and writing assignments, students will explore the implications of our lifestyles on the environment (and ourselves) and will examine the difficult choices associated with conservation and environmental protection.

Course objectives for this specific section:

1. To become acquainted with classic and contemporary nature and environmental writings as examples of writing styles and to understand the role of such writing in the environmental movement.
2. To develop carefully considered personal reactions to some of these readings through journaling and more formal writing. Some questions to consider as you formulate your reactions include the following.¹
 - How has the reading influenced/shaped my perspective on the issue and what is the result?
 - To what degree does my personal experience/bias/previous reading/major affect my reading of a particular piece?
 - What is the relevance of this reading to society – at the time of publication? Now?
 - Some of the ideas are more important to me, and some are less, because...
 - If I had written this article, I would have...
 - How is this important to my understanding of myself and/or to the environment?
3. To consider environmental history:
 - Has there been an evolution in the way that we (in the United States) view the environment? Conservation?
 - What is “*environmentalism*”?
 - What role, if any, has environmental/nature writing played in the environmental movement?
4. What are the different ways of *valuing* nature?
 - What is the role of culture in shaping how we value and treat the environment?
 - Do attitudes about nature/the environment vary with culture, gender, generation, geography, ethnicity, etc.?

¹ The ideas for many of these questions came from the reading of Dr. Rick Elderkin’s syllabus for a course entitled “Classic Readings in Environmental Studies” at Pomona College.

5. To identify the critical environmental issues facing humanity today and consider the type of writing or communication forms needed for the 21st century.
6. To thoroughly research a specific topic related to environmental studies using primary and secondary literature sources; concisely express a research topic in abstract form; and construct successful outlines and drafts of written work from peer and professor feedback. As part of this project, students will complete a research paper with appropriate citations and present the research before peers and the instructor as well as addressing questions regarding the project.
7. To objectively critique peer writing samples and ask questions during discussions and after student presentations.

“I am pessimistic about the human race because it is too ingenious for its own good. Our approach to nature is to beat it into submission. We would stand a better chance of survival if we accommodated ourselves to this planet and viewed it appreciatively instead of skeptically and dictatorially.”

E. B. White

Assignments: (*Unforeseen events and opportunities may cause this to change slightly, especially since this is a new course being offered for the first time!*)

- **200 points:** *Keeping a journal for the semester.* This will include entries on your personal reactions to the various readings and course discussions and activities. In addition, you should pay attention to and include in your journal, current events related to environmental issues. These will be important for class. You may also want to include your thoughts about college life as a first-semester student.
- **200 points:** Overall *class participation* in discussions, engagement, & attendance. Excessive absences will negatively impact your grade. Simply showing up at the scheduled class time does not represent engagement. For example:
 - Are you making routine and significant contributions to discussions about the required readings and assignments and fully participating in group activities?
 - Are you finding examples of “Environmental Issues of the Week” and sharing these with the class?
 - Are you contributing useful feedback to your classmates when we have peer-review sessions?
- **200 points:** *Book review and assignment on selected reading* (Pearce).
- **300 points:** *Various assignments* such as reaction papers to readings, films, and guest speakers; case studies or op-eds; peer reviews; etc. This will include a culminating assignment completed during the finals period.
- **400 points:** *Research paper/project* (with drafts and abstract) and *oral presentation* (to be completed/ presented in November; details will be provided in class).
- **100 points:** *Attendance at co-curricular events such as the Environmental Film Series* (see page 12) and *In Focus Events*
- **100 points:** *Engagement in Student Affairs sessions and completion of assignments*

Total: 1500 points

Grading: The grading system is as follows: (*+/- will be administered as professor deems appropriate*)

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %

** Please note: it is within the instructor's purview to apply qualitative judgment in determining grades for assignments or the entire course.

Expectations:

- a) **Attendance:** Regular class attendance is expected. Make-up work will not be permitted unless you have an acceptable reason (family emergency, illness, etc) – with documentation. If an emergency should arise, please try to notify me ahead of time if possible. Notification from the Moravian College Health Center, Learning Services or the Moravian College Dean of Students' Office will be necessary if you miss more than two seminar classes. I will recognize legitimate excused absences such as when students are representing the university in an official capacity (e.g. for presentation at scientific meetings, intercollegiate athletic competition, but not practice, off-campus music performances, etc.). Such activities are scheduled ahead of time; thus, I expect you to make arrangements with me ahead of time as well. Please note: Students who arrive late to class disrupt the flow of the session and distract their peers. Please be prompt!
- b) **Cheating or plagiarism** will not be tolerated. Plagiarism may result in failure of the course. Students will be held to the highest standards as specified by the Moravian College Honor Code. Violations of this code will be handled in the most severe manner allowed by college policy. Please read the **Academic Honesty Policy** that is included in the student handbook *and* the Guidelines for Honesty on p. 8 of this syllabus. If you have any questions about plagiarism or other forms of academic dishonesty, please ask. Several assignments in this class will involve the use of internet resources, and it is my experience that students often do not realize that copyright violations and plagiarism policies still apply when using materials from these resources.
- c) **Appropriate Literature Sources:** All students will be required to understand the differences between primary and secondary literature sources. The college subscribes to many databases relevant to disciplines associated with environmental studies that you should be familiar with as they will be invaluable sources of information for your research project. Public-domain internet sources can be helpful but you must critically evaluate the information obtained from such sources – especially if they are not primary sources. **You should not typically use "Wikipedia" as a reference for assignments and material from this source is NOT acceptable for the formal research paper.**

**** Throughout the semester, I would like for you to pay attention to media and popular press coverage of topics related to this course and use these for entries in your journal and to contribute to class discussions. Your informed contributions to these discussions will be viewed favorably when assigning final grades! ****

- d) **Reading Assignments:** should be completed prior to each class session in which the reading(s) will be discussed.

- e) **Extra Help** : If any difficulties arise during this course in any area, including selecting a research topic to designing your presentation, please see me. *I will be happy to help!* The reference librarians in Reeves Library are also willing to assist you with reference materials. You may also contact the Moravian College Writing Center for further assistance in writing and revising your abstracts and research papers

Best wishes for a great semester!

- D. Husic

First Year Seminar Common Syllabus for all sections

Course Description and Objectives

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Writing as a Process

Writing is more than simply a report of what you know and see; it is also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through **multiple drafts** that a piece of writing is developed to fulfill the writer's purpose for a

reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you have written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time, the writer inspects and verifies the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You will not always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street, at 610-861-1510. Accommodations cannot be provided until authorization is received from the Office of Learning Services.

Students are also encouraged, yet not required, to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

It is important to contact the office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

You may not collaborate during an in-class examination and you may not work with others on out-of-class assignments or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each FYS class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

At Moravian, if an instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been

reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

- First, to the First Year Seminar course instructor.
- Next, in the case of a First Year Seminar, to the Chair, First Year Seminar
- Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

First Year Seminar, Fall 2011

Student Affairs information

Friday, September 9

Who am I? How can I lead? What is my responsibility to the world?

Dr. Nicole L. Loyd, Dean of Students

Preparation for Friday session: There are no pre-readings for this session.

Assignment: Attend “Sex Signals” on September 14th.

Friday, September 23

The Happiest, Dopiast, Grumpiest, Sneeziest, time of YOUR life...

Dr. Ron Kline, Director of the Counseling Center

Dr. Michelle Santiago, Assistant Director of the Counseling Center

TBA, Student Health Center Coordinator

Preparation for Friday session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Counseling Center website; click on the FYS tab on the left. Read the two posted articles prior to Sept. 23rd.

Assignment due Friday, September 30: (1 inch margins, 12-point font, double spaced).

Using the Counseling Center's website, pre-reading, and presentation, prepare a 500 word essay based on the following: Think of a *real or imagined* situation when a friend or a family member was going through a tough time with some difficulty. How could the situation have been

handled? What could you have done to help? What feelings went through your mind? What was the lesson you learned that made you the person you are today?

Friday, October 7

You're Not in Kansas Anymore

Ms. Laurie Roth, Director of Learning Services

Mr. Joe Kempfer, Assistant Director of Learning Services

Preparation for Friday Session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Learning Services' website. Read the instructions for the Learning Styles Inventory (LSI) and take the assessment quiz. Bring a printed copy of your results to the Oct. 7th session. Also read the handout "Important Differences Between High School and College." While on the site, familiarize yourself with the calendars, planners, handouts, and other resources available through Learning Services to assist students.

Assignment due Friday, October 14th: Write a 500 word response using what you learned about the college classroom, faculty expectations, and your learning style preferences, to describe your step-by-step personal study plan to ensure your academic success. You may use the calendars, planners, and other resources on Learning Services site in constructing your plan.

Friday, October 21

Brief Encounters with Cultural Differences

Mr. Kerry Sethi- Director of International Studies

Ms. Sharon Brown- Director Institutional Diversity

Preparation for Friday Session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ follow the link to the International Studies Website review resources for preparing to study abroad. Read the two short dialogues, "Lucky for Hassan" and "Near the Family," and the blog "How Study Abroad Changed My Life". During the session, students will break into small groups and actively participate in a cross-cultural exercise so preparation is important.

Assignment due Friday, October 28th: Write a one page essay on why you plan or do not plan to incorporate the study abroad experience into your academic experience.

Friday, November 4

Exploring Your Future

Ms. Amy Saul, Director of the Career Center and students

Preparation for Friday session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and download the Career Center assignment. Bring the completed assignment to the session on

November 4th. Contact the Career Center at 610-861-1509 or via email at thecareercenter@moravian.edu with questions.

Assignment due Friday, November 11th: Using the information from the session write a 500 word essay about how hands on learning and job shadowing serve as a way to enhance your academic experience while answering critical questions about your career interests. Include how you plan to take advantage of these particular opportunities during your time at Moravian College.

Friday, November 18

Building Community

Rev. Hopeton Clennon, College Chaplain

Ms. Katie Dantsin, Director of Leadership Development

Ms. Holly Nonnemacher, Director of Student Activities

Ms. Nicole Nugent, Coordinator of Community Service

Ms. Liz Yates, Director of Residence Life & Greek Life

Preparation for Friday session: Access Amos: https://amos.moravian.edu/ICS/New_Students/ and download the Building Community assignment, bring the completed assignment to the session on November 18th.

Assignment due Tuesday, November 22nd: Consider the following: *What does it mean to be engaged in a community?* Details regarding submission and format will be provided during the session.

The Student Affairs' assignments will be submitted to the corresponding section instructor(s) identified above and evaluated by them on the basis of "sufficient engagement." Students who are not sufficiently participating in the Friday sessions will be flagged by the Student Affairs staff and they will notify the students' FYS instructor. Students need to be made aware at the onset of the semester that "sufficient engagement" in the Student Affairs program is a vital and necessary component of the course experience and required for course credit. Student Affairs will provide make-up sessions and/or other kinds of opportunities for students to review relevant materials if they miss any of the Friday sessions. FYS instructors will not assign a grade for these reflection pieces, although they are expected to engage our FYS students in discussions about the content and message of the Friday sessions.

Environmental Film Series Fall 2011

*Sponsored by the Moravian College Environmental Studies & Sciences Program through a grant from the
Margaret A. Cargill Foundation
Refreshments and an opportunity for discussion will follow each film.*

Winged Migration

Wednesday, October 5, at 7:00 PM in UBC Room

In WINGED MIGRATION, Jacques Perrin takes on his greatest challenge yet: exploring the mystery of birds in flight. The film covers landscapes that range from the Eiffel Tower and Monument Valley to the remote reaches of the Arctic and the Amazon. All manner of man-made machines were employed, allowing the filmmakers to fly alongside, above, below and in front of their subjects. The result is a film of staggering beauty. **Check out the trailer at** <http://www.sonyclassics.com/wingedmigration/home.html>

Waste Land

Tuesday, October 25 at 7:00 PM in UBC Room

WASTE LAND follows renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world's largest garbage dump, Jardim Gramacho. There he photographs an eclectic band of "catadores" -- self-designated pickers of recyclable materials. His collaboration with these inspiring characters as they recreate photographic images of themselves out of garbage reveals both the dignity and despair of the catadores as they begin to re-imagine their lives.

Check out the trailer at

<http://www.wastelandmovie.com/>

Gasland (sponsored by Reeve's Library CLAW)

Thursday, November 10, at 4:00 PM in Prosser

Q&A with the director Josh Fox, following the film

The largest domestic natural gas drilling boom in history has swept across the United States. When filmmaker Josh Fox is asked to lease his land for drilling, he embarks on a cross-country odyssey uncovering a trail of secrets, lies and contamination. Part verité travelogue, part expose, part mystery, part bluegrass banjo meltdown, part showdown.

Check out the trailer at

<http://www.gaslandthemovie.com/trailer>

The UBC Room and Prosser Auditorium are located in the Hauptert Union Building. Both are on the Moravian College Campus at 1200 Main St., Bethlehem, PA 18018. Moravian College seeks to provide an accessible and hospitable learning and working environment for all, while ensuring full compliance with federal and state regulations. Our community welcomes and encourages persons with disabilities to participate in our programs and activities as faculty, staff, students, and as visitors to the College. If you anticipate needing any type of accommodation or have questions about the physical access provided for these events on our campus, please contact Ann Claussen (610-861-1492; meaec01@moravian.edu) at least one week in advance of the event.

Timeline and Important Suggestions for Writing Your Research Papers

Timeline:

- Topic due to Dr. Husic on **February 17th** at the beginning of class.
- The focus of your paper and talk should be on some area related to environmental studies, and preferably, some aspect that relates to your major field of study or focus of personal interest. At least three primary resources must be used and the paper and your talk should include commentary on the impact of this research (its significance) on the field of environmental studies and the broader impact (e.g. on society, the future of the planet, or whatever).
- Outline for seminar and paper due to Dr. Husic on Tuesday, March 10th by 5:00 pm.
- Rough draft of your paper due two weeks prior to presentation date.
- Abstract and copy of one of your primary articles due to professor to be placed in student room in Collier (311) by 5:00pm one week prior to presentation date.
- All class members are to review speakers abstract and articles and draft 1 to 2 questions for speaker – in writing and in advance of the presentation. These will be collected on the day of each seminar along with any questions that you think of during the talk.
- Final paper due on day of your presentation!

Expectations:

- Your research paper and oral presentation are to be **a review and analysis** of primary scholarship reported by various experts on your chosen topic – do not give a summary of only one primary source. As noted above, include discussion on the broader impact of the work. The nature of the scholarship will vary with each discipline represented, and we will explore these differences (and the similarities) of the different fields that are encompassed in environmental studies. Similarly, writing formats for the paper may vary depending on your major. You should use the professional style most commonly associated with your chosen discipline/major.
- You are expected to cite a minimum of **three primary sources** and **two secondary references**.
- You may be asked to submit copies of all primary literature **sources** with the rough draft of your paper.
- Your primary article to be shared with the class should not be from work published prior to 1999.
- Any figures or images should be attached at the end of the 8 - 10 page paper (as an appendix) – do not place in the body of your paper. The figures should be numbered and have titles and, if taken from some source, this should be noted. Technically, you should have permission to use figures from published sources (including the internet).

- Please visit me and/or the Writing Center if you are having difficulties in composing your final draft.

Grading Criteria for Research Paper:

- Clarity of writing
- Quality of writing (grammar, punctuation, organization of information, style, etc)
- Ability to identify and summarize critical research information
- Ability to correctly interpret the data/information
- Appropriate detail/content
- Correct use of key terms
- Appropriate references

Timeline and Important Suggestions for Oral Presentations

Timeline:

- Same as for paper (see previous page).

Expectations:

- Oral presentations must include a Power Point slide show which will be submitted to Dr. Husic on the day of your presentation.
- Oral presentations should be from 25 to 30 minutes. Plan on approximately 10 minutes of questioning from your audience.
- The emphasis of your oral presentation might vary from that of your research paper.
- Practice, practice, practice! This is the way to gain familiarity with your presentation content, to gain confidence and to diminish the dependence on reading your notes during your actual talk. When you practice – do so with your Power Point presentation projected so you can also practice pointing out key information on your slides.
- Remember the importance of appearance, poise, etc. during a professional presentation. Developing confidence and presenting yourself in a professional manner will go far in helping you during interviews, future presentations for your career, etc.

Seminar Dates:

April 14 (#1)

April 21 (#2)

April 23 (#3)

April 28 (#4)

April 30 (#5)

May 4th (#6 & 7; two presentations will be done during the scheduled finals period)

