

LINC 101 G Living on Earth: Topics in Sustainability
Fall 2014
TRF 3b 10:20-11:30
MAIN/PPHAC/338

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COURSE DESCRIPTION/OBJECTIVES:

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar 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 section of First-Year Seminar 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.

In this FYS section, we consider the pressing challenge of the 21st century to create sustainable modes of living and working in a global environment that is increasingly at risk. Through a variety of readings, discussions, and writing assignments, students in this course will examine how threats to the natural environment are influencing our ways of living, and how communities are working to create more balanced lifestyles, social structures, and economies. This seminar introduces first-year college students to a liberal arts education that emphasizes critical thinking, effective writing, and civic engagement.

- **With regard to broad academic and writing skills, by the end of this course, students will:**
 - Demonstrate a process approach to writing
 - Use writing as a way to discover new information and insights—in short, to learn
 - Demonstrate competency in writing, including framing questions, posing problems, and synthesizing information to write an academic paper
 - Write effectively for a variety of audiences
 - Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper
 - Read critically and comprehensively to integrate others' ideas with their own

- **With regard to transition to college expectations, by the end of this course students will:**
 - Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future
 - Practice behaviors for successful learning, including effective study habits, time management, goal setting and coping skills
 - Collaborate with faculty and student advisors and engage with the College community -- students, faculty and staff-- to promote the students' success at Moravian College

COURSE REQUIREMENTS:

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they 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 should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they 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

REQUIRED MATERIALS:

Herndl, Carl. G. *Sustainability: A Reader for Writers*. New York: Oxford University Press, 2014. Print.
 Powers, Kevin. *The Yellow Birds*. New York: Little, Brown and Company, 2012. Print.
 Ede, Lisa. *The Academic Writer: A Brief Guide*. 3rd ed. Boston: Bedford/St. Martin's, 2014.
 Materials on Blackboard and Reeves reserve

ELECTRONIC RESOURCES:

The Academic Writer On-Line Resources

<http://bcs.bedfordstmartins.com/academicwriter1e/>

The CQ Researcher

<http://0-library.cqpress.com.webpac.lvlspa.org/cqresearcher/>

Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*

<http://site.ebrary.com/lib/moravianlibrary/Doc?id=10085437>

Green Files database

<http://green-files.blogspot.com/>

Purdue University On-Line Writing Lab

<http://owl.english.purdue.edu/>

Purdue University On-Line Writing Lab: Grammar, Punctuation, and Spelling

<https://owl.english.purdue.edu/owl/section/1/5/>

Reeves Library Home Page

<http://home.moravian.edu/public/reeves/>

ASSIGNMENTS AND EVALUATION: Due dates for readings and assignments are indicated on the schedule below. Writing assignments will include rubrics outlining criteria for evaluation. Due dates for writing assignments are firm. If for some extraordinary reason you must be late, please talk to me in advance. A late writing assignment loses half a letter grade for each day it is late. Since journal entries are intended to support in-class activities, any entries submitted apart from attendance at class can earn no more than half credit.

First essay:	Draft due: Tues. Sept. 23 Final draft due: Thurs. Sept. 25 Revision due: Fri. Oct. 17	20%
Research paper:	Draft due: Tues. Nov. 4 Final draft due: Fri. Nov. 7 Revision due: Tues. Nov. 25	25%
Personal essay:	Draft due: Thurs. Dec. 4 Final draft due: Fri. Dec. 5	20%
Journal:		20%
Academic extracurricular events:		5%
Attendance and participation		10%

Grade Scale: 93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D- . It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade.

JOURNAL: Answer each prompt in a written response of approximately 500 words, unless otherwise directed. Think about how the reading you are assigned relates to the question(s) posed. Where appropriate, use specific examples from both the reading and your personal experience to respond to the prompt. Bring a copy of your response to class on the day the assignment is due. In most instances, the journal assignment is intended to help you think about topics that will be discussed in class. In some cases, you will actually be drafting text that you may wish to copy, paste, and/or revise as you utilize a process approach to writing to compose the major papers required in the course. Since journal entries are intended to support in-class activities, any entries submitted apart from attendance at class (due to an absence, even if the entry is submitted in advance) will receive no more than half credit. Entries are due as indicated in the syllabus or in class.

Format: At the left hand corner of the journal entry, record your name, the journal assignment number, the date the assignment is due, and a word count. Because you may want to incorporate portions of some of your responses into later drafts, it is required that you compose your entries on a word processor and save them for future access. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the journal should be a venue in which you may play with ideas and try out new rhetorical strategies.

To save paper, please use single space, narrow margins and, if possible, both sides of the sheet.

Criteria for Evaluation: These entries will receive a full point of credit, toward 20% of the course grade, if they fulfill the following criteria:

1. Entry responds thoroughly and thoughtfully to the assigned prompt.
2. Entry shares specific details from assigned readings and/or from personal experience, as appropriate.
3. Entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
4. Entry demonstrates the writer's attempt to explore the use of effective syntactic structures and rhetorical strategies.
5. Entry is word-processed, spell-checked, word count included.

ATTENDANCE AT ACADEMIC EXTRACURRICULAR EVENTS: All FYS students are required to attend three academic extracurricular events such as campus-wide lectures, panel discussions, theatre performances, music concerts. Qualifying events will be approved by the instructor, and the student will write a 250-word response to the event, following the same format as the journal.

ATTENDANCE & PARTICIPATION: I cannot emphasize enough how important it is for you to attend each class, promptly, with your assignment read and your journal entry completed. The success of our learning experience depends upon how well we can articulate our individual and collective responses to the readings, as we prepare for and engage in the process of thinking and writing about sustainability. Some participation in events outside of the class time will be required. If you must be absent for some extraordinary reason, you must inform me in advance or supply a note from a legitimate authority. If you miss more than three classes without providing a written excuse, I will inform the dean of students and your grade will drop by one third of a letter grade for each absence. Missing an individual conference counts as missing two classes. It is your responsibility to consult with me if you are late or absent. Your participation grade will reflect your regular, voluntary engagement in class discussion. Full attendance without such engagement will earn no more than a grade of C for participation.

****Unless otherwise directed, please turn off and put away all electronic devices during class.**

**** Please check your Moravian College email at least once per day for communication relevant to this class.**

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 unless otherwise expressly permitted by the instructor. 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. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. [MLA citation style is required for Linc 101 G.] Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, 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 First-Year Seminar 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). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar 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 see 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 Committee, 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:

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

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 SERVICE OFFICE:

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

SCHEDULE OF ASSIGNMENTS:

Readings should be completed by the day on which they are listed. This schedule may be revised as the course progresses. I will announce changes in class.

Sun. Aug. 24 Orientation session: *The Yellow Birds*, by Kevin Powers.

Week 1 **Tues. Aug. 26** Introductions
Course overview

Thurs. Aug. 28 *Sustainability*: Preface, xxii-xxvii
"Us: How We Live With Each Other & With the World," pp. 1-3
Carson, "The Obligation to Endure"
Leopold, "Thinking Like a Mountain"
Due: Journal #1

Fri. Aug. 29 Student Affairs Session 1: Sex Signals

Week 2 **Tues. Sept. 2** Diamond, "The World as Polder: What Does It Mean to Us Today"
Al Gore, Nobel Lecture (BB/Blackboard, Reeves Reserves)
http://www.nobelprize.org/nobel_prizes/peace/laureates/2007/gore-lecture_en.html
Film: *An Inconvenient Truth*
AW (Academic Writer) 1-17, "Rethinking Writing"
Due: Journal #2

Thurs. Sept. 4 "Climate Change: What It Is, How It Affects Us & Why We Argue About It So Much," pp. 155-158
National Research Council, "Advancing the Science of Climate Change"
AW 18-33, "Rethinking Reading: Reading on Page and Screen"
Due: Journal #3

Fri. Sept. 5 Student Affairs Session 2: Counseling Center, Health Center and Religious Life

Week 3 **Tues. Sept. 9** "Trash: The Costs of Throwing 'Stuff' Away," pp. 47-49
Leonard, "The Story of Stuff: Bottled Water"
Donovan Hohn, "Sea of Trash" (BB/Reeves)
<http://www.nytimes.com/2008/06/22/magazine/22Plastics-t.html?pagewanted=all>
Kitt Doucette, "The Plastic Bag Wars" (BB/Reeves)
<http://www.rollingstone.com/politics/news/the-plastic-bag-wars-20110725>
Video: "The Story of Stuff" <http://www.storyofstuff.com/>
AW 261-272, "Strategies for Reading," Part 1
Journal #4

Thurs. Sept. 11, 10 a.m., Johnston Hall, Convocation: Jody Williams (Attendance required)
Leonard, "The Story of Stuff: Electronics"
Carroll, "High Tech Trash"
Glanz, "Power, Pollution and the Internet" (BB/Reeves)
Glanz, "Data Barns in a Farm Town, Gobbling Power and Flexing Muscle"
(BB/Reeves)
AW 272-282 "Strategies for Reading," Part 2
Due: Journal #5

Fri. Sept. 12 Student Affairs Session 3: Academic Support Center

Week 4

Tues. Sept. 16 Fontaine, "Where Did Our Clothes Come From?"
Siegler, "Why It's Time to End Our Love Affair With Cheap Fashion"
Video: "The High Price of Materialism"
http://www.youtube.com/watch?feature=player_embedded&v=oGab38pKscw
AW 34-51, "Academic Writing: Committing to the Process"
Due: Journal #6

Thurs. Sept. 18 "Food: A Different View of the Food Chain," pp. 115-117
Opperman, "Getting to Know Your Bacon: Hogs, Farms, and Clean Water"
Bryan Walsh, "The Real Cost of Cheap Food" (BB/Reeves)
<http://www.time.com/time/health/article/0,8599,1917458-1,00.html>
NPR podcast: "Antibiotic-Free Meat Business is Booming, Thanks To Chipotle"
<http://www.npr.org/templates/run downs/run down.php?prgId=2&prgDate=5-31-2012>
AW 52-69, "Analyzing Rhetorical Situations," Part 1
Due: Journal #7

Fri. Sept. 19 Student Affairs Session 4: International Education & Center for Intercultural Advancement & Inclusion
AW 152-169, "Composing an Academic Argument"

Week 5

Tues. Sept. 23 Writing Workshop
Writing Center Introduction; Peer Tutoring 101
AW 69-89, "Analyzing Rhetorical Situations," Part 2
Due: Full draft of first essay assignment

Thurs. Sept. 25 Presentations and discussion of essay topics
AW 90-101, "Analyzing and Synthesizing Texts," Part 1
AW 101-129 "Analyzing and Synthesizing Texts," Part 2
Due: First Essay assignment

Fri. Sept. 26 Student Affairs Session 5: Career Center

Week 6

Tues. Sept. 30 **Research Paper Introduction**
Sustainability: "Rhetorical Strategies and Writing for Change," pp. 384-398
Sustainability: "Writing Research Papers," pp. 398-415
Due: Journal # 8

Thurs. Oct. 2 Individual Conferences
AW 170-197, "Doing Research," Part 1

Fri. Oct. 3 Student Affairs Session 6: Student Involvement & Leadership

Week 7

Tues. Oct. 7 Individual Conferences
AW 198-207, "Doing Research," Part 2

Thurs. Oct. 9 **Library Research Session (Reeves Library)**
Journal # 9

Fri. Oct. 10 AW 207-232, "Doing Research" Part 3
Discuss AW 170-207, "Doing Research," Parts 1 & 2

Fall Recess

- Week 8**
- Thurs. Oct. 16** “Energy: Supply, Demand, & Invisible Consequences,” p. 229-232
National Research Council, “Energy Supply and Use”
Bateman, “A Colossal Fracking Mess”
AW 292-305, “Strategies for Invention”
Journal # 10
- Fri. Oct. 17** Film: *Gasland*
Elizabeth Kolbert, “Burning Love” (BB/Reeves)
http://www.newyorker.com/talk/comment/2011/12/05/111205taco_talk_kolbert?printable=true
AW 306-318, “Strategies for Planning and Drafting”
Due: Revision of first essay
- Week 9**
- Tues. Oct. 21** “Soil and Water: Resources We Take for Granted,” pp. 307-309
Barnett, “The Illusion of Water Abundance”
AW 130-141: Making and Supporting Claims,” Part 1
- Thurs. Oct. 23** Reeves Library Session
Due: Journal #11
- Fri. Oct. 24** Lozanova, “Starbucks Coffee: Green or Greenwashed?”
Epstein, “Food Security and Climate Change: The True Cost of Carbon”
AW 141-151, Making and Supporting Claims,” Part 2
Journal #12
- Week 10**
- Tues. Oct. 28** Pollan, “The Genius of the Place”
AW 233-237, “Writing in the Disciplines: Making Choices as You Write”
AW 319-321, “Strategies for Designing Pages and Screens
Due: Journal #13
- Thurs. Oct. 30** Dr. James Skalnik, presentation on Liberal Arts Education
“Liberal Arts Essays” on Blackboard and on reserve in Reeves:
Cronon, “Only Connect: The Goals of a Liberal Education”
Frank, “Figure Out What You Love and the Rest Will Follow”
Bennet, “The Lure of Learning”
Meiland, “The Difference Between High School and College
- Fri. Oct. 31** Session with Student Advisor
Research Paper discussion
- Week 11**
- Tues. Nov. 4** Peer Workshop
Due: Full Draft of Research Paper
AW 338-342, “Strategies for Revision”
- Thurs. Nov. 6** In-class advising
Elizabeth Kolbert, “Green Like Me” (BB/Reeves)
http://www.newyorker.com/arts/critics/atlarge/2009/08/31/090831crat_atlarge_kolbert

Film: "No Impact Man"

Fri. Nov. 7 Research Paper Due

Week 12 Tues.- Thurs. Nov. 11-13 First-Year Students Advising and Registration

Fri. Nov. 14 Personal Essay Assignment Introduction

Personal Essay Rubric discussion

Discussion of possible essay topics

Steingraber, "The Case for Gardening as a Means to Curb Climate Change"

Due: Journal #14

Week 13 Tues. Nov. 18 Individual Conferences

Thurs. Nov. 20 Individual Conferences

Fri. Nov. 21 Exploring Academic Major and Career Choices

Thoreau, "Life Without Principle" (BB/Reeves)

Due: Journal #15

Week 14 Tues. Nov. 25 Research paper presentations

Due: Research Paper Revisions

Thanksgiving Recess

Week 15 Tues. Dec. 2 Research Paper Presentations

Thurs. Dec. 4 Peer Workshop

Due: Full Draft of Personal Essay

Fri. Dec. 5 Due: Personal Essay