

**English 104 C: The Experience of Literature**  
Monday and Wednesday 2:35-3:45 PM, Zinzendorf 103

**Professor:** Dr. Crystal N. Fodrey  
**Office:** Zinzendorf 307  
**Phone:** 610-861-1511

**Email:** [fodreyc@moravian.edu](mailto:fodreyc@moravian.edu)  
**Office Hours:** M 10:30 – 11:30 AM, T 1:00  
– 4:00 PM, W 10:30 – 11:30, or by appt.

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**Course Description:**

Official catalog description: Introduction to major literary genres from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects.

To reach the aforementioned end, in this Experience of Literature course we will read, analyze, and occasionally create nonfiction, fiction, and poetry of/on the environment. Specifically, we will ask how (and/or how well) such literary texts function historically and culturally as writing with the potential to effect positive change in the world as it celebrates and problematizes peoples' connection and/or responsibility to particular environs. Students in this class will also be expected to participate on occasion in the MoCo Farm Fresh Market—which occurs on Fridays from 11:00 AM to 3:00 PM at the PPHAC Plaza—as both observers and presenters.

**Course Goals:**

- Analyze environmental literature through close reading.
- Develop strategies for analyzing texts for particular purposes, audiences, and situations.
- Analyze the ways in which authors of environmental literature use textual conventions to achieve their purposes in specific contexts.
- Write essays that develop analyses with evidence drawn from the texts you read.
- Incorporate other writers' interpretations into the analyses you write.
- Practice research, reading, writing, and revision strategies that can be applied to work in other courses and in different professions.
- Work collaboratively to create a public presentation related to the course theme.
- Create multiple, meaningful revisions of your writing and suggest useful revisions to other writers.

**Required Texts:**

- Anderson, Lorraine, Scott Slovic, and John P. O'Grady. *Literature and the Environment*. 2<sup>nd</sup> ed. Longman, 2012.
- Dillard, Annie. *Pilgrim at Tinker Creek*. 1974. Harper Perennial Modern Classics, 2007.
- Weisman, Alan. *The World Without Us*. Picador, 2008.
- Additional Readings Provided on [Blackboard](#)
- **Note:** I am fine with you buying digital copies of both the Dillard and Weisman texts for iBook, Kindle, etc., if you would rather save a tree—and some money—and read those on an e-reader/iPad. This will just involve you quickly searching for the passages we discuss in class.

**Recommended Texts:**

- Garrard, Greg. *Ecocriticism*. 2<sup>nd</sup> ed. Routledge, 2012.
- Hacker, Diana, and Nancy Sommers. *A Writers Reference with Writing about Literature*. Bedford/St. Martin's, 2011.
- **Note:** *Ecocriticism* is available for free as an e-book through the Reeves Library website. The downside of this is that only one student in the class can read from the e-book at a time, and I will be assigning readings from this text frequently throughout the semester.

**Other Materials:**

- Paper and pen/pencil and/or electronic writing device for in-class writing
- Hard copies of your work as needed for class and group discussion
- Daily access to the Internet

**Course Evaluation, Assignments, and Grades:**

It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade. Grades will consider the following aspects of writing, in the context of a particular assignment: purpose, audience, content, organization, development of ideas, style, ethos, document design, mechanics/ readability, and maturity of thought.

The following table lists all assignments and their point values. Required assignments that carry no point values must be completed in order for you to receive full credit for the unit and the course.

Assignment	Points
Analysis Essay #1 – The Nature of Nature	15
Analysis Essay #2 – Rhetorical Analysis of Food Writing	15
Analysis Essay #3 – Researched Analysis of an Environmental Text	25
Final Exam (Take Home)	15
Short Assignments/In-Class Quizzes & Writing	10
Presentation for Public Audience at MoCo Farm Fresh Market	10
Participation	10
<b>Total Points Possible</b>	<b>100</b>

To receive an A in this course, you must accumulate at least 93.5 points; for an A-, 89.5 points; for a B+, 86.5 points; for a B, 83.5 points; for a B-, 79.5 points; for a C+, 76.5 points; for a C, 73.5 points; for a C-, 69.5 points; for a D+, 66.5 points; for a D, 63.5 points; and for a D-, 59.5 points. Please turn in all assignments, even if you believe they are poorly done. The difference between an F grade and 0 is that F carries points toward the final points and is assigned for something turned in, while a 0 carries no points and is assigned when no assignment is submitted.

In this course you will practice three types of analysis by writing three major essays, each with multiple drafts. Short assignments, in-class writing, and the public presentation are meant to provide additional outlets for response, brainstorming, drafting, and delivery of ideas related to the topic of the course.

- **Analysis Essays #1 and #2**, each worth 15 points (15%) of your grade, focus closely on your chosen texts in a limited context and will be 3 to 5 pages in length. For Analysis Essay #1 you will be asked to analyze the literary, textual, and/or cultural features that shape your response to a text or texts' treatment of "Nature." For Analysis Essay #2, you will be asked to analyze how and/or how well a piece of food writing functions as civic discourse within its historical and cultural contexts.
- **Analysis Essay #3**, worth 25 points (25%) of your grade, will incorporate outside research and will be 6 to 8 pages in length. The research will help this essay accomplish several things that the shorter essays may not do: 1) It will help explain the context of your text and how that relates to your analysis, 2) It will show what other scholars have written about your chosen text, and 3) It will make an argument about the ways that the broader subject connected to your chosen text communicates. Essay #3 also emphasizes your ability to evaluate and incorporate sources effectively.
- The **Final Exam**, worth 15 points (15%) of your grade, will ask you to synthesize ideas from literature and supplemental scholarship studied over the course of the semester. This typed, take-

home exam will be given to students on the last day of class, and will be turned in to Dr. Fodrey no later than 8:30 AM on Wednesday, May 6, which is the class's scheduled final exam time.

- **Short Assignments (SAs) and In-Class Quizzes & Writings**, worth 10 points (10%) of your grade, will help you prepare for each major writing project and exam described above; SAs will be written in response to prompts posted on our Google Classroom site, and you will post your responses to the class's Google Drive folder. SAs and in-class quizzes & writings (including peer review workshop responses) are pass/fail. You receive "pass" credit as long as you meet the minimum requirements for the SAs and in-class writings or answer at least 75% of the questions correctly on a reading quiz. **If you do not have an SA in class when it is due, you will both get a failing grade for the SA and lose .5 points from your participation grade.** Late SAs will not be accepted, and you will lose points from your Short Assignment grade. Note: In-class quizzes & writing are tied to attendance and cannot be made up.
- **Public Presentation at MoCo Farm Fresh Market:** After turning in Essay #1, we will begin to discuss what shape our class's public presentation at the MoCo Farm Fresh Market will take. Do you want to write original poetry about environmental issues and perform it? Do you want to reinterpret course readings into other art forms? Do you want to translate your essay arguments into something more visual, like a poster session? Do you want to break up into small groups, each doing something different? Assessment criteria for the presentation will be developed as a class after we decide what we will be doing, but regardless it will be worth 10 points (10%) of your grade.
- **Participation:** 10 points (10%) of your total grade count for participation. Participation has many aspects. Large group participation includes contributing to discussions, asking questions, taking notes, writing when asked to write, listening, respecting your peers and me, and anything else that shows you are actively engaged in the course. Small group participation includes the above, plus responding thoughtfully to your peers' writing. Expect to have written homework (either an SA or an analysis essay draft/final) due for every class. **It is due whether or not you are in class.**
  - Anytime you use your phone for non-class-related reasons or sleep, it will result in **.5 point** deduction from your participation grade.
  - **Anytime you fail to turn in work on its due date**
    - You will lose **1 point** for not having formal writing (drafts, peer review, and all major assignments listed in table) and
    - **.5 points** for not having informal writing (reading response journal entries, in-class work, i.e. all other assigned work not listed in table. Reminder: I do not accept late SAs.).
  - In accordance with the attendance policy listed below, excessive absences will be deducted from your participation grade until you run out of participation points.
  - In the event you lose all 10 participation points, you will start losing points from your final grade. It is possible to fail the course due to missing work, late work, and absences.

## Course Policies

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### Academic Honesty

All Moravian students are responsible for upholding the academic honesty policy detailed in the [Student Handbook](#), which I highly suggest that you read. You must do your own writing for all the assignments in this course and have a full understanding of all terms and concepts you have used. If I question whether the work you have submitted is your own, I may test you on its content. Additionally, the use of sources (ideas, quotations, paraphrases) must be properly documented in the MLA citation style.

### Attendance

**Attendance is mandatory.** The Experience of Literature is a course that includes engaged discussion, in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss

class. Any in-class work missed as a result of tardiness or unexcused absence cannot be made up. Students enrolled in this course cannot miss more than a week of classes—two class meetings—without penalty. **For each class meeting missed thereafter, your final course grade will be reduced by 1%.**

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. A dean's note or other official Moravian College document justifies absences for Moravian functions but must be presented to me before the scheduled event. Doctor's appointments, job interviews, and other important appointments do not count as excused absences. If you have a legitimate conflict or an extreme emergency, discuss the situation with me.

### **Submitting your Work**

- In-class and out-of-class writing will be assigned throughout the course. Students not in class when writing is assigned are still responsible for completion of the assignment when due.
- It is your responsibility to submit your work digitally to Google Drive and/or in physical copy to Dr. Fodrey (varies by assignment) by the published assignment deadline.
- It is your responsibility to submit the correct version of your assignment.
- Students are required to keep copies of all drafts and major assignments until after the end of the semester.
- Rough drafts must be turned in **prior** to final drafts of major writing assignments. Drafts should show significant changes in purpose, audience, organization, and/or evidence. **Failure to submit a rough draft prior to a final draft will result in an immediate 10% grade reduction on the final draft.**
- Final copies of all work (unless otherwise noted) should be typed and follow the appropriate MLA style guidelines for the assignment.

### **Late Work**

Major assignments will not be accepted without penalty unless students make arrangements for an extension before the due date. **Major assignments that are turned in late will incur a 5% penalty per 24-hour period.** SAs and in-class writing assignments will not be accepted late under any circumstances.

### **Workshops**

We improve as writers by responding to input from readers. To that end your essay drafts will go through extensive peer review via writing workshops. You are expected to take the input from your classmates **seriously** and respond to their feedback when you revise. You are likewise expected to take your job as a reviewer seriously. Critique others' work as you wish to be critiqued. Treat each other with respect. Each of us has areas to improve in our writing.

### **Accommodations for Students with Disabilities**

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic and Disability Support in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic and Disability Support Office.

### **Writing Support**

The Writing Center is a free resource for Moravian students. At the Writing Center, a trained peer tutor will work individually with you on your writing, at any point in the process from brainstorming to editing. The Writing Center is located on the second floor of Zinzendorf Hall, 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.

**Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.**

## ENGLISH 104 DAILY COURSE SCHEDULE

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Be aware that a daily schedule is occasionally subject to change due to time constraints, unexpected disruptions, or needs of the class. Therefore, pay attention to announcements of any changes in assignments or due dates. These changes will be announced in class and on our Blackboard page. The most up to date homework will ALWAYS be posted on the class's Blackboard page. Also note that **whatever is listed for a specific day is DUE that day.**

**Key to Abbreviations:** **B** = the reading has been posted as course content on Blackboard  
**LE** = *Literature and the Environment*  
**SA** = Short Assignment (to be explained in detail on Blackboard and submitted to Google Drive unless otherwise noted)

### UNIT 1—THE NATURE OF NATURE

#### WEEK 1

Introduce course and its emphasis on Literature and the Environment; write and share brief place-based nonfiction introductions; read and respond to texts focused on Nature

**M 1-19**      **Read** syllabus (in class); [Zelman's](#) "The Day A Dozen Parents and Children Killed a Shark for a Selfie" (in-class)  
**Draft** and present nature memory introductions (in class)

**W 1-21**      **Enroll** in English 104 C course shell on Blackboard (go to <http://blackboard.moravian.edu>, sign in, find course listing in Spring 2015 folder, click "enroll") *and enroll* in English 104 C Google Classroom page (sign in to Moravian Google account, go to <https://classroom.google.com>, click on "student," click on + in upper right corner to add class, use code **4z08sh** to enroll)

**Read** "Close Reading Chapter" (B); Clark, "Introduction: The Challenge" (B); Emerson, "Blight" (LE 384-86); Merwin, "Rain at Night" (LE 358-59); Oliver, "The Honey Tree" (LE 3-4)

**Write** SA#1—The first analysis essay for this class will be an exploration of the term "nature"—what does it mean to a specific author or group of authors; how is this meaning reflected in the author's writing; through what means do they experience nature; how does this connect to your own experience with nature, etc.? To that end, your first set of SAs will be responses to readings with those questions in mind. First read the "Close Reading Chapter" on Blackboard. Then, read "Introduction: The Challenge," which introduces primary themes of environmental literature. Make note of what author Timothy Clark says about the connection between nature and literature, specifically. Finally, type at least a 150 word response to each assigned poem (Emerson's "Blight," Merwin's "Rain at Night," and Oliver's "The Honey Tree"—and make sure to label each response! I do not mind what direction your analyses take you for this first SA; I only ask that you move beyond mere summary (see "Analysis" reading for details). Submit to Google Drive by class time *and* bring copy (electronic or paper) to class for discussion.

#### WEEK 2

Introduce Unit 1 essay assignment; read and respond to texts focused on Nature, this week focusing on animals and cultural differences

**M 1-26** **Read** Holcomb and Killingsworth’s “Images” (B); Oates, “The Buck” (LE 115-25—fiction); Leopold, “Thinking Like a Mountain” (LE 67-69); Whitman, “I Think I Could Turn and Live with Animals” (LE 48-50); Dillard, “Living like Weasels” (LE 5-8)  
**Write** SA#2—see Blackboard for details

**W 1-28** **Read** excerpt from Sturgeon’s “The Politics of the Natural in U.S. History and Popular Culture” (B); Merton, “Rain and the Rhinoceros” (LE 361- 67); hooks, “Touching the Earth” (139-43); Luther Standing Bear, “Nature” (LE 146-49)  
**Write** SA #3—see Blackboard for details

### **WEEK 3**

Continue to read and respond to texts focused on Nature, this week focusing on Transcendentalism

**M 2-2** **Read** Clark, “New World Romanticism” (B); “[Transcendentalism, An American Philosophy](#)” (B); Intro to Emerson (B); Emerson, [Intro](#) & [Chapter 1](#) of “Nature” (B); Intro to Thoreau (B); Thoreau, “Where I Lived, and What I Lived For” from [Walden](#) (B)  
**Write** SA#4—see Blackboard for details

**W 2-4** **Read** Literary Analysis Chapter (B); Dillard, *Pilgrim at Tinker Creek* chapters 1-5  
**Write** SA #5— Dialectical Journal—see Blackboard for details

### **WEEK 4**

Continue to read and respond to *Pilgrim at Tinker Creek*

**M 2-9** **Read** Reimer, “The Dialectical Vision of Annie Dillard's Pilgrim at Tinker Creek” (B); Dillard, *Pilgrim at Tinker Creek* chapters 6-10  
**Write** SA#6— Dialectical Journal—see Blackboard for details

**W 2-11** **Read** Dillard, *Pilgrim at Tinker Creek* chapters 11 - end  
**Write** SA#7— Dialectical Journal—see Blackboard for details

### **WEEK 5**

Workshop and revision

**M 2-16** **Read** “Tips for Writing Unit 1 Essay” (B)  
**Reread** the text(s) you are analyzing for your unit 1 essay multiple times.  
**Write** Rough Draft #1 of Essay #1 Due; bring 1 copy for content workshop

**T 2-17** **Optional:** Screening of *DamNation* documentary presented by Moravian College Environmental Film Series in HUB Snyder Room at 7:00 PM

**W 2-18** **Read** Purdue Online Writing Lab page on Revision:  
<https://owl.english.purdue.edu/owl/resource/561/05/>  
**Write** Rough Draft #2 of Essay #1 Due; bring 3 copies for peer review

## **UNIT 2—FOOD FOR THOUGHT**

### **WEEK 6**

Complete revisions to unit 1 essay; begin reading and discussing food-related texts; assign unit 2 essay

**M 2-23** **Read** excerpt from Leitch, “Slow Food and the Politics of ‘Virtuous Globalization’” (B); Meadows, “Living Lightly and Inconsistently on the Land” (LE 325-28); Kingsolver, “Taking Local on the Road” (LE 104-05); Nabhan, “Purging the Canned, Making Room for the Fresh” (LE 92-99)  
**Write**—Unit 1 Essay Final Due to Google Drive; SA#8— Go to a Farmers’ Market . . . (see Blackboard for details)

- W 2-25**      **Read** Bordieu, “Distinction: A Social Critique of the Judgment of Taste” (B); Berry, “The Pleasures of Eating” (LE 99-103); Lee, “From Blossoms” (LE 90); Masumoto, “Memories of Taste” (LE 91)  
**Write**—SA#9—Eat something local . . . (see Blackboard for details)

**WEEK 7**

Continue reading and discussing food writing; make plans for public presentation

- M 3-2**      **Read** Herrick, “An Overview of Rhetoric” (B); Thoreau, “Higher Laws” (LE 108-15); Pollan, “In Defense of Food” (B); Schlosser, “The Chain Never Stops” (B)  
**Write**—SA #10—Go to a grocery store . . . (see Blackboard for details)

- W 3-4**      **Read** Sutton, “Cooking Skills, the Senses, and Memory: The Fate of Practical Knowledge” (B); Dove, “Crab Boil” (LE 237); Collins, “Osso Buco” (B); Wallace, “Consider the Lobster” (B)  
**Write**—SA#11—Make something from scratch . . . (see Blackboard for details)

**WEEK 8**

**M 3-9 & W 9-11:** Class Cancelled for Spring Break. Begin drafting Unit 2 Essay

**WEEK 9**

Continue writing and revising Unit 2 Essay; plan for public presentation

- M 3-16**      **Write**—Unit 2 Essay Rough Draft #1 Due; bring 1 copy to class for workshop

- W 3-18**      **Class Cancelled but work still due;** see Blackboard for peer review assignment—SA#12—to be completed in Google Drive

**UNIT 3—ECOCRITICAL ANALYSIS OF ENVIRONMENTAL LITERATURE****WEEK 10**

Prepare for Farm Fresh Market presentation; practice applying ecocritical theories to literary texts

- M 3-23**      **Write**—Unit 2 Essay Final Due to Google Drive by class time; SA#13—Rough draft of visual for Farm Fresh Market presentation due (see Blackboard for details)

- W 3-25**      **Read** Garrard, “Beginnings: Pollution” from *Ecocriticism* (B); Carson, excerpt from *Silent Spring* (B); Lunden, “The Butterfly Effect” (B); Jensen, “Forget Shorter Showers” (LE 410-13)  
**Create** Visual Portion of Farm Fresh Market Presentation Due to Dr. Fodrey for review  
**Write** SA#14—see Blackboard for details

- F 3-27**      **Public Presentations at Farm Fresh Market**

**WEEK 11**

Assign Unit 3 Essay assignment; continue applying ecocritical theory to readings

- M 3-30**      **Read** Garrard, “Positions” and “Wilderness” (B); Also read one of the following **1)** Sanders, “Buckeye” (LE 186-90); **2)** Abbey, “Shadow from the Big Woods” (LE 249-51); or **3)** White, “The Ecology of Work” (LE 306-12)  
**Write** SA#15—see Blackboard for details

**W 4-1**            **Read** Garrard, “Apocalypse” (B); Russell, “The Apocalypse: Not in My Backyard” (LE 420-22); Kunstler, “Wake Up America. We’re Driving Toward Disaster” (LE 425-27)  
**Watch** *Earth 2100* (on [YouTube](#))  
**Write** SA#16—Dialectical Journal—see Blackboard for details

**F 4-3**            **Public Presentations at Farm Fresh Market**

**WEEK 12**

Apply ecocritical theories to *The World Without Us*

**M 4-6**            **Read** WWU Prelude & Part I (1-110)  
**Write** SA#17— Dialectical Journal—see Blackboard for details

**W 4-8**            **Read** WWU Part II (113-214)  
**Write** SA#18— Dialectical Journal—see Blackboard for details

**WEEK 13**

Apply ecocritical theories to *The World Without Us*; read and apply additional researched sources

**M 4-13**           **Read** WWU Part III, Part IV, & Coda (217-353)  
**Write** SA#19—see Blackboard for details

**W 4-15**           **Read** Additional library database research sources for Unit 3 essay  
**Write**—SA #20— Proposal for Unit 3 Essay (see Blackboard for details)

**WEEK 14**

Draft Unit 3 Essay

**M 4-20**           **Re-read** relevant texts to write your essay  
**Write**—Unit 3 Essay Rough Draft #1 Due (first 3 pages)

**W 4-22**           **Write**—Unit 3 Rough Draft #2 Due (completed 6-8 pages)

**WEEK 15**

Unit 3 Essay Due; review sessions for final exam

**M 4-27**           **Write**—Unit 3 Final Paper Due to Google Drive by class time  
Come to class prepared to review for final take home exam.

**W 4-29**           **End of Semester Celebration**—“local foods” party, course evaluations, assigning of take home final

**WEEK 16**

**W 5-6**            **Write**—Typed Take Home Final Exam due to Google Drive by 8:30 AM (the time of our class’s scheduled final)