ENGLISH 108C  
GREEN READING

Instructor: P Kreller  
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Time: MW 11:30–12:50

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COURSE DESCRIPTION:

English 108C introduces students to a range of writing on nature and the environment. The main texts progress in chronological sequence, to give some sense of the development of ideas; they are accompanied by supplementary readings on related issues. Selections include poetry and prose, fiction and non-fiction, complete texts and extracts. The approach is mainly literary and rhetorical, as opposed to scientific.

COURSE OBJECTIVES:

1. To introduce students to significant, reasonably well-written texts on nature and the environment.
2. To help students think about the changing views of nature from early times to the present.
3. To examine some of the issues that are relevant to the environmental concerns of today.
4. To develop skills in reading, critical thinking, research and clear writing.
5. Through an on-line component, to help students articulate their responses.
6. To increase your enjoyment of reading and your appreciation of literature (I hope).

TEXTBOOKS:

The following textbooks are required:

Frances Hodgson Burnett, The Secret Garden (Puffin)
Annie Dillard, Pilgrim at Tinker Creek (Harper Collins)
Arthur Conan Doyle, The Lost World (Puffin)
Bill McKibben, The End of Nature (Random House)
Farley Mowat, Never Cry Wolf (Random House)
English 108C: Courseware Package (available from UW Bookstore)

In addition, some poems will be provided.
TENTATIVE SCHEDULE:

(Most of the extracts from longer works are in the Courseware Package. Numbers refer to pages in the Courseware Package.)

January 5: Introduction to the course.


January 24 & 26: *Doyle, The Lost World [Supplement: Zahl, from To the Lost World (17-33)].

January 31: Essay 1 Discussion. Catch-up.

February 2 & 7: **Mowat, Never Cry Wolf [Supplement: Mowat, from The Great Betrayal (34-47)].

February 9: Thoreau, from Walden (48-58).

February 14 & 16: *Dillard, Pilgrim at Tinker Creek.

READING WEEK (FEBRUARY 21 – 25)

February 28: Carson, from Silent Spring (59-71)

March 2 & 7: **McKibben, The End of Nature [Supplement: Suzuki, “Smarter Than Your Average Planet” (72-83)]

March 9 & 14: Essay 2 Discussion. Catch-up.

March 16 & 21: */**Page, “Unless the Eye Catch Fire” (84-95) [Supplement: Ward, from Under a Green Sky (96-102)]

March 23 & 28: Silko: “From a High Arid Plain in New Mexico” (103-08); Snyder, Selected poems from Turtle Island (109-12); Additional poems (time and interest permitting).

March 30 & April 4: Catch-up.
GRADING AND ASSIGNMENTS:

- **Online Group Discussions** will account for 10% of the final grade (see below).
- **Assignment 1**, which is based on the poems and novels, will account for 25% of the final grade.
- **Assignment 2**, which involves research, will account for 30% of the final grade.
- **One 2 1/2-hour final** examination will account for the remaining 35% of the final grade.
- **Class participation**, including participation in the online “Coffee Club,” will affect the grade positively (up to 3%), as will a voluntary presentation, time permitting (up to 2%). There may be some deduction of marks (up to 3%) if your **attendance** is noticeably irregular.
- One number grade (1%) may be deducted for each day that an assignment is late. No paper will be accepted after the other students' papers have been returned to them.

UW-ACE ONLINE:

There will be a course website, which you can access through UW-ACE (see page 6 of this syllabus).

- This website will include **Class Announcements**, which you should check regularly.
- The main page contains **Links** to websites of interest and which I recommend viewing.
- You may **Introduce Yourself** to the rest of the class.
- **Downloadable Handouts** will be made available for copying.
- There will be a “Coffee Club” where you may wish to ask a question, instigate a discussion, or continue a discussion from class.
- **Online Group Discussions** will be organized online (see below).

ONLINE GROUP DISCUSSIONS:

During the first week, students will be divided into groups of four or five. The odd-numbered groups will discuss the works for the week, which are preceded by one asterisk in the Tentative Schedule. The even-numbered groups will discuss the works for the week, which are preceded by two asterisks. The deadline for each discussion will be at 11:55pm on the **Friday before** we are scheduled to discuss these works in class (see the Tentative Schedule of Readings). **Please note that this deadline holds, even if we fall behind time.**

It is best to discuss works in an interactive way. That is, continue the thread of a previous submission, or start a new thread if you change the focus of what has gone before. **Do not simply repeat the same points that someone else has made.** To help you articulate your responses, you might consider the following questions:

- Did you enjoy reading it? Think of reasons why or why not.
- **For novels and stories:** Which episode did you especially enjoy? Which character was especially memorable?
- **For prose works:** Which arguments, examples, discussions, etc. did you find especially interesting and/or effective? Did you disagree with anything? Did you learn anything?
- What puzzled you? bothered you? or whatever? What questions would you like raised in class?
- In what way(s) is this work relevant to a course on nature and the environment, if at all? If you were teaching a course titled **Green Reading**, would you use this book? Why or why not?
You will receive a mark out of 4 for the first two postings, and a mark out of 2 for the last one (all groups doing the short story). If your posting strikes me as worthwhile and reasonably well articulated, you will receive full marks. Please note that I'm especially interested in issues that I can use in the class discussion, so raising questions is as important as providing answers.

THE FACULTY OF ARTS REQUIRES THAT WE NOTIFY YOU OF THE FOLLOWING:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. Check [www.uwaterloo.ca/academicintegrity](http://www.uwaterloo.ca/academicintegrity) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4: [http://wwwadm.uwaterloo.ca/infosec/Policies/policy70.htm](http://wwwadm.uwaterloo.ca/infosec/Policies/policy70.htm) When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline: [http://wwwadm.uwaterloo.ca/infosec/Policies/policy71.htm](http://wwwadm.uwaterloo.ca/infosec/Policies/policy71.htm) For typical penalties, check Guidelines for the Assessment of Penalties: [http://wwwadm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://wwwadm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition), or Policy 71, Student discipline, may be appealed if there is a ground. A student who believes that he/she has a ground for an appeal should refer to Policy 72, Student Appeals: [http://wwwadm.uwaterloo.ca/infosec/Policies/policy72.htm](http://wwwadm.uwaterloo.ca/infosec/Policies/policy72.htm)

**Note for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.
ASSIGNMENTS

NOTE: Please use MLA style for setting out quotations and documenting page references from your sources. Also, use MLA style for setting out your Works Cited list. I will give you some basic points on the MLA style in class; for more information, consult a good style manual, such as *The Little, Brown Handbook*.

I mark essays holistically, taking into account content, clarity of organization, and correctness of style and technique. Before you submit your paper, be sure to proofread it, checking for errors in typing, spelling, punctuation and grammar. Consider your readers: Will they have difficulty following your ideas?

Unless otherwise stated a page means a double-spaced, typed page, 12-point font size.

ASSIGNMENT 1:

**DUE DATE:** Monday, February 14, at the beginning of class.
**LENGTH:** Approximately five pages.
**TOPIC:**

Compare the presentation of, and/or attitudes towards, nature in two of the following works: the course selections from *Paradise Lost, The Secret Garden, The Lost World*. If you wish, you may also refer to the shorter poems from the course and/or the relevant supplementary readings.

ASSIGNMENT 2

**DUE DATE:** Wednesday, March 30, at the beginning of classes.
**TOPIC:**

This is a research paper in two parts:

Select any concept, term, historical context, geographical / environmental situation, etc. that is mentioned or implied in any of the readings from the syllabus. (We will consider various possibilities throughout the term.) Research this topic, which may include bringing it up to date. **Then do both A and B:**

A. Write approximately three pages in which you summarize and document your research. In addition to dictionaries and encyclopedias, you should include at least three reliable articles and/or chapters from books. You may also include the work from the course. Include a bibliography.

B. Write an article of approximately five pages for a magazine or journal, based in part on your research. By in part, I mean: Don't try to include all of your research in your article). The article should aim to enlighten in an entertaining way. The magazine or journal should be geared toward a reasonably well educated, adult, but non-specialist audience (e.g., McLeans, Time). You may, but need not, identify the target journal. **To avoid too much duplication, we'll keep an online list of proposed topics.**

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Information for Students Using UW-ACE

ANGEL is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which UW-ACE is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how UW-ACE is being used from one course to another.

1. Logging Into UW-ACE

Since UW-ACE is a web-based system, you will need a browser. Although you may have success with other Web browsers, we strongly recommend that you use the following for best access results:

2. Choosing a Browser

ANGEL is designed to support the widest variety of client-side operating systems and client-side browsers through its limited use of client-side technologies. While ANGEL products generally function well in many browsers, the following are formally supported and tested:

- With PCs running Windows OS: Internet Explorer, Firefox and Mozilla
- With Macs running OS X: Firefox and Mozilla

Testing is performed on the latest generally available versions for the above platforms and browsers with each General Release of ANGEL products, ensuring full support at that time. For additional information on browser support please visit http://support.angellearning.com.

Note: Internet Explorer for the Mac will not work with ANGEL.

3. Locating UW-ACE on the Web

Once you have started up your browser, type in the following URL:

http://uwace.uwaterloo.ca or go to the University of Waterloo's homepage and select the UW-ACE hyperlink

Provide your Quest/UWdir userid and password. Once you have logged in, you should see a list of your UW-ACE courses under the Courses header bar. Clicking on the course name will take you to that course.

4. Checking Your Userid and Password

Your password can be checked by going to:
http://ego.uwaterloo.ca/~uwdir/UW-Passwd.html

If your password check fails, you can unlock your password and receive a new one by going to:
http://ego.uwaterloo.ca/~uwdir/UnLock.html

If you still can not get on after checking and resetting your password, please confirm with your instructor that you are on the class roster. Only students with courses using UW-ACE will have access to the site.

5. Getting Help

A UW-ACE student guide can be found by selecting Help on left hand panel of the UW-ACE home page, and selecting the hyperlink ANGEL 7.1 Student Guide -- Quickstart Overview Guide.

Additional queries can be sent to uwacehelp@ist.uwaterloo.ca.