Writing about Change: Global Environmental Change and Society

Section 30: MWF 8:00-9:10 am in Social Sciences 2, room 159

Instructor
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Writing 1 and Writing 2 are taught concurrently in this class. The following enrollment conditions apply:

If you are enrolled in Writing 1: This course satisfies the C (Composition and Rhetoric) requirement. Students must have satisfied Subject A or the Entry-Level Writing Requirement before enrolling.

If you are enrolled in Writing 2: This course satisfies the C2 (Rhetoric and Inquiry) requirement. Students must have satisfied the Entry-Level Writing Requirements and the C1 (Introduction to University Discourse) requirement before enrolling. Students who did not pass their college Core class in Fall 2005 or Fall 2006 with a grade of C or better have not satisfied the C1 requirement.

Required Books (Available at Bay Tree Bookstore)
Reader – Writing about Change: Global Environmental Change and Society
John Williams, Style: The basics of Clarity and Grace, 2nd ed.

You will also need…
A good college dictionary
A notebook for informal and in-class writing assignments (a spiral notebook is suggested)
A folder (with pockets) in which you hand in essays, drafts, and cover letters

Course Description
The main focus of this course is learning to write capably and fluently and to develop critical thinking skills. Students will work to become confident and competent writers while exploring global environmental change issues. We will use writing as a way to engage with the issues surrounding global environmental change, how it affects society as a whole and how it is represented and popularized in the media. We will examine the social, political and scientific aspects effects of topics including greenhouse gases, ozone, air pollution, hurricanes and sea-level rise. Our readings will include documents from the Intergovernmental Panel on Climate Change, scientific journal articles, book excerpts, newspapers and other popular media. We will
explore the writing process with freewriting, planning, peer feedback, revision, and research. No previous knowledge of global climate and/or environmental change is required.

Climate and environmental change are controversial and oft debated topics providing new and exciting opportunities to engage with current texts and images. The main texts for this course are John William’s Style guide and a class reader containing articles, book chapters and other readings on a comprehensive variety of climate and environmental change topics. We will use some texts in the reader as our guide through the stages and intricacies of writing while use others as sources of inspiration, questions, ideas and information.

**Major Assignments**
There will be five papers, of varying length. Type and theme for each will be explained in class and in an assignment sheet that accompanies each assignment. A quick description and the final due dates for each of these papers:

**Paper 1:** Writer’s Autobiography – This is a short history and description of yourself as a writer. 3-5 pages in length. **Due Monday, January 8th**.

**Paper 2:** Reflective Essay – This is an essay in which you reflect upon an event or experience of your life and how it relates to your understanding of environmental change. 4-5 pages in length. **Draft Due Wednesday, January 17th, Final Due Wednesday, January 24th**.

**Paper 3:** Research Project – This is a full fledged research paper in the form of a White Paper focused on a question you have related to global or environmental change. 7-8 pages in length. **Draft Due Friday, February 9th, Final Due Friday, February 16th**.

**Paper 4:** Persuasive Letter – This letter is meant to persuade another individual, in this case a local representative, to accept you position on a climate change issue. 4-5 pages in length. **Draft Due Wednesday, February 21st, Final Due Wednesday, February 28th**.

**Paper 5:** Comparative Analysis – This paper is a comparative analysis of a media representation of a climate change issue and the current accepted scientific explanation presented in peer reviewed literature. 4-5 pages in length. **Draft Due Monday, March 5th, Final Due Monday, March 12th**.

**Other Writing**
There will be 6 journal writing activities that will be handed in and several pieces of writing that are part of various workshops associated with different assignments; these are in most cases short (1-3) pages, and are actually part of the major assignments listed above. In class writing will include uncollected journal entries and in-class free-writing. There will be an additional cover letter included with your portfolio, see below.

**Portfolio**
At the end of the quarter you will turn in a Portfolio of your work throughout the quarter. This portfolio will include your major papers throughout the quarter in both draft and final draft form. There will also be a final portfolio cover letter to include in which you self-assess your performance and work throughout the quarter. More detailed information will be provided towards the end of the course.
Course Expectations

Attendance
Attendance is required. Please be aware that if you are absent for more than three classes you may not pass the course. If you must miss a class, please contact me beforehand, or as soon as possible afterward. You are responsible for all assignments and deadlines even if you are absent.

Participation
Your participation in class is essential. You are responsible for making this class successful and enjoyable, providing helpful and intelligent feedback for your peers, asking questions during class, and participating in class activities and working groups. Respecting each others opinions and work in class will help us form a thoughtful and supportive intellectual community.

Timeliness & Completion of Work
You are expected to complete all assignments on time according to the due dates provided in this syllabus and on individual assignment sheets. All five of the written assignments, journal assignments, and other informal writing activities must be completed to pass this class. Deadlines are firm, and are your friends.

Conferences
We will have two conference sessions during the quarter during Week 2 and Week 6. They are times in which you can discuss with me your writing, overall progress, questions and concerns you may have, and whatever else may come up. Please feel free to come to office hours or contact me whenever you have questions or concerns related to your work or this course.

Writing Groups
We will be working in groups periodically throughout the quarter. You will be assigned a writing group at the beginning of the quarter. These groups will function as peer reviewing groups and workshop groups. During peer review sessions you will need to bring enough copies of your work for everyone in your group.

EVALUATION

Narrative evaluations and course grades will account for all aspects of your work.

Writing 1/Writing 2 Grading policy & Rubric
Adopted by the Writing Program 9/01

Final grades given in Writing 1/2 are comprehensive. They account for all aspects of a student’s work over the quarter – the conceptual work of reading, thinking, and writing; the cooperative work of participating in a writing community; and the procedural work of completing reading and writing assignments, meeting deadlines, and attending class, writing group meetings, and conferences.

Writing Program faculty members will determine a student’s final grade by considering all of his or her work at the quarter’s end. During the quarter, students will receive written assessment and advice
concerning what their work has accomplished and how it can be improved rather than letter grades on individual assignments.

Note: The final grade of D in Writing 1 or Writing 2 grants credit towards graduation, but it does not satisfy the Composition (C) or Rhetoric and Inquiry (C2) General Education Requirement. Students who receive the grade of either D or F must repeat Writing 1 or Writing 2 to satisfy the C or C2 requirement.

A (or P)
The grade of A is appropriately given to students whose preparation for and execution of all course assignments (for example, reading, in-class discussions, presentations, group projects, informal writing, essay drafts, presentations, information writing, essay drafts, revisions, etc.) have been consistently thorough and thoughtful. In addition, by the end of the quarter students who earn an A are consistently producing essays that are ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful and controlled, effectively developed, and effectively edited.

B (or P)
The grade of B is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. By the end of the quarter, students who earn a B are consistently producing essays that are clearly competent in that they meet the demands of assignments, are controlled by an appropriate purpose, are sufficiently developed, and are accurately edited. A B performance may well reveal areas of strength that are not sustained throughout.

C (or P)
The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce a focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions.

D (or NP)
The grade of D is appropriately given to students whose work has been unsatisfactory in some significant way: they have not completed all the course requirements and/or their essays have not yet achieved the level of competency described in the Writing Program’s standard for passing work in Writing 1/2. Students receiving a D must repeat Writing 1/2 to satisfy the C or C2 requirement.

F (or NP)
The grade of F is appropriate for students whose work in Writing 1/2 is so incomplete or so careless that it does not represent a reasonable effort to meeting the requirements of the course.

Essay and Paper Format

For all of the papers and essays you will turn in you must follow the following format:

- All work must be typed and double-spaced
- 1 ¼” margins top, bottom and sides
- Font: Times New Roman, Size 12
- Pages numbered in lower right hand corner
- Pages stabled in upper left hand corner
- In the upper right hand corner:
  - Your full name
The following section is a week by week list of the approximate topics we will be covering and discussing in class. You will receive detailed 2-3 week installments of this syllabus as the quarter continues. For each detailed syllabus installment the indented information is what you must complete (reading and writing) for the next class.

*Note: Only major assignments are listed. This syllabus is subject to change.*

**Week 0:** January 5: Course Introduction, Rules and Conventions, Yourself as a Writer

**Week 1:** January 8 – January 12: Grammar, Rendering and Sharing and Experience  
**Due:** Writer’s Autobiography

**Week 2:** January 15 – January 19: Revision and Editing  
**Due:** Reflective Essay Draft

**Week 3:** January 22 – January 26: Research Papers and the Research Process  
**Due:** Reflective Essay Final Draft

**Week 4:** January 29 – February 2: Identifying and Evaluating Sources & Using Detail

**Week 5:** February 5 – February 9: Leads, Images and Introduction to Argument  
**Due:** Research Project Draft

**Week 6:** February 12 – February 16: Argument, Debate and Points of View  
**Due:** Research Project Final Draft

**Week 7:** February 19 – February 23: Finish Argument & Begin Comparative Analysis  
**Due:** Persuasive Letter Draft

**Week 8:** February 26 – March 2: Style, Tone and Diction & Clarity and Complexity  
**Due:** Persuasive Letter Final Draft

**Week 9:** March 5 – March 9: Fiction, Narrative and Elegance  
**Due:** Comparative Analysis Draft

**Week 10:** March 12 – March 14: Portfolio and Peer Reviews  
**Due:** Comparative Analysis Final Draft, Portfolios