WRTG 3020-085 The Rhetoric of Sustainability
Spring 2014/ T/Th
HUMN 190 3:30–4:45
Catherine Lasswell, Instructor

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COURSE DESCRIPTION
In this course we will read and write about current environmental issues as we cultivate our awareness of writing as engaged environmental action. We will investigate the interface of the environment, society, the economy, and social justice in today’s context of climate change, energy use, and industrialized food production. Of critical focus will be the specific ways environmental issues are discussed rhetorically. Course texts will include works by leading environmental writers Bill McKibben, Barbara Kingsolver, Michael Pollen, Alan Weisman, E. O. Wilson, and others. You will carry out scholarly research from their disciplines to compose a persuasive project that aims to effect a positive change on the environment. The course will include a local outdoor project with Boulder County Open Space which will help us see the ways that public and private entities can find common ground in maintaining public lands. Throughout the course, we will seek ways to de-politicize environmental writing and to carve out spaces of shared values in order to reach wider audiences. In the end, we will explore our own human connections to nature to find our own “place in the family of things.”
REQUIRED TEXTS

• Course Packet (UMC Bookstore) This instructor-designed collection of readings contains a variety of genres of writing on sustainability and the environment: poetry, personal narrative, argumentation, refutation, peer-reviewed articles.

• Articles and worksheets posted on Desire2Learn on environmental issues as well as writing skills

• Rhetorical Websites: writing@CSU (http://writing.colostate.edu/index.cfm); Silva Rhetoricae (http://rhetoric/byu.edu/); Purdue OWL (https://owl.english/purdue.edu/)

DESCRIPTION OF ASSIGNMENTS

Ecological Identity 10%
This initial assignment will ask you to describe the factors and life experiences that have shaped your relationship with the natural world. This descriptive writing will take the form of a chapter in a future memoir, displaying to readers clear causation along with strong description in order to show the impact of these experiences.

Short Writings 10%
Short one-page papers will allow you to demonstrate the skills of summarizing, argumentative strategies, analysis, using textual evidence, citing sources, writing in various genres, and other skills used in longer essays.

Weekly Writings and Quizzes 15%
For each class you’ll complete writings based the readings. These writings and, at times, reading quizzes will ensure your mastery of the material. In-class writings will be function as “low stakes” practice writing to build skills for both formal assignments as well as the opportunity to rehearse a range of rhetorical and mechanical applications/strategies.

Rhetorical Analysis 15%
A Rhetorical Analysis will develop your expositional skills within a scholarly context. Writing in a scholarly tone and format, this essay will provide an objective expositional account comparing the relative rhetorical strategies of two readings that exemplify key elements of persuasion. While no research will be necessary, you will be expected to demonstrate understanding of pertinent course texts and lecture material. This essay will be assessed in relation to general fluency and mechanical ability as well as adherence to academic formats and audience awareness. The writing and rhetoric terminology presented in the first five weeks of the course will be used in this essay.

Persuasive Research Essay 25%
The Persuasive Research Essay will expand upon the expositional skills acquired in the Rhetorical Analysis. This more ambitious essay will ask you to focus on developing voice and agency within scholarly discursive contexts. You will examine multiple viewpoints of an issue in formulating, then supporting an argument using research and synthesis of theoretical and lay texts from within and without the course. You will need to demonstrate advanced comprehension of content knowledge, communicative fluency and control, research skills, the ability to synthesize data from a range of
media, and a sophisticated degree of argumentation. You will have a choice of directions: a literature review, a proposal, a UROP grant, or a persuasive essay using your disciplinary lens. An annotated bibliography will be included. This piece of writing may be directed to a real-world audience in your disciplinary field.

The persuasive research essay will require a **Proposal** explaining your plan: 1) A working hypothesis/thesis; 2) A statement of purpose explaining why you are undertaking this project and a discussion of the paper's significance for a specified audience; 3) A statement describing your own experience with this subject and what you bring to the project; 4) Describe your research methods: A plan on how you are going to gather materials (specify any unique sources, such as interviews, studies you will conduct, etc.), analyze problems you might encounter. Texts discussed in this research essay will differ from your rhetorical analysis.

**Digital Technology Project**

This project will transform your research into a digital presentation in order to advocate for action through visual rhetoric. Using digital technology or PowerPoint, you will attempt to inspire others, nurture an existing project, or contribute in a tangible way to greater environmental sustainability.

**GRADING SCALE**

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<tr>
<th>Component</th>
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<tr>
<td>Ecological Identity</td>
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<tr>
<td>Short Writings</td>
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<tr>
<td>Writing Exercises and Quizzes</td>
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<tr>
<td>Rhetorical Analysis</td>
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<tr>
<td>Persuasive Research Essay</td>
<td>25%</td>
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<tr>
<td>Class participation, Preparation, and Peer Review</td>
<td>15%</td>
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<tr>
<td>Digital Presentation</td>
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**Grading Standards for the Essays are as follows:**

**A** A paper that is excellent in content, form and style: original, substantive, insightful, persuasive, well-organized, and written in a clear, graceful, error-free style. Although not necessarily “perfect,” an “A” paper rewards is reader with genuine insight gracefully expressed. Such a paper is an ambitious project that engages interesting, complex ideas in a perceptive manner. It offers a nuanced, specific claim that responds to a genuine question at issue, and it follows a compelling line of reasoning. It engages and responds to questions and counterarguments in a thoughtful manner, and explores well-chosen evidence in a detailed and revealing way. The paper does not repeat, but rather enhances what writer and reader already know. Offering a context for its ideas, the essay could be read and appreciated by someone outside of the class. The style is clear, precise, and graceful, and the author’s voice engaging.

**B** A clearly written, well-developed, interesting paper that shows above average thought and writing craft. The essay reaches high, and meets many, though not all of its aims. The thinking and writing are generally very solid, but the paper may have some unresolved problems in argument and style, some thin patches in content, or some tangents that don’t fit in. Despite these problems, the paper does not have major flaws that compromise the general effectiveness of the case it presents or
the overall readability of its prose. **OR** A paper that is far less ambitious than an “A” paper, but reaches all of its aims. This is an essay that may be well organized and cleanly, even elegantly written, but whose reasoning and argument may nonetheless be somewhat routine or self-evident.

**C** A paper that represents a mixture of strengths and weaknesses. The paper may be somewhat readable, organized at the surface level, and have a claim, but it will have real unresolved problems in one or more key areas: conception, quality of the claim, line of reasoning, use of evidence and language, style, or grammar. The paper may fulfill the basic requirements of the assignment, but finally, say little of genuine importance or significance. **OR** A competently written essay that is largely descriptive. **OR** An essay that offers scant intellectual content and little more than personal opinion, woven when well written.

**D** A paper that is seriously underdeveloped of seriously deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability: in essence, a paper that does not come close to meeting the basic expectations of the assignment.

**F** A paper that is incoherent, disastrously flawed, unacceptably late, plagiarized, or non-existent.

**Peer Review**
Student texts will play a prominent role in the course “text.” Your writing will be discussed through peer review in small groups or critical dialogue in a whole class discussion. We will work collectively to move each person’s ideas to greater originality, depth, logic, and clarity.

On the days that we engage in peer review, you will be expected to contribute constructive comments to your classmates’ drafts. Writers need and deserve an attentive and discerning audience, one that is ready to help improve their writing and thinking. Writers want and need more than praise. High quality participation in peer review involves identifying weaknesses in the writing and offering ways to remedy them. The writers, in turn, will receive peer feedback and decide how to incorporate the feedback into their revisions. Your responsibility is to arrive with hard copies of the drafts, (sometimes downloaded from D2L), and be prepared to comment on the work of your colleagues and to share in their inquiry.

All major essays need to undergo the drafting process with some peer or instructor review. I cannot accept final essays that have not been reviewed on a regular basis over the course of the assignment.

**Preparedness**
Succeeding in this course depends on your preparedness. Readings and writings need to be completed before each class session since they will serve as the basis for the class activities. Preparedness also means always bringing all texts, handouts, and writing needed for that day. Sometimes we will concentrate on a particular essay and handout for multiple days. This means you will need to review the handouts and essays listed on the schedule.
Attendance
In writing courses, attendance is essential. Please arrive on time and to attend every class. If you miss a class, you are responsible for obtaining materials missed on that day from one of your classmates. Please avoid emailing me to ask what you missed. Find a partner to keep you informed and stick closely to following the weekly instructions on D2L. Since we only have 29 class sessions, each class session is important. You are allowed THREE absences to use in any way you choose. I do not excuse absences except in the most extreme circumstances. For each class session missed over THREE, your overall grade will drop one fraction such as from an A- to a B+. If you have six or more absences, you will have missed out on substantial course material that your final course grade will be no higher than a “C.” Seven or more absences will result in an “F” — NO EXCEPTIONS. If you arrive more than 10 minutes late, you will be counted as ½ an absence. Failure to be prepared for class may also be counted as an absence.

Drafts
In addition to handing in final drafts of all assignments, you need to produce a first draft of each major paper. We will sometimes workshop these drafts in class. You will be graded not simply on the final paper you turn in, but on the quality of the entire writing process. Your grade on the final drafts will take into account your incorporation of comments and responses to your drafts. When you hand in your essays, staple all previously graded and commented-upon drafts with your final copy placed on top. Never throw away any drafts, notes, papers, or research materials you produce during the semester until you receive a final grade.

Late Assignments and Drafts
All assignments must be turned in at the class they are due or in some cases in my mailbox on the Friday they are due. Please do not email your submissions unless you’ve been given permission to do so. Final drafts turned in one day late (24 hr. period) will drop a full letter grade; no work will be accepted more than one class day late. Missed work CANNOT be made up. If you are going to be absent from a class when an assignment is due, you must submit the assignments (in hard copy) prior to class in order to receive credit for the assignment.

Cell phones and computers
This class will celebrate the art of face-to-face discussion and interpreting the exciting texts we’re reading. This means your cell phone will not be necessary during class. Once class begins, you need to turn off your cellphone and put it literally out of sight. Texting is not allowed under any circumstances. If your cell phone is in your lap or visible in your bag, I will assume you are waiting for, sending, or reading messages. If you need to check the time, wear a watch. If you need to input your classmates’ emails or mark something on your calendar—do it after class. The bottom line is this: if you text or use your phone during class time, you will be marked absent. Laptops are not needed except on rare occasions. Transcribe your notes onto a computer outside of class. Students who have texted in class can expect that any letters of recommendation for employment, graduate school, or future prospects will mention the inappropriate use of cell phones.
**Classroom Conduct**

Our classroom environment will use a discussion format in which you put forth your perspective on issues discussed. For this to be productive, we must treat one another with the highest respect. This means avoiding making disparaging remarks and instead valuing all honest contributions. I reserve the right, if necessary for behavioral reasons, to request a student to leave the room. Inappropriate, lewd, and/or aggressive behavior will not be tolerated.

**Writing Center**

Additional help with your writing is available at the Writing Center in Norlin's Learning Commons. A tutor will help with everything from brainstorming ideas for a paper, to grammar tips, to helping you organize your ideas. Advance appointments are required. Check the Writing Center website for information on hours and services: http://www.colorado.edu/PWR/writingcenter.html

Here are a number of CU Policies that you need to know about:

**Scholastic Honesty and Plagiarism**

Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty. If any part of a paper up to two sentences is plagiarized, you will receive an F on the paper with no possibility for a rewrite. If any more than two sentences are plagiarized, you will fail the course and the incident will be reported to the Honors Council. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/academics/honorcode/index.htm

**Disabilities**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with your professor.

**Religious Holidays**

Please notify me at least one week in advance if you will be absent due to religious observances. These missed classes will not be counted as absences. I will make every effort to accommodate your absence including giving make-up exams or extra credit work for in-class assignments missed. [See policy details at http://www.colorado.edu/policies/fac_relig.html]Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, \{insert your procedures here\}See full details at http://www.colorado.edu/policies/fac_relig.html
Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment:
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Colorado Commission on Higher Education (CCHE) Criteria
This 3000-level writing seminar satisfies upper-division core requirements in the College of Arts & Sciences because it extends student rhetorical knowledge and writing skills by engaging theoretical perspectives and addressing specialized disciplinary communities. This upper-division seminar is part of the state-wide “Guaranteed Transfer” pathway of courses. Thus, this course meets the goals of an Advanced Writing course (GT-CO3) through:

Extend Rhetorical Knowledge: The course takes a rhetorical perspective on academic research, reading, and writing activities that target real-life audiences in relevant academic disciplines or in the civic sphere. More advanced rhetorical criteria will be used to analyze texts including syntax, tone, diction, imagery, structure, and style. The course will use increasingly challenging environmental texts, primarily persuasive in nature, which will extend students’ understanding of argument to those found in cultural and public contexts. To this end, we will analyze stakeholders involved in the public discussion and rhetoric surrounding climate change. The work from acclaimed rhetorician Leah Ceccarelli (“Manufacturing Scientific Controversy”) will be used to explore the ways that language and values expressing scientific uncertainty and fairness allow for distortion of science to occur in public discussions. Advanced strategies to refute such misrepresentations will be examined. Research by media analyst Maxwell Boykoff (Who Speaks for the Climate?) will augment students’ understanding of the sophisticated rhetorical strategies employed by corporate media to cast doubt
on science. Students will synthesize data from these texts in order to effectively communicate and substantiate ideas as well as apply these ideas to their own areas of research in their own disciplines.

A series of advanced handouts will distill rhetorical concepts to enable students to readily access and apply these concepts. To help students write effectively to their academic genres, the substantive materials on three nationally recognized web sites will be used: The Purdue University OWL (on-line writing lab), the Colorado State Writing Center, and the Silva Rhetoricae website.

**Extend Experience in the Writing Process:** The course provides multiple opportunities for students to understand audience-centered writing by focusing on peer review of work in progress. Through this approach, students will discover the importance of revision as an academic discursive activity. The revision strategies of experienced writers will be studied through handouts based on Nancy Sommers’ Harvard Writing Project, a pedagogy emphasizing revision as shaping and refining one’s arguments and addressing one’s audience more fully. As students write, they will integrate various technologies (e.g., Internet search engines, electronic discipline-specific databases, PowerPoint) into their persuasive essay or grant proposal project while developing advanced information literacy skills pertinent to their research areas such as use of government databases for demographic data. More nuanced understanding of thesis, introductions, and conclusions will be provided through handouts based Rosenwasser and Stephen’s *Writing Analytically* in the Course Packet.

**Advance Critical Thinking:** Skills of critical thinking will be developed through the readings, writings, and discussions of environmental texts. Reading and writing assignments will scaffold increasingly complex critical thinking skills using Bloom’s taxonomy of questioning: from knowledge and comprehension to synthesis and evaluation. In discussions as well as writings, students will examine complex issues from multiple points of view. They will also differentiate thoughtful responses to environmental issues from casual reactions and criticism from critique. In the context of environmental texts, students will develop sophisticated ways to make and refute environmental arguments in ways that de-politicize issues and engender broad consensus.

**Extend Mastery of Writing Conventions:**
The range of assignments as well as exposure to the work of other will heighten students’ awareness of the relationship between the specialized content and various audiences, particularly in the context of sustainability concerns. The documents students write for this course will call upon the key genres of academic communication (rhetorical analysis, persuasion, visual and oral rhetoric) in the field of sustainability as well as students’ own disciplines. In the process, students will learn about genre conventions appropriate to their disciplinary focus and/or to their academic or civic audience. They will also learn how to use specialized vocabularies in ways that make their work accessible to secondary audiences and about the role of textual features and document design (e.g., bold-face heading sections) as persuasive tools.

**Advance Content Knowledge**
As students write in their own disciplines using peer-reviewed sources to develop their arguments, they will develop the facility to adopt content and communication strategies to the expertise, needs,
and expectations of a particular audience. Exposure to the expertise and research of your peers will heighten your awareness of the relationship between specialized content and various audiences.

**Effective application:** Directing discourse to real-world audiences will be central to the course. The readings will model environmental writing directed to specific audiences with specific interests and values. Strategies of persuasion will be extensively discussed in the readings and applied to students’ own persuasive essays. As such, students will gain familiarity with writing in disciplinary and specialized rhetorical situations.

### Day-by-Day Course Readings and Due Dates

*Most assigned readings are accompanied by a written assignment detailed on D2L. Readings will be discussed on the day listed and the writing collected at the end of class. This schedule is tentative and may be changed.*

#### Unit 1: Rhetorical Approaches to Writing about Environmental Issues

**WEEK ONE**

T Jan 14
Introduction and course overview; defining rhetoric and sustainability

Th Jan 16
Discuss rhetorical strategies, effective syntax for analysis, showing vs. telling
Discuss Ecological Identity Assignment; brainstorm possibilities
Readings:
- “For the Love of Life” (Course Packet)
- “Ecology of a Cracker Childhood” (Course Packet)

**WEEK TWO**

T Jan 21
Distinguishing claims/ opinions/facts/types of evidence
Discuss ecological identity plan in small groups
Readings:
- “The Ultimate Roller Coaster” by Richard Heinberg
  [http://www.youtube.com/watch?v=cJ-J91SwP8w](http://www.youtube.com/watch?v=cJ-J91SwP8w)

Th Jan 23
Differentiate ethos/logos/pathos
Readings:
- “Rob Hopkins: Transition to a World Without Oil”
  [http://www.ted.com/talks/rob_hopkins_transition_to_a_world_without_oil.html](http://www.ted.com/talks/rob_hopkins_transition_to_a_world_without_oil.html)
- “The Peace of Wild Things” (Course Packet)
Peer review of ecological identity (bring 4 hard copies)

**Unit 2: Analyzing Arguments about the Environment**

**WEEK THREE**

T Jan 28

Ecological Identity DUE at 1338 Grandview or at ENVD office by 5 pm.
Discuss Tidwell argument in terms of syntax, tone, style, denotation/connotation, deduction/induction, analogies, claims, and evidence
Readings:
  “To Save the Planet, Stop Going Green” (Course Packet)

Th Jan 30

Extend analysis of language and argumentation to McKibben; discuss thesis/claims/evidence
Readings:
  “Global Warming’s Terrifying New Math” (Course Packet)

**WEEK FOUR**

Tue Feb 4

Extend strategies of argumentation to Ceccarelli’s critique
Reading:
  “Manufacturing Scientific Controversy” (Course Packet)

Th Feb 6

Discuss audiences: lay, specialized, academic, elite; audience assumptions
Readings and video:
  “Called Home” by Barbara Kingsolver (D2L)
  “What’s Wrong with What We Eat: Mark Bittman” TED Talk (D2L) [http://blog.ted.com/2008/05/15/mark_bittman/](http://blog.ted.com/2008/05/15/mark_bittman/)

**Fri Feb 7: Short Writing DUE: Email by 5pm Friday**

**WEEK FIVE**

T Feb 11

Reading:
  Rhetorical Analysis Assignment
  Discuss various possibilities; read model rhetorical analyses

Th Feb 13

Readings:
  Ch. 12 “Thesis Statements” (Course Packet)
  Ch. 11 “Introductions” (Course Packet)

Bring plan for rhetorical analysis—discuss in class
Instructor lecture on introductions
WEEK SIX
T Feb 18
Peer review of Introductions (bring 4 copies)
Hand in introduction at end of class

Th Feb 20
Peer review of Body Paragraphs (bring 4 hard copies)
Hand in body paragraphs at end of class

WEEK SEVEN
T Feb 25
Reading:
  TBA
Lecture on transitions, use of evidence, analysis

Th Feb 27
Discuss conclusions, proofreading, editing
Reading:
  “Conclusions” (Course Packet)
Peer review of complete essays (bring 4 hard copies)

Fri Feb 28: Rhetorical Analysis DUE in ENVD mailbox or at 1338 office by 5pm.

Unit 3: Investigating Sustainable Solutions in Interdisciplinary Rhetorical Contexts
WEEK EIGHT
T Mar 4
Discuss Research Essay Assignment (D2L): topic possibilities, peer reviewed sources, scholarly sources for articles
Reading:
  “Building Integrated Agriculture: Utilizing Rooftops for Sustainable Food Crop Cultivation in Singapore” by Astee and Kishnani

Th Mar 6
Bring 6 articles on your topic, 3 peer-reviewed
Discuss annotated bibliographies

Fri Mar 7 Research Proposal DUE

WEEK NINE
T Mar 11
Individual Conferences with instructor

Th Mar 13
Instructor-led discussion of Introductions
Peer review of Introductions/Thesis statements (bring 4 copies)

**Hand in introduction**

**WEEK TEN**
T Mar 18
Peer Review of revised intros, body paragraphs, and annotated bibliographies

**Hand in annotated bibliography**

Th Mar 20
Discuss revision strategies
Reading:
   “Revision Strategies “(Course Packet)

**WEEK ELEVEN**
SPRING BREAK

**WEEK TWELVE**
T Apr 1
Instructor-led discussion of body paragraphs
Reading:
   TBA

Th Apr 3
Final Peer Review of Complete Essays (bring 4 hard copies)

**Fri Apr 4: Research Essay DUE at ENVD office or at 1338 Grandview by 5pm**

**Unit 4: Understanding Rhetorical Fallacies in Environmental Argumentation**

**WEEK THIRTEEN**
T Apr 8
Exploring patterns of bias in environmental coverage in corporate media
Readings:
   *Who Speaks for the Climate?* (Chapter 3) D2L
   Logical/Rhetorical Fallacies (Course Packet)

Th Apr 10
Readings:
   “Saving Nature, But Only For Man”
Discuss Logical / Rhetorical Fallacies/flawed arguments
Writing Exercises

**WEEK FOURTEEN**
T Apr 15
Watch:
  Coca Cola Video
Quiz on Logical / Rhetorical fallacies

**Wed Apr 16: Short Writing DUE: Email by 5pm Wed.**

**Unit 5: Using Visual Rhetoric and Digital Technology to Effect Positive Change**
Th Apr 17
Dig. Tech Project Presentations

**WEEK FIFTEEN**
T Apr 22
Dig. Tech Project Presentations

Th Apr 24
Dig. Tech Project Presentations
Readings:
  Chapter from *Blessed Unrest* (D2L)

**WEEK SIXTEEN**
T Apr 29
Dig. Tech Project Presentations

Th May 1
Final Reflections