Through selected reading and writing assignments, students consider ENVIRONMENTAL writing from a variety of perspectives: culture, communication, ethics, neuroscience, science, biology, gender, and more. Focus is on critical thinking, analytical writing, oral, and digital presentations.

<table>
<thead>
<tr>
<th>First Day of Classes</th>
<th>Jan. 12 (Mon.)</th>
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<tr>
<td>Martin Luther King, Jr. Holiday (campus closed)</td>
<td>Jan. 19 (Mon.)</td>
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<tr>
<td>Spring Break (campus closed Fri., March 27)</td>
<td>March 23-27 (Mon.-Fri.)</td>
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<tr>
<td>Last Day of Classes</td>
<td>May 1 (Fri.)</td>
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Office hours: call cell for appointment.

REQUIRED TEXTS—
Kindle Versions of all Books are available at amazon.com. You do not need a Kindle reader. All you have to do is download a free Kindle app for your computer to read Kindle texts.

Communicating Nature by Julia B. Corbett
· Publisher: Island Press; 1 edition (November 6, 2006)
· ISBN-10: 1597260681

The Creation: An Appeal to Save Life on Earth by Edward O. Wilson
· Publisher: W. W. Norton & Company (September 17, 2007)
· ISBN-10: 0393330486

The Writing Center is available free of charge for help on any aspect of your writing assignments for this course. For information, see http://www.colorado.edu/pwr/writingcenter.html.

COURSE CONTEXT
Offered through the Program for Writing and Rhetoric, College of Arts and Sciences, WRTG 3030 is designed to fulfill curricular requirements established by the University of Colorado at Boulder and the Colorado Commission on Higher Education.

Extend Rhetorical Knowledge: Rhetoric is the art of shaping words and images to move a particular audience to a particular purpose. Knowledge of rhetoric sharpens the ability of a communicator to choose the most effective evidence, reasoning, and communication strategies for a given audience and purpose.

- Readings in Neuroscience and Biology that expand the nature and meaning of Rhetoric, sometimes called Neurorhetoric—that deal with the biological foundation of the human mind, from motivation to communication.
- We will listen to various guest speakers, watch videos, and read a variety of reports online.
- When critiquing each other’s work, we will use Neuroscience itself, in its application to Rhetoric, as a foundation for review and discussion.
- Your progress in the class will be clear from comments you receive on your writing, grades received, and through asking for a personal analysis.
Extend Experience in the Writing Processes: Writing takes place within a community, just as language itself evolved through our ancestors living in social groups. Language was never designed, and as a result of its organic emergence it is a natural part of human biology and culture. All rules of language inherently derive from group consensus, not from hierarchical authority. Language exists in context of politics and culture, which means that the mindset of those to whom one is speaking is always critical in the communicative process. We will learn about the biological roots of this, including Mirror Cells, Theory of Mind, as well as about Morality and Ethics from a biological perspective. With the advent of writing, more codified ways of manipulating symbols came into being that reside in an arena often different from natural speech. Hence, developed the need for revision of written documents and the understanding of how a range of rhetorical strategies for the written word could be devised, which includes revision and editing of text.

- Workshops allow group participation in the analysis of written documents.
- Group assignments engage effective approaches to working collaboratively.
- Assignments provide practice in using technologies such as PowerPoint, graphics, electronic communication, and online research tools.
- Project-driven research engages you in the identification of specialized sources that connect you to the issues, language, and modes of analysis generated by your field.
- Repeated examination of evidence and reasoning in the development of your research project give you practice in evaluating sources for accuracy, relevance, credibility, reliability, and bias.

Extend Mastery of Writing Conventions: The sequence of assignments is based on the idea that a better understanding of the brain and how it evolved will lead to a more sophisticated way of understanding the complicated processes of communication. As a Science Writer, you must be attune to the scientific discipline we are working with, including its terms and basic concepts, and you will learn to address both fellow scientists and the public at large through varied assignments in which your audience changes. You will learn the elements of effective writing styles within and without the discipline. You will also become aware of elements of your own writing that can be improved, including syntax, grammar, punctuation, and spelling.

ASSIGNMENTS

Assignments are designed to apply Rhetorical concepts to environmental problems as we communicate to a wider audience—

- Readings regarding rhetorical and cognitive concepts applicable to professional and interpersonal communication
- Writing assignments that test your critical thinking skills and force you to make evaluations along scientific principals of verification and peer review
- Analyses of various forms of media: print, digital, visual, audio
- Exercises that will promote your ability to design and execute various forms of discourse for a professional community
- Approaches to providing feedback and working collaboratively
- Always thinking about the audience to whom you are writing in order to increase the likelihood of communicative success
- Multiple forms of presenting major projects—papers, video, audio, etc.

AFTER TAKING THIS COURSE, YOU SHOULD:

- have a better background regarding the nature of humans and our relationship to the environment.
- be able to use new scientific ideas (such as neuroscience) to analyze human behavior.
- be much more aware of environmental problems, such as global warming and loss of species diversity for plants and animals.
- understand how rhetoric is used in the media for and against environmental claims.
- understand how evolution is the foundation of biology.
- see the relationship between the environment and the economy.

ASSIGNMENTS

ALL ASSIGNMENTS WILL REQUIRE FIRST AND SECOND DRAFTS

ASSIGNMENT 1, 1 PAGE, POINTS=2. Reaction paper on worldviews.

ASSIGNMENT 2, 1 PAGE, POINTS=1. Persuasion paper. Write a paragraph in which you tell other people in class why you do or do not have free will.

ASSIGNMENT 3—ORAL REPORT = POINTS=2. Oral Report. Tell a story in class in which you tell about adamantly believing something to be true that you later discovered to be false when the evidence overrode your original instincts.

ASSIGNMENT 4, 2 PAGES, POINTS=5. Definition/Analysis Paper. Have read chapters 1 and 2 of Communicating Nature and chapters 1 of The Creation. Drawing on the information from the sources above, I would like you to write a personal two-page essay on the state of the environment, and the meaning of “Nature,” as you see it. This should be an informal piece of writing that you would write to a relative or friend who has a very different, even opposite, opinion from your own. Discuss your view of Nature, which can range from a romantic notion to one of Nature being “red in tooth and claw” to one a dangerous place needing to be tamed. Also, how do you see the current state of the world when thinking of the relationship between Man and Nature? Where do you rate yourself on the spectrum of environmental philosophies? Would you call for actions to change the current status quo or would you keep things as they are? Bring in some evidence to present the coherent case you are trying to make about man and the environment. WE WILL WORKSHOP THESE IN CLASS.

ASSIGNMENT 5, 1 PAGE, POINTS=5. Critical Thinking Paper, on Culture. Watch Evolution on Trial at http://www.pbs.org/wgbh/nova/evolution/intelligent-design-trial.html, and then write a one-page reaction. America is one of the most religious countries in the Western World, yet we have in our constitution the demand that church and state remain separate, and we are also leaders in science. How do you think this case should have been decided by the courts? Do you think the judge’s ruling was fair? Why is the concept of Evolution important in terms of Biology and Science? What did you learn from the video that you did not know before, and did that knowledge change any of your thinking? Explain. WE WILL WORKSHOP THESE WITH PEER REVIEW. RUBRIC: the goal of this assignment is to use think critically about the role science plays in American culture, religion, and politics.
anew in new light as fmri technology can now see the brain at work.

The importance of the unconscious, the way the brain processes information based on evolutionary construction, the ancient motivations that inform our behavior, are all seen anew in new light as fmri technology can now see the brain at work.

We will construct a class project and create different media to try to make a change in the world—posters, critical papers, Facebook postings, emails, blogs, videos, and more, to create attention in the community.


GETTING THINGS WRONG—CONFIRMATION BIAS, PREJUDICE, EYEWITNESS MISTAKES
Watch “When Eyes Deceive” at http://www.youtube.com/watch?v=rSzPn9sPsY.

ASSIGNMENT 2, 1 PAGE = POINTS 2. Write a paragraph in which you tell other people in class why you do or do not have free will, for Friday.

JAN. 26—MONDAY—CONFIRMATION BIAS—ASSIGNMENT 3—ORAL REPORT = POINTS 1. Tell a story in class in which you tell about adamantly believing something to be true that you later discovered to be false when the evidence overrode your original instincts. At the end of the story explain how this can work due to innate biases of the brain. GOAL AND RUBRIC: the goal of this assignment is to examine the way our brains hold onto beliefs even though evidence contradicts our thinking.

WEDNESDAY— ASSIGNMENT 4, 2 PAGE, POINTS=5. Definition/Analysis Paper. Have read chapters 1 and 2 of Communicating Nature and chapters 1 of The Creation. Drawing on the information from the sources above, I would like you to write a personal two-page essay on the state of the environment, and the meaning of “Nature,” as you see it. This should be an informal piece of writing that you would write to a relative or friend who has a very different, even opposite, opinion from your own. Discuss your view of Nature, which can range from a romantic notion to one of Nature being “red in tooth and claw” to one a dangerous place needing to be tamed. Also, how do you see the current state of the world when thinking of the relationship between Man and Nature? Where do you rate yourself on the spectrum of environmental philosophies? Would you call for actions to change the current status quo or would you keep things as they are? Bring in some evidence to present the coherent case you are trying to make about man and the environment. WE WILL WORKSHOP THESE IN CLASS.

FEB. 2—ASSIGNMENT 5, 1 PAGE, POINTS=5. Critical Thinking Paper, on Culture. We will watch Evolution on Trial at http://www.pbs.org/wgbh/nova/evolution/intelligent-design-trial.html, and then write a one-page reaction. America is one of the most religious countries in the Western World, yet we have in our constitution the demand that church and state remain separate, and we are also leaders in science. How do you think the case should have been decided by the court? Do you think the judge’s ruling was fair? Why is the concept of Evolution important in terms of Biology and Science? What did you learn from the video that you did not know before, and did that knowledge change any of your thinking? Explain. WE WILL WORKSHOP THESE WITH PEER REVIEW on Friday. RUBRIC: the goal of this assignment is to use think critically about the role science plays in American culture, religion, and politics.

FEB. 9—MONDAY, ASSIGNMENT 6, 1 PAGE, POINTS=5. Writing for Different Audiences-Persuasion. Write a 1-page letter to someone in your family who has a different mindset than you on evolution, trying to win them over. Write a short Facebook post on an environmental issue you just read about in the news. Write a text to a potential romantic interest about an environmental issue you read about in the news. WORKSHOP AND PEER REVIEW on this day. Have read chapters 8-10 of The Creation.

FEB. 16—MONDAY-FRIDAY—CONNOTATION IN WRITING, ASSIGNMENT 7, 2 PAGES=POINTS=5 Have read Hemingway's short story “Hills Like White Elephants,” at http://www.has.vcu.edu/eng/webtext/hills/hills.htm or http://www.scribd.com/doc/94569/Hills-Like-White-Elephants. Hemingway believed that a writer could use simple language to convey complex emotional situations, and he used the metaphor of the iceberg. This notion fits in well with what Damasio talks about, in that most of what drives human action is emotion. This story is about an abortion, yet the word "abortion" is never mentioned. Like we do in real life, the characters in the story talk, and we have to read in between the lines to pick up their moods, agendas, tone, intent, and everything that lies below the surface. We all do this everyday, picking up bits and pieces of conversation and “reading it,” inferring meaning. Sometimes we get it right, sometimes wrong, but the brain is constantly assessing and creating meaning. Hemingway also believed in using “natural symbols,” which meant a table, the name of a bottle of beer, a bead curtain to keep out flies, all would have symbolic meaning (connotation) as well as stand for the things they were (denotation), whether we consciously picked up these references or not. Read http://www.myenglishpages.com/site_php_files/reading-ernest-hemingway-style.php.
Write a 2-page short story in which two people with opposing views about some environmental issue are talking to one another. Without overtly spelling out what their worldviews are, have them argue over something, so that the reader has to infer what attitudes these characters have. For instance, one woman might believe that Unrestrained Instrumentalism is the only key to human success, while the other woman believes that only a Deep Ecological View of nature is appropriate. They wouldn’t use this language, of course, but it could come out as the underlying paradigms of their belief systems when we hear them talk. Use everyday language, the vernacular, like we are really listening in. Humor is ok! Example—

You know, Martha, this whole continent would have been nothing but rocks and mud if the White Man hadn’t have come along made something of it. Just think, you couldn’t have even bought a bottle of water a hundred years ago. You had to dip your head in a stream, where you would’ve gotten typhoid and died. We’re living in the greatest time in the history of man! My grandparents didn’t even have running water, and had to use an outhouse! These eco-nuts are whack jobs that just can’t see the light of day. If they had to dig in the mud to scoop up an ounce of drinking water, they’d suddenly be running straight for the 21st century, where everything is at our disposal. We can buy a bottle of soda, drink it, and toss it away, just like that! It’s great.

But Evelyn, how can you think like that! Look at all the animals dying everywhere, and that plastic patch in the ocean twice the size of Texas! You think plastic is the answer? You can’t hardly look at a tree in my neighborhood without seeing a plastic bag in it, and then the animals eat them, or get stuck in them, to boot. I’m a religious woman, Evelyn, and I think the Lord didn’t make all these animals for nothing—just so we could squash on the whole of creation and make a mess! No. I think we went wrong somewhere. Maybe drinking out of a stream wasn’t so bad after all!

WE WILL WORKSHOP THESE WITH PEER REVIEW.

Evelyn, in this story, seems to be displaying the view of Unrestrained Instrumentalism (describe what that is when you answer), while Martha has a much more complex view. She is religious, probably Christian, but she does not follow orthodox doctrine about the environment, that it is merely a place to be used up on our way to the Promised Land of Heaven. She sees value in the material world of nature, as a place that God created. This view is in keeping with the values of St. Francis in the Catholic tradition, and is also in line with more liberal evangelicals who take an environmentalist stand on issues, seeing the Creation as deserving “stewardship.” This is still quite different from the view of Deep Ecologists.

FEB. 23—ASSIGNMENT 8, 2 PAGE, POINTS=10. Synthesizing Disparate Ideas Paper Critical Paper. Paper due on following Monday. After watching both videos, write an essay drawing a correlation between money and environment. We will watch “The Ecological Footprint”: http://www.youtube.com/94tYMwz_la4 as well as http://www.youtube.com/4BbkQjQvaYc on population. Watch the following documentary: “Mind Over Money”: http://www.pbs.org/wgbh/nova/body/mind-over-money.html

After watching both of the videos, write a two to three-page paper comparing the ways in which we use and manipulate money and the ways in which we use and manipulate the environment. As “The Ecological Footprint” makes clear, the economy and the environment are integrated, not separate entities. While classical economics states that humans make rational choices for their own best interests, neuroscience shows another story altogether. With the recent studies in neuroscience challenging the way we do business, what should we humans do to change? Can we create a sustainable world in light of the fact that we have ape brains that did not evolve to handle global issues? Or was Adam Smith correct? Do we need to just let the “invisible hand” of capitalism do its thing? You pick a position and argue for what makes sense in terms of humans using the environment to live upon to sustain themselves over time. RUBRIC: This paper requires one to synthesize information from neuroscience, the economy, and the environment in order to see a holistic view about the human condition. Write it like a critical paper, beginning with a thesis statement in the first paragraph in which you present a problem and call for a solution. In other words, you have a point that you want to persuade others toward regarding the environment and the economy.


We will exam advertising from the perspective or Psychology, Neuroscience, and Ethics, by looking at how advertisers use Nature, Sex, Animals, and other ideas and terms that push people toward a desire for products, and we’ll also look at Greenwashing. --WEDNESDAY— We will create advertisements in class and present them on Friday. FRIDAY—Presentations of Advertisements.

MARCH 2—ASSIGNMENT 10, 2 PAGES= POINTS=5. Biophilia and Neuroscience. Paper on technology and the workplace. Explain Wilson’s notion of Biophilia and relate this to Damasio’s research in neuroscience. How might better live our lives in this technological age, where many are stuck for hours on computers and/or in cubicles, driving to and from work in cars, without any natural stimulation. We will watch a film on Stress this week as well. We will also look at articles on the web that deal with these issues. Have read chapters 4 & 5 of Communicating Nature.

MARCH 9—Begin work on Videos this week. Have read chapter 8 of Communicating Nature.

MARCH 10—MONDAY—Film with Robert Reich on economics. Wednesday—discussion. Friday—examine video production.
MARCH 11—MONDAY—ASSIGNMENT 11—2 PAGES, POINTS=5—PERSONAL ESSAY ON THE ENVIRONMENT THAT RAISES A LARGER POINT. Monday, we will begin working on this paper in class. Telling A Personal Story To Make A Larger Point. Using Snyder’s essay as a model, write a first draft of a two-page essay about your own connection to the natural world. Bring to life a place from your past, but also aim for an emotional and intellectual response from the reader that might cause them to embrace an important and critical idea regarding the environment, or to act in a manner that echoes your environmental concerns. In other words, do what Snyder does in the essay we examined where he talks about his youth and experience but makes a larger point about stewardship of the earth as the essay moves forward.

WE WILL WORKSHOP THESE WITH PEER REVIEW. RUBRIC: The point of this story is to learn to introduce details into a narrative that act below the level of consciousness to create a mood, effect, and emotional state while at the same time overtly dealing, in the end, with a statement that is persuasive in nature regarding one’s beliefs about the environment and Nature.

MARCH 12—Work on class Project, Assignments 12-15 and 4-Page Paper.

MARCH 16—MONDAY—Class Project.

MARCH 23-27 SPRING BREAK

MARCH 30—MONDAY—Work on Class Project.

APRIL 6—MONDAY—Work on Class Project.

= APRIL 13—MONDAY—VIDEO WORKSHOPPING this week.

APRIL 20—MONDAY—REVIEW OF VIDEOS, GRADING, REVIEW, QUESTIONS, COMMENTARY

APRIL 27—MONDAY—LAST DAY OF CLASS—MAY 1—REVIEW OF VIDEOS, GRADING, REVIEW, QUESTIONS, COMMENTARY

Your work will be held to high standards, according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 to 100 points. Excellent in content, form, and style—original, substantive, insightful, persuasive, clear, and free from mechanical errors.</td>
</tr>
<tr>
<td>A</td>
<td>94 to 97 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 93 points</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 89 points. Good, with no major flaws—interesting, with above average thought and expression.</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 83 points</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 79 points. Adequate or reasonably competent. May have a mixture of strengths and weaknesses.</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 73 points</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69 points. Poor in content, form, or style—disorganized, illogical, confusing, unfocused, or containing pervasive errors that impair readability.</td>
</tr>
<tr>
<td>D+</td>
<td>64 to 77 points</td>
</tr>
<tr>
<td>D</td>
<td>60 to 63 points</td>
</tr>
<tr>
<td>F</td>
<td>0 to 59 points. Incoherent or disastrously flawed, OR late (0 points), plagiarized (0 points), never workshopped (0 to 59 points), or never handed in (0 points).</td>
</tr>
</tbody>
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DRAFTS AND REVISIONS
Revisions must be handed in with my marked-up drafts attached. Late papers (final version) will not be accepted, unless I have agreed that your reason for handing a paper in late is valid.

Plagiarism is presenting the work or ideas of someone else as your own. It includes failing to use quotation marks for directly quoted work, failing to document paraphrased ideas, and false documentation. It is also plagiarism to submit someone else’s work as your own. An assignment containing plagiarized material will receive an automatic “F” and will be reported to the Dean. (See “Honor Code” in “University Policies” below.)

UNIVERSITY POLICIES
Students with disabilities:
If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or www.Colorado.EDU/disabilityservices.

Religious holidays:
Campus policy 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, absences for religious observances are accommodated through the two-absence policy (see “Attendance,” p. 2). Beyond the two allowable absences, absences for religious observances must be approved by me at least one week in advance. See policy details at http://www.colorado.edu/policies/fac-relig.html.

Honor Code:
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, academic dishonesty, fabrication, lying, bribery, and threatening behavior. I will report all incidents of academic misconduct to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information may be found at http://www.colorado.edu/policies/honor.html and http://www.colorado.edu/academics/honorcode/

Sexual harassment:
The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed may be found at http://www.colorado.edu/sexualharassment/.