SUSTAINABLE COMMUNITIES

WRTG 3020-077 & 3020-084
Spring Semester 2015

Catherine Lasswell, Instructor

T/R MUEN D-439 2:00-3:15
T/R MUEN D-144 3:30–4:45

Course Office Hours and Contact Information:
Tue 12:30-1:45 and by appointment
1338 Grandview Ave. C-153

Mailbox in Environmental Design Building (ENVD) lobby
Office phone/ voice mail: 303 492-1298
Email: catherine.lasswell@colorado.edu

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. To this end, we will study works by leading environmental writers Bill McKibben, Barbara Kingsolver, Michael Pollen, E. O. Wilson, and others. Our understanding of sustainability and rhetoric will draw upon your own area of expertise and culminate in a scholarly research project that aims to effect a positive change on the environment. As we explore texts and write our own, we will seek ways to de-politicize environmental writing and to carve out rhetorical 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.” The course will include a half-day outdoor project working on forested lands, enabling us to see the ways that local public and private entities are minimizing the effects of climate change on Colorado’s Front Range.
Texts and Materials
- Course Packet (UMC Bookstore) This instructor-designed collection of readings contains a variety of genres on sustainability and the environment: poetry, personal narrative, mainstream press, scholarly arguments, and peer-reviewed research.
- Articles and worksheets posted on Desire2Learn on environmental issues and 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 Major Assignments

Ecological Identity 5% + 5%
This initial assignment will ask you to describe the factors and life experiences that have shaped your relationship with the natural world. This essay will take the form of a chapter in a memoir, displaying clear causation and strong descriptive writing to explain and evoke your experiences for your readers. You will revise your Ecological Identity during the final weeks of class to expand and deepen your understanding of your connection to the natural world.

Electronic Journal 15%
An electronic journal will be submitted through Dropbox periodically. This writing will allow you to demonstrate and apply the tools of effective rhetoric and composition that you are learning. You will also discuss ways in which can apply these skills to your upcoming project or your writing in your career or discipline. The EJ will be submitted four times, in WEEKS 2, 4, 8, and 14.
Weekly Writings and Quizzes 10%

For each class, there will be readings and a writing assignment to bring to class. Occasionally, an in-class quiz will substitute for the written assignment. Weekly writings and quizzes will ensure your mastery of the materials. Additionally, in-class writing will sometimes occur, handed in and graded, but always serving as an opportunity to rehearse a range of skills.

Rhetorical Analysis 15%

Using two environmental readings from the Course Packet, you will demonstrate your ability to analyze language and rhetoric within a scholarly context. Using a scholarly tone and format, you will compare the rhetorical features that exemplify key elements of persuasion. While no outside 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 rhetorical terminology and concepts presented in the first five weeks of the course will be used in this essay.

Inquiry Essay/Project and Annotated Bibliography 25% + 5%

The Inquiry Project will expand upon the expositional skills acquired in the Rhetorical Analysis. This more ambitious project will ask you to focus on developing voice and agency within a persuasive, scholarly context. 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 grant proposal, or a persuasive essay using your disciplinary lens. An annotated bibliography will be included. This project may be directed to a real-world audience in your disciplinary field. The Inquiry Essay will require a Proposal explaining the purpose, significance, your connection to the project, and your methods of inquiry.

Digital Presentation 10%

You will transform your research project into a visual presentation using digital technology to advocate for action. Presenting to your classmates, you will attempt to inspire others, nurture an existing project, or contribute in a tangible way to greater environmental sustainability.

Calculation of Grades

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<th>Percentage</th>
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<tr>
<td>5%</td>
<td>Ecological Identity</td>
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<td>10%</td>
<td>Weekly Writings and Quizzes</td>
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<td>Rhetorical process/revision effort on drafts, timely submission of drafts, class participation, quality of discussion, and quality of peer review as determined by classmates’ comments</td>
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<tr>
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<td>Digital Presentation</td>
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Peer Review
Student texts will play a prominent role in the course “text.” Your writing will be discussed through peer review through critical dialogue as a whole class or in small groups. Together we will work 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 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 for the course 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 or DropBox. 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. We all need to input information into our phones, but we will do it after class. The bottom line is this: if you text or use your phone during class time, your final grade will significantly drop and I cannot write you a satisfactory recommendation. 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: This 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 texts, primarily persuasive in nature, which will extend students’ understanding of argument to that found in cultural and public contexts. To this end, we will analyze stakeholders involved in the public discussion and rhetoric surrounding climate change and sustainability. 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 the pedagogy of Nancy Sommers’ Harvard Writing Project, emphasizing revision as shaping and refining one’s arguments and addressing one’s audience more fully. Teacher-generated handouts will emphasize more nuanced understanding of thesis, introductions, and conclusions (based on Rosenwasser and Stephen’s Writing Analytically.) Students will integrate various technologies (e.g., Internet search engines, electronic discipline-specific databases, PowerPoint) into their inquiry essay and final presentation while developing advanced information literacy skills pertinent to their research areas such as use of government databases for demographic data.

Advance Critical Thinking: Skills of critical thinking will be developed through the readings, writings, and discussions of environmental texts. Reading and writing assignments and electronic journal prompts will scaffold increasingly complex critical thinking skills derived from 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 depoliticize 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 in 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 needs, the expertise, and the 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 discussed extensively through 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. At times, a reading quiz will substitute for the writing on a given day. This schedule is tentative and may be changed.

Unit 1: Identifying and Establishing Effective Ethos in Environmental Texts

WEEK ONE
T Jan 13
Introduction and course overview; defining rhetoric and sustainability

Th Jan 15
Discuss Ecological Identity Assignment
Readings:
   “For the Love of Life” (Course Packet and D2L)
   “Ecology of a Cracker Childhood” (Course Packet and D2L)

WEEK TWO
T Jan 20
Reading and videos:
   “The Fish” (Course Packet)
   “The Ultimate Roller Coaster” by Richard Heinberg
      http://www.youtube.com/watch?v=cJ-J91SwP8w-- look into one aspect of it
   Jim White Lecture http://vimeo.com/channels/cuoutreach/page:2;

Th Jan 22
Discuss audiences
Reading:
   IPCC Excerpt (D2L)
Discuss qualifying language
Discuss ecological identity tentative plan

Fri Jan 23: Electronic Journal #1 DUE in Dropbox by 5pm

Unit 2: Identifying and Evaluating Claims, Reasons, and Evidence in Environmental Texts

WEEK THREE
T Jan 27
Discuss Rhetorical Analysis Assignment
Reading and videos:
   “To Save the Planet, Stop Going Green” (Course Packet)
   “What’s Wrong with What We Eat?” http://blog.ted.com/2008/05/15/mark_bittman/
Th Jan 29
Readings:
“Global Warming’s Terrifying New Math” (Course Packet)
Ch. 12 “Thesis Statements” (Course Packet)

Fri Jan 30 Ecological Identity DUE at 1338 Grandview, ENVD office, or DropBox by 5 pm.

WEEK FOUR
Tue Feb 3
Extend strategies of argumentation to Ceccarelli’s critique
Reading:
“Manufacturing Scientific Controversy” (Course Packet)

Unit 3: Depoliticizing Environmental Issues through Establishing Shared Values

Th Feb 5
Readings:
“Power Steer” (Course Packet)
“Called Home” (Course Packet)

Fri Feb 6: Electronic Journal #2 DUE in Dropbox by 5pm

WEEK FIVE
Tue
Feb 10
Readings:
“Farmer in Chief” (Course Packet)
Claims/Evidence/Assertions Handout (D2L)

Th Feb 12
Ch. 11 “Introductions” (Course Packet)
Bring in your observations and ideas about two texts

WEEK SIX
T Feb 17
Workshop Rhetorical Analysis Introductions

Th Feb 19
Workshop Rhetorical Analyses
Reading:
“Conclusions” (Course Packet)
Peer review of complete essays

Unit 4: Exploring Connections for Effective Environmental Arguments

WEEK SEVEN
T Feb 24
Rhetorical Analysis DUE in ENVD mailbox or at 1338 office by 5pm.
Reading:
  Research Essay Assignment (D2L)

Th Feb 26
Reading:
  “Building Integrated Agriculture: Utilizing Rooftops for Sustainable Food Crop Cultivation in Singapore” by Astee and Kishnani (Course Packet)

WEEK EIGHT
T Mar 3
Bring in three newspaper articles of interest that connect the environment with your discipline. Prepare to discuss these with others in the class.

Th Mar 5
Reading:
  Annotated Bibliographies (OWL)
Bring in two more articles from the newspaper along with two peer-reviewed articles
Discuss annotated bibliographies; read essay models

Fri Mar 6: Electronic Journal #3 DUE in Dropbox by 5pm

WEEK NINE
T Mar 10
Individual Conference with Instructor at Grandview

Wed: Email completed proposal by 5pm.

Th Mar 12
Discuss your proposed project in class

WEEK TEN
T Mar 17
Peer Review of annotated bibliography, revised introductions, and first body paragraphs

Wed: Email instructor revised introduction, revised annotated bibliography, and two body paragraphs.
Th Mar 19
Discuss selected bibliographies, introductions, and body paragraphs
Reading:
Individual Conferences with Instructor

WEEK ELEVEN
SPRING BREAK

WEEK TWELVE
Tue Mar 31
Reading:
“Revision Strategies of Student Writers and Experienced Adult Writers” (Course Packet)
Peer Review of projects

Th Apr 2
Final Peer Review of complete projects

Fri Apr 3: Research Project DUE in ENVD mailbox or at 1338 Grandview by 5pm

Unit 5: Understanding Rhetorical Fallacies in Environmental Contexts

WEEK THIRTEEN
T Apr 7
Readings:
“Saving Nature, But Only For Man” (D2L)
Types of Appeals: Logical and Emotional Fallacies (Course Packet)

Th Apr 9
Reading:
“Don’t Presume to Know a Pig’s Mind” (Course Packet)
Discussion of Digital Presentation Strategies

Sat Apr. 11: Half-day Outdoor Environmental Project (Required)

Unit 6: Using Visual Rhetoric and Digital Technology to Promote Sustainability

WEEK FOURTEEN
T Apr 14
Digital Presentations
In-class quiz on Logical / Rhetorical fallacies

Wed. Apr 17: Electronic Journal #4 DUE in Dropbox by 5pm
Th Apr 16
Digital Presentations

WEEK FIFTEEN
T Apr 21
Digital Presentations
Reading:
   Excerpt from Blessed Unrest (D2L)

Th Apr 23
Digital Presentations

WEEK SIXTEEN
T Apr 28
Reading:
   Excerpt from Oil and Honey (Course Packet)
Digital Presentations

Th Apr 30
Final Reflections
   “The Peace of Wild Things” (Course Packet)
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 the 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.
“For the Love of Life” by E. O. Wilson

Stages – under 6 afraid; 9-12 curiosity; more empathy

Wealthy people – what is his idea?

Anthrocentrism

Patho centrism

Biocentrism

Optimum landscapes – higher positions, line of sight, vast areas, not in the woods.

Phobias – established early in life; heights, darks – survival origins?