

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	<b>English</b>	College/School	<b>CLA</b>
Prepared by	<b>Eric Heyne</b>	Phone	<b>5982</b>
Email Contact	<b>efheyne@alaska.edu</b>	Faculty Contact	<b>same</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	<b>ENGL</b>	Course #	<b>350</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>Literature of Alaska and the Yukon Territory</b>
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course  If Change, indicate below what is changing. Drop Course

<b>NUMBER</b>	<input checked="" type="checkbox"/>	<b>TITLE</b>	<input checked="" type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREREQUISITES*</b>	<input type="checkbox"/>	<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>	<b>COURSE CLASSIFICATION</b>	<input type="checkbox"/>
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<b>ADD A STACKED LEVEL</b> (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

<b>ADD NEW CROSS-LISTING</b>	<b>Northern Studies</b>	Dept. & No.	<b>NORS 449</b>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>				

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

<b>COURSE FORMAT:</b> (check <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.) **Seminar**

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YE	X	NO	
S			

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?		TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

*Example of a complete description:*

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case study ~~Comparative~~ approach in ~~assessing Aboriginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ENGL ~~449~~ 449 ~~Northern and Environmental Literature of Alaska and the Yukon Territory~~ (h)\*

3 Credits Offered Spring Odd-numbered years

~~Representative fiction, verse, and nonfiction dealing with Alaska and the Yukon Territories. Also available via eLearning and Distance Education.~~ Intensive study of particular aspects of Alaskan and circumpolar writing, ecocritical theory, and the literature of environmental studies. Prerequisites: ~~English 111X 211X or 213X~~ English 211X or 213X or permission of instructor. Cross-listed with NORS 449 (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ENGL 449 Northern and Environmental Literature (h)\*

3 Credits Offered Spring Odd-numbered years

Intensive study of particular aspects of Alaskan and circumpolar writing, ecocritical theory, and the literature of environmental studies. Prerequisites: English 211X or 213X or permission of instructor. Cross-listed with NORS 449. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:	X	PASS/FAIL:	
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9. **ESTIMATED IMPACT**

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

None.

10. **LIBRARY COLLECTIONS**

*Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*

No	X	Yes		Alaska and Polar Regions Collection already superb.
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11. **IMPACTS ON PROGRAMS/DEPTS:**

*What programs/departments will be affected by this proposed action?*

*Include information on the Programs/Departments contacted (e.g., email, memo)*

English and Northern Studies Departments

12. **POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

**New version offered at higher level will be available for credit toward graduate degrees, including MA's in English and Northern Studies (as well as other programs).**

**13. JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**To fulfill its circumpolar mission UAF needs more courses that reach across northern boundaries and engage larger issues of climate change and environmental impacts. Alaskan literature has blossomed in the last thirty years (since this course was last modified), and this greater complexity of material deserves study at the 400 level by seminar students interested in researched writing. At the 400 level this class would also be available for graduate students who need an introduction to northern literature and northern issues. There would be no change in frequency from the existing course, so no extra demand on budget. Other 300-level courses are surveys, and this material is more appropriate to the 400-level seminar format.**

**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

*As per attached*

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
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Signature, Chair

Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

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No  X Yes  Alaska and Polar Regions Collection already superb.

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**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Richard Scan Date Oct 9, 2014  
Signature, Chair, Program/Department of: English

Mary F. Eshel Date 10-9-14  
Signature, Chair, College/School Curriculum Council for: NORS  
Program/Department of:

[Signature] Date 10/31/14  
Signature, Dean, College/School of: CLA

\* See next page for CLA Curriculum Council Dean \*

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

[Signature] Date [ ]  
Signature of Provost (if applicable)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

[Signature] Date [ ]  
Signature, Chair

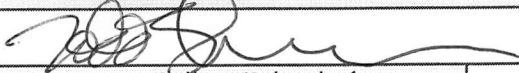
Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	10/31/14
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

**Instructor: Dr. Jennifer Schell**  
**Office: 862 Gruening**  
**Office Phone: 474-1982**  
**Mailbox: 850 Gruening**  
**Office Hours: TR 11:15-12:45pm**  
**Email Address: jschell5@alaska.edu**  
**Prerequisites: ENGL F111X or permission of instructor.**

**Course: ENGL 449**  
**CRN: tbd**  
**Time: tbd**  
**Room: tbd**  
**Credits: 3**

## **ENGL 449: Northern and Environmental Literature Wilderness and the American Mind**

### **Course Description and Goals:**

Welcome to “Northern and Environmental Literature”! The subtitle for this class is taken from Roderick Nash’s highly influential scholarly book, *Wilderness and the American Mind*, which we will be reading this term. Part history, part literary study, and part ethnography, this book posits that wilderness is “a state of mind”—not a place—and it analyzes the attitudes Americans have adopted towards wilderness across time. Because, for many people, Alaska and the Yukon Territory represent wilderness in its purest form, we will consider the literature these regions have inspired through the lens of Nash’s scholarship. The other texts for this class have been selected with an eye for diversity. In addition to reading Nash’s book, we will be examining Stan Jones’ detective fiction, Bill Hess’ photojournalism, Robert Service’s poetry, Dick North’s history, Jack London’s short stories, Margaret Murie’s memoir, and Steven Rinella’s non-fiction. We will also be reading many Alaska Native poets, essayists, playwrights, and fiction writers. In this way, we will learn more about both the literary/cultural productions of men and women living in and writing about Alaska and the Yukon Territory and the emergent fields of eco-criticism and environmental studies.

### **Student Learning Outcomes:**

- Study key texts which informed the development of the literature of Alaska and the Yukon Territory.
- Trace the development of American nature writing and environmental literature across time.
- Closely analyze each work and discuss its formal and contextual elements.
- Collaboratively discuss the issues contained in each reading.
- Conduct in-depth analysis of particular texts and issues by writing three 4-8 page papers.

### **Required Texts:<sup>1</sup>**

- Roderick Nash—*Wilderness and the American Mind*
- Bill Hess—*The Gift of the Whale*
- Stan Jones—*White Sky, Black Ice*
- *Raven Tells Stories: An Anthology of Alaskan Native Writing*
- Dick North—*Sailor on Snowshoes*
- Steven Rinella—*American Buffalo: In Search of a Lost Icon*
- Margaret Murie—*Two In the Far North*
- Readings posted on e-reserve at <http://eres.uaf.edu/> (password=wilderness).

## **The Work of the Course**

**Questions and Help:** If you have any questions about the course materials, assignments, or policies, you should not hesitate to contact me. I am available via email, after class, and during my office hours. If you have a question about a particular assignment, make sure to allow for some response time.

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<sup>1</sup> Feel free to purchase any edition of the texts.

**Preparation:** Although there may be some brief lectures here and there, this course will emphasize discussion. Therefore, your preparation for, attendance at, and participation in each meeting is essential. For the most part, you will be participating in general class-wide discussions of the readings; however, there will be some days when you will be working in smaller groups. Naturally, part of being prepared for class includes completing each reading assignment. Checking Blackboard on a regular basis will also help you prepare for class and keep on schedule.

**Participation:** Twenty percent of your final grade will reflect your participation in this class during the semester. The participation grade is essentially a measure of your intellectual engagement in the class. Thus, I take into account a wide variety of factors when I determine it (some of which might include: attendance, quality of contributions, preparedness, tardiness, demeanor, degree of professionalism, and overall behavior). If you aren't comfortable talking in class, you can participate by sending me email or coming to office hours.

**Reading Journal:** This semester, you will be keeping an electronic reading journal. You will be required to complete one entry for each reading assignment. The topic of each entry is up to you; however, the subject of your writing should be both academic and analytical. The journal is your place to jot down ideas for your presentations or your paper. You can also use it to mark your observations about the literature for the purposes of future discussion. Each entry should be approximately half a page long (double spaced), and it should be submitted via email. They will be due by 9:00am every Tuesday and Thursday (you can email them the night before if you wish). No late journal entries will be accepted.

**Assignments:** You will be completing three 4-8 page papers over the course of the term. The details will be distributed over the course of the term. Of course, I will take very seriously all writing that you hand in and will expect you to do the same. The following policies apply to each and every document you submit in the course. All papers for this course will be submitted electronically via email. All work is due on the day and time specified. Any work submitted after that date will be accepted, but a penalty of one full letter grade for each day late (including weekends) will be applied to the final grade for that assignment. All written work must adhere to the *MLA Handbook* in all matters of paper format, quotation, citation, documentation, and style. This course demands that your writing be free of spelling and typographical errors, which are completely unacceptable in university-level work. The quality of your writing in this course should represent the quality of your ideas, and your compositions should demonstrate your best writing ability and most creative thinking. If I find that a paper is carelessly done or edited, I reserve the right to turn it back to you for revision before I grade it. Of course, the late penalties will apply.

**Writing Center:** The Writing Center, located in Gruening 801, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, on a recurrent issue or on a single moment of difficulty. The consultants can work with you on a one-time basis, or they can supplement your work in this course throughout the term. I might suggest that you go to the center for help on a particular problem. You can also make your own appointments for help with this class or any others you may have while at UAF. If you are interested in taking advantage of their services, you should take a look at their website [www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/) or call ahead (474-5314) to make an appointment.

**Blackboard:** We will be using Blackboard this semester. Make sure to check it at least once a week. Assignments will be posted and updated on Blackboard. If there are any changes to the syllabus, I will post them on Blackboard.

**Grade Breakdown:**

Class participation=20%

Reading journal=10%

Paper #1=15%

Paper #2=25%

Paper #3=30%



**Grading:** Grading will follow UAF guidelines:

A range<sup>2</sup> = Indicates exceptionally original work and independent thinking as well as complete mastery.

B range = Indicates outstanding ability above the average level of performance.

C range = Indicates a satisfactory or average level of performance.

D range = Indicates work of below average quality and performance.

F range = Indicates failure to meet the lowest standards.

## Course Policies

**Email Correspondence:** Email is the best way to get in touch with me, and I welcome emails from all of my students. Please remember to be professional, polite, and to the point.

**Office Hours:** Feel free to come to office hours. I can answer questions that you might have about the readings or discussions. Also, I can look at drafts of your papers and give you advice on how to improve your writing. If you cannot come during regular office hours, you can always make an appointment.

**Books:** You will need to purchase the books for the course and bring them to class with you every day. If you do not bring your books to class, you will not be counted present for that day. If you are completing the readings on e-reserve, you should bring them with you to class.

**Tardiness, Early Exits, and Misc. Classroom Behavior:** Make sure to come to class on time. If you are more than 10 minutes late, you will not be counted as present. Also, in order to receive credit for attending class, you have to attend the entire class. Therefore, you will not receive credit for that day's attendance if you leave class and do not return. Once class has begun, do not take a break (bathroom or otherwise) unless you have some kind of extreme emergency. Try to be as non-disruptive as possible as you exit and enter. Food and beverages are permitted in class, but, again, try to be non-disruptive. If you sleep through class, you will not be counted as present. If you do work for another class during our allotted time period, you will not be counted as present.

**Attendance:** Attendance is mandatory. Because I realize that personal concerns may cause you to miss class, you will be allowed three free absences. You do not need to provide excuses for these. Once you use up your free ones, each additional absence will result in your final grade for the entire course being reduced by a FULL letter grade. If you are over the absence limit, you need to provide an excuse and documentation for your absence in order to get it excused. To receive credit for an excused absence, you must present evidence of an unavoidable contingency, such as—but certainly not limited to—a major illness or a death in the family. Just because you present documentation for an absence does not necessarily mean that it will be excused. Ultimately, I reserve the right to decide whether not an absence is excused. Only after your free absences are used up will you be allowed to provide excuses for absences. You should budget your absences and plan accordingly. In the event of an outbreak of epidemic disease, zombies, or an icepocalypse, these policies are subject to change.

**Make up Work:** Of course, you will be allowed to make up any work that you miss as a result of absence. You should contact me ASAP to make arrangements to do so. I do not assign extra work for absences or any other reason. If you are not doing well in the course and are behind on your work, it stands to reason that you cannot handle more assignments. Do the best you can with the assignments that are due.

**Cell Phones:** Do not forget to turn off all cell phones or other electronic devices before you get to class (or a conference during my office hours). Please do not set them to vibrate. During class, all cell phones should be put away in your bag. If you have special circumstances, please let me know.

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<sup>2</sup> For + grades, the standards are slightly higher than those stated for any given range, and for – grades, the standards are slightly lower than those stated for any given range.

**Laptop Computers and Other Electronic Devices:** No laptops or other electronic devices are permitted in this class. That includes: dictionaries, calculators, cell phones (etc.), computers, tape recorders, cameras, games, etc. If it requires the use of batteries or an electrical socket, it is not permitted. If you have special circumstances, please let me know.

**Weather, Emergencies, and Class Cancellations:** Should severe weather or any other kind of emergency occur, you should assume that we are meeting unless you are specifically notified via email or on Blackboard. If for some reason, you cannot come to class, you are free to use one of your allotted absences. Should class be cancelled, you will receive email and instructions about readings and assignments.

**Disabilities:** The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the Office of Disability Services at 474-5655 or 474-1827 (TTY). Please see the Disability Services website [www.uaf.edu/disability/](http://www.uaf.edu/disability/) for more information.

**Student Code of Conduct, Academic Integrity, and Plagiarism:** All students are required to read and abide by the Student Code of Conduct in the UAF Spring 2011 Class Schedule. According to this Code of Conduct:

“Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. cheating, plagiarism, or other forms of academic dishonesty;
2. forgery, falsification, alteration, or misuse of documents, funds, or property;...”

(University of Alaska Fairbanks Class Schedule: Spring 2011 117)

What this policy means for us is that cheating and plagiarism are absolutely prohibited in this class, and there are severe penalties for committing these offenses. Plagiarism and cheating are both grounds for failure in this class. For our purposes, here, plagiarism is defined as taking the thoughts and ideas (no matter what form they may take or what medium in which they appear) of another individual and presenting them as your own. Therefore, if you are drawing on or quoting the work of others (including published authors, fellow students, teachers, friends, relatives, etc.), you must acknowledge that you are doing so. In this class, you will need to cite your sources using the *MLA* style guidelines. If you are directly quoting someone else, you must indicate that you are doing so by naming your source, using appropriate quotation marks, and giving the reference for your material. If you are summarizing or referring to the work of others, you need to make that clear to your readers as well. You should, above all, turn in written assignments that are of your own composition, not the work of others. Be careful not to lose your writings or lend them to others. You should expect that any paper that you submit for this class will be spot-checked regularly for plagiarism.

**Scheduling:** You should follow the syllabus for the schedule of all readings and assignments. Certain minor items on this syllabus may be subject to change, and you will be informed in class of all changes that I might make. If you are absent, you are responsible for making up the work, and it is usually a good idea to check Blackboard or contact me or someone else in class about what you missed.

**Extenuating Circumstances:** If you have any extenuating circumstances that might interfere with the course policies as they are stated on the syllabus, you should let me know ASAP.

### Tentative Schedule of Readings

	TUESDAY	THURSDAY	FRIDAY
Week 1 1/20		Introductions and Distribution of Syllabus	

Week 2 1/25-1/27	Roderick Nash's <i>Wilderness and the American Mind</i> — Preface through Chapter 1	Jack London short stories on e-reserve	
Week 3 2/1-2/3	Nash—Chapters 2-3 Dick North's <i>Sailor on Snowshoes</i> —pgs. 1-54	North—pgs. 54-108	
Week 4 2/8-2/4	Nash—Chapters 4-5 North—pgs. 108-162	North—pgs. 162-217	
Week 5 2/15-2/17	Nash—Chapters 6-7 Service poems on e-reserve	Service poems on e-reserve	<b>Paper #1 Due by 5:00pm</b>
Week 6 2/22-2/24	Nash—Chapters 8-9 Margaret Murie's <i>Two in the Far North</i> —pgs. 1-64	Murie—pgs. 64-128	
Week 7 3/1-3/3	Nash—Chapters 10-11 Murie—pgs. 128-182	Murie—pgs. 182-246	
Week 8 3/8-3/10	Nash—Chapters 12-13 Murie—pgs. 246-310	Murie—pgs. 310-385	
Week 9 3/15-3/17	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Week 10 3/22-3/24	Nash—Chapters 14-15 <i>Raven Tells Stories</i> —pgs. 1-56	<i>Raven Tells Stories</i> —pgs. 56-112	
Week 11 3/29-3/31	Nash—Chapter 16 through Epilogue <i>Raven Tells Stories</i> —pgs. 112-168	<i>Raven Tells Stories</i> —pgs. 168-224	<b>Paper #2 Due by 5:00pm</b>
Week 12 4/5-4/7	Bill Hess's <i>Gift of the Whale</i> —pgs. 1-112	Hess—pgs. 112-224	
Week 13 4/12-4/14	Stan Jones' <i>White Sky, Black Ice</i> —pgs. 1-66	Jones—pgs. 66-132	
Week 14 4/19-4/21	Jones—pgs. 132-198	Jones—pgs. 198-264	
Week 15 4/26-4/28	Steven Rinella's <i>American Buffalo</i> —pgs. 1-65	Rinella—pgs. 65-130	
Week 16 5/3-5/5	Rinella—130-195	<b>LAST DAY OF CLASS</b> Rinella—pgs. 195-258	
Week 17 5/10-5/12	<b>FINAL EXAM</b> 3:15-5:15, Tuesday, May 10 <sup>th</sup>  <b>Paper #3 Due by 3:00pm</b>		

## Rubric for Evaluation of Essays

“A” range: Possesses an original, intelligent topic and a well-argued, well-developed thesis, which goes well above and beyond issues raised in class discussions. Paragraphs in paper are well-organized and flow smoothly. Provides very convincing evidence for the thesis by using an array of primary and secondary sources. Thoroughly analyzes specific examples and quotations from both the primary and secondary sources. Contains virtually no grammar or punctuation errors. Possesses evenly paced, varied, clear, and concise sentences. Has virtually no awkward or confusing moments. Each sentence possesses appropriate word choices (i.e. every word is well-chosen and used properly).

“B” range: Possesses an intelligent topic and a fairly well-argued thesis. May have a few issues with thesis development or paragraph organization. Uses both primary and secondary sources. Provides convincing evidence for the thesis by analyzing specific examples and quotations from both primary and secondary sources. Contains some grammar and punctuation errors. Has a few awkward sentences here and there. Contains a few word choice mistakes.

“C” range: Possesses an adequate topic. Has some issues with thesis development and paragraph organization. Uses both primary and secondary sources, but does not adequately provide enough evidence to support the thesis. Contains surface-level quotation analysis of both primary and secondary sources. Has significant grammar and punctuation errors. Possesses several awkward sentences and word choice mistakes.

“D” range: Does not have a satisfactory topic. Has a severely underdeveloped thesis. Is disorganized. Quality of primary and secondary sources poor. Includes quotations from primary and secondary sources, but does not analyze quotations. Contains significant grammar and word choice errors. Has many awkward sentences and confusing spots.

“F” range: Has a completely unsatisfactory topic (does not adhere in any way to the guidelines of the prompt). Has no thesis or organizational plan for individual paragraphs or paper as a whole. Does not meet the minimum requirements for sources. Does not include quotations from primary sources. Has no quotation analysis. Is littered with grammar errors, word choice mistakes, and awkward spots. Does not meet the page requirement.