

KELLS
Spring 2020
DSH 128
T TR 2:00-3:15

mkells@unm.edu
Office HUM 325
T TR 1:00-2:00 or by apt.

ENGL 413 Science, Medical, and Environmental Writing
Dr. Michelle Hall Kells



Course Description: ENGL 413

This course will examine writing across academic, public, and professional spheres to promote the circulation of knowledge toward environmental justice, public health, and community wellbeing. It is a key tenet of this course (an Aristotelian “first principle”) that climate change, natural resource depletion, and biodiversity loss condition (and will continue to condition) the health, wellbeing, and survival of all life on this planet now and into the future.

We will apply the theoretical frame of Rhetorical Studies to Technical/Professional Writing as a field of practice to apply, analyze, evaluate, and engage diverse discourses, genres, and media across a broad spectrum of document users (and stakeholders) within Science, Medical, and Environmental Studies. Course assignments will challenge you as writers to engage the difficult rhetorical work of generating and circulating scientific, medical, and environmental (academic) arguments across diverse public spheres. We will examine a diverse range of genres related to science, medical, and environmental writing including academic research reports, white papers, personal academic essays, citizen scholarship, literary journalism, and participatory journalism.

Students will select a research topic (an environmental, medical, or public health issue locally and globally impacting your communities of belonging). Our course will constitute project-driven learning communities focused on examining and generating writing products for academic, public, and professional audiences. Capstone Project will include Multi-Modal writing samples (using field research and bibliographic inquiry methods) toward the production of an online portfolio of public health, environmental justice, and scientific research for the digital publication of a final project website or blog.

Our class will be participating with UNM Lobo Gardens and conducting field days in the Lobo Garden areas (Hokona Medical Herb, RED Pollinator, Vineyards, Parson's Grove, and Biology Greenhouse) on campus on Thursdays for Field Work during class sessions throughout the semester.

Required Books:

Paul Auerback and Jay Lemery. *Enviromedics: The Impact of Climate Change on Human Health*.

Debra Hawhee. *Rhetoric in Tooth and Claw: Animals, Language, Sensation*.

Richard Louv. *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*.

David Orr. *Earth in Mind: On Education, Environment, and the Human Prospect*.

Carl Safina. *Beyond Words: What Animals Think and Feel*.

Supplemental Reading:

Greg Cajete. *A People's Ecology: Explorations in Sustainable Living*.

Glenn Albrecht. "Solastalgia: A New Concept in Human Health and Philosophy." *Philosophy, Activism, Nature (PAN)* 1.3 (2005): 41-55.

Robin Wall Kemmerer. "Weaving Traditional Ecological Knowledge."

Recommended Films:

Assigned Films are available at Zimmerman Library Circulation Desk on Library Reserve:

National Geographic Series (Season 1-4) *Years of Living Dangerously*

Course Projects:

Multi-Modal Work-in-Progress Team Capstone Project;

Reading Journal Reflections (10)

Field Research Exercises: Field Report; Subject Area Expert Interview; Public Rhetoric Analysis (3)

Unit 1: Supplementary Reading Report

Unit 2: Academic Argument

Unit 3: Project Proposal

Class Discussion Presentations

NOTES ON CLASSROOM PRACTICE:

We will be working in several different pedagogical spheres throughout the semester: classroom (private space); cultural (digital space); environmental (public space). The interaction between these different pedagogical spaces and across textual practices (print, digital, visual, etc.) and hybrid modalities will promote more productive learning and deliberation.

Group work, conferences, peer review, reader response journal writing, film viewing, and Lobo Gardens field exercises are integral features of the course. Regularly scheduled class sessions on **Thursdays will be reserved for assigned out-of-class activities** (e.g. Lobo Gardens, field exercises, blog working groups, conferences, subject area interviews, and film viewing).

Field Exercises 1-3

- Field Ex. 1 Environmental Field Site Visit
- Field Ex. 2 Public Rhetoric Analysis

- Field Ex. 3 Science, Medical and Environmental Studies Subject Area Expert Interview

Learning Outcomes

Course readings, assignments, exercises, and class discussions are designed to promote the following learning outcomes:

- cultivate rhetorical resourcefulness and stylistic alacrity as a professional writer;
- practice writing across communities by engaging academic, professional, and civic discourses;
- become a conscious user of academic discourses in science, medical, and environmental studies;
- generate writing products for target audiences in science, medical, and environmental studies;
- engage rhetorical resources of different genres and media for diverse users and stakeholders;
- engage in collaborative writing projects and offer productive critique to other writers;
- analyze the various dimensions of rhetorical situations for assigned writing projects;
- engage science, medical and environmental writing for academic and public cultures;
- participate in field work including ethnographic field exercises and practical application of environmental research in on campus field sites;
- analyze and apply theoretical and practical approaches to science, medical and environmental studies;
- use the writing process as recursive stages (from invention to editing) for various writing tasks;
- use appropriate research methods for writing projects;
- form alliances with colleagues and work collaboratively toward common goals.

Sample Blogs & Resource Websites:

Kells Courses & Writing Community Project Websites

EcoLiteracy at UNM

<https://unmecoliteracy.wordpress.com/>

Center for Ecoliteracy <https://www.ecoliteracy.org/article/applying-ecological-principles>

National Consortium of Environmental Rhetoric <https://sites.google.com/site/ncenviro rhetoric/>

ENGL 513 Environmental Resources <https://sites.google.com/view/thefoodpyramid/home>

ENGL 413 Environmental Resources <https://writingcommunities2016engl413issue9.wordpress.com/>

Environmentalism for a New Millennium <https://newmillenniumenvironmentalism.weebly.com/>

Greenbelt Movement/Making a Difference in Africa www.greenbeltmovement.org

Center for Native Peoples and the Environment <https://www.esf.edu/nativepeoples/>

National Wellness Institute <https://www.nationalwellness.org/>

ASSIGNMENTS

Portfolio of (10) Journal Reflections (10 x 25 points)	250
Field Exercises/Reports (3 x 50 points)	150
Class Presentations (2 x 50 points)	100
Final Portfolio & Team Multi-Modal Work-in-Progress Project	150
Unit 1: Supplementary Reading Report	100
Unit 2: Academic Argument Writing Sample	100
Unit 3: Professional Proposal Writing Sample	100
Self-Reflection Essay	50

1000 pts.

COURSE POLICIES (KELLS “GROUND RULES”)

Kells Classroom No Phone Zone Policy

Electronic Media Policy: No phones, no Ipads, no laptops will be used in class (unless we are all using electronic media together).

Digital materials for this course will be transmitted to students’ UNM email for students enrolled in this course. (Course content will not be uploaded to online public platforms for intellectual property, privacy, and security reasons).

Attendance Policy

Attendance is required to complete and pass this course. Students are expected to attend all classes. If you must miss class due to illness or an emergency, please call my voice mail and make arrangements to complete assignments during your absence. Students who must miss class because of an approved university activity need to notify me **in advance** and verify excused absences with official documentation. (Papers due on the expected absence date must be turned into me in advance.) Students are responsible for initiating make up work arrangements with me. Unexcused absences will affect your grade as follows:

Final Grade will be lowered one full letter with three (3) or more unexcused absences.

Students with four (4) or more unexcused absences will not pass this course.

Three tardies count as one absence.

Leaving early (even with permission) counts as a tardy.

*Because writing is a social activity, group work is an important feature of this class. You will share and critique drafts of your assignments with different readers throughout the writing process. **Responsible attendance and timely work is essential to your success as an individual writer as well as the class as a whole.***

Classroom Communication Protocol

Students are required to use their **university email account** for all course/professional correspondence. As customary in the professional work site, students will use memos as a form of communication protocol and professional courtesy. Students will draft memos to the instructor and group members for making proposals, scheduling meetings, suggesting adjustments, reporting absences, confirming appointments, etc. Verbal notice to the instructor should not be considered official notification. Email memos are acceptable as long as hard-copy drafts are also provided for follow-up and confirmation.

University Regulations and Other Matters

Students are expected to **attend** class and to complete all assignments. You are responsible for providing evidence to substantiate "authorized absences." If you know in advance you will miss a class, you are responsible for informing me. I will take attendance and enter the number of absences on the final roster.

The penalty for **late papers** is deduction of one full letter grade for every day the paper is late. This applies to all assignments, including homework. Papers are due, unless otherwise announced, at the beginning of class. If a paper is turned in after roll call, it will be considered late and points will be deducted. Papers must be turned in to the instructor in person (do not leave papers under my office door). This policy applies to group projects as well.

You should not assume that you may "take an **incomplete**" in this course. Requests for an incomplete should be addressed to the Director of Rhetoric and Writing Program. Your college advising office will

be contacted to verify your reason for requesting a grade of *I*. Requests will be considered only if a student has completed 50% of the work in the course.

Accommodations for Disability

If you need accommodations in this class related to a disability, please make an appointment to see me as soon as possible. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services.

Plagiarism

Any apparent **scholastic dishonesty** (e.g., plagiarism) will be promptly reported to the proper authorities and will result in a grade of *F* for the course and a letter of reprimand in your file. Any assignment that does not appear to be deliberate plagiarism but fails to include clear record of an essay's development (pre-writing, working drafts and revisions) or fails to provide appropriate attribution of sources or direct quotation will receive a grade of 0.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission from that person. Plagiarism is a serious academic violation that destroys trust within classroom relationships. The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Out-of-Class Group Assignments

Should group work be assigned outside of class, students are encouraged to meet on University premises. Zimmerman Library provides areas for group study. To make group work efficient and productive, all members should exhibit professional behavior and remain on task—that is, everyone should work on the project at hand.

Classroom Climate and Behavior

The UNM Department of English affirms its commitment to the joint responsibility of instructors and students to maintain and foster a positive learning environment. As your professor, I am committed to cultivating and maintaining a positive, inclusive, and productive classroom environment. If you have concerns or special needs, please let me know how I can accommodate your learning needs and enhance the social climate of the classroom. Disruptive, hostile, and disrespectful behavior will not be tolerated. **Disruptive classroom behavior**, defined as anything that interferes with “an instructor's ability to conduct the class” or “the ability of other students to profit from the instructional program,” is explicitly prohibited. I will not tolerate micro-aggressive behavior of any kind (verbal and non-verbal) that demeans, defames, or distracts from teaching and learning in my classroom.

I reserve the right and assume the duty as the instructor to protect the integrity of my classroom and if necessary, drop any student who interferes and disrupts the progress of my course.

In order to promote a classroom climate conducive to collective success and individual excellence, full and equal participation of each member of the class is necessary and required. Please maintain an attitude of mutual respect and cooperation. Please turn off cell phones, Ipods, text messaging, and other electronic devices. Your full participation contributes to the mutual satisfaction with our course.

In an effort to meet obligations under Title IX, UNM Faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Contact Information for Campus Resources:

24-Hour Resources:

[LoboRESPECT Advocacy Center](#): 505-277-2911
[Student Health and Counseling](#): 505-277-3136
[UNM Police](#): 505-222-2411 (dial 911 for emergencies)

Online Reporting of Acts of Hate, Harassment, and Discrimination:

Hate/Bias Incident Reporting Form: <http://goto.unm.edu/zom9p>

Faculty and Staff:

[Counseling, Assistance, and Referral Services \(CARS\)](#): 505-272-6868

KELLS

ENGL 413

SPRING 2020

COURSE SCHEDULE

Readings:

<i>Beyond Words: What Animals Think</i>	= BYW
<i>Rhetoric in Tooth & Claw</i>	= RTC
<i>Earth in Mind</i>	= ERM
<i>Last Child in the Wood</i>	= LCW
<i>A People's Ecology</i>	= PEC
<i>EnviroMedics</i>	= ENV

(4) Work in Progress Writing Group Sessions Out-of-Class Meetings (Location TBA; Attendance Required)

NOTE: In Lieu of regularly scheduled class sessions (February-April); students will meet with assigned Blog Working Groups for (4) out-of-class meetings.

Field Exercises 1-3

- Field Ex. 1 Environmental Field Site Visit
- Field Ex. 2 Public Rhetoric Analysis
- Field Ex. 3 Science, Medical and Environmental Studies Subject Area Expert Interview

Units 1-3

- Supplemental Reading Report Memo
- Academic Argument Writing Sample

- Professional Proposal Writing Sample

WEEK 1

January 21 **Readings:**
For Next Class Session:

Assign:
 Writing Responses: Five Framing Questions for the Course

23 **Readings:**
For Next Class Session:
 “Solastagia”

Assign:
 Nutshell Report on Environmental Movements & Organizations

WEEK 2

January 28 **Readings:**
For This Class Session:
 “Solastalgia”

For Next Class Session:
 Beyond Words (BYW) Intro. Part I

Assign:
 Reading Response Journal 1

30 **Readings:**
For This Class Session:
 “Solastalgia”
 BYW Part I

For Next Class Session:
 BYW Part I

WEEK 3

February 4 **Readings:**
For This Class Session:
 BYW Part I
 Appreciative Inquiry

Assign:
 Field Ex. 1: Field Site
 Reading Response Journal 2

6 **Reading:**
For This Class Session:
 BYW Part I
 Appreciative Inquiry

For Next Class Session:

BYW Part II
Appreciative Inquiry

Assign:
Reading Response Journal 2
Unit 1: Supplemental Reading Report & List (Select One Title for Unit 1)

Due Date: Midterm Portfolio Due Thursday, March 5

WEEK 4

11 **Reading:**
For This Class Session:
BYW Part II
Appreciative Inquiry

Readings:
For Next Class Session: (Tuesday, February 18)
BYW Parts III & IV

Class Discussion Leaders: For Next Class Session (Tuesday, February 18)
Class Discussion Leader A1 Beyond Words Part III
Class Discussion Leader A2 Beyond Words Part IV

Assign:
Film 1: Years of Living Dangerously (Episode 1).
Unit 1: Supplemental Reading Report & Selected Readings List (Sign Up)
Reading Response Journal 3

13 **Field Day (No Class Session)**
Assign: Film 1: Years of Living Dangerously Episode 1

Class Discussion Leaders: For Next Class Session (Tuesday, February 18)
Class Discussion Leader A1 Beyond Words Part III
Class Discussion Leader A2 Beyond Words Part IV

WEEK 5

18 **Readings:**
For This Class Session: (Tuesday, February 18)
BYW Parts III & IV

Class Discussion Leaders: For This Class Session (Tuesday, February 18)
Class Discussion Leader A1 Beyond Words Part III
Class Discussion Leader A2 Beyond Words Part IV

Assign:
Unit 1: Supplemental Reading Report Memo (Due Thursday, March 5);
Work-in-Progress Writing Circle #1 (During scheduled class session Thurs.
2/20);
Rhetorical Terms Hand-Out
Journal 4

Readings:

For Next Class Session: (Tuesday, February 25)

Rhetoric Tooth & Claw (RTC) Chap. 1-4

Class Discussion Leaders Next Class Session: (Tuesday, February 25)

Class Discussion Leader A3: Rhetoric Tooth & Claw Chap. 1-2

Class Discussion Leader A4: Rhetoric Tooth & Claw Chap. 3-4

February 20
WEEK 6
February 25

Field Day (No Class Session) Work-in-Progress Writing Circle #1

Readings:

For This Class Session: (Tuesday, February 25)

Rhetoric Tooth & Claw (RTC) Chap. 1-4

Class Discussion Leaders This Class Session: (Tuesday, February 25)

Class Discussion Leader A3: Rhetoric Tooth & Claw (RTC) Chap. 1-2

Class Discussion Leader A4: Rhetoric Tooth & Claw (RTC) Chap. 3-4

Assign:

Submission Guidelines for Midterm Portfolio (Due Thursday, March 5)

Film 2: Years of Living Dangerously Episode 2

Journal 5

Peer Review Unit 1: Supplemental Reading Report Memo (for Thurs. 2/27)

Readings:

For Next Class Session: (Thursday, February 27)

Rhetoric Tooth & Claw Chap. 6 & Conclusion

Earth in Mind Part I & II

Class Discussion Leaders Next Class Session: (Thursday, February 27)

Class Discussion Leader A5: Rhetoric Tooth & Claw Chap. 6 & Conclusion

Class Discussion Leader A6: Earth in Mind: Part I & II

27

Readings:

For This Class Session: (Tuesday, February 25)

Rhetoric Tooth & Claw Chap.5, 6 & Conclusion

Earth in Mind Part I & II

Class Discussion Leaders This Class Session: (Thursday, February 27)

Class Discussion Leader A5: Rhetoric Tooth & Claw Chap.5, 6 & Conclusion

Class Discussion Leader A6: Earth in Mind: Part I & II

Assign:

Midterm Portfolio Submission Guidelines

Midterm Progress Report Conference Sign Up

Film 3: Years of Living Dangerously Episode 3

Due Date: Midterm Portfolio Due Thursday, March 5

Readings:

For Next Class Session: (Tuesday, March 3)

Earth in Mind: Parts III & IV
Last Child in the Woods Parts I & II

Class Discussion Leaders Next Class Session: (Tuesday, March 3):
Class Discussion Leader A7: Earth in Mind: Parts III & IV
Class Discussion Leader A8: Last Child in The Woods Parts I & II

WEEK 7
March

3

Readings:

For This Class Session: (Tuesday, March 3)

Earth in Mind: Parts III & IV
Last Child in the Woods Parts I & II

Class Discussion Leaders This Class Session: (Tuesday, March 3)

Class Discussion Leader A7: Earth in Mind: Parts III & IV
Class Discussion Leader A8: Last Child in The Woods Parts I & II

Readings:

For Next Class Session: (Thursday, March 5):

Last Child in the Woods Parts III & IV
Last Child in the Woods Parts V & VI

Class Discussion Leaders: Next Class Session (Thursday, March 5):

Class Discussion Leader A9: Last Child in the Woods Parts III & IV
Class Discussion Leader A10: Last Child in the Woods Parts V & VI

Assign:

Field Ex. 2 Public Rhetoric Analysis
Reading Response Journal 7
Film 4: Years of Living Dangerously Episode 4

5

Readings:

For This Class Session: (Thursday, March 5):

Last Child in the Woods Parts III & IV
Last Child in the Woods Parts V & VI

Class Discussion Leaders: Next Class Session (Thursday, March 5):

Class Discussion Leader A9: Last Child in the Woods Parts III & IV
Class Discussion Leader A10: Last Child in the Woods Parts V & VI

Assign:

Unit 2: Academic Argument
Field Ex. 2: Subject Area Expert Interview

Readings:

For Next Class Session: (Tuesday, March 10)

Last Child in the Woods Part VII
A People's Ecology Intro. Chap.1-3

Class Discussion Leaders: (Next Class Session: Tuesday, March 10):

Class Discussion Leader A11: Last Child in the Woods Part VII
Class Discussion Leader A12: A People's Ecology Intro. Chap.1-3

**(Midterm Portfolio: Final Drafts Journal 1-5 Due Thursday, March 5)
(Supplementary Reading Report Due)
(Field Ex. 1 Due)**

WEEK 8

March

10

**Guest Speaker: Team Project Subject Area Expert, Dr. Diana Deblanc
Consultant for the International Rhino Protection Project**

Readings:

For This Class Session: (Tuesday, March 10)

Last Child in the Woods Part VII
A People's Ecology Intro. Chap.1-3

Class Discussion Leaders: (This Session: Tuesday, March 10):

Class Discussion Leader A11: Last Child in the Woods Part VII
Class Discussion Leader A12: A People's Ecology Intro. Chap.1-3

Assign:

**International Rhino Protection Project Work-in-Progress Team Project
Groups & Tasks (Due April 28)**

Reading Response Journal 8
Unit 2: Peer Review (Academic Argument Due Thursday, March 12)

Readings:

For Next Class Session: (Thursday, March 12)

A People's Ecology Chap. 4-6
A People's Ecology Chap.7-9

Class Discussion Leaders (For Next Class Session: Thursday, March 12)

Class Discussion Leader A13: A People's Ecology Chap. 4-6
Class Discussion Leader A14: A People's Ecology Chap.7-9

12

Readings:

For This Class Session: (Thursday, March 12)

A People's Ecology Chap. 4-6
A People's Ecology Chap.7-9

Class Discussion Leaders: (This Class Session)

Class Discussion Leader A13: A People's Ecology Chap. 4-6
Class Discussion Leader A14: A People's Ecology Chap.7-9

Peer Review Unit 2: Academic Argument

Assign:

Unit 3: Professional Proposal
Field Ex. 3: Public Rhetoric Analysis

Readings:

For Next Class Session: (Tuesday, March 24)

A People's Ecology Chap. 10-13
EnviroMedics Foreword, Preamble, Chap. 1-2

Class Discussion Leaders: (Next Class Session Tuesday, March 24):

Class Discussion Leader A15: A People's Ecology Chap. 10-13
Class Discussion Leader A16: EnviroMedics Foreword, Preamble Chap. 1-2

**Due Date: Final Portfolio Due Tuesday, April 28
(Journals 6-10; Field Ex. 2-3; Units 2-3)**

WEEK 9

March 17-20

Spring Break

Mid-Term Progress Report Conferences (Week 8-10)

WEEK 10

March

24

Readings:

For This Class Session: (Tuesday, March 24)

A People's Ecology Chap. 10-13
EnviroMedics Foreword, Preamble, Chap. 1-2

Class Discussion Leaders: (This Class Session Tuesday, March 24):

Class Discussion Leader A15: A People's Ecology Chap. 10-13
Class Discussion Leader A16: EnviroMedics Foreword, Preamble Chapter 1-2

Assign:

Reading Response Journal 9
Unit 3: Academic Argument Peer Review (for Thursday, March 26)
Multi-Modal Work-in-Progress Project Presentation Guidelines (Presentation Sign Up)

Readings:

For Next Class Session: (Thursday, March 26)

EnviroMedics Chap. 3-6

Class Discussion Leaders: (Next Class Session, Thursday, March 26):

Class Discussion Leader A17: EnviroMedics Chap. 3-4
Class Discussion Leader A18: EnvironMedics Chap. 5-6

26

Unit 3: Academic Argument Peer Review (for Thursday, March 26)
Multi-Modal Work-in-Progress Project Presentation Guidelines

Readings:

For This Class Session: (Thursday, March 26)

EnviroMedics Chap. 3-6

Class Discussion Leaders: (This Class Session, Thursday, March 26):

Class Discussion Leader A17: EnviroMedics Chap. 3-4
Class Discussion Leader A18: EnvironMedics Chap. 5-6

Readings:

For Next Class Session: (Thursday, April 2)

EnviroMedics Chap. 7-10

Class Discussion Leaders: (Next Class Session, Thursday, April 2):

Class Discussion Leader A19: EnviroMedics Chap. 7-8

Class Discussion Leader A20: EnvironMedics Chap. 9-10

WEEK 11

31 **(No Class Session): Field Ex. 3 Public Rhetoric Analysis**
50th Anniversary Earth Day GreenBag Lecture by Eric Magrane
4:00-5:30 p.m. SUB Acoma A&B

April

2 **Multi-Modal Work-in-Progress Project Presentations 1-3 (10 Minutes Each)**

Readings:

For This Class Session: (Thursday, April 2)

EnviroMedics Chap. 7-10

Class Discussion Leaders: (This Class Session, Thursday, April 2):

Class Discussion Leader A19: EnviroMedics Chap. 7-8

Class Discussion Leader A20: EnvironMedics Chap. 9-10

Assign:

Reading Response Journal 10 (Journal 6-10 Due Tuesday, April 28)

Readings:

For Next Class Session (Tuesday, April 7):

EnviroMedics Chap. 11-14

Class Discussion Leaders: (Next Class Session, Tuesday, April 7):

Class Discussion Leader A21: EnviroMedics Chap. 11-12

Class Discussion Leader A22: EnviroMedics Chap. 13-14

WEEK 12

7 **Multi-Modal Work-in-Progress Project Presentations 4-6 (10 Minutes Each)**

Readings:

For This Class Session (Tuesday, April 7):

EnviroMedics Chap. 11-14

Class Discussion Leaders: (Next Class Session, Tuesday, April 7):

Class Discussion Leader A21: EnviroMedics Chap. 11-12

Class Discussion Leader A22: EnviroMedics Chap. 13-14

Readings:

For Next Class Session (Thursday, April 9):

EnviroMedics Chap. 15 & Afterword;

“Weaving Traditional Ecological Knowledge” (PDF Article)

Class Discussion Leaders (Next Class Session Thursday, April 9)

Class Discussion Leader A23: EnviroMedics Chap. 15 & Afterword;
Class Discussion Leader A24: “Weaving Traditional Ecological Knowledge”

9 **Multi-Modal Work-in-Progress Project Presentations 7-9** (10 Minutes Each)

Readings:

For This Class Session (Thursday, April 9):

EnviroMedics Chap. 15 & Afterword;
“Weaving Traditional Ecological Knowledge” (PDF Article)

Class Discussion Leaders (This Class Session Thursday, April 9)

Class Discussion Leader A23: EnviroMedics Chap. 15 & Afterword;
Class Discussion Leader A24: “Weaving Traditional Ecological Knowledge”

WEEK 13

April

14 **Multi-Modal Work-in-Progress Project Presentations 10-12**

For This Class Session (Thursday, April 9):

EnviroMedics Chap. 15 & Afterword;
“Weaving Traditional Ecological Knowledge” (PDF Article)

Class Discussion Leaders (This Class Session Thursday, April 9)

Class Discussion Leader A23: EnviroMedics Chap. 15 & Afterword;
Class Discussion Leader A24: “Weaving Traditional Ecological Knowledge”

Assign:

Final Project Portfolio Submission Guidelines (Due Tuesday, April 28)

16 **No Class Session (Work-in-Progress Writing Circle #2)**

WEEK 14

21 **Multi-Modal Work-in-Progress Project Presentations 13-18**

Guest Lecture: “The Salt of the Earth Recovery Project & the Extraction Rhetorics” Zakery Munoz

23 **No Class Session (Work-in-Progress Writing Circle #3)**

WEEK 15

28 **Multi-Modal Work-in-Progress Project Presentations 19-24**

International Rhino Protection Project Work-in-Progress Team Project Due

Final Project Portfolio Due

(Reading Response Journal 6-10; Field Ex. 2-3; Units 2-3)

Course Evaluations