

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3020
Course Title Writing About Sustainability
Transcript Abbreviation WritingSustain
Course Description This course asks students to consider their place in the natural world by conducting primary and secondary research, analyzing data, composing and revising written arguments, and becoming more proficient with the conventions of academic discourses. We will employ rhetorical theory as one approach to engage in advanced, in-depth, and scholarly investigations about sustainability.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of GE Foundation Writing and Information Literacy course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.1301
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will read peer reviewed and popular press arguments about sustainability. They will analyze the rhetoric of these arguments and evaluate how these argument about sustainability are (or are not) substantiated with empirical evidence.
- Students will engage in a scholarly, in-depth investigation of sustainability rhetorics through an IMRAD-style research paper.
- Students will describe, analyze, and critique the role and impact of human activity and technology on both society and the natural world--and they will become adept at using the vocabulary and analysis necessary to this writing.

Content Topic List

- Writing
 - Sustainability
 - Environmentalism
 - Ecologies
 - Rhetoric

Sought Concurrence

Yes

Attachments

- ENGL3020_Syllabus.docx: syllabus
(Syllabus. Owner: Hewitt,Elizabeth A)
- 3020_SustainabilityThemeWorksheet.pdf: Theme Submission Worksheet
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- English 3020 Concurrence.pdf: Concurrence letters
(Concurrence. Owner: Hewitt,Elizabeth A)
- Curriculum Map September2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	10/05/2022 04:21 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	10/05/2022 04:22 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/06/2022 12:28 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/06/2022 12:28 PM	ASCCAO Approval

Writing about Sustainability: English 3020

Spring 2024 | 3 credit hours

T/Th 11:30-12:50

Instructor

- **Name:** Christa Teston
- **Email:** teston.2@osu.edu
- **Office location:** 506 Denney Hall
- **Office hours:** Tuesdays and Thursdays from 11:30 am -12:50 pm

Course prerequisites

English 1110 or equiv.

Course description

“Writing about Sustainability” is an advanced writing course that fulfills the GE requirements for the Sustainability Theme by asking students to consider their place in the natural world through the following learning activities: conducting primary and secondary research, analyzing data, composing and revising written arguments, and becoming more proficient with the conventions of academic discourses. Throughout the semester, we will use rhetorical theory as a lens for asking and investigating answers to some of the following questions: How do we interact with the natural world, and how does our human-made environment interact with the natural environment? How unequal are these encounters? Which groups in society have access to a natural environment that is safe vs. dangerous, polluted vs. unpolluted, wild vs. built, sustainable vs. unsustainable? How has and could writing about such questions affect meaningful change?

The disciplinary tradition someone draws on when they mobilize the word “sustainability” affects its very definition. In this course, we will employ rhetorical theory as one approach to engage in advanced, in-depth, and scholarly investigations about sustainability. One rhetorical theorist, Julia B. Corbett, has made the case that communicating about environmental sustainability is an inherently rhetorical act in that it is:

- expressed in values, words, actions, and everyday practices
- interpreted and negotiated
- historically and culturally rooted
- ideologically derived and driven
- embedded in a dominant societal paradigm that assigns instrumental value to the environment and believes it exists to serve humans
- intricately tied to pop culture, particularly advertising and entertainment
- framed and reported by the media in a way that generally supports the status quo
- mediated and influenced by social institutions like government and business

As an Advanced Writing course, this course will ask you to engage in critical and logical thinking about sustainability via a variety of written genres. By identifying, describing, and synthesizing a wide range of approaches to defining and practicing sustainability, you will acquire a vocabulary for writing about the ways humans are fundamentally dependent on the Earth and its many (resilient) environmental systems. You will then build from this vocabulary to describe, analyze, and critique the roles and impacts that human activity



and technology have on both human society and the natural world over time. Through sustained investigation into said roles and impacts, you will devise an informed and meaningful response through both public and personal writing activities. By the end of the course, you should be able not just to mobilize written arguments when making persuasive claims about how human activity and technology affect society and the natural world; you should also be able to draw on data you collected for the semester-long research project, the “Opening the Black Box” Research Project, as backing for your claims. Finally, based on your growth as a researcher and writer over the course of the Research Project, you should feel comfortable articulating how your values are (or are not) aligned with contemporary sustainability rhetorics.

Course learning outcomes

As a General Elective, this class will meet the expected learning outcomes for the Sustainability (Theme) category.

Theme: Sustainability		
Goals	Expected Learning Outcomes	Related Course Content
GOAL: Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of sustainability.	In this course, students will ... 1.1 In this course, students will read peer reviewed and popular press arguments about sustainability and be prompted to discuss the nuances of their arguments in discussion board posts. They’ll be equipped with Toulmin’s Model for Argumentation as a rhetorical tactic for discerning how an argument about sustainability is (or is not) substantiated with empirical evidence.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.	1.2 In this course, students will conduct primary and secondary research about a technological or scientific sustainability solution that has been “black-boxed” (cf. Bruno Latour). Because this project takes place over the course of multiple weeks and involves a great deal of scaffolded writing, students will have a chance to engage in a scholarly, in-depth investigation of sustainability rhetorics through an IMRAD-style research paper.
GOAL: Successful students will integrate approaches to sustainability by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe and synthesize approaches or experiences as they apply to sustainability.	2.1 In the class blog (https://u.osu.edu/writing/), students will mobilize apply theories they’re introduced to during class and in class readings as a lens for interpreting their out-of-class experiences. In class blog posts and two required eco-friendly product review assignments, students will identify, describe, and synthesize theories about sustainability and their personal experiences.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior	2.2 Here again, through the class blog (https://u.osu.edu/writing/) students will reflect and assess their own intellectual growth concerning the course’s topic—sustainability. In addition, students will reflect on and assess their growth as writers

	experiences to respond to new and challenging contexts.	during the class's several rounds of peer review for multiple written genres.
GOAL: Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.	3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.	3.1 In this class, students will be prompted to describe the interdependence between humans and environment systems in class discussion board posts, the class blog, and in their final "Opening the Black Box Research Project."
	3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.	3.2 In this class, students will read both popular press and peer-reviewed arguments that will introduce them to a (humanistic) vocabulary for describing, analyzing, and critiquing the role and impact of human activity and technology on both society and the natural world.
	3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	3.3 In this class, students will compose in writing meaningful responses to sustainability arguments through the two "eco-friendly" product review assignments. In the "Opening the Black-Box Research Project," students will compose even more nuanced and persuasive arguments about sustainability, but in a way that draws on both primary and secondary evidence collected during a multi-week research project. After curating data about a scientific or technological solution that purports to be "sustainable," students will then analyze and critique those data and, in an IMRAD-style report, devise informed and meaningful responses to said solutions. In their concluding discussion, students will offer their own explicit assessment of the values embedded in the black-boxed sustainability solution's rhetorical and material representations. In some cases, students may find themselves critiquing the contradictory nature of a sustainability solution for the ways it markets itself as sustainable, but upon opening its black box, students discern how (un)sustainable it actually is.



Course Materials, Technologies, Attendance

Required Materials

- Graff + Birkenstein's *They Say, I Say: The Moves That Matter in Academic Writing*. New York: WW Norton & Co. (5th Edition)
- Other articles and resources will be shared in Carmen

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

Attendance

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. Unless you've made other arrangements with me and/or Student Life Services, for every absence after four missed classes, your final grade will be lowered by 10%



How Your Grade is Calculated

Assignment Category	Points
Participation (wrap-up questionnaires, peer review, attendance, workshops)	100
Discussion board posts	150
Blog posts on our class blog (u.osu.edu/writing)	150
“Eco-Friendly” Product Reviews	100
Black Box Research Project <ul style="list-style-type: none"> • Proposal (5): Due March 3 • Outline (5): Peer review on March 10 • Full, revised report (400): Due April 28 <ul style="list-style-type: none"> ○ Introduction and literature review (150) <ul style="list-style-type: none"> ▪ Full participation in peer review on March 24 is worth 25% of your grade ○ Methods section (50) <ul style="list-style-type: none"> ▪ Full participation in peer review on March 31 is worth 25% of your grade ○ Results and analyses (100) <ul style="list-style-type: none"> ▪ Full participation in individual conferences with me during the week of April 12 to review your results and analyses is worth 25% of your grade ○ Conclusion/discussion (100) • Presentation (90): Week of April 19 	500
TOTAL	1000

See [Course Schedule](#) for due dates.

Assessment and Descriptions of Major Course Assignments

Participation (10% of total grade)

Description: Fully participate in module wrap-up questionnaires, peer review, any synchronous class meetings, and workshops.

Discussion Board Posts (15% of total grade)

Description: Discussion board posts are regular writing assignments in which you reflect on course readings and class discussion about writing and sustainability. These are opportunities for you to play around with ideas, invent prose, and test out budding theories you might be mulling over. This time is also intended to help you cultivate a regular writing habit. Your responses to the weekly discussion board prompts should be thoughtful. Don't be afraid to take risks with your ideas.

Class Blog Posts (15% of total grade)

Description: This class has a public blog (<https://u.osu.edu/writing/>) to which you'll be invited to contribute. My hope is that the ideas and issues around sustainability that we discuss in class will shape how you see things outside the class. You're to provide evidence of the fact that you're actively engaged with the course material and able to connect theories about sustainability that we discuss in class with your own every day, out-of-class experiences. These posts should be written for lay audiences (i.e. folks who are not in our class and might not even understand what such a class is about). You are responsible for four blog posts over the course of the semester.

“Eco-Friendly” Product Reviews (10% of total grade)

Description: You will compose two reviews of sustainability-related products, services, movies, books, or some other cultural object (please run it by me for approval if you're unsure). For example, you might have experience using products that are marketed as “eco-friendly”—e.g., shampoo bars, stainless steel straws, silicone reusable food bags, or even plant-based laundry detergent. More details about the contours of this assignment will be provided in class. But in general, this assignment is an opportunity for you to be critically engaged with material outside our classroom that is pertinent to the course's sustainability theme. It's also an opportunity to learn how to write within the constraints of the typical review genre. You'll be responsible for writing two reviews this semester.

“Opening the Black Box” Research Project (50% of total grade)

Description: One of the concepts you'll be introduced to this semester is the notion of the “black-box.” This concept is used a lot in science and technology studies to index all of the hidden, behind-the-scenes activity that must happen in order for a thing to work. Consider, for example, your cellular phone. We tap on an app or click through a website without thinking twice about all the computing and material labor that went into making it possible to accomplish our tasks with only a few taps and clicks. The cell phone is an example of a black box. In fact, the second a cell phone loses its black-boxed nature, users typically grow frustrated with it. Black-boxing makes things easier for end users. But it also hides a lot. This is especially the case with scientific or technological solutions that purport to be “sustainable.” Your goal with this project will be to conduct research into one sustainability-related scientific or technological solution and compose a report that opens its black box.

Ultimately, this is an opportunity for you to demonstrate all you've learned during the semester in one final project. You will demonstrate that you know how to formulate a researchable question about an environmental issue that is, from your perspective, a matter of sustainable interaction between social and natural systems. You'll conduct both primary and secondary research to better understand the problem you've identified—including how and why a sustainability solution is black-boxed. You'll curate others' perspectives, experiences, existing secondary sources, and other ideas into a report, choose a methodological and analytical framework that will help guide your analysis and critique, and join a broader conversation by composing a coherent, logical, and persuasive analysis and conclusion. You will present your black box findings both visually and verbally.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA or MLA style to cite the ideas and



words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online (or even in person). I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly

assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)



Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 11 & 13	<p>Topic: Introducing writing and sustainability</p> <p>For Tuesday: Class introductions and overview; discuss Corbett's "The Formation of Environmental Beliefs" (in Carmen).</p> <p>For Thursday: Discuss Dagomar Degroot, "Our Planet Is Not Doomed. That Means We Can, and Must, Act." <i>The Washington Post</i>, 7 October 2021.; complete "environmental beliefs" in-class exercise; introduce the course blog: https://u.osu.edu/writing/</p>
2	January 18 & 20	<p>Topic: Writing and sustainability ideologies</p> <p>For Tuesday: Discuss Caroline Gotschalk Druschke's "Watershed as Common-Place: Communicating for Conservation at the Watershed Scale" (in Carmen); take the "New Ecological Paradigm Scale" quiz in class; introduction to audience, exigence and constraints.</p> <p>For Thursday: Watch and discuss Tom Mustill, director, featuring Greta Thunberg, "Our Relationship with Nature Is Broken," 22 May 2021.; introduction to Toulmin's Model for Argumentation; complete the Toulmin in-class exercise; introduce "Reviews" assignment.</p>
3	January 25 & 27	<p>Topic: Writing and sustainable ecologies</p> <p>For Tuesday: Discuss Janine Morris's (2015) "Ecologies: Keyword Essay," pp. 85-91; discuss Fahnestock & Secor's "Building the Case: Logos" (in Carmen).</p> <p>For Thursday: Discuss Benji Jones, "The Surprising Downsides to Planting Trillions of Trees," <i>Vox</i>, 22 September 2021. Blog post #1 due.</p>
4	February 1 & 3	<p>Topic: Opening sustainability's "Black Box"</p> <p>For Tuesday: L/ Winner's "Upon Opening the Black Box and Finding it Empty" in Carmen; and A. K. Roundtree's (2019) "Exploring public engagement in environmental rhetoric" in Carmen.</p> <p>For Thursday: Discuss Winona LaDuke, "Tribes Revive Traditional Hemp Economies," <i>YES!</i>, February 16, 2021. Peer review Review #1.</p>
5	February 8 & 10	<p>Topic: Writing about sustainable food</p> <p>For Tuesday: Discuss <i>Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States</i> pp. 30-44 (in Carmen); introduction to Stasis Theory; complete stasis theory in-class exercise.</p> <p>For Thursday: Discuss Alexandra Witze, "Will Increasing Traffic to the Moon Contaminate Its Precious Ice?" <i>Nature</i>, 5 January 2021. Blog post #2 due.</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
6	February 15 & 17	<p>Topic: Visualizing climate change</p> <p>For Tuesday: Discuss Besel's "Opening the 'Black Box' of Climate Change Science" in Carmen.</p> <p>For Thursday: Discuss Graff & Birkenstein chs. 1-3; Introduce Research Project; Review #1 due.</p>
7	February 22 & 24	<p>Topic: Writing about climate conflict</p> <p>For Tuesday: Discuss Welch, N., & Scott, T. Between Equal Rights: Rhetorical Discernment in an Era of Climate Conflict. <i>Works & Days</i>, 71-72.</p> <p>For Thursday: Discuss Graff & Birkenstein chapters 4, 5; Blog post #3 due.</p>
8	March 1 & 3	<p>Topic: Conducting research about sustainability (part 1)</p> <p>For Tuesday: Discuss Blakeslee & Fleischer's (2019) <i>Becoming a Writing Research</i> pp. 97-130.</p> <p>For Thursday: Discuss Graff & Birkenstein chapters 6, 7; Research project proposal due.</p>
9	March 8 & 10	<p>Topic: Writing about sustainability with VOICE (part 1)</p> <p>For Tuesday: Discuss Graff & Birkenstein "'As a Result': Connecting the Parts" (chapter 8) and "'You Mean I can Just Say It That Way?' Academic Writing Doesn't Always Mean Setting Aside Your Own Voice" (chapter 9).</p> <p>For Thursday: Prepare a draft of your Research Project outline for peer review during class; Blog post #4 due.</p>
10	March 22 & 24	<p>Topic: Conducting research about sustainability (part 2)</p> <p>For Tuesday: Discuss Middleton, et al.'s "Articulating Rhetorical Field Methods: Challenges and Tensions" (pp. 38-55) in Carmen.</p> <p>For Thursday: Prepare draft of your introduction and literature review for peer review during class; discuss Graff & Birkenstein's ch. 11, "As Some Claim Contend": Revising Substantially."</p>
11	March 29 & 31	<p>Topic: Writing about sustainability with VOICE (part 2)</p> <p>For Tuesday: Discuss Graff & Birkenstein ch. 17, "'The Data Suggest': Writing in the Sciences."</p> <p>For Thursday: Prepare draft of your methods section for peer review during class; discuss Graff & Birkenstein ch. 18, "Analyze This": Writing in the Social Sciences."</p>
12	April 5 & 7	<p>Topic: Writing about sustainability for multiple publics</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		For Tuesday: Discuss Stengers's <i>Another Science is Possible</i> pp. 1-22 and Graff & Birkenstein's ch. 13, "'Don't Make Me Scroll Up: Entering Online Discussions.'" For Thursday: Peer review visual displays of information; Review #2 due.
13	April 12 & 14	Conferences Week (no class; sign up to meet with instructor) Note: Come to conferences with a draft of your results/analysis section.
14	April 19 & 21	Presentations Week
15	Finals Week	Submit "Opening the Black-Box" Research Project by 11:59 pm on April 28

GE Theme course submission worksheet: Sustainability

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Students will engage in advanced, in-depth, and scholarly investigations about sustainability through the disciplinary tradition of writing and rhetoric. Specifically, students will consider environmental sustainability as an inherently rhetorical act that is mediated by multiple sign systems (written, verbal, statistical, etc.).

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Critical and logical thinking will be weaved through all class activities and assignments, including when they mobilize Toulmin's Model for Argumentation as a rhetorical tactic for making claims about products that are marketed as "eco-friendly;" when they apply themes and theories introduced in class to their out-of-class activities in a public class blog (x1 times a semester); and when they complete the course's most significant, longitudinal project, the "Opening the Black Box" Research Project.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	This course goes beyond definitions and foundations in several ways, most notably when introducing advanced topics related to persuasive writing and argumentation; the notion of the Latourian "Black Box;" complex notions of ecologies--especially writing ecologies; and the expectation that students compose data-based arguments about sustainability through the IMRAD genre (Introduction, Methods, Research/Analysis, and Discussion).
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Most of students' opportunities for identifying, describing, and synthesizing approaches or experiences will likely happen during robust in-class discussions, in online discussion boards, and in the class blog. The entire list of class readings is scaffolded such that students begin by learning nuanced definitions and applications for general constructs (such as ecology, ideology, belief systems, argumentation) and then applying them in more fine-grained ways in specific contexts, such as matters concerning food and climate. Each week's readings builds on and extends that which they've been introduced to in previous weeks, thereby affording them ample opportunity to synthesize theories and practices across the curriculum. In their four required posts on the class blog, students will be given the chance to display their in-progress growth as it concerns identifying, describing, and synthesizing approaches--not just approaches concerning the theme, but approaches for writing and reading.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Two specific course activities through which students will demonstrate their developing sense of self include (a) discussion board posts, and (b) class blog posts. Here, students will write for a private and public audiences in ways that give students a chance to critically self-reflect, take risks, invent prose, play around with ideas, and cultivate a regular writing habit. These two spaces--the discussion board and our class blog--should also help to germinate big ideas that can then be acted on in the larger assignments, such as the Product Reviews assignment and the Black-Box Research Project.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Sustainability

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	Two overarching constructs shape how students will come to understand interdependency in this class: ecology and blackbox. Specifically, by reading texts from Indigenous thinkers (e.g. Winona LaDuke) as well as rhetoricians (e.g. Carolyn Gotschalk Druschke), students will have a richer understanding of the ways people, places, and things are interconnected across time and space. But also they'll be asked to consider how ecologies can sometimes flatten and/or "blackbox" certain power dynamics in ways that render invisible (or politically illegible) the effects and consequences experienced by certain persons, places, and things. Resilience as a concept will be troubled for the ways it reifies neoliberal bootstrap logics. In its place, students will be asked to consider the ways site-based research, especially with communities that are disproportionately affected by changing ecosystems and rhetorical listening might afford an ethic of care. through numerous readings on "Voice" in weeks 9 and 11, students will learn how to articulate this ethic of care in their own writing so that they're able to respond to interdependence beyond traditional logics of resiliency.
ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	Through an appropriate mix of both popular and peer-reviewed arguments, students will acquire a vocabulary for describing, analyzing, and critiquing how human activities and technologies affect society and the natural world over time. For example, in week two, students will watch and discuss Greta Thunberg and Tom Mustill's short film, "#ImagineFor1Minute" while also being introduced to Toulmin's Model for Argumentation. The model will provide students with a vocabulary for interrogating and assessing how society/world-changing impacts are communicated persuasively (or not). Being able to distinguish between an argument about sustainability that has a missing warrant, for example, enables a more advanced understanding of why some messages succeed among certain viewers/readers while others are less successful. So while students certainly engage in describing, analyzing, and critiquing how human activity and technology has effects, they also develop a critical vocabulary for making such descriptions, analyses, and critiques meaningful. Notably, students will apply these skills in their multi-week research project focused on opening the "black-box" of a technological solution that purports to be "sustainable." On a smaller, scale, students will practice description, analysis, and critique when critiquing products that purport to be "eco-friendly." Each
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	In this class, students will compose in writing meaningful responses to sustainability arguments through the two "eco-friendly" product review assignments. In the "Opening the Black-Box Research Project," students will compose even more nuanced and persuasive arguments about sustainability, but in a way that draws on both primary and secondary evidence collected during a multi-week research project. After curating data about a scientific or technological solution that purports to be "sustainable," students will then analyze and critique those data and, in an IMRAD-style report, devise informed and meaningful responses to said solutions. In their concluding discussion, students will offer their own explicit assessment of the values embedded in the black-boxed sustainability solution's rhetorical and material representations. In some cases, students may find themselves critiquing the contradictory nature of a sustainability solution for the ways it markets itself as sustainable, but upon opening its black box, students discern how (un)sustainable it actually is.

English 3020

Concurrence received from:

CFAES

Engineering

Fisher

Law

Psychology

CLSE (Center for Life Sciences Education)

Curriculum Map: B.A. English (Revised to include GEN courses)

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
Students Select One Additional Survey					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
Methods Course (One Required)					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
Concentration I: Literature					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning

English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2381	Beginning	Beginning		Beginning	
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340	Intermediate	Intermediate		Intermediate	
English 3350	Intermediate	Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced

English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced
English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced
English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced

English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5612	Advanced			Advanced	
English 5710					Advanced
English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced
English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
English 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
English 2150		Intermediate			Intermediate
English 2176		Beginning			Beginning
English 2269		Beginning			Beginning
English 2276		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate
English 3011.01		Advanced			Advanced

English 3011.02		Advanced			Advanced
English 3020		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3362	Intermediate	Intermediate		Intermediate	
English 3379		Intermediate			Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced
English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced
English 4566		Advanced		Advanced	Advanced
English 4566E					

English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
Folklore:					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
Undergraduate Research					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced
English 4999H	Advanced	Advanced		Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
General Elective Courses:					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
General Education Courses (GEL and GEN):					
English 2176		Beginning			Beginning
English 2201	Beginning			Beginning	

English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate

English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2381	Beginning	Beginning		Beginning	
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340		Intermediate		Intermediate	
English 3350		Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3362	Intermediate	Intermediate		Intermediate	
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced