

**English 124: Academic Writing and Literature**  
**Section Theme: US National Parks and Public Lands**  
**ENGL 124.020**  
**Fall 2020**

**Course Description:**

This writing course focuses on the creation of complex, analytic, well-supported arguments that matter in academic courses. Students work closely with their peers and the instructor to develop their written prose. Readings cover a variety of genres and academic disciplines, with a primary focus on literary texts. In this section, our reading and writing assignments will center around issues associated with national parks and other kinds of public lands in the United States. Topics may include ecology, policy, history (especially the dispossession of indigenous people), access (especially as related to race and ethnicity), and personal experience.

**Learning Goals for English 124:**

- Dialogue and Diversity: Engage with multiple perspectives and genres in reading and writing
- Writing Like a Writer: Produce prose considered effective to academic and other audiences
- Reading Like a Writer: Analyze how writers achieve particular ends (like the above two)
- Process: Write as part of a process (drafting, rewriting, peer reviewing, editing)
- Reflection: Reflect on and regulate one's own writing habits and abilities

**Required Texts:**

- All readings will be available electronically on the course's Canvas site.
- Please make sure you have the ability to annotate the course readings and other materials, such as peer review drafts. You can accomplish this either by printing and writing on them by hand, or by marking them up using a PDF annotation software. My favorite such software is Mendeley, a free program that will allow you to annotate and highlight. You can download it at [www.mendeley.com](http://www.mendeley.com).

NOTE: This course is part of the English Department Writing Program, or the EDWP; the course goals, overall design, and many of the following policies were developed by the EDWP.

### **Course Requirements and Final Grade Weights:**

#### **Daily engagement—15%**

- attendance
- participation in class discussions and small group activities
- low-stakes writing assignments, which will prepare you for class discussions and serve as building blocks for your major essays
- contexts presentation
- leading discussion on “Bundyville”

#### **Land acknowledgments—5%**

- land acknowledgment assignment and revisions

#### **Peer review workshops—10%**

- written peer review feedback
- complete drafts for workshops
- active participation in workshops

#### **Personal narrative—15%**

- 3-5 pages: an interpretive argument that is based on careful, detailed analysis of a significant “moment of awakening”

#### **Source analysis—15%**

- 3-5 pages: an essay that analyzes a single source for the research paper, identifying its central arguments and rhetorical patterns

#### **Research-based argument—20%**

- 6-10 pages: an argument that draws on original research to contribute to an academic conversation or scholarly debate

#### **Radical revision/creative project—15%**

- 6-8 pages: substantial revision of an earlier essay that changes its genre, mode, audience, and/or purpose OR original creative project, coupled with a reflection on your process

#### **Reflections—5%**

- cumulative reflection letter

### **Attendance:**

- Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other’s writing, attending class is crucial for your own success and for the success of the course.
- You may miss two class sessions without penalty.
- To avoid penalty, simply tell me in advance (even if it’s five minutes in advance) if you need to miss class. I will excuse your absence if you have an illness, a family emergency, or a signed letter from a University team or program.
- More than two unexcused absences will begin to affect your grade.
- If you miss class, please ask another student to share their notes and tell you about what you missed.
- Please make sure to arrive on time for class.

## **DAILY COURSE SCHEDULE**

*Note: This schedule is subject to change. The syllabus posted on Canvas will be regularly updated and should be assumed to be the most accurate.*

### **UNIT ONE: PERSONAL NARRATIVE**

#### **Monday, August 31: Introductions, Land Acknowledgments**

- *Readings*
  - (In class) Land acknowledgments

#### **Wednesday, September 2: Classroom Norms, Reading like a Writer and Beginning to Unlearn**

- *Readings*
  - Bunn, Mike. "How to Read Like a Writer." *Writing Spaces: Readings on Writing* 2 (2011): 71-86.
  - Baldwin, James. "Why I Stopped Hating Shakespeare." *The Cross of Redemption: Uncollected Writings*. Vintage International, 2010, pp. 65-69.
- *Writing Assignments Due*
  - Reflections on what you were taught in high school: jot down at least five qualities of good writing/writers and five qualities of bad writing/writers.

#### **Monday, September 7: Labor Day, No Class**

- *Writing Assignments Due*
  - Land acknowledgments

#### **Wednesday, September 9: Access and Land Acknowledgments**

- *Readings*
  - Classmates' land acknowledgments
  - Taffa, Deborah. "Making National Parks Accessible to Native People Again." *Yes!* 10 October 2019, [www.yesmagazine.org/opinion/2019/10/10/national-parks-native-lands-indigenous-ancestors](http://www.yesmagazine.org/opinion/2019/10/10/national-parks-native-lands-indigenous-ancestors). Accessed 18 June 2020.
- *Writing Assignments Due*
  - Access survey

#### **Monday, September 14: Personal Narrative**

- *Readings*
  - White, Evelyn. "Black Women and the Wilderness," in *Literature and Environment: A Reader on Nature and Culture*. Addison Wesley Longman, 1999.
  - Dillard, Annie. "Total Eclipse." *The Atlantic*, 8 August 2017. [www.theatlantic.com/science/archive/2017/08/annie-dillards-total-eclipse/536148/](http://www.theatlantic.com/science/archive/2017/08/annie-dillards-total-eclipse/536148/). Accessed 11 June 2019.

### **Wednesday, September 16: Motivating Moves**

- *Readings*
  - Meg Sweeney, “Motivating Moves” handout
- *Writing Assignments Due*
  - Email me a three-sentence proposal for your narrative (due by 11:59pm).

### **Monday, September 21: Constellating Experiences**

- *Readings*
  - Strayed, Cheryl. “The Pacific Crest Trail, Volume 1: California,” “Tracks,” “Mazama.” *Wild*, Vintage Books, 2012, pp. 45-75, 262-273.

### **Wednesday, September 23: Practicing Peer Review**

- *Readings*
  - Jeremiah Chamberlin, “Workshop Is Not For You”
- *Writing Assignments Due*
  - Complete draft of personal narrative

### **Monday, September 28: Peer Review Workshop: Personal Narrative**

- *Readings*
  - Your group members’ drafts
- *Writing Assignments Due*
  - Peer review feedback

## **UNIT TWO: TEXT ANALYSIS AND RESEARCH**

### **Wednesday, September 30: Language and Argument**

- *Readings*
  - Long Soldier, Layli. “38.” *American Journal: Fifty Poems for our Time*, edited by Tracy K. Smith, Graywolf Press, 2018, pp. 73-80.
  - Da’, Laura. “Passive Voice.” *New Poets of Native Nations*, edited by Heid E. Erdrich, Graywolf Press, 2018, p. 65.
  - Purdy, Jedediah. “Environmentalism’s Racist History.” *The New Yorker*, 13 August 2015, [www.newyorker.com/news/news-desk/environmentalisms-racist-history](http://www.newyorker.com/news/news-desk/environmentalisms-racist-history). Accessed 8 July 2020.

### **Friday, October 2: Final Personal Narrative Due**

### **Monday, October 5: Critical Conversations**

- *Readings*
  - Gaipa, Mark. “Breaking Into the Conversation: How Students Can Acquire Authority for Their Writing.” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 4.3 (2004): 419, 422-433.

### **Wednesday, October 7: Library Resources**

- *Writing Assignments Due*
  - Come with a preliminary research question.

### **Monday, October 12: Working with Sources**

- *Readings*
  - Anson, April. "The President Stole Your Land: Public Lands and the Settler Commons." *Western American Literature*, vol. 54, no. 1, 2019, pp. 49-62.
- *Writing Assignments Due*
  - Proposal for research-based argument and text analysis

### **Wednesday, October 14: Crafting Arguments**

- *Readings*
  - Solnit, Rebecca. "Vanishing (Remaining)." *Savage Dreams: A Journey into the Landscape Wars of the American West*. University of California Press, 1994, pp. 268-293.
- *Writing Assignments Due*
  - Land acknowledgment revisions

### **Monday, October 19: Research and Argument**

- *Readings*
  - Kosek, Jake. "Smokey Bear Is a White Racist Pig." *Understories: The Political Life of Forests in Northern New Mexico*. Duke University Press, 2006, pp. 183-227 (with some cuts).
- *Writing Assignments Due*
  - Complete draft of text analysis

### **Wednesday, October 21: Peer Review Workshop: Text Analysis**

- *Readings*
  - Your group's drafts
- *Writing Assignments Due*
  - Peer review feedback

### **Monday, October 26: Research Processes**

- *Readings*
  - "Episode 1: The Battle." *Bundyville*, from Longreads and Oregon Public Broadcasting, 14 May 2018, [www.npr.org/podcasts/606441988/bundyville](http://www.npr.org/podcasts/606441988/bundyville).
- *Writing Assignments Due*
  - Final text analysis

### **Wednesday, October 28: Research Processes**

- *Readings*
  - "Episode 2: The Bomb" and "Episode 3: The Prophecy." *Bundyville*, from Longreads and Oregon Public Broadcasting, 14 May 2018, [www.npr.org/podcasts/606441988/bundyville](http://www.npr.org/podcasts/606441988/bundyville).

### **Monday, November 2: Research Processes**

- *Readings*
  - “Episode 4: The Living Room.” *Bundyville*, from Longreads and Oregon Public Broadcasting, 14 May 2018, [www.npr.org/podcasts/606441988/bundyville](http://www.npr.org/podcasts/606441988/bundyville).

### **Wednesday, November 4: Research Processes**

- *Readings*
  - “Episode 5: The Followers” and “Episode 6: The Murders.” *Bundyville*, from Longreads and Oregon Public Broadcasting, 14 May 2018, [www.npr.org/podcasts/606441988/bundyville](http://www.npr.org/podcasts/606441988/bundyville).
- *Writing Assignments Due*
  - Complete draft of research-based argument

### **Monday, November 9: Peer Review Workshop: Research-based Argument**

- *Readings*
  - Your group’s drafts
- *Writing Assignments Due*
  - Peer review feedback

### **Wednesday, November 11: Research Processes**

- *Readings*
  - “Episode 7: The Future.” *Bundyville*, from Longreads and Oregon Public Broadcasting, 14 May 2018, [www.npr.org/podcasts/606441988/bundyville](http://www.npr.org/podcasts/606441988/bundyville).

### **Saturday, November 14: Final Research-Based Argument Due**

## **UNIT THREE: RADICAL REVISION/CREATIVE PROJECT**

### **Monday, November 16: Working Across Genres and Forms**

- *Readings*
  - Bell, Derrick. “The Space Traders.” *Faces at the Bottom of the Well: The Permanence of Racism*. Basic Books, 1992, pp. 158-194.

### **Wednesday, November 18: Working Across Genres and Forms**

- *Readings*
  - Movement Generation Justice and Ecology Project. *From Banks and Tanks to Cooperation and Caring: A Strategic Framework for a Just Transition*. Movement Generation, 2017.

### **Monday, November 30: Reflecting on Your Growth as a Writer, Creative Forms**

- *Readings*
  - Proulx, Annie. “Brokeback Mountain.” *Close Range: Wyoming Stories*
  - Dungy, Camille. “Trophic Cascade.” *Trophic Cascade*. Wesleyan University Press, 2017.
  - Sze, Arthur. “White Sands.” *Imagine Our Parks with Poems*, The Academy of American Poets, 2016, [poets.org/imagine-our-parks-poems](https://poets.org/imagine-our-parks-poems).
- *Writing Assignments Due*
  - Land acknowledgment revisions

### **Wednesday, December 2: Works-in-Progress Workshop**

- *Writing Assignments Due*
  - Presentation of in-progress revised/repurposed argument

### **Monday, December 7: Works-in-Progress Workshop**

- *Writing Assignments Due*
  - Presentation of in-progress revised/repurposed argument

### **Tuesday, December 8: Cumulative Reflection Letter Due**

### **Friday, December 11: Final Project Due**