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FEB - 8 2010

Request for Curriculum Council Action

TO: Zahia Drici, Associate Dean of Curriculum

DATE SUBMITTED: 2-8-10

(Please submit 1 double-sided copy of your proposal)

FROM: (Name) ALISON SAINSBURY

(Department) ENGLISH

Other (please specify)

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Request for Writing Intensive Flag for Already Existing Course

English 220: Thinking Like a Mountain:
Literature and Environmental Consciousness

Submitted by Alison Sainsbury
Associate Professor of English

Thinking Like a Mountain has been taught every other fall since fall semester of 2000.

order to meet the requirements for a Writing Intensive flag as part of the faculty initiative to require all students to complete one of their writing intensive courses by the end of their sophomore year. I was given a grant to revise this course by the writing implementation committee under the auspices of the Mellon Foundation Writing Intensive Curriculum Development Grant Program.

Course Description:

English 220: Thinking Like a Mountain: Literature and Environmental Consciousness

Course currently receives general education credit in Literature, and counts for the major and minor

All course assignments except the two Discussion Contexts are writing based. Several ask for reflective analysis of texts or experiences (Environmental Consciousness Response Journal; Tree Journal; A Half-Hour of Place); one requires formal literary analysis; one is a creative exploration in response to course content (Writing Haiku).

In addition to writing assignments, students also read and apply a secondary source to one of the primary sources—for the first such Discussion Context assignment, pairs of students read essays by Gary Snyder, and are then responsible for framing our class discussion of Snyder's poetry with ideas from his essays. For the second Discussion Context

assignment students conduct simple research; each student finds information on some aspect

idea, or allusion—the Volterra Principle, locavore movement, the chestnut breeding program,

Goal #3: Enable students to understand that writing varies according to purpose and audience

the Environmental Consciousness Response Journal and the Tree Journal are meant

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English 220: Thinking Like a Mountain:
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ASSESSMENT OF FLAG GOALS: REVISED

Assessment of the flag goals will be met through meta-
cognitive aspects of the assignments. The Environmental

refinement of the paper. What they have to say about that process allows me to assess whether the assignment as I have designed it is accomplishing its goal, or whether I need to revise the assignment.