

ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES—NATURE WRITING

(THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT)

CLASS MEETING DAYS/TIMES:

Room:

INSTRUCTOR: DR. LIESEL HAMILTON

EMAIL: HAMILTONLIESEL@UFL.EDU

OFFICE HOURS: OFFICE HOURS WILL BE HELD REGULARLY ON **TUESDAYS FROM 2 – 5PM**. IF YOU ARE UNABLE TO MEET DURING THAT TIME, PLEASE CONTACT ME TO SCHEDULE A MEETING IN PERSON AT MY OFFICE OR VIRTUALLY VIA ZOOM.

COURSE DESCRIPTION

This course is designed to introduce students to the genre of nature writing. In this course, we will explore nature writing from multiple angles, looking at writers that helped define and redefine the texts, writers from Henry David Thoreau to William Bartram to Rachel Carson, as well as modern writers who are expanding and changing the scope of the genre. Throughout the course, students will write reading journals wherein they analyze our class readings, lead discussion on one reading, and write two creative nature essays which they workshop with their peers. While completing the above assignments, we will ask ourselves questions, questions like:

What is the history of the genre? What problems have plagued the nature writing genre? What theoretical concepts should we consider when we write about the natural world?

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through written assignments. In reading journals and their presentation of an assigned reading, students will demonstrate that they have read the required material and know how to think critically about said material. In their major essays, students will demonstrate that they can apply the creative skills that they have analyzed to their own writing. Communication will be assessed through engagement in public speaking, which will include class discussions and presentations. Students are required to convey their

knowledge and ideas clearly through collaborative in-class discussions, workshops, and presentations. Critical thinking will be assessed through students abilities to dissect and analyze assigned class materials and their own writing.

GENERAL EDUCATION OBJECTIVES: C

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected to learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the [General Education Objectives](#).)

In **ENC 3254, Nature Writing**, these objectives are met in a variety of ways. Students write two nature essays and critically analyze the composition choices they made. Over the course of the semester, students will gain a complex understanding of the nature writing genre. Students will read theoretical and ecocritical texts and analyze/synthesize these texts to gain an understanding of the genre. Through engaging with many different forms of nature writing, students will understand the breadth of the genre and will consider which forms most speak to them, their interests, and their majors. Throughout the class, students practice creative and critical thinking and are expected to demonstrate mastery of clear, engaging prose. Students will demonstrate this through the writing they present, critical analysis of their writing, and through demonstration of major revision.

REQUIRED TEXTS AND TECHNOLOGIES

There are no required textbooks for this class, however this is an English/Writing class and will require reading for almost every class period. I am not asking you to purchase a textbook, however, I do require you to complete reading journals prior to every class to demonstrate that you have read and engaged with the class material. If you do not read/think critically about the material, it's impossible for us to have engaging, productive conversations.

3254 COURSE LEARNING OUTCOMES

In ENC 3254, students will learn:

Content

- Analyze and critically engage with published nature writing
- Understand ecocritical ideas
- Understand the history and current state of the nature writing genre
- Consider the importance of intersectionality in nature writing
- Recognize what makes nature writing strong, engaging, and impactful
- Consider the way nature writing can be used and why it is effective
- Recognize the importance of revision

Critical Thinking

- Evaluate writing choices for specific audiences
- Analyze publication formats
- Make language choices that maximize the writer’s message for a given genre

Communication

- Create informative, persuasive, and emotional texts
- Present information orally to peers and engage them in thoughtful discussions

MAJOR ASSIGNMENTS

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the “LEAP” model: Learn, Explore, Analyze/Activate, Perform/Publish.

- **Learn** – readings, course lectures, and other learning materials that explain the genre and purpose of the project
- **Explore** – low stakes activities that help students identify and describe elements of the project
- **Analyze/Activate** – higher stakes activities in which students analyze, appraise, and critique authentic works
- **Perform/Publish** – content assignments for which students produce work relevant to their field

Course Assignments and Grade Weight:

- All assignments should be double spaced, utilize 12-point Times New Roman Font, have a title, and should include standard margins/headers.

Assignment 1: Nature Writing Assignment

1,300 – 2,500-word creative essay/writing

700+ word critical essay

For this assignment you will write a piece of nature writing. You may draw your material from writing exercises that we have done in class, take on a similar topic to one of the essays we have read, or explore an entirely new topic altogether.

For this essay you will turn in 2 drafts. Your first draft you will turn in prior to workshop. Your peers and I will workshop your essay in class, and you will take copious notes. You will then make major revisions to your essay. When you turn in your final draft, you will turn in a final draft that contains major revisions. You will note via track changes or some other easy to understand method, the changes that you have made to your draft. Major changes are more than finding synonyms for words, inserting or deleting only a couple sentences, etc. Major changes include reworking the beginning/ending/or major section of an essay, adding an element that complexifies an essay, reworking the language in major sections of your essay, etc.

You will accompany this essay with a 700+ word critical essay that reflects on the choices that you made when composing your creative piece. This should include strategies you employed based on reading the writings assigned in this course, the craft decisions those authors made, and the ways they engaged with ecocritical concepts (specific and insightful references should be made to at least 4 readings). Additionally, you can reflect on the way you revised your essay following workshop to better make your meaning come through, as well as discussions we had in class. This critical essay should demonstrate what you have learned from readings and discussion.

To complete this assignment successfully, there must be evidence of revision in your essays. While you have freedom of choice in the content you write about, your essay must include strategies based on class discussions of the nature writing genre, i.e., think about how to push beyond a cliché essay or an essay that contains sentimentality, and instead add nuance to your writing through research, intersectional exploration, experimental forms, etc.

In addition to the critical essay, you will include a cover page with a justification of the grade you believe you should receive for this essay. This should include analyzing the quality and quantity of revisions you made, as well as identifying whether or not you have completed all the requirements of the assignment. I will take your assessment into consideration; however, I will still determine the final grade you receive.

Your essay should be polished and include a works cited page, as well as appropriate in-text citations.

Assignment 2: Final Nature Essay

1,300 – 2,000-word creative essay/writing

1,000+ word critical essay

For this assignment you will write a piece of nature writing. You may draw your material from writing exercises that we have done in class, take on a similar topic to one of the essays we have read, or explore an entirely new topic altogether.

For this essay you will turn in 2 drafts. Your first draft you will turn in prior to workshop. Your peers and I will workshop your essay in class, and you will take copious notes. You will then make major revisions to your essay. When you turn in your final draft, you will turn in a final draft that contains major revisions. You will note via track changes or some other easy to understand method, the changes that you have made to your draft. Major changes are more than finding synonyms for words, inserting or deleting only a couple sentences, etc. Major changes include reworking the beginning/ending/or major section of an essay, adding an element that complexifies an essay, reworking the language in major sections of your essay, etc.

You will accompany this essay with a 1,000+ word critical essay that reflects how your essay fits into the nature writing canon. In doing so, you will consider and reference at least 4 readings from the course. You will additionally find 1 additional reading that speaks to your analysis and argument. In your essay, you can consider ideas such as: what is nature? what is an essay? what is the historical significance of the genre? what does it mean to engage in nature writing as a modern writer? what is my role as a nature writer—how do I want to enter the conversation? As with the last assignment, you will critically analyze your essay in comparison to essays read in class and consider the ways you are in conversation with the nature writing genre.

To complete this assignment successfully, there must be evidence of revision in your essays. While you have freedom of choice in the content you write about, your essay must include strategies based on class discussions of the nature writing genre, i.e., think about how to push beyond a cliché essay or an essay that contains sentimentality, and instead add nuance to your writing through research, intersectional exploration, experimental forms, etc.

In addition to the critical essay, you will include a cover page with a justification of the grade you believe you should receive for this essay. This should include analyzing the quality and quantity of revisions you made, as well as identifying whether or not you have completed all the requirements of the assignment. I will take your assessment into consideration, however, I will still determine the final grade you receive.

Your essay should be polished and include a works cited page, as well as appropriate in-text citations.

Reading Journals (15%)

Throughout the course, you will write in a reading journal. Every class, before class, you will write 160+ word reflection on a specific element of the assigned text. This is a close reading assignment. You should not summarize the text, but instead, engage with a specific passage or line. You will analyze why that moment in the text stuck out to you and provide an in-text citation (page number) for where that passage occurs. You will connect ideas in that passage to larger ideas in the text and to our larger class discussions.

**I will drop the 3 lowest reading journal scores

Participation/Preparation/Classwork (15%)

The ways to earn your participation grade are by (1) being prepared for class, (2) contributing to class discussion, mindfully, (3) providing thorough, useful, and thoughtful feedback to your peers on workshop days, and (4) being engaged and alert.

The ways one loses participation points are by (1) being late to class, (2) being rude, close-minded, or unkind in class discussion, (3) being silent during workshop, (4) only contributing negativity to workshop, (5) forgetting to print and bring the text assigned for that day, (6) being on technology (phone, laptop, otherwise), unless advised to do so, and (7) missing class.

Presentation (10%)

At the start of the semester you will sign up to lead a discussion for one of the assigned readings. Your presentation should revolve around your **analysis** of the work and the craft choices that the author made, as well as the way the reading adds to or complicates the nature writing genre. Think of this presentation as a way for you to kick off our class discussion, giving the class things to think and reflect on. Feel free to highlight your favorite parts of the writing, as well as areas that you felt were less successful and why. As this presentation is a way for you to lead or kick off discussion, before class, you will turn in a 500+ word analysis of the reading you have been assigned as well as 3-5 discussion questions for the class. These should be complex and thoughtful questions that reflect your analysis—i.e., more complex than: “Did you like the essay?”

++Keep in mind, that self-plagiarism is a form of plagiarism wherein you reuse work for multiple assignments. With that in mind, ensure that you should not restate or recycle material from your presentation and reading journals for major assignments. Rather, you should create new content for each assignment.

Presentation Rubric:

If I make “yes!” for all requirements, you will easily secure an “A.” If I mark a mixture of “Yes/Somewhat” you will score a B. If I mark “No” for any, you will score a “C” or lower.

Yes, No, or Somewhat?	Requirement:
	You turned in the assignment on time and it contains all the necessary components.
	At the start of your presentation, you gave a brief summary of the reading.
	At the start of your presentation you also offered analysis of the reading. This involves looking at craft choices the author made, discussing how the work spoke to you, etc.
	You asked the class 3-5 thoughtful questions. These should be more complex than—Did you like the essay?, or something similar—and should demonstrate that you have really thought deeply about the material.

There are only enough presentation dates as there are students in class, so it is important that you don't miss your presentation day.

ASSIGNMENT VALUES

Nature Essay	20%	2000 words
The Final Nature Essay	30%	2300 words
Reading Journals	15%	2000 words
Presentation	10%	500 words
Participation/Preparation/Classwork	15%	Varies
TOTAL	100%	6800 words

GRADING

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
E	< 60.0 %	to 0.0%

It is this class's policy NOT to round grades up or down. An 89.9 is a B+.

At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

EARNING CREDIT FOR GENERAL EDUCATION LEARNING OUTCOMES AND OBJECTIVES: (C) AND (WR)

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments.**

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the general assessment rubric (see below). More specific rubrics and guidelines applicable to

individual assignments may be delivered during the course of the semester.

REVISION OF ASSIGNMENTS

Grades are final and I will NOT accept rewrites of revisions of final projects. Throughout the course, you will turn in multiple drafts and will receive feedback throughout the writing process from your peers and from your instructor. Additionally, if you have questions or concerns about assignments, you are encouraged to visit me in office hours and ask questions before final drafts are due.

CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The [Writing Studio](#) also offers one-on-one assistance on writing projects and is available to students of all levels.

GENERAL ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of engaging with and emulating with the writing strategies and tools we have discussed in class.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure. As we discussed in class, organization of ideas is an important component of writing and students should demonstrate having thought carefully about organization and coherence.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive, creative, and confident, presentation of ideas. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak or vague writing.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical and creative analysis.

STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display lyrical, complex, and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

COURSE POLICIES AND PROCEDURES

ATTENDANCE

Attendance is required. The University Writing Program delivers courses where class attendance is critical to success.

Class sessions will involve a great deal of discussion of published writer's work, as well as your own work and your classmates' work. Every student gets 2 free absences (10 free points towards participation) to alleviate any issues you might have. **Participation involves coming to class having read, analyzed, and taken notes on the assigned readings, including both published work and your peers' work.**

If you have an excused absence, you can make up attendance points by

- Commenting on 3 of your peers' reading journals. Be specific and concrete and make each post at least 150 words. BEFORE you attempt to make up these points and turn in summaries, you must talk to me and get approval for your approved absence. Approved absences include:
 - o Medical absences with a doctor's note/hospital record, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities such as sporting events.
 - o You cannot make up attendance points for anything NOT on this list. If you require a more flexible attendance policy, I suggest enrolling in a different course. I understand for some this policy may seem harsh, but there is a general trend in students missing more and more classes. Coming to class and being a part of a community is an important part in belonging to said community. Further, this is a discussion-based class and much of the learning happens in class. Failing to come to class on a regular basis

means that you have failed to complete the learning goals, and thus, it means your grade must suffer, regardless of the circumstances.

- It is impossible to make up attendance points for missing workshop week. I understand that you may have an unplanned absence during this time, but if that is the case, there is no alternative other than you losing points for that absence. This is why you have 3 free absences to use throughout the semester.

For each unexcused absence beyond 3, you will lose 2 points off your FINAL grade for the course.

If students miss more than **six periods** during the term, **they will fail the entire course**. Double periods count as two absences.

The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

Requirements for class attendance, make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to both in-person and synchronous Zoom classes. When attending a Zoom class, make sure you join the class early enough to correct any technological issues you encounter. Make sure to mute your microphone upon entry.

CLASS RECORDING POLICY

The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

- A recording of a class lecture may not be published without the consent of the lecturer.
 - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
 - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

CLASSROOM DEMEANOR

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Disruptive behavior includes the use of cell phones or any other electronic device to distract from the class lesson. Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation. This classroom functions on the premise of respect. At the instructor's discretion, any student who violates any part of this statement on civility will be asked to leave the classroom and reported to the Dean of Students.

IN-CLASS WORK

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. In general, students are expected to contribute constructively to each class session. Not engaging in class work will result in loss of participation point.

CLASSROOM CONDUCT

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

Use of air pods or other headphones during class time will result in absence. Using computers for non-class related reasons will also result in an absence.

Assignment: Before our second class, please email me your favorite photo of an alligator—any gator, and you don't have to have taken the photo.

DUE DATES, MAKE-UP POLICY, AND IN-CLASS WORK

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late classwork and homework will not be accepted. Major assignments (The Personal Essay, The Researched Essay, and The Experimental Essay) will be accepted late but will result in a 5% penalty for each calendar day they are late. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation.

READINGS

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

DRAFTS

To encourage a process-approach to writing, students will complete multiple drafts of each project before submitting a final draft for evaluation. Early drafts may be graded on a complete/incomplete basis and receive feedback from the instructor and students in the course. Failure to submit a required draft on time will forfeit the opportunity to receive feedback. All drafts must be completed in order to earn a passing grade on the assignment.

PEER WORKSHOPS

Peer Workshops may be used for writing assignments. Each workshop will have a specific set of directions for students to follow, but all will involve exchanging drafts with peers and offering feedback on each other's work. Students must be ready to share their writing drafts in print or digital format with their peers on days reserved for this activity.

EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

PAPER MAINTENANCE RESPONSIBILITIES

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

SUBMISSION REQUIREMENTS

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. Late papers will not be accepted. Failure of technology is not an excuse, including turning in assignments with password protection that I cannot access. If illness or injury prevents a student from turning in a paper on time, the student should consult with the writing coach to turn in the work as soon as is feasible given the situation.

ACADEMIC HONESTY

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.**
- 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.**

(University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning in an assignment.

Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotations and attributive tags, and using work you have previously submitted without permission from the instructor.

IMPORTANT TIP: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. For more information, see the Student Conduct and Conflict Resolution Web site: <https://www.dso.ufl.edu/sccr> or call 352-392-1261 x207.

NOTIFICATION LETTER FROM DEAN OF STUDENTS REQUIRED FOR PERSONAL EMERGENCY

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – [click here to get started](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

STUDENTS IN DISTRESS

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

- U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208
- Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

UF ACADEMIC RESOURCES

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

ARTIFICIAL INTELLIGENCE STATEMENT

Advances in generative AI technologies are rapidly changing the way we engage in all parts of the writing process, from brainstorming to research to the actual writing process itself. Writing is a way we communicate ideas, but it is also a way we represent who we are. AI creates texts within specific guidelines and through drawing from material that already exists on the internet. As a result, these texts cannot truly represent an individual writing voice, nor can they be crafted in a way that speaks to a specific audience or purpose. Writing can be difficult, but writing helps develop critical thinking skills, inquiry, and personal growth. In my course, I want you to think through ideas and consider your identity within the natural world. The writing assignments should reflect who you are.

I am not against all assistive technologies. I use spell check, I use citation generators (that I then recheck to ensure that they are correct), and I have experimented with AI as a generative technology. None of this can replace writing, however, which is an extension of thinking. When I am preparing to write an essay, I often, in the back of my head, mull over ideas for several days or weeks. I think through concepts. I write out sections and rewrite sections. All of this, helps keep my brain active and engaged. I fear by over-relying on technology we will not only produce substandard essays, but you will also fail to fully develop your critical thinking skills.

I have done my best to develop interesting assignments that you can respond to with a reflection of who you are. If you believe that generative AI would be helpful in completing these assignments, you are welcome to talk to me about how you can do so and what types of engagement with AI are appropriate. However, if you do use generative AI, just as with source materials, I expect that you will cite the generated work in a clear and consistent manner. Failing to do so is a violation of academic honesty.

Tentative Course Calendar: I reserve the right to change and rearrange this calendar during the semester. Make sure to check Blackboard regularly for updates.

**All readings should be read before class, and on the day of class should be printed, annotated, and brought to class

**Unless hyperlinked, readings can be found on Canvas

Date	Readings Due	Assignments Due
Week 1		
Jan 14 (2 hours)	<ul style="list-style-type: none"> • Familiarize yourself with the syllabus • Begin to consider what “nature” “essay” and “nature” writing mean to you. <p>Normally, readings will be completed before class, but for the first class, we will read the following together during class:</p> <ul style="list-style-type: none"> • Read Mary Oliver’s “Alligator Poem” • “Eastern Whippoorwill” and “Great Spotted Woodpecker” 	
Jan 16 (1 hour)	<ul style="list-style-type: none"> • From Henry David Thoreau’s Walden read “Where I lived, and What I Lived For,” “Sounds,” and “Brute Neighbors” (and any other sections that interest you). 	Complete reading journal before class
Week 2		
Jan 21 (2 hours)	<ul style="list-style-type: none"> • Read excerpts from William Bartram’s <i>Travels</i>. Read Part II, Ch. VI about the Alachua Savannah (Payne’s Prairie). 	<p>Complete reading journal before class</p> <p>Read syllabus in its entirety before class.</p>
Jan 23 (1 hour)	<ul style="list-style-type: none"> • Read all of the excerpts from Aldo Leopold’s <i>A</i> 	Complete reading journal before class

	<i>Sand County Almanac</i> compiled in this link.	
Week 3		
Jan 28 (2 hours)	<ul style="list-style-type: none"> We won't meet in our regular classroom today. We'll meet on the shores of Lake Alice by the UF Bat Houses. Please bring paper and a pencil. 	Complete reading journal before class
Jan 30 (1 hour)	<ul style="list-style-type: none"> The Situation and the Story ("Chapter 1"; page 29-52) by Vivian Gornick "Spring" by Marjorie Kinnan Rawlings 	Complete reading journal before class
Week 4		
Feb 4 (2 hours)	<ul style="list-style-type: none"> We won't meet in our regular classroom today. We'll meet at the Harn Museum for a guided tour of their exhibit on Florida impressions. You are not allowed to bring backpacks, laptops, or pens into the exhibit. Please bring paper and a pencil. 	
Feb 6 (1 hour)	<ul style="list-style-type: none"> <i>The Giving Tree</i>, Shel Silverstein TBA 	Complete reading journal before class
Week 5		
Feb 11 (2 hours)	<ul style="list-style-type: none"> Watch Elena Passarello's craft lecture: "Point Sublime: Research as a Creative Act in Nonfiction". <p>We won't meet in our regular classroom today. We'll meet</p>	Complete reading journal before class

	at the Judaica Room. [Invasive Species]	
Feb 13 (1 hour)	<ul style="list-style-type: none"> “The Quiet Song of Sanibel Island” by Cynthia Barnett 	<p>Complete reading journal before class. In addition to your normal journal entry, please compose 1-2 questions specifically for Cynthia about their work. Cynthia will visit our class and you will get to ask her your questions directly.</p> <p>Turn in Nature Writing Drafts – more information on canvas.</p>
Week 6		
Feb 18 (2 hours)	Workshop	Read and comment on your peers drafts (full instructions on canvas)
Feb 20 (1 hour)	Workshop	Read and comment on your peers drafts (full instructions on canvas)
Week 7		
Feb 25 1 (2 hours)	Workshop	Read and comment on your peers drafts (full instructions on canvas)
Feb 27 (1 hour)	Workshop	Read and comment on your peers drafts (full instructions on canvas)
Week 8		
March 4 (2 hours)	<ul style="list-style-type: none"> Read the excerpts from Rachel Carson’s <i>Silent Spring</i> collected in this link. Michelle Nijuhis’s “Nature Writing as Survival: Rethinking a Genre.” 	Complete reading journal before class

	<ul style="list-style-type: none"> • Visit from librarians 	
March 6 (1 hour)	<ul style="list-style-type: none"> • The following excerpts from Robin Wall Kimmerer's <i>Braiding Sweetgrass</i>: "Skywoman Falling," "Asters and Goldenrod," and "Learning the Grammar of Animacy" 	Complete reading journal before class
Week 9		
March 11 (2 hours)	<ul style="list-style-type: none"> • "Queer Ecologies", "I like to Shit in the Woods", and "Florida Jesus" by Chris Watkins 	Complete reading journal before class. In addition to your normal journal entry, please compose 1-2 questions specifically for Chris that you have about queer ecologies, their work, the poetic process, etc. Chris will visit our class and you will get to ask them your questions directly.
March 13 (1 hour)	<ul style="list-style-type: none"> • Tyler Orion's "Wild Embodiment" 	Complete reading journal before class.
Spring Break, no classes		
Week 10		
March 25 (2 hours)	<ul style="list-style-type: none"> • "Black and Green: The Forgotten Commitment to Sustainability," Lonnie G. Bunch III • "9 Rules for the Black Birdwatcher", J. Drew Lanham 	Complete reading journal before class.
March 27 (1 hour)	<ul style="list-style-type: none"> • The following poems from Camille Dungy's <i>Black Nature</i>: "Southern Living," "What a Snakehead...", and "Carpenter Bees" 	Complete reading journal before class.

Week 11		
April 1 (2 hours)	<ul style="list-style-type: none"> • “Playing with Form: The Lyric Essay and Mixed Media, Brenda Miller and Suzanne Paola” • The Vine and the Fish, Leise Hook 	Complete reading journal before class.
April 3 (1 hour)	<ul style="list-style-type: none"> • “Rolling in the Mud,” Sandra Gail Lambert from the book <i>In Season</i> edited by Jim Ross. 	Complete reading journal before class. Turn in Nature Writing Drafts – more information on canvas
Week 12		
April 8 (2 hours)	<ul style="list-style-type: none"> • Workshop 	Read and comment on your peers drafts (full instructions on canvas)
April 10 (1 hour)	<ul style="list-style-type: none"> • Workshop 	Read and comment on your peers drafts (full instructions on canvas)
Week 13		
April 15 (2 hours)	<ul style="list-style-type: none"> • Workshop 	Read and comment on your peers drafts (full instructions on canvas)
April 17 (1 hour)	<ul style="list-style-type: none"> • Workshop 	Read and comment on your peers drafts (full instructions on canvas)
Week 14		
April 22 (2 hours)	<ul style="list-style-type: none"> • “Don’t Mourn the Orange”, Mark Jerome Waters • Semester Wrap-Up 	