COURSE TITLE & NUMBER: Environmental Literature: ENGL 1180  
CREDITS: 3 (3 Lec / 0 Lab)  
PREREQUISITES: ENGL 1060: Freshman Composition

CATALOG DESCRIPTION:
Environmental Literature focuses on the understanding and analysis of humanity's relationship to its environment, as revealed through particular genres, such as the short story, essay, diary, and poetry. Major themes studied are gaining environmental awareness; understanding spiritual, symbolic, and practical responses to the environment; conflicting attitudes toward the environment; and achieving harmony with the environment.

OUTLINE OF MAJOR CONTENT AREAS:
1. Evolving environmental awareness: 1850-1914  
   A. Historical, economic, political, and social contexts  
   B. Genre: essay  
      1. Components  
         a. Thesis  
         b. Points of view  
         c. Methods of development  
         d. Style  
      2. Themes  
         a. Moral responsibility  
         b. Multiple use  
         c. Spiritual connection  
         d. Presentation  
   C. Genre: poetry  
      1. Components  
         a. Subject  
         b. Theme  
         c. Situation and setting  
         d. Allusion  
         e. Connotation  
         f. Denotation  
         g. Syntax  
         h. Figurative language  
         i. Structure  
         j. Onomatopoeia  
         k. Alliteration  
         l. Assonance  
         m. Symbols
2. Themes
   a. Nature as mysterious
   b. Nature as symbol of American dynasty
   c. Nature as symbol for spiritual renewal

D. Genre: short story
1. Components
   a. Character
   b. Setting
   c. Points of view
   d. Conflicts
   e. Resolution
   f. Motifs
   g. Symbols
   h. Theme

2. Themes
   a. Nature as necessary for self-preservation
   b. Nature as symbol for spiritual unity

2. Spiritual, symbolic, and practical responses to the environment: 1915-1949
A. Historical, economic, political, and social contexts
B. Genre: essay
1. Components
   a. Thesis
   b. Points of view
   c. Methods of development
   d. Style

2. Themes
   a. Nature as source of power
   b. Nature as utilitarian for progress
   c. Nature as symbol for spiritual healing
   d. Nature as symbol for spiritual ethics

C. Genre: poetry
1. Components
   a. Subject
   b. Theme
   c. Situation and setting
   d. Allusion
   e. Connotation
   f. Denotation
   g. Syntax
   h. Figurative language
   i. Structure
   j. Onomatopoeia
   k. Alliteration
   l. Assonance
   m. Symbols

2. Themes
   a. Nature as anachronism
   b. Nature as ravished treasure
c. Nature as symbol of freedom
d. Nature as agent of wrath and destruction

D. Genre: short story
1. Components
   a. Character
   b. Setting
   c. Points of view
   d. Conflicts
   e. Resolution
   f. Motifs
   g. Symbols
   h. Theme
2. Themes
   a. Nature as healer
   b. Nature as agent of wrath and destruction
   c. Nature as spiritual guide for American Indian

3. Conflicting attitudes toward the human and natural environments: 1950-1975
A. Historical, economic, political, and social contexts
B. Genre: essay
   1. Components
      a. Thesis
      b. Points of view
      c. Methods of development
      d. Style
   2. Themes
      a. Nature as key to the mystery of life
      b. Nature as symbol of rejuvenation
      c. Nature as teacher
      d. Nature as spiritual healer for American Indian
      e. Nature as key to developing aesthetic perception
C. Genre: poetry
   1. Components
      a. Subject
      b. Theme
      c. Situation and setting
      d. Allusion
      e. Connotation
      f. Denotation
      g. Syntax
      h. Figurative language
      i. Structure
      j. Onomatopoeia
      k. Alliteration
      l. Assonance
      m. Symbols
   2. Themes
      a. Nature as heritage in need of protection
      b. Nature as symbol for purification rites
D. Genre: short story
   1. Components
      a. Character
      b. Setting
      c. Points of view
      d. Conflicts
      e. Resolution
      f. Motifs
      g. Symbols
      h. Theme
   2. Themes
      a. Nature as symbol of solidifying family unity
      b. Nature as victim of human callousness
      c. Nature as symbol in American Indian creation myths

4. The quandary of achieving individual and social harmony with the environment: 1976-Present
   A. Historical, economic, political, and social contexts
   B. Genre: essay
      1. Components
         a. Thesis
         b. Points of view
         c. Methods of development
         d. Style
      2. Themes
         a. Ecological crisis as crisis of character
         b. Nature as holy
         c. Nature as unpredictable and violent
         d. Nature as sacrificed to human rapacity
         e. Nature as fragile and abused
         f. Nature as symbol of harmony
   C. Genre: short story
      1. Components
         a. Character
         b. Setting
         c. Points of view
         d. Conflicts
         e. Resolution
         f. Motifs
         g. Symbols
         h. Theme
      2. Themes
         a. Nature as American Indian agent for spiritual cleansing
         b. Nature as symbol of humanity's disconnection from its natural environment
COURSE GOALS/OBJECTIVES/OUTCOMES:
1. Students will explore a wide variety of works of in order to gain a deeper appreciation of environmental literature and encourage further exploration of the genre.
2. Students will identify and analyze the various environmental themes in poetry, non-fiction, and fiction.
3. Students will define and identify examples of figurative language, including metaphor, simile, personification, alliteration, motif, symbolism, allusion, and other stylistic choices.
4. Students will identify the elements of narrative in fiction and poetry, such as point of view, setting, conflict, resolution, character, protagonist, and antagonist.
5. Students will develop and apply critical reading, writing, and oral communication skills in order to analyze literature effectively.
6. Students will apply appropriate rhetorical strategies, such as analysis, summary, evaluation, explication, comparison and contrast, in both writing and discussion.
7. Students will identify and summarize environmental issues and problems, and propose and defend solutions.
8. Students will summarize the historical, political, economic, and social contexts of the time periods in relation to how they affect environmental issues.

MNTC GOALS AND COMPETENCIES MET:
Humanities and Fine Arts, Area C
People and the Environment

HCC COMPETENCIES MET:
Communicating Clearly & Effectively
People & the Environment

STUDENT CONTRIBUTIONS:
Students are expected to participate in all class sessions. Learning and growth as a student are best achieved through self-discovery, class interaction, debate, and cooperative learning. In addition, students are expected to participate in activities and discussions, listen to and follow directions, complete assignments on time, request assistance when needed, work collaboratively, and contribute to a productive learning environment.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

Curriculum Committee Approval Date: February 12, 2018

AASC APPROVAL DATE: February 21, 2018
REVIEW DATE: February 2023