

Landmark College Summer Abroad Program 2017  
EN3132 Environmental Literature: Writing the Wild in Scotland  
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*To be whole. To be complete. Wildness reminds us what it means to be human, what we are connected to rather than what we are separate from. - Terry Tempest Williams*

## COURSE DESIGN

There are two main emphases of this **3 credit** course. One focuses on reading and analyzing works from the genre known as Environmental Literature. The other stresses writing about the natural environment as a source for exposition and journal-based writing. The course examines the techniques environmental writers employ in their craft, and introduces some of the modes of criticism which frequently are applied to environmental literature. Students will read a variety of exemplary essays, short fiction and poetry by such 20<sup>th</sup>/21<sup>st</sup> century British, Scots and American writers as Robert Macfarlane, Nan Shepherd, Barry Lopez and Gary Snyder, and drawing from these foundational readings will begin to develop their own distinctive nature writing voices.

Thematically, the course will examine Western cultural paradigms and ecological thought related to *eco-wildness* through the lens of environmental literature, and will cover such topics as biophilia, wonderment and enchantment, re-wilding, and sense of place. A significant portion of this course will be spent outdoors exploring local ecosystems; reading maps; journaling; using close-observation skills, and investigating regional land use practices.

In addition to the work expected for the 2000-level course goals, students who take the course at the 3000-level will be asked to (a) read and respond to a variety of supplemental essays, short fiction and poems included in the course pack, (b) design and present to the class a lesson plan covering a relevant *eco-wildness* topic, (c) observe/gather data, construct an appropriate research question, and develop a proposal to investigate the influence of a regional land use practice (ex. plantation forestry, high volume sheep grazing, re-introduction of “native” species, eco-tourism, etc.) on the region’s *eco-wildness*.

**Prerequisites:** EN 1021 and three 2000 level courses with a grade of C or higher.

## COURSE OBJECTIVES

EN3--- Course Objectives:	LMC Program Goals:	EN3--- Course Assessments:
Engage with a variety and volume of reading which demands sustained critical thinking and abstract reasoning.	<b>Gen. Ed. Goal 2:</b> Think critically, reason soundly, and develop and apply problem solving strategies across academic disciplines. <b>Gen. Ed. Goal 7:</b> Read critically in order to gain disciplinary knowledge and to explore important questions and ideas.	Class discussions, three quizzes, and one response paper on an assigned reading.
Integrate information drawn from textual readings, close observation, experiential learning, independent research, and class discussion into a variety of written expression.	<b>Gen. Ed. Goal 2:</b> Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. <b>Gen. Ed. Goal 5:</b> Communicate with clarity, coherence, and persuasiveness through written, oral, and other modes of expression.	One response paper, five journal entries, two short “investigatory” papers, one “lesson plan” delivered to the class at large, a small-group presentation (includes interview w/ a local resident), a research “proposal”, and a final synthesis paper.
Present a coherent narrative that enhances understanding of a variety of literary, cultural, and ecological interpretations of “eco-wildness”.	<b>Gen. Ed. Goal 4:</b> Understand the complexities of multiple communities, including educational, cultural and geographic; and respect different perspectives and diversity. <b>Gen. Ed. Goal 5:</b> Communicate with clarity, coherence, and persuasiveness through written, oral, and other modes of expression. <b>BALST Goal 2:</b> Use critical thinking to examine multiple perspectives on issues.	Class discussions, a “lesson plan”, and a small-group presentation.
Investigate a variety of critical models, styles and techniques common to contemporary environmental literature.	<b>Gen. Ed. Goal 2:</b> Think critically, reason soundly, and develop and apply problem solving strategies across academic disciplines.	One response paper and a final synthesis paper.

Recognize ethical issues when considering environmental problems, and consider the consequences of actions applied in solving these problems.	<b>BALST Goal 5:</b> Apply ethical reasoning to solving problems.	A small-group presentation, class discussions, and two short “investigatory” papers.
Participate in a variety of physical and outdoor experiences which will provide practice with mindfulness, leadership, group dynamics, and interviewing skills.	<b>Gen. Ed. Goal 8:</b> Develop an understanding of how physical, social, and emotional wellness affect learning and contribute to personal and community well-being.	A small-group presentation, field trips, trail hiking, and visits to rural communities.

## GRADING CRITERIA

Category of Assignment	Specific Assessment	Weight
Observation/Investigation	<ul style="list-style-type: none"> <li>Journal entries (5)</li> <li>Short investigatory papers (2)</li> <li>Small-group presentation (1)</li> <li>Lesson plan/presentation (1)</li> <li>Research proposal (1)</li> </ul>	30%
Synthesis Writing	<ul style="list-style-type: none"> <li>Final synthesis paper (1)</li> </ul>	20%
Critical Reading	<ul style="list-style-type: none"> <li>Quizzes on readings (3)</li> <li>Response paper (1)</li> <li>Focused discussions of readings</li> </ul>	25%
Engagement	<ul style="list-style-type: none"> <li>Assessed (3) times, and discussed during student/instructor conferences</li> </ul>	25%

## OTHER EXPECTATIONS

**Critical Reading:** This is a reading-intensive course, and although most (but not all) of the assigned readings are relatively brief, students are expected to read each piece actively and deeply.

**Journal Entries:** Students will be asked to write five journal entries based on both personal and whole-group encounters with the natural world while in Scotland. The majority of these entries will be entered by hand in the field, and then later transcribed electronically.

**Final Synthesis Paper:** Upon completion of the 3-week course, students will be asked to submit a synthesis paper in which the concept of *eco-wildness* is critically analyzed and defined. The expected outcome is a rigorous, five page academic essay.

**Attendance:** Attendance and participation are considered vital for the successful completion of this course. Students receive **3 credits** for work that would normally be distributed throughout a 15-week semester, which means that they are expected to devote a considerable amount of time and effort to the assigned work (especially out in the field). Any “extenuating circumstances” which may prevent a student from attending a class or field trip must be discussed with the academic director and/or program director **before** the absence occurs. Outside of these “extenuating circumstances”, which will be assessed on an individual basis as they may arise, one absence from the course will result in academic probation, and a second absence may warrant the student’s withdrawal from the course.

**Engagement:** Active participation and appropriate deportment in the course are expected, which means that students must be on time, reasonably alert, prepared with homework, field notebook, and other gear appropriate to being out-of-doors in all types of weather. They need to be positively engaged in class and group meetings (indoors and out), and productive (completing work as required and according to deadlines, writing in the field, taking the initiative to participate in small group discussions and individual conferences, offering suggestions, asking questions, and/or asking for help - when needed).

**Required Text and Materials:**

- Text: Course Pack for EN3--- Environmental Lit. (Summer Study Abroad – Scotland) available in the Landmark College bookstore.
- Journal: Students are expected to purchase a simple, lined journal in which to record hand-written observations while in the field.