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ENG 102: THE LIFE OF BEES: AN INTERDISCIPLINARY PERSPECTIVE

Term 1, 2016-17; Cole Library, 4th Floor Classroom

"The busy bee has no time for sorrow."

William Blake, "Proverbs of Hell," *The Marriage of Heaven and Hell*

"If the bee disappeared off the face of the earth,
 man would only have four years left to live."

Maurice Maeterlinck, *The Life of the Bee*

REQUIRED TEXTS AND INSTRUCTIONS

The Bees: A Novel (Bees) by Laline Paull

Professor's Guide to Getting Good Grades in College (GGG), by Lynn F. Jacobs and Jeremy S. Hyman

Moodle Articles: readings on the web or on **Moodle** as designated on the schedule below.

Always **print** to read, mark up texts as you read with questions and comments, and bring a **PAPER** copy to class for discussion and group analysis.

Films to be screened in class include *More Than Honey* and *Ulee's Gold*.

COURSE DESCRIPTION AND OBJECTIVES

This course will introduce you to college reading, writing, research and discussion, and help you to develop academic skills that you'll continue to build upon over the next four years of college.

Our central subject will be the honeybee. The syndrome called Colony Collapse Disorder, or CCD, has created a stir in the media, with good reason. Named in 2006, professional beekeepers worldwide had begun noticing unexplained hive deaths in troubling numbers. The trend has continued. (Just last year, Iowa beekeepers reported over 60% hives lost.) While the cause has been debated, experts today generally agree that CCD results from multiple, interrelated factors: the relative lack of genetic diversity among honeybees, diseases and parasites (particularly those brought by the Varoa Mite), and lack of good nutrition due to industrial farming practices and widespread pesticide use (especially but not limited to neonicotinoids). Still, there is considerable debate about what weight each factor contributes and precisely how they interact, and about how humans can and should intervene. Through films, readings, discussion, workshops, and hands-on experiences with area experts, you'll learn about this topic in considerable depth.

Moreover, you'll consider this issue from a number of academic disciplines: namely, Documentary Film Studies, Literary Studies, Biology, Psychology and Mathematics. We'll engage with these disciplines at an introductory level, reflecting on what an academic disciplines is, and on the value of interdisciplinary research.

IMPORTANT: My goal is to challenge you, but also to give you the tools you need to succeed. Don't hesitate to ask questions! Write down questions as they occur to you while reading and in class. Good questions can be about bees, about study skills, about professors' expectations, about assessment of student work—whatever is on your mind as it relates to the course topics. You are also welcome to meet with me during office hours or by appointment to talk through what might be on your mind as you embark on this exciting and life-changing journey through college.

REQUIRED WORK

4 EXPERIENTIAL LEARNING PAPERS (semi-informal writing)

Format: 1-page (fill at least 1 side, but both sides OK), single-spaced text, 1-inch margins.

This course incorporates hands-on, experiential learning opportunities, which are indicated on the schedule with a green "E." These aim to deepen your engagement with and understanding of the subject matter. IMHO, while it's possible to understand something about bees from books and even YouTube, there's nothing like a live bee inspection to help someone understand how remarkable these creatures are. Admittedly, I also hope that these experiences contribute fun and help us to build community in our class, in order to give you a preview of the importance of collaborative learning at Cornell.

Each Monday, you're responsible for a paper reflecting on your own experiential learning. The paper may briefly summarize what you learned from the week's experiential opportunities, but should predominately consist of thoughtful reflection about your own learning. What was new? What did you take away? How did the experience affect your understanding of readings and discussion? And so forth. The content is largely up to you.

MIDTERM EXAM

Format: short-answer

This exam will assess your basic knowledge of bees and colony collapse disorder, including terminology, basic research findings and policy recommendations, and ongoing questions or debates within the scientific community. Information gleaned from films, class discussion, readings, and site visits and guest lecturers is all fair game. Keep track of terminology as we go, and keep good notes.

ACADEMIC PAPERS (formal writing)

PAPER 1: *More Than Honey*

Format: 4-5 pages. Calibri 11-point font. 1-inch margins. Heading in MLA Style.

Select one central character (beside the narrator) as the focus of your paper, and explain how the film presents that character's argument about Colony Collapse Disorder. You will need to consider these questions: What argument does that character espouse, either explicitly (through their words) or implicitly (through their words and/or action), about the main source(s) of colony collapse disorder and other problems that bees are having today? How does the film—through the narrator's words, but also through the film's visual elements (mis-en-scene and editing)—both affirm *and* challenge that character's view? What, then, is the film's overall argument about that character's perspective, and about why bees are in trouble?

Paper 2: Close Reading of *The Bees*

Format: 4-5 pages. Calibri 11-point font. 1-inch margins. Heading in MLA style.
Perform a “close reading” of a short passage (no more than ½ page, unless you have prior approval) of text from *The Bees*. See the handout on doing close readings in English.

Paper 3: Scientific Literacy and the Scientific Literary

STEPS:

A. Annotations: In groups and using an online platform, we’ll annotate the scientific references in *The Bees* using academic science articles.

B. Article Summary: Each student will select and summarize a 2-page, detailed summary of an academic science article that connects in some way to an episode in *The Bees*. Details to follow.

C. Final Paper : Format: 5-6 pages. Calibri 11-point font. 1-inch margins. Double-spaced. Heading in MLA style.

Select one episode (probably 1 chapter) from *The Bees*, and discuss how this episode combines literary imagination (and even poetic license) and scientific research. You will need to articulate what literary function that episode has in the course of the novel as a whole (e.g., does it deepen sympathy with the protagonist? Does it drive the plot forward? Does it create suspense, etc.) ? You’ll want to determine which elements of the novel appear to be based on scientific findings (or scientific questions) about bees, and which are imaginative. Do they carry the same weight in this episode? How do they work together? Or do they work in tension with one another? How do they contribute to the function of this episode that you’ve articulated?

CIVIC ENGAGEMENT PROJECT:

In the final half-week of class, you’ll complete a service-learning project (of your own design) in small groups. With the assistance of Katie Holmes, Cornell’s Director of Civic Engagement, you’ll design projects and submit a design proposal in week two. The bulk of the work will be completed during the last three days of the course.

RESOURCES

Me: I welcome and encourage you to reach out to me if you have questions, find yourself struggling academically, need individual assistance completing reading and writing assignments, or just want to get to know your professor better. The best way to reach out is to come to my office, South Hall 203, during my stated office hours. (See the top of the syllabus.)

If you have a conflict with my office hours and cannot reschedule it, you can reach me most easily email (mmouton@cornellcollege.edu) set up an appointment at an alternative time.

Two caveats: I do not check email or calls after 9 PM, and I do not give feedback on drafts via email, as this can too easily lead to misunderstandings.

The Writing Studio: an invaluable resource for students at all stages of the writing process, from working to understand an assignment to polishing the final draft. They will not edit or rewrite papers for you, but will provide good sounding boards so that you can see your own work through fresh eyes. They can also help you to better understand expectations of college writing, including but not limited to good grammar. Any single session may or may not be especially helpful, but use the studio early and often, and you'll emerge a better writer than you ever thought yourself capable—in part because you'll grow to have a better understanding of why readers are important during the writing process and not only at the end. The studio takes walk-ins, or by appointment. Director: Laura Farmer. Jennifer Haigh, FYS consultant.
Ph: 319-895-4462. Hours: M-Th: 8am-11pm; F 9am-5pm; Su: 1pm-11pm. (Check the website in case of changes.)

The Quantitative Reasoning Studio: a great resource for assistance in understanding the data and arguments in scientific articles you come across in your research. Takes walk-ins, or by appointment. Director: Jessica Johanningmeier, 319-895-4222.
Hours: M-Th: 8am-5 pm, 7-11 p.m.; Fri: 8am – 5pm; Sun: 3-5 p.m., 7-11 p.m.

Consulting Librarians: Jen Rouse (Humanities) and Amy Cullen (Sciences) are available to consult with you on your research. Email them (jrouse@cornellcollege.edu or acullen@cornellcollege.edu) if you have research questions or want to set up an appointment. You can also stop by: their offices are located on the 3rd floor of Cole Library.

Academic Technology Studio: Brooke Bergantzel can provide support for educational technology. She and her staff are available for individual consultations, and her office is in the lower level of Cole Library, near the Writing and Quantitative Thinking Studios.

Student Health and Counseling Center: College can be stressful on any number of levels. If you find yourself distracted or unmotivated, or a personal issue is undermining your academic success, take advantage of the on-campus counseling center to talk it through. This is a great resource and you don't have to be on the brink of disaster to benefit from their services. (If you do feel that you're on the brink of disaster, that's all the more reason to see them early.) You might even think of it as an "adjunct" course, only the subject is (how great is this?) YOU, and you get full attention of the instructor! Ph: 319-895-4234 for appointment, open M-F 8am-4pm; 24-hour crisis intervention services (provided by Foundation 2 Crisis Center) at 319-362-2174.

COLLEGE POLICIES

Learning Disabilities and Accommodations:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Maintaining Academic Integrity:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in [*The Compass*](#), our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

Procedures are elaborated upon below with respect to this class.

MY POLICIES

Grading: Note that grades in college must be earned; they are based on the quality of your work and not simply on whether you turned in the work. Do not assume in this class, or any other, that you begin with 100 points and are "marked down" for errors, particularly in writing assignments. Instead, you *earn* credit for what is good about your critical thinking and writing, while being pointed to areas for improvement.

I encourage you to look on any less-than-stellar or disappointing grade you might earn as further opportunity for learning. Know that research shows a significant long-term correlation between time spent on coursework and overall success in college, so don't be discouraged if you spend a great deal of time your homework but your grades do not *immediately* meet the goals you set for yourself. Congratulate yourself for what you do well and build on it.

My goal is always to turn around grades as quickly as time allows on the block plan while still taking the time to give your work the due attention that it deserves. I work to help you identify your strengths as well as areas for improvement. Feel free to approach me after reviewing the syllabus and assignment sheet if you are still unclear about the reason for any particular grade you've earned, or if you'd like help strategizing to do better.

RUBRIC: Written work will be graded holistically according to the following rubric:

- "A" = thoughtful and in-depth analysis of the text or subject, strong evidence, highly convincing and memorable presentation of ideas, clear and careful organization, smooth and concise writing with very few or no errors;

- "B" = solid development of ideas, good evidence, good organization, generally good writing with few errors;
- "C" = presentation of ideas is adequate but still sketchy in some places, organization is not always clear, writing is rough in a number of places (major and minor writing errors), evidence is uneven;
- "D" = incomplete development of ideas, unproved assertions, unclear organization, evidence is thin or irrelevant, many errors in writing;
- "F" = undeveloped ideas, little or no organization, lack of focus, multiple mechanical errors in writing (e.g., poor grammar, inappropriate choice of words, misspellings, etc.).

Technology: On rare occasion, I might ask you to bring your laptop or e-reader to class. Otherwise, all tech. devices must be off and out of sight when class starts. When we do use laptops, email notifications and the like must be turned off to minimize distractions. If you use technology for purposes other than classwork during class time, you may be denied the privilege of using technology for the remainder of the term.

Professionalism in the classroom: While class discussion may be relatively informal at times, certain behaviors are inappropriate because they suggest disrespect for participants and a lack of engagement. Examples include engaging in side conversations when someone else has the floor, speaking over others, tardiness, packing up your things before the end of class, wearing pajamas or slippers to class (OK—that's just my pet peeve, but it can be distracting), excessive yawning, nose-picking, and you can probably think of others. Put in more positive than negative terms, please be on time, be respectfully engaged, and eat meals and snacks before or after (not during) class time. (Beverages are fine).

Attendance: I expect you to come to class every day and to participate constructively. Because our class format will be based on discussion and workshops, you'll learn most from being fully present and engaged. Any absence after two missed class periods (not days) will result in the automatic diminishment of your final grade by ½ letter grade.

I do not distinguish between excused and unexcused absences, so I advise you to save these two class periods for illness, travel, co-curricular events, and other times you might really need them. Perfect attendance will work in your favor should your final grade be a borderline percentage.

Coordinating Co-Curricular Activities and Religious Observances: Although I do not distinguish between excused and unexcused absences, if you have a sports or other co-curricular activity scheduled that could interfere with your ability to attend class, or plan to observe a religious holiday, please notify me at the beginning of the term and provide me with a schedule of events. You should also secure the support of a fellow student to take notes for you and communicate with you accurately about the class period you missed. At your request, I will also meet with you before or after that class period to discuss possible accommodations.

Deadlines: Because getting behind on the block plan can be fatal, I typically will not accept late papers, and I do not grant extensions except for true emergencies (e.g., hospitalizations). If you find yourself falling behind, talk with me about it as soon as possible, and I will help you to strategize.

Academic Integrity: Plagiarism is using others' words, research, or ideas without crediting them fully and accurately, and it is a serious academic offense. Plagiarism can include writing a classmate's paper, stealing (or buying) an essay and submitting it as your own, cutting and pasting from the internet, or mis-paraphrasing an article that you document. Cheating includes receiving unauthorized assistance in class discussions or exams (e.g., relying on crib notes rather than your own reading). We will talk more in class about what constitutes plagiarism and cheating and how to avoid them. Whatever the form, know that you are ultimately the person responsible for maintaining academic integrity. If you plagiarize or cheat, whether it is intentional or not, **you'll receive an F as your final course grade and I will document the incident with the registrar**. Feel free to ask me questions any time about properly documenting sources, or the distinction between collaboration and cheating. Also see "College Policies" above, and consult *The Compass*.

SCHEDULE (SUBJECT TO CHANGE)

- Morning sessions are from 9:00-11:00, and afternoon sessions are from 1:00-3:00 (Cole Library) unless otherwise indicated below.
- Readings are underlined below. Have them read before the class period where they are listed, because this date indicates when we'll discuss the readings in class. For example, GGG Pt. 1 is listed for Mon., Sept. 5, so you are responsible for completing it *before* 9 AM on Sept. 5. Tip: Don't count on having enough time over lunch to do afternoon readings—better to use free lunch periods to read for the following day.
- Field trips—wear practical, closed toe shoes. Hats and water bottles are good ideas. And when visiting bees, have long hair pinned up or in hats; I also recommend long sleeves and trousers that you can tuck into socks if you want to participate in inspections. Let me know prior to field trips whether you have a severe allergy to bee stings.
- Experiential Learning opportunities (including field trips) are marked below with a green “E” and class guests appear in BLUE.

WEEK I: Food Pollination; Writing for Change

	AM	PM
M Sept. 5	<ul style="list-style-type: none"> • <u>GGG-Pt. 2</u> • King Chapel Lecture • Student Introductions • Introduction to Syllabus and Moodle • Ted Talk: Maria Spivak, “Why Bees are Disappearing” 	<ul style="list-style-type: none"> • Film screening: <i>More Than Honey</i> • Taking Film Notes • Finding an argument
T Sept. 6	<ul style="list-style-type: none"> • (Moodle pdf) <u><i>Bee Declines Driven By ... in Scienceexpress, 26 Feb 2015</i></u> • (Moodle link) PAN-UK Facts Sheets –(1) “General Overview”; (2) “Different Routes of ... Exposure”; (3) “Sublethal and Chronic Effects” 	<ul style="list-style-type: none"> • <u>GGG – Ch. 10; Pt. 1</u> • Understanding assignments, with Jennifer Haigh • Using rubrics • Getting started
W Sept. 7	<ul style="list-style-type: none"> • (Moodle pdf) <u>Documentary Films</u> • Understanding film terminology 	<ul style="list-style-type: none"> • Writing about films <p>6:30-8:00: Drafting workshop with Christy Ralston. Bring laptops and meet in Cole Library classroom. Optional.</p>
Th Sept. 8	<ul style="list-style-type: none"> • Experiential: Meet at 8:30. Mt. Vernon Walkabout: Rain gardens (with Andy McCollum) 	<ul style="list-style-type: none"> • (Moodle pdf) <u>Writing in English</u> • Due: Draft 1 of Paper 1. (2 printed, stapled copies; 4 double-spaced pages)

	and Bee Inspections (with Marin Dettweiler) Bring notepad and pen, and see note above on dressing for bees.	<ul style="list-style-type: none"> • <u>Bring photograph (or detailed written description) of your lunch plate from Bon Appetite.</u> (no judgment! 😊) • Peer Review Draft Workshop
F Sept. 9	<ul style="list-style-type: none"> • <u>Wendell Barry, “Pleasures of Eating”</u> (Google to locate) • (Moodle link) PAN-UK Facts Sheet - <u>“What Can Farmers Do...”</u> • Experiential: Departure at 8:15, Behind Cole Library for Field Trip to Abbey Hills Farm with Laura Krause. Bring notepad and pen and dress to do farm work with closed, sensible, water-proof shoes. We’ll return by 11:15. 	<ul style="list-style-type: none"> • No afternoon class—use as writing time. • Papers Due at 4:00. Upload to Moodle. Must be formatted in MSWord or as RTP or will be considered late submission. Then celebrate getting through your first week of college by spontaneously participating in a scheduled campus activity! Or by sleeping? Chocolate? Up to you, but do something nice for yourself.
WEEK 2	BRING LAPTOPS each AM and PM:	
M Sept. 12	<ul style="list-style-type: none"> • Due: Experiential Learning Paper • (Moodle pdf) <u>Proposal to Mount Vernon City Council</u> • Designing Civic Engagement Projects with Katie Holmes • <u>Bees, chs. TBA</u> 	<ul style="list-style-type: none"> • Understanding the Assignment, with Jennifer Haigh • Doing a Close Reading • <u>GGG: Part 3.</u>
T Sept. 13	<ul style="list-style-type: none"> • Mid-term Exam • <u>Bees, chs. TBA</u> • (Moodle pdf) <u>Literary Devices</u> • Marking up passages • Questions for annotations. 	<ul style="list-style-type: none"> • <u>Bees, cont.</u> • Group time to work on civic engagement project proposals.
W Sept. 14	<ul style="list-style-type: none"> • Experiential: Ebert’s Bees, with Adam Ebert. Meet at 8:50 behind Cole Library. • Due: Civic Engagement Project Proposals 	<ul style="list-style-type: none"> • <u>Bees, chs. TBA</u>
Th Sept. 15	<ul style="list-style-type: none"> • <u>Bees, chs. TBA</u> 	<ul style="list-style-type: none"> • <u>Bees, cont.</u>
F Sept. 16	<ul style="list-style-type: none"> • (Moodle pdfs) Alternative literary representations of bees, with Jenn Rouse 	<ul style="list-style-type: none"> • No class. • Paper 2 Due at 4:00. Submit to Moodle as before.
WEEK 3:		
M Sept. 19	<ul style="list-style-type: none"> • Due: Experiential Learning Paper 	<ul style="list-style-type: none"> • Locating (and citing) credible sources in

	<ul style="list-style-type: none"> • (Moodle pdf) <u>Definition of mathematical modelling</u> • Experiential: Explaining CCD to non-biologists, with Tyler Skorczewski and MAT students. <p>7:00-8:00, Christy Ralston, office hours, location TBA</p>	<ul style="list-style-type: none"> • science, with Amy Gullen. • Creating annotation links.
T Sept. 20	<ul style="list-style-type: none"> • Reading science articles, with Jessica Johanningmeier • (Moodle links) <u>Popular and scientific articles on sleep-deprived bees.</u> 	<ul style="list-style-type: none"> • Reading science articles, cont. • Due: Bring selected article, three paper copies, with a typed list of questions about your article.
W Sept. 21	<ul style="list-style-type: none"> • Due: Summary of science article • Film Screening: <i>Ulee's Gold</i> <p>7:00-8:00, Christy Ralston, office hours, location TBA</p>	<ul style="list-style-type: none"> • 1:00-4:00, Individual conferences.
Th Sept. 22	<ul style="list-style-type: none"> • Peer Review workshop • DUE: Draft 1 of paper 3. 	<ul style="list-style-type: none"> • Responding to consultants' queries about bees.
F Sept. 23	<ul style="list-style-type: none"> • Experiential: Honey extraction 	<ul style="list-style-type: none"> • No class—writing time
WEEK 4		
M Sept. 26	Civic engagement project time	<ul style="list-style-type: none"> • Civic engagement project time
T Sept. 27	<ul style="list-style-type: none"> • "Consultant" reports on CCD mathematical modelling, with MAT students • Due: reports on service projects • Report on upper-class research on pollinators by BIO students 	<ul style="list-style-type: none"> • Civic engagement project time
W Sept. 28	Due: Final reports on group projects	No class.

COLLEGE-WIDE EDUCATIONAL OBJECTIVES

This course will foreground the educational objectives in bold below:

Inquiry: Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.

Reasoning: Students will evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.

Communication: Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.

Intercultural literacy: Students will connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.

Ethical behavior: Students will recognize personal, academic, and professional standards and act with integrity.

Citizenship: Students will collaborate with others and contribute in their communities and the larger world.

Vocation: Students will discover and prepare for the range of opportunities and challenges that await them beyond their college experience.

Well-being: Students will respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.

SOME BASIC REQUIREMENTS FOR SUCCESS

This time of year, the internet is full of lists called “how to succeed in college” and the like. I encourage you to check them out. Here is my list of basic requirements for succeeding in this (and future) course(s):

Class

- Attend every class.
- Be on time for class.
- Participate thoughtfully in class discussions and listen to peers as well as your professor.
- Complete all assignments on time.
- Do homework during daylight hours.
- Study the readings, from the start, as though you will have to teach them to others—what is the main point? what do you fully understand? What do you not yet understand? what vocabulary is new? what questions do you have that will help your comprehension? what responses do you have, at least based on your initial reading/studying? what do you want to know more about?
- Visit with your professor.

College Life

- Eat breakfast daily—including protein.
 - Manage your time intentionally, and align how you spend your time with your values and goals.
 - Set academic and personal goals for the block and semester that include but go beyond course requirements, and reevaluate them at the ends of each semester .
 - Value sleep: get a good 8 hours of sleep each night.
 - Utilize academic support services regularly—not just in a crisis or as required.
 - Socialize—risk meeting new people, including people who are not, on the surface, like you.
 - Explore—keep an eye out for campus events and attend something at least twice a block (a dance, a meeting of the chess club, etc.) that would surprise those who think they know you best.
 - Schedule time for exercise and stick to it, even if it’s just a daily evening walk to catch Pokemon. If you’re an athlete, you have this one covered, so invite your classmates and faculty to see your games and encourage them to get outside, and schedule time for reading-for-fun.
 - Cultivate curiosity and an open mind.
 - Write something every day, and learn to love eating leaves. Plenty of vitamins.
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