

Post-Catastrophic Ecologies
ENG 185.10A: M/W/F; Humanities Hall, CONF; 10:45-11:50 am

Instructor	McKenna Rose
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Course Site	afterlives.mckennarose.org
Office Hours	M 12-2 & by appointment, Oxford Library

Course Description

For decades now, legislatures and activists have been warning the public that ecological catastrophe is imminent. But what if the crisis that these warnings seek to forestall has already happened? What if we are already living after ecological catastrophe? Since the last century the [Global Mean Sea Level](#) has risen 4 to 8 inches; 2016 is on its way to being the [hottest year on record](#); [biodiversity](#) has fallen below "safe" levels; and the [sixth mass extinction](#) is well underway. These are just some events that suggest humans have permanently altered life on earth. To investigate how life means after ecological catastrophe, in this course we will read, watch, and listen to texts from multiple genres, time periods, and geographic regions. Texts include, but are not limited to *Silent Spring*, *King Lear*, and *The Walking Dead*. Over the course of the semester, you will write and administer your own websites on which you will publish required projects such as essays, infographics, videos, and a series of short multimedia blog posts.

Domain of One's Own

Post-Catastrophic Ecologies is a registered [Domain of One's Own](#) course. Domain is a digital pedagogy project in which you are required to own and administrate your own websites that function as a component of curricula, professional portfolios, social media databases, and community outreach platforms. You are required to pay \$12.00 for server space and a domain name of your choice. The Emory Writing Program hosts your name and server space. No prior experience with web design or digital authoring is required for successful completion of course work, and all major class projects work will be published to the web and available to reading publics beyond the class and university.

Outcomes	Description
Critical Reading	Students will develop their ability to read texts closely and critically, focusing first on understanding before moving to evaluation.
Critical Writing	Argument: Students will develop their abilities to compose, organize and support academic arguments in order to engage in ongoing intellectual conversations. Revision process: Students will understand that good writing is the result of a process of planning, drafting, receiving and giving feedback and revision.
Research	Students will develop their abilities to find evidence using library and other resources. Students will develop their abilities to incorporate their findings into academic arguments and to document their sources.
Oral Expression	Students will develop, through informed conversation, the ability to speak clearly and persuasively about the texts they study. Students will improve their oral communication skills by delivering a formal presentation.

Course Texts (Find text below in the bookstore or online)

Carson, Rachel. *Silent Spring*. Boston: First Mariner Books, 2002.

Shakespeare, William. *The History of King Lear* (1608 Q1). Oxford World's Classics. Ed. Stanley Wells. Oxford: Oxford University Press, 2000.

Assignment Sequence	Value	Description
Website & Blog	20%	From the start of the semester you will be responsible for building a WordPress website where you will publish all major assignments, as well as a series of blog posts that respond to assigned prompts.
Reading Quizzes	10%	Periodic quizzes over the course of the semester designed to help you retain and organize information from the reading that you will develop in the writing assignments.
Infographic	10%	The goal of this design project is to render a topic drawn from the first set of readings in visual iconography. You'll publish your visual rendering to your sites with a short reflection.
First-Person Essay	10%	A 1,500-2,000-word first person essay that incorporates key terms and concepts drawn from in-class reading with your personal experience, published to a static web page and developed through images/page design.
Literary Analysis	20%	A 3,500-4,000-word argument driven literary analysis essay developed through close analysis of <i>The History of King Lear</i> and written in response to assigned prompts, published to a static web page and developed through images/page design.
Presentation	20%	A 10x30 slideshare presentation in which you make an argument or draw attention to an ecological catastrophe drawn from both course content and also your own research. For full credit you will convert your presentation into a slideshow with an audio track, and upload it to a static webpage with a short head note and a works cited.
Participation/Attendance	10%	Please arrive to class on time, with all reading and writing assignments completed, and then contribute significantly to class discussions and workshops.

Grade Scale	Description
A 4.0 A- 3.7	Extremely high quality work, effort, and performance beyond minimum requirements. Excellent attendance and substantial contributions to discussions.
B+ 3.3 B 3.0 B- 2.7	Well-written work that continues to improve. A level of effort and performance beyond minimum requirements. Good attendance and contributions to discussions.
C+ 2.3 C 2.0 C- 1.7	Generally competent work and a level of effort that meets course requirements. Regular attendance and contributions to discussions.
D+ 1.3 D 1.0	Work that is uneven in quality or suggests incompetence. Irregular attendance and minimal contributions to discussions.
F 0.0	Incomplete or unacceptable work. No real effort to participate in class discussions. Four or more absences.

Universal Design and Accessibility

Issues of accessibility are an integral component of instruction for all students. While students should disclose non-standard needs in keeping with guidelines provided by the Office of Disability Services in order to have those needs augmented by digital tools such as voice to text software or close captioning, the course recognizes the extent to which all students are “multiply situated learners” (Price 88). As such, the course emphasizes shared strengths over remediation.

Late or Missing Assignments

All work is due on the date and at the time specified on the calendar. Late work may not be accepted. If you know you will be absent the day a paper is due or a quiz given, please let me know in advance. Whether the absence is planned or unplanned, you will be responsible for getting the paper to me on time, and we will need to make the appropriate arrangements, including your provision of a documented excuse.

Attendance

0-3 missed day(s)=100, 4 missed =50, 5 missed =0, 5 or more=may fail course. Please keep track of your own absences. You are marked late if you more than 10 minutes late. All religious holidays excused if you let me know in advance. **Attendance policy is non-negotiable.**

Plagiarism

Cheating and plagiarism are serious violations of the Student Academic Honesty Code. Plagiarism is briefly defined as intentionally passing off sentences, paragraphs, or entire papers written by someone else as your own original work. Submitting papers already written and submitted in other courses also constitutes academic dishonesty. We will discuss how to adequately document sources early in the semester to avoid any infractions.

Electronics

Since we are composing multimodal throughout the course, I encourage you to bring a laptop to every class. Please note that laptops are required on Digital Writing Workshop days and on days blog posts are due.

Writing Center Domain Support

Please consider setting a up tutoring session at the Oxford [Writing Center](#). By talking with a tutor, you can gain perspective over the purpose, design, and usability of your digital texts, and the choices you make as a writer. The Writing Center is located on the second floor of the Oxford Library.

Course Website

The class website, which contains the course description, outcomes, required texts, policies, and the calendar is afterlives.mckennarose.org. Please note that the course calendar, assignments, and texts are subject to change over the duration of the semester, and while the course site will be updated to reflect changes, the paper syllabus will not.

Content Warning

Walking Dead, the text we will cover in the last month of class, contains violent imagery. If you find the content of the show triggering in any way, accommodations can be made.

Calendar

(Please note: all assignments are due on the dates listed and calendar is subject to change)

W, Aug 24	Introduction National Geographic Greendex Calculator Sustainability Infographics
F, Aug 26	Nixon, " Scenes from the Seabed " (263-270)
M, Aug 29	Nixon, " Scenes from the Seabed " (270-280)
W, Aug 31	Register a for Domain Digital Writing Workshop Last day to add, drop, swap
F, Sept 2	Clark, " Nature, Post Nature " (75-81) Email me your URL
M, Sept 5	Labor Day — No Class
W, Sept 7	Clark, " Nature, Post Nature " (81-87) Reading Quiz
F, Sept 9	Digital Writing Workshop Blog Post
M, Sept 12	Nature Walk: Meet at William's Trail Head Infographic due
W, Sept 14	Carson, <i>Silent Spring</i> (Chapters 1-3, 1-39)
F, Sept 16	Carson, <i>Silent Spring</i> (Chapters 10-11, 154-187) Reading Quiz
M, Sept 19	Carson, <i>Silent Spring</i> (Chapters 12-13, 187-219) Blog Post
W, Sept 21	Carson, <i>Silent Spring</i> (Chapter 14, 219-245)
F, Sept 23	Carson, <i>Silent Spring</i> (Chapter 15, 245-262) Reading Quiz
M, Sept 26	Carson, <i>Silent Spring</i> Farm Tour: Meet at Oxford College Organic Farm
W, Sept 28	Carson, <i>Silent Spring</i> (Chapter 16, 262-277) Writing Workshop
F, Sept 30	Carson, <i>Silent Spring</i> (Chapter 17, 277-297) Personal Essay Due Posted to Blog as .pdf by 5:00 pm

M, Oct 3	Courtney Baron, class visit Digital Citizenship (reading TBA) Writing Workshop
W, Oct 5	Graff, " He contends: Using the Templates to Revise " Writing Workshop
F, Oct 7	TBA
M, Oct 10	Fall Break—No Class
W, Oct 12	<i>King Lear</i> , Introduction (1-3; 31-48)
F, Oct 14	<i>King Lear</i> , Scene 1 (99-116)
M, Oct 17	<i>King Lear</i> , Scenes 2-4 (116-142) Reading Quiz
W, Oct 19	<i>King Lear</i> , Scenes 5-6 (142-152)
F, Oct 21	<i>King Lear</i> , Scene 7 (152-177) Blog Post
M, Oct 24	<i>King Lear</i> , Scenes 8-12 (177-198) Reading Quiz
W, Oct 26	<i>King Lear</i> , Scenes 13-15 (198-216)
F, Oct 28	<i>King Lear</i> , Scenes 15-19 (198-228)
M, Oct 31	<i>King Lear</i> , Scenes 20-23 (198-256) Reading Quiz
W, Nov 2	<i>King Lear</i> , Scene 24 (256-275)
F, Nov 4	Literary Analysis Workshop Blog Post
M, Nov 7	Cohen, "Undead (A Zombie Oriented Anthology)" (397-405) Literary Analysis Essay Due
W, Nov 9	Cohen, "Undead (A Zombie Oriented Anthology)" (405-410) Reading Quiz
F, Nov 11	<i>Walking Dead</i> , Ep. 1 Presentation (Example)
M, Nov 14	<i>Walking Dead</i> , Ep. 2 Blog Post Presentations

W, Nov 16	<i>Walking Dead</i> , Ep. 3 Presentations
F, Nov 18	<i>Walking Dead</i> , Ep. 4 Viewing Quiz Presentations
M, Nov 21	Thanksgiving — No class
W, Nov 23	Thanksgiving — No class
F, Nov 25	Thanksgiving — No class
M, Nov 28	<i>Walking Dead</i> , Ep. 5 Presentations
W, Nov 30	<i>Walking Dead</i> , Ep. 5 Presentations
F, Dec 2	Digital Writing Workshop Presentations
M, Dec 5	Digital Writing Workshop Presentations
M, Dec 12	Final projects due