

## Exploring American Wilderness First-Year Seminar: Fall 2016

**Instructor:** Professor Holley Friedlander

**Office:** Tome 235

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**Office Hours:** Tuesday 1:30-3:00 PM, Thursday 10:00-11:30 AM, and by appointment

**Class Meetings:** Monday/Friday 11:30-12:45 in Tome 227

**Writing Associate:** Kate Mnuskin '19, Email: [mnuskink@dickinson.edu](mailto:mnuskink@dickinson.edu)

**Library Liaison:** Jessica Howard, Email: [howardj@dickinson.edu](mailto:howardj@dickinson.edu)

### Required Texts:

- *Writing Analytically (7th edition)*, D. Rosenwasser and J. Stephen
- *Into the Wild*, Jon Krakauer
- *Encounters with the Archdruid*, John McPhee
- *Flight Maps*, Jennifer Price
- Additional readings will be available on Moodle

### Course Description:

This seminar investigates issues related to wilderness the United States. The course is split into three sections: defining, managing, and accessing wilderness. In the first part of the course we ask, what is wilderness? Is it a place? an idea? synonymous with nature? How does our definition affect what we perceive as appropriate policies for wilderness? Next, we explore how wilderness is managed in the United States. Should wilderness areas be preserved or developed, and why? Are recreational opportunities the primary value of wilderness? Finally, we look at access to wilderness in America. Who is wilderness for? What groups have been historically underrepresented in conversations related to wilderness? What effects may these exclusions have on society and the environment? Throughout the course, we will emphasize connections with sustainability.

*This is a writing course.* Although issues related to wilderness will serve as our source of content, the main goal is for you to develop *skills* that will serve you throughout your time at Dickinson.

### Learning Goals:

The First-Year Seminar (FYS) introduces students to Dickinson as a “community of inquiry” by developing habits of mind essential to liberal learning. Students will:

- critically analyze information and ideas in the texts we discuss;
- examine issues from multiple perspectives;
- discuss, debate and defend ideas, including one’s own views, with clarity and reason;
- develop discernment, facility and ethical responsibility in using information;
- create clear academic writing.

### What is Expected of You?

#### Readings/Preparation:

In order for our meetings to be successful, it will be important for you to do the following:

(taken from the book, *Peer Instruction for Astronomy*, by Paul J. Green, p. 29)

1. READ. Come to class prepared to discuss the material.
2. RISK. Be open with your opinions and your questions. Listen to and encourage everyone's ideas so they can take risks too.
3. RELAX. Don't take criticism of your own ideas personally. Change your mind when the evidence shows that you should.
4. RESPECT. Act toward your peers as you would have them act towards you. Be civil. Be charitable.
5. REASON. Play the skeptic, but be critical of reasoning, ideas, and data -- not of people.
6. RESTATE. Try to paraphrase another's explanation in a way that makes sense. Focus on coming to the best possible answer.

Reading assignments will be posted each week on our Moodle course page. You should complete all readings *in advance* of the class day in which they will be discussed. Be sure to check Moodle frequently so that you know what is expected of you at each class.

You will often be asked to respond to short writing prompts prior to class. These prompts will be listed on Moodle under the label "Writing Assignments". You will submit your (short, around 200-300 word) responses electronically. The purpose of these low-stakes writing assignments is to help you engage with and better understand the readings, organize your thoughts, and prepare for class discussion. These assignments will be graded for completion throughout the semester. Although your responses are not expected to be formal essays, they should show evidence of careful thought, directly address the prompt, and reference the relevant outside texts (when appropriate).

### **Journals**

Frequently, I will ask you to complete some form of a writing task in class in your journals. You will need to purchase a single-subject, college-ruled notebook to use as your journal. You are expected to bring your journal with you to every class. I will be collecting these throughout the semester for completion grades. I will *not* announce collection days ahead of time.

### **Papers**

We will have four essays due this semester: an analysis paper, a compare/contrast paper, an exploratory essay, and a research synthesis. More information on each assignment will be made available as the semester progresses. Each paper will go through the invention, drafting, feedback, and revising process. The process of revision and the ultimate success of the paper depend upon a thoughtful first draft as well as a polished final draft. For each paper, you will have ample time for writing the first version and for revising after receiving feedback on the draft. All papers (first and final versions) must be word-processed and meet standard format practices: double-spaced; 12-point font, pages numbered in the right hand corner, title and name on first page, date of submission. Throughout the paper, the citations and documentation style should follow the Modern Language Association (MLA) guidelines. Late papers (any work submitted after the official due date and time) will be penalized one half letter grade for each day late.

### **Information Literacy:**

Several times during the semester, you will have the opportunity to participate in a series of library learning modules, in which our library liaison, **Jessica Howard**, will introduce you to various aspects of the Dickinson College Library system and the research process. As part of these modules, you will complete brief homework assignments demonstrating your newly learned library skills.

**Attendance:**

Regular attendance and conscientious preparation for class are assumed and expected. Preparation, attendance, and participation are crucial to this course and your success in it. Your participation grade will be calculated based on the following criteria:

- You come to class *on time* having done the day's reading and submitted the associated written response (if assigned).
- You ask questions and respond thoughtfully to your peers. You enter the conversation without dominating or silencing others. (If you are concerned about your ability to speak up in class or worry that you may speak too much, please see me so that I can help you work on this.)
- You offer more than just personal opinion or anecdote – that is, you root your comments in the text we are discussing.
- You are present and engaged in every class. Using cell phones, tablets, or other devices to play games, check emails, send text message, etc. is distracting to the Professor and the class. If you are engaging with your electronics rather than the course content, you will lose participation points for that day.
- You attend peer review sessions with a complete and polished draft, having carefully read the drafts of your peers, and willing to help others improve their drafts. This is important. *For each scheduled peer-review session that you fail to attend, bring a rough draft to, and/or participate in, you will lose five points off of your final grade for the course.*
- You work collaboratively with people to achieve learning goals when you are placed in a small groups and peer-review groups.
- You complete the information literacy exercises assigned by our library liaison.

**Final Course Grade:**

Participation and Information Literacy Assignments	10%
Journals and Moodle Responses	10%
Essay 1: Analysis Paper	15%
Essay 2: Comparative Analysis	20%
Essay 3: Exploratory Essay	20%
Essay 4: Researched Synthesis	25%

**Dates for Major Assignments:**

Academic Integrity Tutorial: due **Monday 9/12**

Essay #1: First draft due **Fri. 9/16 by 5PM**, Peer-review outside class, Final draft due **Fri. 9/23**.

Essay #2: First draft due **Fri. 10/7 by 5PM**, Peer-review **Mon. 10/10**, Final draft due **Fri. 10/14**.

Essay #3: First draft due **Wed. 11/2 by 5 PM**, Peer-review **Fri. 11/4**, Final draft due **Fri. 11/11**.

Essay #4: First draft due **Sat. 11/26 by 5 PM**, Peer-review **Mon. 11/28**, Final draft due **Fri. 12/2**.

**Required Events:**

Field trip to Pine Grove State Furnace, **Saturday 9/10 at 10:30 AM**.

Field trip to Reineman Wildlife Sanctuary, **Saturday 10/1 at 10:30 AM**.

Film Showing: "An American Ascent," **Wednesday 10/19 at 7 PM**.

Film Showing: "Dante's Peak," **Sunday 11/13 at 7 PM**.

**Additional Events of Interest:**

Elizabeth Kolbert Lecture, "The Sixth Extinction," **Tuesday 9/20 at 7 PM**.

Blair Braverman Reading and Lecture, **Monday 10/24, time TBA**.

## Additional Course Policies

### Plagiarism:

If I suspect a student of cheating, copying/plagiarizing, or allowing other students to do, I am obligated to bring the incident to the attention of and to follow the procedures established by the College. Consistent with Dickinson College's Community Standards, cheating of any kind may lead to disciplinary action, for which the standard sanction is a failing grade in the course. Submission of someone else's written work or using sources without proper credit is unacceptable. Enrollment at Dickinson represents a commitment to abide by the College's principles of academic integrity. Please read Dickinson's plagiarism and academic integrity policy, available at:

[http://lis.dickinson.edu/library/documents/Academic\\_Integrity\\_Info.pdf](http://lis.dickinson.edu/library/documents/Academic_Integrity_Info.pdf)

*Don't risk an academic integrity violation! If you have questions regarding this policy or need help understanding citation guidelines, come see me.*

### Academic Integrity Tutorial:

All first-year students and other students new to Dickinson College are required to complete the Academic Integrity tutorial on Moodle. *Students who do not complete this instruction by the deadline will have a hold placed on their accounts that prevents them from requesting courses during the mid-fall registration period for spring courses.*

To fulfill this requirement, students should:

- logon to Moodle through Gateway.
- select the course entitled "Academic Integrity Tutorial – 2016."
- read the directions and click on the link entitled, "Join the Conversation: Work Honestly and Use Information Responsibly" to begin the tutorial.

Students receive credit only after completing the entire tutorial, answering all questions, and clicking the "Submit" button.

**DUE DATE Monday, September 12, 2016 no later than 8 AM.**

Please direct questions about the Academic Integrity tutorial to Christine Bombaro in the Library at [bombaroc@dickinson.edu](mailto:bombaroc@dickinson.edu)

### Electronic Communication:

Our weekly schedule and all assignments will be posted on our Moodle course page. Make sure to check Moodle frequently for the most up-to-date information. In addition, I will use your Dickinson email account to send updates and reminders related to our course and for advising purposes. It is important that you check your Dickinson email account at least once per day to avoid missing important messages from me or your other instructors.

Email is the best way to get in touch with me. Please email me from your Dickinson email account. During the week, I will usually respond to emails within twenty-four hours. If you email me on a weekend, I will usually respond by the following Monday at noon. Please keep this timeline in mind when emailing me and prepare accordingly.

## Where You Can Go for Help

### Office Hours:

My office hours (listed on Page 1) are an opportunity for you to discuss any aspect of the course or advising-related issue. *You do not need an appointment to attend office hours.* During my scheduled office hours, my first priority is talking with you. Drop in any time. If you are unable to attend my regularly scheduled office hours, I will be happy to set up an appointment with you at another time. Please *email me* to set up an appointment.

### The Writing Center:

Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. In our course, we have a dedicated Writing Associate, **Kate Mnuskin**, who is able to provide this kind of feedback. However, for other courses, or if you would like additional help in this course, Dickinson's trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor's preferred documentation style, understand and respond to professor feedback, edit your writing – among other things. You can walk in or call and make an appointment at (717) 245-1620 (or 245-1767 for foreign language writing). For more information about hours and procedures, visit the web: <http://www.dickinson.edu/academics/resources/writing-program/content/Writing-Center/>

### Reference Librarians:

The library employs several reference librarians, trained professionals who help library users find information needed for papers and other projects. Reference librarians can help you find sources (books, articles and more), improve your research strategy, critically evaluate information, and cite sources properly. If you start at the Writing Center, their offices are on the parallel wall. The reference librarian on duty has a little red flag hanging from the top of the door. The liaison librarian for our course is **Jessica Howard**.

### Accommodations for Disabilities:

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented.

The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or [proctoring@dickinson.edu](mailto:proctoring@dickinson.edu)). Address general inquiries to 717-245-1734 or email [disabilityservices@dickinson.edu](mailto:disabilityservices@dickinson.edu). For more information, go to [www.dickinson.edu/ODS](http://www.dickinson.edu/ODS).

### Time Management and Study Skills:

Dickinson's Office of Learning Skills offers workshops and peer-tutoring to help with time-management, and organizational and/or study strategies. Stop by their office in 106 Dana Hall, contact 717-245-1734, or email [learningskills@dickinson.edu](mailto:learningskills@dickinson.edu) for more information.

### Disclaimer:

I reserve the right to change this syllabus during the semester. I will announce any changes in class and place a new syllabus on our course Moodle page.