

### Course Outline

**Purpose:** This is a reading and writing, history and philosophy, survey course exploring the relationship between God, nature and man. The student will be exposed to an environmental world-view through lectures, readings, research and reflection. The focus will be on philosophy and environmental ethics such as anthropocentrism, biocentrism and ecocentrism, preservation, conservation, Christian stewardship, creation care and sustainability.

**Student Outcomes:** Expected student outcomes will be to:

- 1) Understand the history and development of environmental thought,
- 2) Identify important authors and works in the development of environmental thought,
- 3) Investigate philosophies and ethics that support environmental action,
- 4) Acquire an understanding of an environmental world-view and the complexity of interconnections within environmental issues,
- 5) Understand the role and diversity of non-governmental organizations (NGO's),
- 6) Establish ethical personal stances on complex issues, and
- 7) Increase awareness of detail and place.

**Textbooks:**

- 1) Taylor, David, ed. (2006). *Pride of Place; A contemporary anthology of Texas nature writing*. Denton, Texas: University of North Texas Press. (Primary source)
- 2) Finch, Robert & Elder, John, Eds. (2002). *The Norton Book of Nature Writing*. College edition. New York, NY: W.W. Norton & Company. (Primary source)
- 3) de Steiquer, J.E. (2006). *The Origins of Modern Environmental Thought*. Tucson: The University of Arizona Press. (Secondary source)

**Learning Opportunities:**

- To read primary and secondary environmental sources.
- To think critically in establishing personal positions on complex environmental issues.
- To communicate and dialog with others in written (position papers) and oral forms (class presentations/ discussions).
- To reflect and write on personal experiences with place.
- To be aware of Non-Governmental Organizations (NGO's).
- To interpret problems and solutions in the field using a Christian environmental worldview.
- Objective and Subjective test format will be used for midterm and final exams.

**Evaluation and course assignments:**

(approx. %)

|                                   |      |        |
|-----------------------------------|------|--------|
| • Three papers (3@100)            | 50%  | 300pts |
| • Midterm and final exams (2@100) | 33%  | 200pts |
| • Assignments                     | 8%   | 50pts  |
| • Attendance                      | 8%   | 50pts  |
| • Total                           | 100% | 600pts |

| Percentage | Letter Equivalent |
|------------|-------------------|
| 100-92     | A                 |
| 91-83      | B                 |
| 82-74      | C                 |
| 73-65      | D                 |
| 64-below   | F                 |

**Class Time:** Class time will involve lecture, discussion, presentations and learning activities designed to help make connections and discover interrelationships with the thoughts of others.

**Paper Due Dates:** (3@100points)

Position Paper #1 2/11(wk5) one paper copy

\*Position Paper #2 3/25 (wk10) \* Writing-Intensive paper. Turn in two paper copies

Place Paper #3 4/29 (wk15) Electronic copy and paper copy

**Attendance:** 50 points of your final grade.

Assumption: Class attendance (in Body and Mind) is expected, and will be recorded.

This class will meet 14 times this semester. No class 1/21, Martin Luther King Holiday.

Policy: Three unexcused tardies equal one unexcused absence. Two weeks (two classes) of unexcused absence will invoke a point penalty for attendance. Also, indirectly, it may negatively affect your presentations, discussions and assignments and therefore your final course grade. More than 4 weeks (four classes) unexcused absence may result in a W (withdraw). If you have a personal problem affecting attendance please discuss it early with the facilitator.

Unexcused Absence: This is when you are **not** attending a funeral, representing ACU in an approved activity (i.e. sports, debate, professional conference, etc.) or are sick under a doctor's care.

Evaluation:

|                           |           |
|---------------------------|-----------|
| 0 to 1 unexcused absences | 50 points |
| 2 unexcused absences      | 40 points |
| 3 unexcused absences      | 20 points |
| 4 unexcused absences      | 0 points  |

**Examinations:** (2@100 =200points)

Midterm (3/4) and Final (5/6) Exams will be comprehensive (over everything covered in class), objective (true/false, multiple choice, matching, fill-in the blank) and subjective (short answer and essay). Portions of each exam will be open book.

**Writing-Intensive Course:**

This course has been designated as the writing intensive course in the Environmental Science major. This means that you will turn in the second position paper in duplicate. I will evaluate one copy and a group of professors from across the campus will evaluate the other. My evaluation will impact your grade in this class. The other evaluation is for our SACS (Southern Association of Colleges and Schools) accreditation process. ACU states in the official catalog that graduates are effective writers in English and this is our method of proving that statement. The University and I appreciate your willingness to submit an example of your writing for use in this process of validating our university's stated goal.