Please attach/submit additional documents as needed to fully complete each section of the form.

**I. COURSE INFORMATION**

Department: Environmental Studies  
Course Number: ENST 373A

Course Title: Nature Works: Writing About Nature & Environment

Type of Request: New  One-time Only  Renew*  Change  Remove

Rationale: ENST 373A has been offered each year, with the GenEd A designation, since 2005, and was last renewed as A course in 2012. It is a popular, successful course with EVST BA majors (satisfying UD elective requirement) and with students from other depts., most particularly CRWR, and it is a required course for EVST BA majors completing the Environmental Writing and Literature focus area within EVST. It is unique at UM: CRWR expressive arts courses offer writing instruction in non-fiction, but ENST 373 is more specific in that it offers students foundational instruction in creative non-fiction writing focused on nature and the environment. In the larger world, this genre has a long history and it is currently more vibrant and diverse than ever. If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

**JUSTIFICATION FOR COURSE LEVEL**

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

The EVST undergraduate curriculum has been carefully designed and is reviewed annually by EVST Faculty to meet a challenging balancing act: how best to serve a large undergraduate major cohort (n=150) with limited faculty resources (7 FT tenure/TT), all of whom also teach graduate courses each semester in our large cohort (n=50) M.S. program. Our undergraduate curriculum needs regular 300-level elective course options for our major requirement of a minimum of 9 credits of UD EVST elective. At the same time, it remains important to maintain full enrollment for our electives, which acknowledging the Expressive Arts content and focus of ENST 373 as an "A" Gen-Ed course helps to do, attracting students from other areas as space is available. This acknowledgement of the artistic and expressive essence of ENST 373 also helps meet the needs of the significant number of sophomore/junior transfer students who are starting a new major here with EVST. In the compressed time they have to complete, it’s very helpful to have an option for them to meet the A Gen-Ed while taking an EVST UD elective. These logistical, strategic, curricular concerns are important to the EVST undergrad major, its students, and its faculty. Given that ENST 373 is squarely within the Expressive Arts criteria, that in its pedagogical approach to students writing about the environment it is foundational and introductory within the EVST Program, and that it is also comparable in workload and expectation with many other 300-level courses, the EVST faculty believes these considerations and needs justify an exception to the normal practice of Gen Ed courses being numbered at 100-200 level.

**II. ENDORSEMENT / APPROVALS**

* Instructor: Professor Phil Condon  
  Phone / Email: x2904 / phil.condon@mso.umt.edu  
  Signature:  
  Date: 2/16/16

Program Chair: Professor Phil Condon  
Dean: College of Humanities & Sciences  
Signature:  
Date: 2/16/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.
III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives. See Preamble.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

1. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

1. Express themselves in the making of an original work or creative performance.

2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.
VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Student original work (3 essays & significant revision of one) is assessed, qualitatively, by the instructor, based on the complex, nuanced, essentially unquantifiable artistic and aesthetic judgments of the instructor, a writer and author of 4 books and dozens of published essays, and creative writing teacher of students at levels spanning high school to grad school. The instructor responds to each original student work comprehensively, in writing, and orally during class workshop discussion, bringing to bear all he has learned from a lifetime of writing and teaching writing. The kinds of overlapping, recursive criteria at play as he does so include, but are not limited to, originality, clarity, unity, shape, rhythm, voice, intention, sense of audience, care with language, and effort.

2. As the primary course focus is original student work and student workshop critiquing of same, there is not adequate time for a detailed historical survey or analysis of the genre and its sub-genres and forms, in terms of outside readings that comprehensively provide such background. (This survey and analysis is emphasized thoroughly in a “companion” course, ENST 335L, Reading and Thinking about Nature & Environment.) However, the required textbooks and assigned readings in 373A do reference the primary, basic forms of nature/environmental writing, and the instructor brings his familiarity and understanding of those forms to each workshop discussion and each individual response to original student work, pointing out which forms are in evidence and how their features are adhered to and/or transgressed, whether intentionally or otherwise. The instructor assesses student understanding of these basics of form in students’ oral and written critiques of and responses to their classmates’ works, and in terms of each student’s progression as a writer in this genre as they complete 3 successive original essays and the significantly revision of one.

3. These two interwoven skills—critique of their own written work and of that of others—are modeled, encouraged, fostered, and critiqued by the instructor on a near daily basis in ENST 373A. The instructor assesses student critiques, both written and oral, as students progress throughout the course, tailoring such assessment to each student’s growing abilities. The goal is always to broaden the student’s repertoire of critique, for others’ works, and for their own, and to constantly point out how the two work together and how growth in understanding how to approach others’ works can and will lead to growth in approaching one’s own work. It’s a complicated, overlapping, individualized process, not easily available to quantitative measurement, but helping each student develop these skills is of constant importance to and receives the instructor’s consistent attention throughout the course.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. A basic goal is for every student to improve their writing and critiquing skills over the course of the semester. Students start at wildly different levels of language competence, of background reading, and of comfort with their own creative abilities. The instructor tries to tailor all instruction to the individual with these critical differences in mind, with the overall goal and expectation that all will improve. In 10 years of experience with the course, this is true of every student who commits serious effort—about 90%.

2. Overall goals are for at least half the students to genuinely surprise themselves with their own creative writing abilities, and in the process gain considerable confidence in same. In 10 years of experience with the course, this is usually closer to 75%.

3. Overall goal is for all students to gain a greater level of basic language competency, in terms of their ability to draft, revise, proofread, and edit. In 10 years of experience with the course, the percentage who do so is about 90%.

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

General themes in written student evaluations of the course over a long period are the following:

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
NATURE WORKS: Writing about Nature & Environment

EVST 373 A,W  Spring 2017  Phil Condon  T/TH 12:40-2pm

Rankin 104 Hrs: M/T/W/TH 2:30-3:30 pm & by appt.  Contact: phil.condon@mso.umt.edu & 243.2904

Natural History of Now. (NHN) 2012.

E-RES at ML for EVST 373: password = works

Course Purposes & Learning Goals/Outcomes: To gain practice and confidence in all the processes of writing--observing, researching, inspiring yourself, making notes, drafting, shaping, revising, reading aloud, editing; to identify your own writing tendencies, both strengths and shortcomings, and to make the most of each; to understand how you, and others, read and respond, and to integrate this awareness into your writing. The General Education Expressive Arts Perspective Learning Goals are incorporated as follows: Students will express themselves in the making of original nature/environmental essays; students will understand the forms that have shaped the genre of nature writing; students will learn how to constructively critique the quality of their own work and that of others.

Primary Writing: Minimum combined total of 5000 words (+ 300 wds/pg = +17 pgs) in 3 essays as follows:
Essay#1: 750-1500 words due Tues 2/28
Essay#3: variable length--to make total of all 3 = minimum 5000 words--due Mon 5/8
Also, a significant revision, after workshop discussion & instructor response, of either E#1 or E#2--your choice after consultation--due Tues 4/25. We’ll discuss at length in class what makes a revision significant.

Required Format on all 4 major writings (Check these 6 points off each time you turn in an essay):
1) Double-Spaced
2) Double-Sided (for class copies)
3) 1" Margins l/r/t/b & 12pt font
4) (working) Title
5) Wordcount included on essay
6) Pages Numbered (By Hand OK)

Other Writing: (handwritten is OK for all of these except #1):
1—WW weekly writings (1 page typed double-spaced—anything from in-class writing or your journaling;
2—a writing & reading journal that includes a) in class writings, b) notes & Q’s on assigned outside readings
  c) notes and work for your 3 essays, d) anything else that can be a resource for your essays;
3—at least 1-paragraph responses to all student essays read for class (on the essay or separate--for the writer)
4—a field journal (pocket size) of outdoor notes including phenology & natural history observations Jan-May

Reading: About 45 student essays for workshops (read each at least twice, write one-paragraph minimum comments/questions, sign your name on copy); outside readings in TIS, NHN, & ERES as assigned.

Other: Attend at least 4 live readings/events from Wild Mercy Readings, Tuesdays 7pm Feb-March, &
other live readings on campus or in town as announced. Write a brief 1-paragraph response to each reading
you attend within 1 week. (If you have a class or job conflict, tell me and we’ll look for other arrangements.)

Writing Grades: I base these on my best writer’s and teacher’s judgments, using many overlapping and
interdependent criteria such as creativity, clarity, unity, originality, shape, rhythm, sound, technique, voice,
intention, sense of audience, care with language, and effort. I don’t put letter grades on writing, but I respond comprehensively in writing and in class. Ask me any time for a tentative, current course grade.

Course Grade Determination: Total of 4 main writings = 2/3 (approx. 1/6 of course grade each*)
Attendance, participation, preparation = 1/3 (attendance affects all of these)

* 3 essays & 1 revision = about 1/6 each, but the different lengths & your overall progress will be considered
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<tr>
<th>Wk#</th>
<th>Dates</th>
<th>Class Work</th>
<th>Reading &amp; Work Due On This Day</th>
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<tr>
<td>1</td>
<td>T 1/24, Th 1/26</td>
<td>Syll, Schedule, Bks / Intros / ICW Discuss Rdfs / ICW / S&amp;S Q’s</td>
<td>ER; Journaling, Peterson, Jensen / NHN: Scanlan</td>
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<td>2</td>
<td>T 1/31, Th 2/2</td>
<td>Discuss TIS &amp; Rdfs / ICW Discuss Rdfs / WW</td>
<td>TIS Intro &amp; Chap 1 / NHN: Raboin &amp; Nelson TIS Chap 3 / ER: Ray &amp; Doerr / WW</td>
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<td>3</td>
<td>T 2/7, Th 2/9</td>
<td>Discuss TIS &amp; Rdfs / ICW Discuss TIS &amp; Rdfs / WW</td>
<td>TIS Chap 5 &amp; 7 / NHN: Koshere &amp; Engelfried TIS Chap 9 / ER: Essays &amp; Ryder WW</td>
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<td>4</td>
<td>T 2/14, Th 2/16</td>
<td>Discuss TIS &amp; Rdfs / ICW Discuss TIS &amp; Rdfs / WW</td>
<td>TIS Chap 8 / ER: Dark Moon; Taming GH’s TIS Ch 10 / NHN: Lanzoni / ER: In&amp;Out WW</td>
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<td>5</td>
<td>T 2/21, Th 2/23</td>
<td>PSM Q’s; E#1 in pairs / ICW Discuss Rdfs / WW / E#1 Returned</td>
<td>PSM TBA / NHN: Sheridan / ER: Titles E#1 (1 copy) TIS: Chap 14 / NHN: S. Call WW</td>
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<td>6</td>
<td>T 2/28, Th 3/2</td>
<td>WS E#1 / ICW WS E#1 / WW</td>
<td>R&amp;R to 3 classmates’ essays E#1 copies R&amp;R to 3 classmates’ essays WW</td>
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SPRING BREAK March 20-24: Correct E#2 and prepare copies / Work on E #3 / Work on Revision

| 9   | T 3/28, Th 3/30 | Discuss Rdfs / ICW Discuss Rdfs / WW / E#2 Returned | Rdgs TBA Rdgs TBA | E#2 (1 copy) WW |
| 10  | T 4/4, Th 4/6  | E#2 WS / ICW E#2 WS / WW | R&R to 3 classmates’ essays R&R to 3 essays Bring 2 Journals 1/29-4/10 E#2 copies |
| 11  | T 4/11, Th 4/13 | E#2 WS / ICW E#2 WS / WW | R&R to 3 classmates’ essays R&R to 3 classmates’ essays WW |
| 12  | T 4/18, Th 4/20 | E#2 WS / ICW E#2 WS / WW | R&R to 3 classmates’ essays R&R to 3 classmates’ essays WW |
| 13  | T 4/25, Th 4/27 | Discuss Rdfs / Crse Evals Rev WS (2 groups) | Rdgs TBA / Revision E #1 or E #2 copies R&R to 3 Revisions |
| 14  | T 5/2, Th 5/4  | Rev WS (2 groups) Rev WS (2 groups) | R&R to 3 Revisions R&R to 3 Revisions Bring 2 Journals 4/11-5/9 |

F. Wk Mon 5/8 E#3 Due, 1 copy: minimum word count of 5000 minus total word count of #1 + #2 Sign-up for Tue-Fri (5/9-12) for Individual Conferences in place of final exam period