ENGL 1495: Environmental Literature

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: 0
OJT Hours/Week: 0

Prerequisites:
This course requires the following prerequisite
   ENGL 1410 - Composition I

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 10 - People/Environment

Learners will explore the relationship between people and the environment through fiction, non-fiction, and poetry. Learners will examine environmental perceptions and values in American policy related to environmental issues and events. This ecocritical approach to literary texts will allow learners to consider how people’s relationship (cultural, political, economic, and historical) with the natural world, especially in contemporary American life, presents in literature and influences discourse about conservation and sustainability of the environment.

B. COURSE EFFECTIVE DATES: 05/11/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Gain knowledge of basic structure and function of natural ecosystems and the impact of humans on those systems.
2. Discern patterns of human interactions and relationships with nature through cultural, political, economic, and historical contexts.
3. Identify and respond critically to literary works and argumentative claims regarding nature, natural resources, and people’s relationship with nature.
4. Explain the historic role of American environmental literature (fiction, non-fiction, and poetry) on current institutions and discourse regarding natural resources and environmental challenges.
5. Connect personal experience of one’s relationship with the nature and environmental texts to environmental challenges.
6. Propose solutions to environmental challenges by responding in writing to literary texts about nature and natural resources.

D. LEARNING OUTCOMES (General)

1. Learners will develop an increased understanding of natural ecosystems.
2. Learners will discern patterns of human interactions and relationships with nature.
3. Learners will identify and respond critically to literary works and argumentative claims regarding nature, natural resources, and people’s relationship with nature.
4. Learners will explain the historic role of American environmental literature (fiction, non-fiction, and poetry) on current institutions and discourse regarding natural resources and environmental challenges.
5. Learners will connect personal experience of one’s relationship with the nature and environmental texts to environmental challenges.
6. Learners will propose solutions to environmental challenges by responding in writing to literary texts about nature and natural resources.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

Goal 10 - People/Environment
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted