## Educational Policies Committee

**Course Proposal Form**

Submit Twenty-four Copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.

<table>
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<tr>
<th>Department:</th>
<th>English</th>
<th>Proposed course number: 2230</th>
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**Course Title:** Literature and Community: Globalization

**Prerequisites:** English 1103 or equivalent

**Course Description:**
Organized around a specific theme (such as globalization, ecoliterature, etc), student will develop an understanding of the relationship between literature and contemporary society. This course focuses on close reading and analysis of literary texts as well as ethical questions raised by thematic content. It also includes a substantial service learning project with local organizations within the Piedmont Triad region. Students will be required to complete a minimum of 20 hours of work with community partners.

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Please answer the following:

- **Semester Credit Hours:** 4
- **Graded or Non Graded:** Graded
- **Course will be offered:** Fall _X_ Spring _☐_ Alternate Years Beginning? _☐_
- **Will this course be offered in the Evening?** Yes _☐_ No _X_ Do not know _☐_

This course is designed to be: (check all appropriate lines):

- _X_ a required course to satisfy the University Core Requirement in ____________
- ______ a Special Topics Course
- ______ an Honors course
- ______ an LR/CW course (LR/CW)
- ______ a Global Studies course (GBS)
- ______ a service learning course (SL)
- ______ new course
- ______ meets Area I requirement
- ______ meets Area II requirement

The following should be attached:

1. **Rationale** for the course: (a) How it supports the program. (b) If your course appears similar to other departments’ offerings at HPU, how is your course unique? (c) Similarity or uniqueness relative to courses at other institutions?
2. Do your attachments mention any related changes, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are significantly **revising a major**, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions - new courses which substitute for ones you are dropping, etc.
3. **Expenditures:** If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically require significant increases in library resources, please also consult with the Director of Library Services. **EPC approval of the proposal does not guarantee budgetary approval.**
4. If the changes affect other department(s), include the signed **EPC Departmental Consultation form(s)** in which they acknowledge they have been consulted in detail (their signature does not imply approval).
5. A thorough syllabus including:
• Course description  • course objectives (specific and clear)  • course texts and other reading requirements  • writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)  • special projects, research, etc. required  • grading scale and % of grade from each assigned area  • instructional facilities other than classroom/lab  • a tentative week-by-week list of course topics

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<td>Vice President for Academic Affairs</td>
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February 1, 2012

To: Dr. Rob Harger, Chair, Educational Policies Committee
From: Cara Kozma, Assistant Professor, Department of English
Re: General Education Literature Service Learning Course

The Department of English would like to propose a new service learning course, English 2230, that will fulfill the general education literature requirement. This course meets the standard department goals required of all general education literature courses, but also includes several goals that are specifically linked to the service learning aspect of the class.

This new course comes in response to several institutional contexts:

1. The call to increase academic rigor and quality as articulated in the new Strategic Plan;

2. The increased demand to develop courses with experiential learning components.
English 2230
Fall 2012, section 01
M/W/F; 10:30-11:20
Dr. Cara L. Kozma; ckozma@highpoint.edu; 336-841-9643
Office: Norcross 203; Office Hours: 11:30-1:30 M/W/F and by appointment

Course Description:
Organized around the theme of globalization, students will develop an understanding of the relationship between literature and contemporary society. This course focuses on close reading and analysis of literary texts as well as ethical questions raised by thematic content. It also includes a substantial service learning project with a local literacy organization. Students will be required to complete a minimum of 20 hours of work with community partners.

Course Goals:
To read texts closely and critically;
To analyze deeply and effectively;
To apply close reading and critical thinking in order to formulate and develop interpretive arguments both in writing and in oral discussion;
To communicate effectively through writing and other media;
To effectively engage with specific literary criticism;
To use various critical methods for interpreting texts;
To develop an analysis of the relationship between literature and contemporary society;
To develop collaborative projects that will reciprocally benefit students and community partners.
To critically examine one's own assumptions and values about social and ethical issues.

Service Learning Requirement:
All students in the course are required to spend 20 hours in service to the organization with which they are paired in the course. Before beginning your service hours, you will be introduced to representatives of the organizations, receive an orientation to service learning as a pedagogy, agree to the Service Learning Code of Professional and Ethical Behavior, and sign a Partnership Agreement. You must begin your service learning experience by September 2, as it is necessary for your first reflection.

All students in the course will be required to abide by the policies set forth by the HPU Service Learning Program in its Service Learning Code of Professional
and Ethical Behavior and Partnership Agreement. Failure to abide by these policies will be treated as a breach of the University's Honor Code and you may be referred to the Honor Council for punishment. You are expected to take the initiative to complete your required service hours and you are responsible for the penalties to your grade if you do not complete the hours.

Service learning is not an internship or simply volunteering – it is a pedagogical model that will deepen your understanding of the course material by exposing you first-hand to the ethical issues we discuss in class. You will perform service work that aids our local community and that service work will advance your thinking about ethics and education.

The following Venn Diagram illustrates the three central components of a service learning pedagogy and how it is different from other activities.

Our community partner this semester is Learning Together, which has High Point branches in the following locations:

Macedonia Resource Center/Head Start and Early Head Start Center
401 Lake Ave., High Point

Daniel Brooks Community Center/Early Head Start Center
1453 West Ave., High Point

The Service Learning Community Liaison working with our class is: TBA

**Required Readings:** These texts will be available through the High Point University. Additional course readings will be posted on the course Blackboard site.


**Grading:** Grades will be assessed according to the following model (1000 total points):

- Critical Article Assignment: 100 points
- Reflections: 150 points (50 points each)
- Close Readings: 100 points (50 points each)
- Quizzes: 200 points (20 points each)
- Essay: 200 points
- Final Project: 150 points
- Final Presentation: 50 points

**Grade Scale:**

- 940-1000=A
- 900-939=A-
- 870-899=B+
- 840-869=B
- 800-839=B-
- 770-799=C+
- 740-769=C
- 700-739=C-
- 640-699=D
- 0-639=F

**Assignments:**

**Critical Article Assignment:** For this assignment, students will use the library databases to find a critical article on the course text you were assigned. Each student will also make a 10 minute presentation to the class detailing the article’s topic and thesis, the textual evidence used to support the author’s argument, and your evaluation of the argument. A typed, double-spaced, response (around 500 words) to the article will be due in the Blackboard assignment folder on the day of your presentation.

**Close Readings:** For the close reading assignments, you will write a 250-500 word paper in which you will offer a close reading of an important passage in a course text. You must do close readings of passages from two different texts, and the passage should be no less than a sentence and no more than a paragraph long. You will find the due date for the close readings for each text listed on the syllabus. Additionally, you may incorporate material from your close reading assignments into your final essay.

**Final Essay:** An 8-10 page critical analysis essay in which students present an analysis of several of the literary course readings in relation to globalization.

**Reflection Assignments:** In the reflection assignments, you will write personally about your service learning work in relation to larger ethical questions about educational access and economic inequality in the era of globalization. These responses should be at least 500 words. Although you will be writing personally, pay attention to the quality of your writing and proofread your work. Strive to be concise and clear as well as correct.
**Final Project:** In conjunction with the instructor and community partners, students will develop final projects that will aid their community partner and may be used within the community.

**Final Project Presentation:** Students will make professional, detailed presentations of their final projects. In the presentation you will overview the service learning work they have done throughout the semester, and present a polished draft of the final project.

**Goodbye Letter or Thank-you Letter:** Copies will be given to the children and/or community partners you work with. Copies will also be submitted to the assignment folder on Blackboard.

Goodbye Letter: Tell your community partner at Learning Together as specifically and concretely as you can why you enjoyed working with them, what they accomplished, and what made you especially proud of them, and what you learned.

Thank-you Letter: Tell your community partner at Learning Together as specifically and concretely as you can what you learned from your work, what was most important to you and why, and what you hope you contributed to the organization and/or the community.

**Attendance Policy:** Attendance is vital in a class such as this one: missed days affect class discussion, your comprehension of the material, and the effectiveness of the course as a whole. You are allowed 3 free absences for personal or medical reasons before you will be placed on Attendance Probation. Arriving late or leaving early will equal half an absence. *If you have 5 absences, you will be dropped from the course.* You will not be allowed to make up quizzes or assignments unless you have made arrangements with me prior to the missed day. You are responsible for all assigned work even if you are ill. Please be on time; please stay for the entire class.

**Laptops and Cell Phones:** The writing classroom is a community based on mutual respect and the thoughtful exchange of ideas. In order for the class to function efficiently, it is imperative that we leave distractions at the door. To this end, *cell phones or any other personal communication devices are to be turned off and put away.* The instructor will have a phone for emergencies and will have access to the campus emergency system. Students expecting an important (emergency) call should notify their instructor. Sending text messages, making or receiving phone calls, and engaging in on-line social networking are all prohibited. Similarly, laptops are to be used only when completing specific in-class activities. Exceptions will be made to accommodate students with documented learning disabilities or differences. Instructors will issue one warning regarding the use of personal technology. If a student continues to use the technology inappropriately, the instructor may ask him or her to leave the class for the day and may mark the student absent.

**Statement on Academic Honesty and Responsibility:** All course work should represent a student’s best intellectual efforts. When this work is in the form of writing, the student-writer also has ethical responsibilities to the readers, both peers and public. Some of these responsibilities include, but are not limited to, amassing and evaluating relevant sources, appropriately using these sources, and acknowledging the use of these sources. The use of sources includes providing complete and accurate citations for all sources consulted and
used, whether paraphrased, condensed, or directly quoted. Each writer has a personal responsibility to engage in the entire writing process with integrity and honesty.

The Council of Writing Program Administrators offers a useful distinction between the misuse of sources and plagiarism. Misusing sources usually means “carelessly or inadequately citing ideas and words borrowed from another source.” Plagiarism means “submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source[.]” This distinction gets to the issues of culpability, intentionality, and degree of misuse. While a writer is always responsible for being accurate, clear, and honest, mistakes can and do happen. While such mistakes may lower a student’s grade on an assignment, they may also provide valuable learning moments for the student to grow as a writer. However, when a student’s actions are meant to deceive the audience – i.e., when the actions constitute plagiarism, as defined above – then the student demonstrates a deep disregard for the academic processes that govern the construction and mediation of knowledge. Please review the University Honor Code in the Student Handbook.

Your instructor is committed to helping each student recognize and work with academic conventions, and to providing each student with materials, teaching methods, and assignments that encourage original ideas and critical thinking. It remains the student’s responsibility to engage in course work ethically and honestly.

Students with Disabilities: Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Student’s need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.

Campus Writing Center: The Writing Center, on the fourth floor of Smith Library, provides writing assistance at any stage of the writing process, from invention through revision, for students at all levels, from freshman to graduate. The Center is staffed by student writing consultants and will be open Sunday through Thursday from 1:00 p.m. to 10:00 p.m., starting Tuesday, September 6th. Appointments for twenty-five or fifty-minute sessions may be made on the fourth floor of Smith Library at the Grades First kiosk using an HPU Passport or student ID number. Consultants at the Writing Center do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and personal writing styles. For more information, please visit the Writing Center in 430 Smith Library, or contact the Center’s Faculty Coordinator, Dr. Joe Goeke, at jgoeke0@highpoint.edu

Tentative Schedule: (Dates are subject to change.)

Reading and writing assignments are due the day they are listed on the syllabus unless otherwise stated.

Week 1: Aug. 22 Course Introduction
       Aug. 24 Read “Starfish Hurling and Community Service” – available on Blackboard
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<th>Week 2:</th>
<th>Date</th>
<th>Activity</th>
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<tr>
<td></td>
<td>Aug. 27</td>
<td>Read “Why Service Learning is Bad” – available on Blackboard</td>
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<td>Aug. 29</td>
<td>Meet Community Partner and make schedule</td>
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<td>Aug. 31</td>
<td>Read Putnam, Robert. “Thinking about Social Change in America” (ch 1: Introduction) – available on Blackboard</td>
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<td>Week 3:</td>
<td>Sept. 3</td>
<td>Read Friedman <em>The Lexus and the Olive Tree</em> excerpt – available on Blackboard</td>
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<td>Sept. 5</td>
<td>Read Pico Iyer chapter 1 “The Burning House”</td>
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<td>Sept. 7</td>
<td>Read Pico Iyer chapter 3 “The Global Marketplace”</td>
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<td>Week 4:</td>
<td>Sept. 10</td>
<td><strong>Reflection 1 Due</strong>/ Critical Article Assignment Discussion</td>
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<td>Sept. 12</td>
<td>Read Rodriguez <em>A Long Walk to Freedom and Democracy</em> – available on Blackboard</td>
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<td>Sept. 14</td>
<td>Read “How to Judge Globalism” on Blackboard</td>
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<td>Week 5:</td>
<td>Sept. 17</td>
<td>Smith Library Session; Read Rose chapters 1-2</td>
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<td>Sept. 19</td>
<td>Read Rose chapter 5</td>
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<td>Sept. 21</td>
<td>Read Rose chapter 6</td>
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<td>Week 6:</td>
<td>Sept. 24</td>
<td>Read Anzaldúa chapters 1 and 2</td>
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<td>Sept. 26</td>
<td><strong>Critical Article Presentations</strong></td>
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<td>Sept. 28</td>
<td><strong>Reflection 2 Due</strong>/ Close Reading Discussion</td>
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<td>Week 7:</td>
<td>Oct. 3</td>
<td>Read Yamashita: Monday</td>
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<td>Oct. 5</td>
<td>Read Yamashita: Tuesday</td>
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<td>Oct. 7</td>
<td>Read Yamashita: Wednesday</td>
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<td>Week 8:</td>
<td>Oct. 1</td>
<td>Read Yamashita: Thursday</td>
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<td>Oct. 3</td>
<td>Read Yamashita: Friday</td>
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<td>Oct. 5</td>
<td>Read Yamashita: Saturday</td>
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<td>Week 9:</td>
<td>Oct. 8</td>
<td>Read Yamashita: Sunday</td>
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<td>Oct. 10</td>
<td><strong>Critical Articles Presentations</strong></td>
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<td>Oct. 12</td>
<td><strong>Close Readings Due</strong></td>
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<td>Week 10</td>
<td>Oct. 13-21</td>
<td><strong>Fall Break</strong></td>
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<td>Week 11:</td>
<td>Oct. 22</td>
<td>Read Roy chapters 1-3</td>
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<td>Oct. 24</td>
<td>Read Roy chapter 4-5</td>
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<td>Oct. 26</td>
<td>Read Roy chapter 6-7</td>
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<td>Week 12:</td>
<td>Oct. 29</td>
<td>Read Roy chapter 8-9</td>
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<td>Oct. 31</td>
<td>Read Roy chapter 10</td>
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<td>Nov. 2</td>
<td>Read Roy chapter 11</td>
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<td>Week 13:</td>
<td>Nov. 5</td>
<td><strong>Close Readings Due</strong></td>
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<td>Nov. 7</td>
<td><strong>Critical Articles Presentations</strong></td>
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<td>Nov. 9</td>
<td>Final Project Discussion</td>
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<td>Week 13:</td>
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<td>Nov. 12</td>
<td><strong>Reflection 3 Due</strong>; Final Project Work</td>
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<td>Nov. 14</td>
<td>Read Daniel Alarcón's &quot;Flood&quot; – available on Blackboard</td>
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<td>Nov. 16</td>
<td>Daniel Alarcón's &quot;City of Clowns&quot; – available on Blackboard</td>
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<td>Week 14:</td>
<td>Nov. 19</td>
<td>Final Project Work</td>
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<td>Nov. 21</td>
<td><strong>Thanksgiving Holiday (No Class)</strong></td>
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<td>Nov. 23</td>
<td><strong>Thanksgiving Holiday (No Class)</strong></td>
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<td>Week 15:</td>
<td>Nov. 26</td>
<td>Writing Workshop</td>
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<td>Nov. 28</td>
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<td>Nov. 30</td>
<td>Writing Workshop</td>
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<td>Week 16:</td>
<td>Dec. 3</td>
<td><strong>Final Essay Due on Blackboard before class</strong></td>
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<td>Dec. 5</td>
<td>Last Day of Class/Presentation Rehearsals</td>
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<td>Dec. 6</td>
<td><strong>University Reading Day</strong></td>
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<td>Exam Period</td>
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<td><strong>Service Learning Project Presentations</strong></td>
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High Point University
Service Learning Program

Literature and Community: Ecoliterature
English 2230SL, Fall 2012

Dr. Karen Summers  
ksummer0@highpoint.edu
201 Norcross  
Office Hours: T TH 11:00-1:30
841-9348  
and by appointment

Course Description
Prerequisite: English 1102/3.
Literary responses to environmental concerns are as old as the issues themselves: deforestation, endangered species, loss of habitat, and rampant consumerism have all been appearing as controversial issues in Western literature for hundreds, and in some cases, thousands of years. This course will explore human connections to the environment, and especially to the natural world, in various literary works from the earliest times to the present. We will explore the ways that nature and the natural world are imagined through literary texts.

To do so we will consider texts ranging from creation stories to Shakespeare to Thoreau; from Kingsolver to contemporary; and also news reports, blogs, and film. Upon completion of this course, the student should be able to understand characteristics of ecocriticism—conventions, themes, and techniques—and to appreciate historical, intellectual, sexual, racial, and cultural issues influenced by the development of ecocriticism. In addition, the student will be able to analyze and articulate the significance of specific texts from the earliest times to the present, and to synthesize research and response to literary texts.

But we shall not stop there. As this is a topic of critical importance to our community, our nation, and our world, this course will employ a service-learning pedagogy to enable us to gain first-hand experience in and awareness of the issues raised by the selected texts. The course requires a commitment to 20 hours of service learning, which will help us become aware of and learn to think critically about issues of social and environmental justice (and injustices), and to define and refine an ethical perspective; in other words, we’ll use “green literature” as a lens through which we view these pressing social issues.

Could a greater miracle take place than for us to look through another’s eyes for an instant?
--Henry David Thoreau
Course Goals
To read texts closely and critically;
To develop an awareness of reading texts of all kinds as a metacritical act;
To apply close reading and critical thinking in order to formulate and develop interpretive
arguments both in writing and in oral discussion;
To analyze and understand the relationship between literature and community, using
meta-analysis to continually reflect on ethical issues encountered in both;
To develop a collaborative project that will reciprocally benefit both student and
community partner in lasting and meaningful ways;
To critically examine one's own assumptions and values about social, environmental,
and ethical issues.

Required Texts
Available at HPU Bookstore:
The Grapes of Wrath by John Steinbeck
Fast Food Nation by Eric Schlosser
Silent Spring by Rachel Carson
Walden by Henry David Thoreau
Nature by Ralph Waldo Emerson
Grace From the Garden: Changing the World One Garden at a Time by Debra L. Engle

Other texts which I will make available on Blackboard, including but not limited to:
"Why Service Learning is Bad" by John W. Eby
"Academic Service Learning: A Counternormative Pedagogy" by JPF Howard
"Starfish Hurling and Community Service" by Keith Howard
"The Historical Roots of our Ecological Crisis" by Lynn White
"The Garden" and the Mower and Garden poems by Andrew Marvell
"The World is Too Much With Us" by William Wordsworth

Service Learning Placements and Procedures
Students are required to spend 20 hours in service to our community partner organizations.
Before beginning service hours, we will be introduced to representatives from the organizations
and receive an orientation to service learning as a pedagogy. The work that you do for the
organization will illuminate the ideas raised in the texts, and what you learn from the texts will
likewise inform your service work. You are expected to dress and conduct yourselves in a
responsible, professional manner. This is not volunteer work; it is a commitment to serve, and
thus you must show up at your scheduled times. Others are counting on you.

Our community partners are:
Ward Street Mission http://www.wardsstreetmission.com/
Macedonia Family Resource Center http://www.macedoniacenter.org/

What's the use of a fine house if you haven't got a tolerable planet to put it on?
--Henry David Thoreau
Both of these organizations are located within five miles of campus. You may wish to drive by and familiarize yourselves with the neighborhoods, the driving routes, and the facilities themselves before your service work begins. You are encouraged to work with a partner; indeed, the Ward Street Mission requires that students work in pairs. If a classmate cannot go with you, you may bring a friend.

Course Requirements and Grading:

Midterm Exam 15%
Final Exam 15%
Semester Paper 15%
Final Project, including presentation to community partners and guests 25%
Service-learning experience reflective journal 30%

Specific, detailed information about these requirements, with due dates, is posted on Blackboard.

Grading Scale
A 90-100; B 80-89; C 70-79; D 60-69; F 59 and below

Attendance Policy:
There is a point at which a student’s absences simply prohibit him or her from being a true member of the class; i.e., from fully engaging in the course work. For English 2230, that point is three absences before midterm or five absences throughout the semester. Exceeding these numbers will result in involuntary withdrawal from the course. This is department policy and not negotiable except in the most extreme of cases, and only with approval of the department and administration. Please note that this is different from attendance policies of previous years.

Students with Disabilities:
Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact Rita Sullivan, Coordinator of Disability Support, rsulliva@highpoint.edu, 336-841-9061 for additional information.

Honor Code:
All students are honor-bound to refrain from cheating, collusion, plagiarism, and any other unbecoming conduct. Sanctions for violations in this course include the possibility of receiving a zero on the assignment involved, an F in this course or suspension from the university. ALL violations will be reported to the Dean of Academic Affairs.

Compassion, in which all ethics must take root, can only attain its full breadth and depth if it embraces all living creatures and does not limit itself to mankind.
—Albert Schweitzer
Campus Writing Center:

The Writing Center, 4TH Floor Smith Library, provides writing assistance at any stage in the writing process, from invention through revision, for students at all levels, from freshman to graduate. The Center is staffed by student writing consultants and will be open Sunday through Thursday from 1:00 p.m. to 10:00 p.m., starting Tuesday, January 17th. Appointments for fifty-minute sessions may be made by emailing writingcenter@highpoint.edu and listing three times when you are available to meet during the Writing Center's regular hours. Consultants at the Writing Center do not proofread or edit students' papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and personal writing styles. For more information, you may also visit the Writing Center or contact the Center's Faculty Coordinator, Dr. Joe Goeke, at jgoeke0@highpoint.edu or (336) 841-9633.

Policy on technology in our classroom:

No cell phone usage, texting, tweeting, paging, skyping, etc. allowed in the classroom. Please do not use laptops for social networking, playing Angry Birds, or viewing youtube. If you have a facebook emergency, leave the classroom to take care of it. Consider that over-reliance on technology and the distractions that it can bring may be responsible for some of our more careless attitudes and destructive behaviors.

‘Green Man’ roof boss, Winchester Cathedral (Britain), c. 1400
A word about service learning at HPU
Universities, high schools, and even middle schools are increasingly offering classes with service learning components. Students, parents, teachers, and community partners overwhelmingly report that the service learning experience yields positive benefits to all parties. High Point University's service learning program distinguishes itself by its focus on ethics. Pushing ourselves to think honestly about what ethics means and how the service work and literary texts work together to illuminate issues facing our community is hard work. It's not something that you can do in an hour and be finished with. Instead, it is a semester-long if not a life-long process. Thinking people constantly reflect on what they have learned, seek new ways to apply this knowledge, and make connections between everything they experience.

The Reflection Journal
To accomplish this, we will use the techniques of meta-reflection and meta-journaling, among others. This will help us to not only answer questions raised by the literature and the service work, but also to ask questions. You will have a great deal of individual responsibility in this class, which includes taking the time to think deeply about your experiences. I will begin the semester by giving specific prompts for your journal entries, and then turn the task of discerning what you need to write about over to you. You'll have at least ten entries throughout the semester, followed by a summative entry at the end. As you see from the course requirements, this activity is worth 30% of your grade because of the depth of thinking and reflecting that it requires. I will read and comment on each one. Entries should address the ways in which the service work helps your understanding of the texts, and the ways that the texts inform your reading; your reactions to what you have read and done (and why this matters); and the role that ethical thinking plays.

Final Project
Early in the semester you, your community agency, and I will discuss possibilities for your final project. It will be based largely on the work you perform over the semester. Final presentations of your project will be done in groups or pairs; your audience will consist of your classmates, the community partners, and the public. It is therefore appropriate to dress in business attire and to practice and rehearse before the presentation. It should describe the work you did and then go into depth on one issue that you feel illustrates the depth of the ethical and practical issues encountered in the community service agency. The presentation will be evaluated on the following criteria:
- Rigor of reflection on your service learning experience
- Understanding and analysis of the ethical issue
- Creativity of the presentation
- Professionalism and polish of the presentation
Schedule
Readings are due on the day listed. BB = Posted on Blackboard.

August
22    Introduction to Class
24    Introduction to Service Learning
      “Academic Service Learning: A Counternormative Pedagogy” BB
27    Visit from community partners; work assignments and hours
      “Why Service Learning is Bad”
      Drop-add ends; last day to drop class without record
29    “Starfish Hurling and Community Service” BB
31    creation myths
      “Paradise Lost, Book 9” BB

September
3     “The Historical Roots of our Ecological Crisis”
      The importance of reflection
5     The idea of the garden
      “The Garden” BB
7     *Grace from the Garden* chs. 1-4
NOTE: YOUR COMMUNITY SERVICE HOURS MUST BEGIN THIS WEEK
      (OR BEFORE—BUT NO LATER)
10    *Grace from the Garden* chs. 5-7
12    *Grace from the Garden* chs. 8-end
14    literary tools
      Reflection 1 due
17    “The World is Too Much With Us” BB
19    critical approaches
21    library visit
      Reflection 2 due
24    *The Grapes of Wrath* chs. 1-9
26    *The Grapes of Wrath* chs. 10-17
28    *The Grapes of Wrath* chs. 18-end
      Reflection 3 due

October
1     Documentary: Flow
3     cont’d
5     “The Effect of Community Service Work on the Moral Development of College
      Ethics Students” BB
      Reflection 4 due
8     semester paper topic workshop
10    midterm review
12    Midterm Exam
      Reflection 5 due
Fall Break
Fall Break
Fall Break

22 Nature pp. 1-78
24 Nature pp. 79-end
26 "Green Man Hopkins," poetry by Gerard Manley Hopkins BB
   Last day to drop with a grade of W
   Proposal for semester paper due
   Reflection 6 due

29 Walden Introduction, pp. 1-56
31 Walden pp. 57-end
2 semester paper workshop
   Reflection 7 due

November
5 Fast Food Nation pp. 1-77
7 Fast Food Nation pp. 78-110
9 Fast Food Nation pp. 111-end
   Proposal for final presentation of project due
   Reflection 8 due

12 Silent Spring chs. 1-6
14 Silent Spring chs. 7-11
16 Silent Spring chs. 12-end
   Reflection 9 due

19 semester paper workshop; revision
21 Thanksgiving; no class
23 Thanksgiving; no class

26 Selected poems by Robert Frost BB
   Reflection 10 due
28 Preparation for final projects
30 Presentations of final projects

December
3 Presentations of final projects
5 Last day of class; review for exam, wrap-up
6 Reading Day
7 Final Exam, 1:30-4:30 p.m.
   Semester papers due