ENGL 2341: Forms of Literature-Climate Fiction (*Revised syllabus*)
Dr. Susan (Suz) Tyrrell
Fall 2023-FRLD 280-1:00-2:20
Susan.Tyrrell@unt.edu
Student Office Hours: by appointment
(Informal office hours immediately after class)

Required Texts

Holsinger, Bruce. *The Displacements* (2022) (*Dr. Reis*)
Millet, Lydia. *A Children’s Bible* (2020)

PDFs*

- Anson, April, Cassie M. Galentine, Shane Hall, Alexander Menrisky, and Bruno Seraphin. *Against the Eco-Fascist Creep* (2022)
- First National People of Color Environmental Leadership Summit. “Principles of Environmental Justice”

*All PDFs are available on Canvas under “Files”

Course Description

This course will prepare you to understand literature and articulate your understandings with carefully analyzed evidence and culturally relevant connections. We will practice analysis and interpretation of works representing some of the major genres such as prose, fiction, poetry, drama, and film, which we will support via engagement with terms and conventions associated with introductory-level literary criticism.

In keeping with our semester’s wicked problem, through the lens of the various forms of literature we encounter, we will confront and deconstruct the false dichotomy constructed between the environment and humanity. The literature we read will lead us to new understandings regarding the climate crisis and the extent to which affects everyone on earth…unequally—and based on
race, class, nationality, socioeconomic status, and more. Our goal will be to come to an understanding of the systemic nature of the climate crisis, to be able to recognize that while our personal actions indeed matter as we confront and seek to mitigate climate change, responding individually is not the most effective course of action in the face of a systemic crisis.

**Learning Objectives for Forms of Literature**

Having successfully completed this course, students will be able to:

1. Identify important elements and formal features of literature.
2. Perform close readings that analyzes literary devices and their effects in a passage.
3. Illustrate how the themes and details in literature may critique cultural or political trends.
4. Compare themes and details in two or more literary texts to generate ideas about the genre.
5. Develop and defend an original thesis.

**A Note Regarding Syllabus Revision**

I recognize that it is not easy having a professor adjustment mid-course. As your new professor of record for the semester, I am, of course, responsible for teaching, grading, and ensuring that you continue to be educated with the material you need to both read and analyze literature, follow the ENGL department requirements, NTN requirements, and achieve everything possible within those realms. To that end, I recognize that I am not Dr. Reis. She and I could not be the same people if we tried, and that’s okay. While none of the changes here is dramatic, one did have to be switched out in order to follow a required English assessment—don’t worry, it’s still cool!

Also, you may see some assignments modified to be more integrated with the Y2 grades instead of housed explicitly in English (we are working on this as a team). I have also adjusted the readings by dates a bit so that I can be present when we read one of the novels, due to a conference where I will be presenting some research and would have missed the discussion.

**Assessment**

- **Reading Quizzes & Annotation Checks:** 5%
- **Assignment One—Digital Chronicle/Journal:** 10%
- **Assignment Two—Spotify Playlist:** 15%
- **Assignment Three—Signature Ethical Conflict or Dilemma in Literary Work:** 20%
- **Rough Draft of Climate Resolution:** 10% (Subject to being moved to NTNY2 grade and being replaced with a different short assignment reflecting a 10% of work effort. I will give you at least 2 weeks’ notice of what that is)
- **Final Presentation:** 20% (this grade will be taken with some smaller assignments, which comprise the larger presentation grade)
- **Class citizenship:** 20% (Primarily taken from Harkness discussion grade- More information to come)

**Assignment Descriptions**
All assignments must be uploaded to Canvas by 11:59 pm of the due date in a readable file. If I cannot read it, I cannot grade it. If you can see it after upload, so can I. Canvas is magical that way.

Reading Quizzes & Annotation Checks

To ensure you’re coming to class prepared for our discussions, it’s important that you both read and annotate your reading—or mark up the pages—so that you can quickly and easily find important information when you look back and review a text during in class discussion and work on assignments. Annotating allows readers to engaging with ideas and issues directly through commenting, questioning, making connections, and noting other reactions.

Assignment One—Digital Chronicle

Our first novel, The Displacements, introduces us to an ongoing collaborative project, the digital chronicle of the Luna migration, which chronicles the migration of the IDP diaspora following Luna’s landfall. You will find contributions to this project throughout the novel. Your first assignment asks you to contribute your own chronicle to the project. This will require some imagination and some roleplaying. Imagine you are an IDP with a story to tell. Consider the following as you craft your script: Who are you? Where did you come from? What was your relationship to the storm? What was it like for you? How did you get evacuated and end up where you did (where did you end up)? What other commentary would you like to offer on climate change, climate justice, governmental response, displacement and migration, resilience, etc.? What does the future look like for you?

This assignment asks that you, in writing:

1. Introduce your name and profession or status
2. Provide introductory context for your contribution
3. Offer a transcript of your story in relation to Luna
4. For extra credit, you can record an actual audio recording and attach it to your file

Your transcript should total 700-800 words, or 3-4 double spaced pages

Assignment Two—Spotify Playlist

Your second assignment will require you to compile a Spotify/Apple or other similar type playlist that represents one of the texts we’ve read in unit two; likewise, you may choose up to three of the unit two texts and show a link between them thematically; you’ll need to include 8 (not 7) songs. You can take various approaches to this assignment. You may select songs that speak to the overall theme of the text. Once you create and name your playlist (be sure to choose an original title, as a title is as important as any other text), you’ll then need to compose a written document to accompany it. This document should explain each song choice in at least 75 words (this is per song, so that’s 600 words minimum, in your own words, and using some serious analysis here, not “I chose this song because it was cool and I liked the themes of trees being free to sing.” That’s all well and good, but consider if a middle schooler might be capable of writing that idea.
If so, then it’s not appropriate for a second year college student’s literature assignment! Answer the following questions:

- Why did you include the song?
- What literary elements did you see/ discern (look up the lyrics, but do not waste words citing them? If you cite, please add more words to your 75!
- Why does this song represent/symbolize/reflect an element of the text(s) you chose, and how?
- The final step of your assignment requires you to explain how the songs you’ve chosen come together to form a holistic idea of the theme you are presenting (100-200 words).

Word count: 700-800 words, or 3-4 double spaced pages.

Note: (By the way, like Dr. Reis says, I also am “not hip,” so you’ll need to explain these songs to me. In fact, I am old and uncool!)

For extra credit: Write a reflection of 200-250 words about why this topic (album title and associated songs) matter. Seriously, what is important about this? We are not studying this stuff because it’s theoretical; we’re studying it because people are deeply and profoundly affected by the impact, right? (Possible points: 7.5; you may receive all 7.5, which is 5%, or a portion—most, if not all, should receive full extra credit assuming a well-done execution and clear communication)

Assignment Three—Signature Ethical Conflict or Dilemma in Literary Work (UNT Core Assessment)

Because you have already done an amazing job on character journals, and because we are exploring an important issue leading up to FrisCOP!, your third assignment is designed to help you personally refine your views on Climate Migration, Refugees, and Ecofascism (though you are also welcome to incorporate the themes and ideas explored in Unit one and two here). Further, this assignment has a dual role, in that the ENGL department at the University of North Texas requires that all students in 2341 produce a paper that is thesis driven and addresses these elements. I think by the time we proceed to this part of the term, you will be eager to do this. It will be graded, but also be assessed with a rubric just like every student at UNT taking this class across the university. We will discuss this more later, but this assignment fulfills Texas Core Curriculum Objectives for this course in the following areas: Developing Critical Thinking, Communication Skills, Social Responsibility, and Personal Responsibility

Class Citizenship

In order to establish a respectable ethos as a serious scholar, and as a caring, thoughtful member of our discourse community in ENGL 2341, you will want to practice contributing frequently to class discussion (either in the form of comment or questions, as well as additional active listening). This also includes regular class attendance, arriving promptly, avoidance of class disruption by frequently leaving the room often, and other things that detract from seriously scholarly activity. While not every student is naturally a top English student (you should see me in math!), every student has the
ability to earn top grades in this realm. By coming to class prepared (having read your material, bringing a notebook you use exclusively for English—or a section where you accumulate notes for this class, as opposed to random scraps of paper you never see again)—and participating activities by listening, commenting, and asking thoughtful questions in our academic discourse, you will learn more than you imagined.

To this end, I use a method of discussion known as Harkness, more than anything. It builds on the principles of citizenship and both speaking and listening in some of the best ways. I will give you plenty of information on how to engage in this; please be aware that if you are a “quiet” type, you can still get a high “A” grade on this, and if you talk often, you can still do poorly by not allowing others to talk or by exhibiting a posture of “listening to answer” rather than “listening to understand.”

**Point Distribution Rubric**

Grading within Harkness, as well as other less formal discussions, is not much different in theory than the existing grading rubric that is in your syllabus; thus, I shall use this as a guide as well. Please note that since the grade is worth 20% or 200 points, which will be distributed through two points in the semester, one at the 8 week point and one at the final point, and we cannot know precisely the number of Harkness discussions we will have versus shorter informal discussions, etcetera, I am including the original descriptions here as a guide only.

A grades tend to **frequently** make thoughtful and relevant contributions to discussion; displays curiosity and asks questions to increase understanding; displays humility and a willingness to learn; exhibits active learning and is attentive (for example: stays off of computer, tablets, and phones during class discussion); is intellectually careful, and strives for accuracy; seeks and provides explanations, searches for deeper meaning; enacts open-mindedness; shows intellectual courage, and embraces struggle and difficulty; and responds respectfully to others’ comments.

B-C grades fall in the **sometimes** range of contributes to discussion; asks some questions to increase understanding; displays humility and a willingness to learn; exhibits active learning and attentiveness (for example: stays off of computer, tablets, and phones during class discussion); is intellectually careful, and strives for accuracy; seeks and provides explanations and searches for deeper meaning; enacts open-mindedness; shows intellectual courage, and embraces struggle and difficulty; and responds respectfully to others’ comments.

D-F grades **often** fails to contribute to discussion or ask questions; fails to display humility and a willingness to learn; fails to exhibit active learning and attentiveness (for example: stays off of computer, tablets, and phones during class discussion); is not intellectually careful, nor strives for accuracy; is closed-minded to differing opinions; does not show intellectual courage, nor embraces struggle and difficulty; and fails to respond respectfully to others’ comments.

NOTE: These will NOT be a surprise to you. It is very hard to fail this aspect of the course. If you miss class often, sleep, play on your phone, and read hardly anything, you will fail. But I’d wonder how you made it to Y2 anyway! If you show up, do your reading, listen to others and put your best effort forth even most of the time, you will be fine. I will always warn you if there is a problem. Unless you ignore your email, there won’t be a shock or surprise. I am pro-
communication and pro-help you succeed. All the things I have heard about this class are PRO-
POSITIVE!

**Course Policies**

**Attendance**

I understand that the occasional absence is a fact of life. You will have opportunities for activities, athletics, and performances that you will prioritize over a class meeting. That said, attendance is vital to your success in your college classes. Therefore, we have the following guidelines:

- The only excused absences are those outlined in UNT Policy 06.039. Please familiarize yourself with this policy.
- FISD activities are not the same as UNT activities and are not excused absences.
- Advanced planning is key! Look at your personal, family, and/or religious calendars at the start of the semester so you know of possible absences as soon as possible.
- It is up to you to request an excused absence with as much advance notice as possible.
- Students may not attend class using Zoom or similar technologies. They must be in person.

**Deadlines**

I take deadlines very seriously because life takes deadlines very seriously. I acknowledge that things may occur that impact us all; however, I do not accept late work as a regular habit. It is not an equitable policy to those around you who might sacrifice sleep, time with friends and family, or anything else, when realizing, “Oh, snap!” (yes, I am old!) “That’s due, and I have not started it.” To that end, if you have something legitimately documentable happen that would cause you to have a major assignment be late (if your appendix bursts—at this point, I figure you would rather do your work!), you should contact me, and let me know the situation. I will do my best to assist you. It is vital you contact me the moment you know there is a legitimate reason for something happening and are safe to contact me. I may ask for documentation. Please note that being sick suddenly is not adequate for not doing an assignment you have known about for three weeks, for example. That’s why you have three weeks’ notice.

If you are late in working with your team work, that creates a whole other set of dynamics. Frankly, that’s something I’d work hard to avoid when people count on you.

The great news: From what I understand about this class, none of this should be an issue. As a professor, it’s my responsibility to document my policies—even if I expect that you are smart, capable, and hard workers!

**Feedback/Grading**

I try to grade things as quickly as I can. Please realize that while I have been an English professor for basically as long as you have been alive (!), I am entering a class a few weeks in; therefore, I also need to learn the assignments you have completed that I did not assign, and catch up on the class itself. Thus, past grading may take a bit longer, but future grading usually takes 1-2 weeks. If
you see a grade in Canvas, that means I have graded it. You see what I see. I am quite transparent and don’t believe in keeping things from you, so just check. I may get to 3 papers one night, two the next afternoon, five the next night, and so on, as I go. If I get a paper that does not follow instructions, it may take me 45 minutes to write comments because I want to ensure I am giving helpful feedback. Sometimes someone does follow instructions but just needs a lot of feedback anyway, and I want to offer it. When this happens, I usually am done for the night after that paper. That’s not bad. You need an English professor to be fresh when grading papers—so your comments are not “fresh,” if you get me. There is simply no way to predict these things, but I like empty grading queues as much as you like to know your grades! Please also be aware my other two courses currently have 50 students each. After the first 8 weeks, I will both, 1) have a TA who is wonderful and trained and 2) have only one other course of 50. By then, just a couple of weeks from the transition here, I will have learned you and your past assignments, and hopefully have them graded. Let’s work together!

**Email and Canvas Submissions**

All work should be submitted through Canvas, and never submitted through email. First, I do not make a habit of downloading anything to my computer (and text-based submissions are a formatting disaster). So barring some bizarre technical situation where I explicitly request an email attachment, the only way to get credit (apart from in class work) is to submit via the Canvas assignment link.

**Electronic Devices**

Please use your eyes to look at each other and me. Please use your hands and a non-electronic pen to write notes and turn pages. While this seems old-fashioned, research shows this is the best way to embed material in our minds. Further, it is the best way to have discussions with other human beings. Currently millions of people don’t even know how to make eye contact and have mature discussions in our world. How can we address such important issues such as climate justice if we, in a room with fewer than 20 people, cannot stay off of a phone or other device for a mere 80 minutes?

NOTE: If you have a documented accommodation that requires you to use your device to take notes, please see me immediately and we can discuss the best way for you to do this while still remaining engaged in class discussion and avoiding distracting your classmates. Please also know that I am not testing you on our material since there are no formal exams, and most of the notes you need will be your own homework notes, so this brings less pressure on the whole class to feel the need to copy every word spoken, accommodation or not; however, if you have one, come see me and we will work together so you are able to have your needs met.

As with everything, exceptions can occur with cell phones especially. Maybe you have a loved one who was rushed to the ER as you were coming in from lunch. I hope this never happens, but if it does, this is when you should notify me in advance that you are waiting for an urgent call. I’ll then ask you to place your phone on vibrate in your pocket or on your chair, and to discreetly leave the room to take the call you’re anticipating or to respond to a text without disrupting the class.

**Classroom Disruptions**
Again, class is 80 minutes. That’s shorter than a movie. **I am not boring.** I don’t know if you will like me or dislike me. But most students do not call me “boring.” I feel certain you can keep your attention for 80 minutes. Your classmates are not boring. The content is not boring.

You may need to use the loo. You may have missed lunch and were afraid you were going to be late, and now you are ravenous. Or you may have been so ravenous, and now you are late. These things all happen. Deal with them. While some of you are adults (legally) and some are not yet, in this course you are in a university, and my university students should be treated as adults. When I taught middle school I had to hand students a big visible pass to use the loo. I had to call parents if they were late too much. I no longer teach middle school. Please act like the adult you are (or soon will be) and take care of your business subtly, discreetly, and without disrupting the class. Yes, if you are late, I still want you here. But if you are often late, I will add up that time (I have an exceptional memory for details) and count it as the absence you make it. You don’t need someone monitoring you. I don’t want to monitor you. So let’s just have class, read books and short pieces, and have incredible discussions so you can help change the world. Good deal?

**Assignment Formatting**

For all written work, please utilize **correct MLA style formatting**. You’ll need to include your name and the page number on the top right of each page, save for page one (i.e.: Tyrrell 1). Please also include a date and the course number (ENGL 2341). Use an MLA approved standard font, with all one-inch (1”) margins, and double-spacing. Please use correct in-text and end of paper citations. Please use them correctly, down to which punctuation goes on which side of the quotation marks. This is important. Some of you will go on to do undergraduate research (maybe even this year!) and when you submit papers for things like this, not knowing how to use a formatting style is a red flag to people vetting your applications. Same with specific college programs. Sure, you can get into the school you want, but what about a specific program within the school? MLA. Formal papers, as well as anything you turn in that was written outside class. Does that mean you need to cite all the songs on your playlist?

It sure does.

Fortunately, MLA style guides are free and widely available. By the time we get to Assignment 3, I will review this with you, though I know you have learned this in ENGL 1310 and 1320. You should [bookmark OWL at Purdue](https://owl.purdue.edu), which is such an excellent resource, I even used one of their versions when writing my PhD dissertation, and I graduated with a 4.0, so I am certain this is something you can do. I will, shortly, create lists of resources, including OWL on Canvas, so you have one-click access to all of them.

**Course Readings**

Please bring copies of your course readings to class each day when we read them, as well as copies of the articles/stories we read. Sometimes I will bring in outside supplements, and in those times, I may allow you to use a phone or electronic resource (with specific reason and not often!). Or I may simply pull something up in the classroom to help us gain deeper understanding and applications; most of the time, we are going to be looking at the texts and citing them.
Communication Expectations

Our primary tool for communication this semester will be via official UNT email. I am not allowed to send any personal information to your personal email accounts, so you must use your UNT email for this. Since I see you twice a week, usually you can also ask me if it’s a quick questions. You may email me at Susan.Tyrrell@unt.edu. I try to reply within one business day. If it’s a weekend, it may be Monday before I reply—I may even just pull you aside privately before or after class and reply if it’s easy to do that!

Checking Your UNT Email

You are each responsible for checking your UNT email accounts, along with your course Canvas pages! Please ensure you log in regularly so as not to miss any vital communication.

Canvas Announcements

I use Canvas announcements a fair amount. Please go into your settings and ensure that you have this set up to send those announcements to your email so you don’t miss anything. If there is ever a change, a class cancellation, a room move, or something urgent like that, that’s the first place I would tell you. But also, I would announce anything else related to class there too, as it’s the simplest way for me to reach a whole class at once!

Online Communication Tips

I am generally an easy to get along with type. I think you probably already know this about most of your professors! The pro-tip with me is simple, please be specific and not generic; that is, use some form of my name. My name is not “Professor” but it could be Professor Tyrrell, right? Honestly, most students have called me “Dr. T” for years now, and that is just fine. I like it a lot actually. It’s easy to get in the habit of saying “Hey” when you email someone and not addressing that person by any name at all. And if you said “Hey, Dr. T” to me, that wouldn’t be so bad! But saying “Hey” or “Hello” as if you are a marketer or spammer about to solicit a product is not a generally impressive communication skill.

My other major pro-tip is to be clear and up front without excuses. My favorite student emails over the years

My Policy on Recording Class and Copyright

My lectures and speech are protected by state common law and federal copyright law. They are my own original expression. *

* I do not authorize you to record me or my lectures in any capacity, or to provide your notes to anyone else in a commercial capacity. You may, however, share your personal notes with a classmate who was absent to help said classmate catch up. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form.
**Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.**

Students with **official accommodations** on file with the university to receive prior notes and/or to record my lecture are also bound by these **non-dissemination policies** as well. Again, I do not test, apart from reading quizzes that are on the spot, in this course, so you may not consider this as important for your needs, but please see me if this applies to you and let’s discuss how you wish to proceed.

**Use of AI for Class Assignments**

While I hope deeply you will avoid the use of AI in this class, especially after reading some of the utter junk it is producing and wonder why anyone thinks that “writing” is sophisticated (except maybe if you pay big bucks for the high end stuff and have lots of hours to train it—in which case your hours would be better spent writing it yourself), I hope we don’t have to address this. However, let me be clear: The use of generative AI writing tools (such as ChatGPT) is forbidden as a substitute for your own brain in this class. If you wish to use it for idea generation, and other simple tools, for which it does have some strengths, you must **acknowledge its use**. As your instructor, I will assume that any use of these tools will be only within the contexts the assignment allows (for instance, you can use ChatGPT for **brainstorming** if the assignment asks you to do so). You must acknowledge the use of AI in your assignment in an "Acknowledgement of AI Use" statement that:

- Specifies which technology was used and on what date (ChatGPT, GPT-3, etc.)
- Includes explicit descriptions of how the information was generated
- Identifies the prompts used
- Explains how the output was used in your work

Examples of such Acknowledgments of AI Use can be found on [Monash University's website](https://www.monash.edu). Failure to acknowledge any use of AI technologies in your work will be considered an academic integrity violation and addressed according to [UNT’s Academic Integrity policies](https://www.unt.edu). You are the author of your work for the course and authorship means you take responsibility for your words and claims, regardless of which tools you use.

**The following lists UNT Policies applicable to all university students**

**Academic Integrity Standards and Consequences**

According to UNT Policy 06.003, **Student Academic Integrity**, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).
Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

**Americans with Disabilities Act Accommodation Statement**

UNT makes reasonable and necessary academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter that you should provide me so that we can begin a private discussion regarding your specific needs and how I can best accommodate you. I recognize and acknowledge varied ability status, whether physical, neurological, or other, and I take accommodations seriously. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester so that we can map out the most beneficial course of action for our semester ahead. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, harassment, and harm. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. II. Optional Statements.

**Retention of Student Records**

I will retain student records pertaining to this course in a secure location. I will keep all records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family
Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Acceptable Student Behavior**

Student behavior should support the instructor’s ability to conduct a class as well as other students' opportunity to learn. If your behavior does not bolster our ethical learning environment for any reason, I will notify you verbally or in writing and may direct you to leave the classroom. Additionally, I may refer you to the Dean of Students to consider whether your conduct violates the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the UNT Policy Page.
**Reading and Assignment Schedule**

**schedule is subject to change at instructor’s discretion**

Color Coded Key: 
- **ENGL Assignment Introduction**
- **ENGL Assignment Due**
- **NTN! Assignment Due**

**Dr. Reis**
**Dr. Tyrrell**

**DR. REIS**
**Week One: Introductions**

8.21: Introductions

8.23: Kusch, Chapter 1: “Introduction: Thinking About Literature” (1-22) PDF

**UNIT ONE—Race and Climate Justice**

**Week Two**

8:28: “The Principles of Environmental Justice” PDF
   Schlosberg and Collins, “From environmental to climate justice: climate change and the
discourse of environmental justice” PDF
   **Introduce: Assignment One (Digital Chronicle/Journal)**

8:30: W. Malcolm Byrnes, “Climate Justice, Hurricane Katrina, and African American
   Environmentalism” PDF
   In-Class Activity: Asset Mapping

**Week Three**

9.4: *The Displacements*
   No Class—Labor Day

9.6: *The Displacements*

**Week Four**

9.11: *The Displacements*

9.13: *The Displacements*
   **9.14 (Thursday): Top 4 stakeholder choices due (NTN!)**

**Week Five**

9.18: Online Discussion

9.20: In-class workday—Assignment One work
   **9.22 (Friday) Assignment One Due**
BEGIN DR. TYRRELL

UNIT TWO—Generational Equity

Week Six

9.25: Bachelder, “Eighth Wonder” PDF

Introduction to course transition/revised syllabus/ Dr. T. et al
Harkness Discussions (Read this info on Canvas and be prepared to dive in Wednesday)


9.28 (Sunday): Team Stakeholder Position Paper due (NTN!)
*Complete team check-in #1 by this date (NTN!)*

Week Seven

10.2: **Introduce: Assignment Two—Spotify Playlist** Due to Dr. McKay scaffolding the project this period, I will do this via Canvas, and take any lingering questions Wednesday.

Dr. McKay in Class for Climate Project Instruction

10.4: Millet, *A Children’s Bible* 1-126 (bring your book and be sure you have read!)

Week Eight

10.9: Millet, *A Children’s Bible* 127-192
*Indigenous People’s Day*

10.11: Millet, *A Children’s Bible* 193-240

10.12 (Thursday): **Presentation Outline due (NTN!)*

Week Nine

UNIT THREE—Climate Migration, Refugees, and Ecofascism

10.16: Myers, “How to Grow Livable Worlds: Ten Not-So-Easy Steps” *(Note date change)*

10.18: Anson et al. *Against the Ecofascist Creep* *(note date change)*

10.20 (Friday): **Assignment Two Due—Spotify**
Week Ten


**Introduce Assignment Three—Signature Ethical Conflict or Dilemma in Literary Work**

10.25: **Lanchester, The Wall**

Week Eleven

10.30: Lanchester, *The Wall*

11.1 Finish *The Wall* (if needed); In-class viewing: *Youth v Gov*

11.6: *Youth v Gov*

Week Twelve

11.8: Today is for whatever discussion we need to do, continue, finish, etc. remaining from transition. Or preparation and questions for your Essay.

**11.9 (Thursday): Complete team check-in #2 by this date (NTN!)**

Week Thirteen

11.13: Remaining assignment loose ends, discussion.

11.15: Climate resolution work

**11.16: Team Stakeholder Climate Resolution Rough Draft due (NTN!)**

UNIT FOUR—PROJECT WORK

Thanksgiving Week

11.20: No Class

11.22: No Class

Week Fourteen

11.27: FrisCOP! Preparation/ Essay Prep

11.29: FrisCOP! Preparation/ Essay Prep

11.30 FrisCOP 2!

Week Fifteen
12.3: (SUNDAY): Assignment Three Due—Signature Ethical Conflict or Dilemma in Literary Work

12.4: FrisCOP! Reflection Work

12.6: FrisCOP! Reflection Work

Finals Week

No final exam in ENGL 2341!