

University of California, Santa Cruz  
Department of Writing

## **“COMMONS” OR COMMODITIES? EXPLORING NATURAL RESOURCES THROUGH WRITING**

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### **Course Description:**

Who “owns” natural resources? Are resources, like water, collective or private goods? What role do natural resources play in *your* everyday life? Who manages resources better – governments or private companies? What role(s) can and do communities play in resource management? Focusing on these and other questions, this course encourages critical thinking about natural resources and exploration of our human-environment interaction through in-depth discussion and writing. Through thinking about the environment of and in our daily lives, as well as larger contexts of resource use and misuse, students in this course will learn how to think critically and present persuasive arguments through clear and effective writing. Students will become familiar with strategies for generating ideas, using evidence, revising, and editing. These elements of the writing process will be learned and practiced both in and outside of class, and through both individual and group-based work.

### **Required Texts:**

- Lunsford, A. & Ruskiewicz, J. 2007. *Everything's an Argument*. [EA]
- Williams, J. 2009. *Style: The Basics of Clarity and Grace*. [Style]
- Course Reader

Both texts will be available for purchase at the Literary Guillotine, located at 204 Locust Street in downtown Santa Cruz (831-457-1195).

### **Course Requirements:**

#### **1. Writer's autobiography**

The first week of class you will write a brief description of yourself as a writer. This “autobiography” will ask you to explore your background as a writer, assess your writing strengths and weaknesses as you perceive them, and think about how you would like to see your writing improve over the course of this class. A handout given in class will provide you with detailed instructions for completing this assignment.

#### **2. Five essays, including required drafts**

An overarching goal of this course is to help you develop the ability to think critically and express ideas clearly, logically, and persuasively. The five essays required for this course will

allow you to take different approaches to writing (for example, formal academic styles as well as other forms of writing). Each essay will entail a process of idea generation, planning, composing, revising, and editing—processes which we will discuss and practice throughout the course. All essays must be typed, provide proper citations of texts, and be submitted with the previous draft(s). The due dates are as follows:

	Paper Description	Draft due in Class	Revision Due in Class
1	<u>Personal essay</u> : Natural resources in your daily life	<i>End Week 1</i>	<i>Beg. Week 2</i>
2	<u>Responding to a single source</u> : Class or outside text	<i>Beg. Week 3</i>	<i>End Week 3</i>
3	<u>Argumentative Essay</u> : Management of natural resources	<i>Beg. Week 4</i>	<i>Beg. Week 5</i>
4	<u>Evaluative Report</u> : Exploring controversies over natural resources	<i>Beg. Week 7</i>	<i>Beg. Week 8</i>
5	<u>Op-Ed</u> : Taking a stand on a key issue	<i>Prospectus Beg. Wk. 9</i> <i>Draft Beg. Wk 10</i>	<i>End Week 10</i>

### 3. Daily reading (and writing) assignments

Each week, you will have reading assignments to complete prior to coming to the next class. Oftentimes, I will ask you to consider specific questions or follow certain guidelines in your reading, which may inform the response papers you bring to class (see below).

### 4. Written responses to the readings

Almost each week (either Tuesday or Thursday, as indicated on the syllabus) you will bring to a class a *reflective and critical* response to the reading(s) from that week. Your response should be roughly 250-words – that’s one-page with 1 ¼ inch margins, double-spaced. Your response should address the following, but not necessarily in this order:

- Your initial, “gut” reaction to text, including concrete examples of what struck you and how/why;
- What you see to be the central purpose of the author(s) in writing the text. That is, what’s seems to be the *point* of what the author is sharing and how he/she is sharing this information?
- Any questions that the text and ideas within the text raises for you.

More specific guidelines may be given on a weekly basis, depending upon the assignment.

### 5. Participation

You are expected to participate in this course in several ways. Each class period will include group discussion; the more voices that get brought into discussion, the more insights generated and work and learning that can be accomplished. There will also be periodic student-led discussions based on the readings (handout to detail this course component).

## Teaching and Learning in this Course

The primary goal of this course is to have you become an improved, more confident writer who can write successfully throughout your time at the university and beyond. As your instructor, I

will aim to facilitate useful discussions, group work and other exercises to help you achieve your writing goals. I am available via e-mail and during regularly scheduled office hours (see top of syllabus) to provide further guidance where needed, address any concerns, and answer lingering questions you may have. Group writing conferences are another component of this course intended to help you develop as a writer. This course’s emphasis on peer feedback and group work is in line with my personal philosophy that ongoing peer-to-peer work and exchange generates both greater and different learning and awareness than could be produced through my teaching or lecturing alone. You may consider yourself and your classmates both teachers and learners in this course as I expect that we all will bring important experiences and ideas to the table this quarter.

**Enrollment Conditions:**

Writing 2 satisfies the C2 (Rhetoric and Inquiry) requirement. Students must have satisfied the Entry-Level Writing Requirement and the C1 (Introduction to University Discourse) requirement before enrolling. Students who did not pass their college Core class with a grade of C or better have not satisfied the C1 requirement. Writing 2 satisfies the C (Composition and Rhetoric) requirement for students who first enrolled at UCSC before fall 2005, only. Students must have satisfied the Entry-Level Writing requirement before enrolling.

**Grading Criteria**

*(To be developed)*

**Weekly Schedule of Activities and Assignments:**

*Note:* As noted above, I will often provide instructions or readings guides that will accompany the readings you do before coming to the next class.

**\* Indicates a formal written assignment due in class**

	Before Class Reading	In-Class Writing & Activities
<b>Week 1</b>	<b>INTRODUCTION: WRITING &amp; CRITICAL THINKING</b>	
T		<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Syllabus</li> <li>▪ <u>Free-Write</u>: Reflecting upon ourselves as writers</li> <li>▪ <u>Brainstorm/Discussion</u>: Why write? When to write? Writing/thinking connection? [<i>Use report out to segue to high school/college academic writing</i>]</li> <li>▪ <u>Discussion</u>: What is critical thinking? How is critical thinking related to reading? To writing?</li> <li>▪ <u>Brainstorm</u>: Writing rules [<i>with instructor response</i>]</li> <li>▪ <u>Handouts</u>: Student facilitation; Writer’s autobiography; Paper one assignment</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ EA Chapter 1 (Intro)</li> <li>▪ EA Chap. 5 (Thinking Rhetorically)</li> <li>▪ Ede, L. Chapter on reading</li> </ul>	<p><b>*Writer’s Autobiography Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Semi-structured writing on experience composing the autobiography</li> <li>▪ <u>Discussion</u>: EA Chapter 1</li> <li>▪ <u>Exercise</u>: Semi-structured writing on personal writing processes (“How do you write?”)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ <u>Exercise/Discussion</u>: Ede Chapter on how to read</li> <li>▪ <u>Handout</u>: Reading guide for EA, Gleick &amp; Catley-Carlson</li> <li>▪ <u>Exercise</u>: [<i>Preparation &amp; check in for Essay 1 – TBD</i>]</li> </ul>
<b>Week 2</b>	<b>WHAT GOOD WRITERS (&amp; GOOD ESSAYS) DO</b>	
T	<ul style="list-style-type: none"> <li>▪ EA Chap. 6 (Structuring Arguments)</li> <li>▪ Cronon, “The Trouble with Wilderness”</li> <li>▪ Gleick, “Introduction,” “The Nature of Water”</li> </ul>	<p><b>*Response paper (1) due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Semi-structured writing relating EA chap. 6 to one of the two readings</li> <li>▪ <u>Discussion</u>: Writing about nature (Cronon): What argument does this text/author present and how?</li> <li>▪ <u>Discussion</u>: “What do good writers do?” [<i>Writing as a process, Bean chap. 1-2</i>]</li> <li>▪ <u>Discussion/Handout</u>: Essay 2 – how to select a single source; how to respond to a single source</li> <li>▪ Grammar lesson (TBD)</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ Murray, “Internal Revision”</li> <li>▪ <i>Style Lessons 1 and 2</i></li> <li>▪ <i>Select chapter/article for paper 2</i></li> </ul>	<p><b>*Essay 1 Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Revision exercise on essay 1 – self-revision and then exchange paper with classmate</li> <li>▪ <u>Handouts</u>: Reading EA chapters, instructions for essay 2</li> <li>▪ <u>Lecture/Exercise</u>: Research skills – finding an article online; legitimate sources</li> <li>▪ Grammar lesson (TBD)</li> <li>▪ <u>Exercise/Discussion</u>: Discuss as group + review in more detail in pairs the selected texts for paper 1 each student has brought to class + how to move forward with paper</li> </ul>
<b>Week 3</b>	<b>THE ART OF ARGUMENTATION</b>	
T	<ul style="list-style-type: none"> <li>▪ EA Chap. 1-4 (Kinds of arguments)</li> <li>▪ Reading Critically, Writing Well [<i>insert chapter on reading &amp; responding to texts personally &amp; critically</i>]</li> <li>▪</li> </ul>	<p><b>*Draft 2<sup>nd</sup> Essay: Bring 2 copies + 2 copies of article or chapter you selected</b></p> <ul style="list-style-type: none"> <li>▪ <u>Discussion/exercise</u>: Reading and responding exercise TBD, based off <i>Reading Critically, Writing Well</i></li> <li>▪ <u>Exercise</u>: Non-evaluative peer-review of drafts in groups of three</li> <li>▪ Grammar lesson (TBD)</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ EA Chap. 7 (Arguments of Fact)</li> <li>▪ EA Chap. 18 (Intellectual Property)</li> <li>▪ Catley-Carlson, “Working for Water” [10 pp.]</li> </ul>	<p><b>*Essay 2 Due</b></p> <p><b>*Response paper (2)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Discussion</u>: Observations &amp; reactions based on response paper</li> <li>▪ <u>Workshop/exercise</u>: Research skills (TBD)</li> <li>▪ <u>Free-write</u>: Exercise to practice summation based on Catley-Carlson</li> <li>▪ <u>Discussion/Handout</u>: Preparation for essay 3</li> </ul>
<b>Week 4</b>	<b>EVALUATING SOURCES &amp; EVIDENCE</b>	
T	<ul style="list-style-type: none"> <li>▪ EA Chap. 8 (Evaluation)</li> <li>▪ EA Chap. 14 (Visual arguments)</li> <li>▪ Bottled Water Association Ad in USA Today:</li> </ul>	<p><b>*Draft 3<sup>rd</sup> Essay due</b></p> <p><b>*Response paper (3)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Reading aloud for editing &amp; revision (draft 3<sup>rd</sup> essay)</li> </ul>

	<a href="http://www.bottledwater.org/public/pdf/USAtoday_final.pdf">http://www.bottledwater.org/public/pdf/USAtoday_final.pdf</a>	<ul style="list-style-type: none"> <li>▪ <u>Discussion</u>: Observations &amp; reactions based on response paper – segue to visual argumentation</li> <li>▪ <u>Film</u>: <i>The Story of Stuff</i></li> <li>▪ <u>Discussion/Exercise</u>: Semi-structured writing + group reflection on visual argumentation as seen in film</li> <li>▪ <u>Discussion/Exercise</u>: What constitutes a debate? Evidence? Counterevidence?</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ EA chap. 16 (What Counts as Evidence)</li> <li>▪ EA Chap. 19 (Evaluating and Using Sources)</li> <li>▪ EA Chap. 20 (Documenting Sources)</li> <li>▪ Nestle Corp. Website:</li> <li>▪ <a href="http://www.nestle-waters.com/en">http://www.nestle-waters.com/en</a></li> <li>▪ Public Citizen Website: <a href="http://www.foodandwaterwatch.org/water/bottled">http://www.foodandwaterwatch.org/water/bottled</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Discussion/Exercise</u>: What constitutes an informational report? Skim websites as a group + discussion on evidence use within websites</li> <li>▪ <u>Workshop/exercise</u>: Research skills (TBD) &amp; grammar lesson (TBD)</li> <li>▪ <u>Workshop</u>: Integrating &amp; documenting quotations</li> <li>▪ <u>Check in</u>: Essay 3 – Questions, concerns, progress thus far, etc.</li> </ul> <p><i>Writing conferences Thursday/Friday to include discussion of draft of essay 3</i></p>
<b>Week 5</b>		
T	<ul style="list-style-type: none"> <li>▪ Revise and edit essay 3</li> </ul>	<p><b>*Essay 3 Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Semi-structured writing on EA chap. 16 and observations/assessments of two websites</li> <li>▪ <u>Discussion</u>: Use of evidence in argumentation</li> <li>▪ <u>Exercise</u>: Begin reading Hardin’s “Tragedy of the Commons” as a group</li> <li>▪ <u>Discussion</u>: Strategies for reading academic or challenging texts [<i>Bean chap. 8</i>]</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ EA chap. 17 (Fallacies of Argument)</li> <li>▪ Hardin, “Tragedy of the Commons”</li> <li>▪ Singleton, “The Governance of Pacific Northwest Salmon Fisheries” [18 pp.]</li> </ul>	<p><b>* Response paper (4)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Peer edits of response papers</li> <li>▪ <u>Exercise</u>: Semi-structured writing on Hardin (Claims? Evidence? Identification of overarching debates?)</li> <li>▪ <u>Discussion</u>: Hardin &amp; Singleton – Evaluating, comparing &amp; contrasting arguments &amp; evidence</li> </ul>
<b>Week 6</b>		
T	<ul style="list-style-type: none"> <li>▪ Segerfeldt, “The Possibilities of Privatization” &amp; “Hazards of Privatization” [20 pp.]</li> <li>▪ Shiva, “Water Rights: The State, The Market, The Community” [18 pp.]</li> </ul>	<p><b>* Response paper (5)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Discussion</u>: Observations &amp; reactions based on response paper -- segue to writing exercise</li> <li>▪ <u>Exercise</u>: Semi-structured writing putting Segerfeldt/Shiva into conversation</li> <li>▪ <u>Exercise</u>: Ink shedding – debates over resource control and management</li> <li>▪ <u>Discussion/Handout</u>: Preparing for essay 4</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ Stoll, “Rumble in the Jungle”</li> </ul>	<b>Library Visit</b>
<b>Week 7</b>		
T	<ul style="list-style-type: none"> <li>▪ EA chap. 19 (Evaluating &amp; Using</li> </ul>	<b>*Essay 4 rough draft due</b>

	<p>Sources)</p> <ul style="list-style-type: none"> <li>▪ <i>Style Lesson 5 (Cohesion &amp; Coherence)</i></li> <li>▪ <i>Style Lesson 7 (Concision)</i></li> </ul>	<p><b>*Response paper (6)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Self-edit of paper draft based upon Style Lessons (must indicate type of change made)</li> <li>▪ <u>Discussion</u>: Stoll text – What makes this an effective (or ineffective) report?</li> <li>▪ <u>Exercise</u>: “Flow” exercise on transitions</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪</li> </ul>	No class: <i>Writing conferences Thursday/Friday to include discussion of paper drafts</i>
<b>Week 8</b>		
T	<ul style="list-style-type: none"> <li>▪ <i>Work on finalizing essay 4</i></li> </ul>	<p><b>*Fourth Essay Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Small group check-in/reflection on process of writing/revising essay 4</li> <li>▪ <u>Film</u>:</li> <li>▪ <u>Handout</u>: Essay 5</li> <li>▪ Grammar lesson (TBD)</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪ Duke Univ, “Op-Ed Articles: How to Write and Place Them”</li> <li>▪ Shiva, “Converting Scarcity into Abundance”</li> </ul>	<p><b>* Response paper (7)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Discussion</u>:</li> <li>▪ <u>Exercise</u>:</li> <li>▪ <u>Exercise/Discussion</u>: In class reading and analysis of sample op-eds</li> <li>▪ <u>Handout/Discussion</u>: Preparing your final essay prospectus</li> </ul>
<b>Week 9</b>		
T	<ul style="list-style-type: none"> <li>▪ “Where the Dust Blows and Settles”</li> <li>▪ <i>Style Lesson 8 (Shape)</i></li> </ul>	<p><b>*Fifth Essay Prospectus due</b></p> <p><b>*Response paper (8)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Guided self-edit of essay draft + discussion in small groups of drafts</li> <li>▪ <u>Exercise/Discussion</u>: Assessment of NYT op-ed</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪</li> </ul>	TBD
<b>Week 10</b>		
T	<ul style="list-style-type: none"> <li>▪ <i>Work on essay 5 draft</i></li> </ul>	<p><b>*Fifth Essay Draft Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Peer feedback on essay draft</li> </ul>
Th	<ul style="list-style-type: none"> <li>▪</li> </ul>	<p><b>*Fifth Essay Due</b></p> <ul style="list-style-type: none"> <li>▪ <u>Exercise</u>: Small group activity on key learnings, progress and accomplishments</li> </ul>