Instructor: Dr. Susan Buck
Office: 321 Curry Building
Office Hours: Tuesday & Thursday 12:30 to 1:45 and after class
E-mail: sjbuck@uncg.edu  I don’t check email every day, so if your issue is time critical, you should call me at home. If you want to discuss something, email is not an appropriate medium. Come in during office hours or call.
Home phone: ______________ only between 9:30 and 4:00, Monday through Thursday. Include your area code when you leave your home number as well as when you will be available for a return call.

Course description: This course examines the development of environmental policy and law from the mid-1960s to the present. Topics include policy processes, risk assessment, regulatory economics, air & water pollution, toxic & hazardous substances, and energy. We will not discuss public lands; PSC 313 (Natural Resources Law and Policy) addresses these issues in depth. Writing Intensive

Honor Policy: Students are required to abide by the University Academic Integrity Policy for all work in this course: http://sa.uncg.edu/handbook/academic-integrity-policy/

An Electronics-Free Classroom: Our class will be electronics-free. You may not use computers, cell phones, iPads, iPod Touches, Blackberries, or any other battery powered, power corded, or solar powered equipment in class. You should always bring the textbook and any other readings, your (paper) notebook, and pens/pencils. If you must have your phone active (family emergencies or job crises), tell me before class, put your phone on vibrate, and sit near the door. (If there’s been a technology breakthrough since I wrote this, you may not use the new thing either. Follow the spirit of the instructions, not just the letter.)

Americans with Disabilities Policy: If you require disabilities accommodations, please contact the Office of Accessibility Resources and Services (http://ods.uncg.edu/about-us/) in Suite 215 in the EUC. I am always willing to provide any accommodation you may need.
Student Learning Outcomes:
1. Students will learn the historical development of American environmental policy from the 1960s to the present.
2. Students will improve their writing skills through assignments such as grammar and style reviews.
3. Students will be able to recognize and write in genres appropriate to the discipline of the primary subject matter of the course. (WI SLO 1)
4. Students will be able to use informal and formal approaches to writing and multiple drafts to deepen their mastery of the subject. (WI SLO 2)

Texts:
1. Strunk, William and E.B. White. 2000 (or any other equivalent edition). *Elements of Style*. Needham Heights, MA: Allyn & Bacon. Any recent edition will do but there is no need to buy either the hard cover or illustrated versions. Do not purchase a book with more than these two authors!


4. High Country News. This is a western newspaper that is focused on environmental issues. The publishers have a grant that provides free copies to college classrooms. These come approximately every two weeks, and we will discuss them in class on the day after they are handed out. You should read them carefully. Material from HCN may be included on exams.

5. Administrative Procedure Act, U.S.C. 2000 Title 5, Sections 551 et seq., 701 et seq. (An easy link to the complete law is [http://biotech.law.lsu.edu/Courses/study_aids/adlaw/](http://biotech.law.lsu.edu/Courses/study_aids/adlaw/)) There’s no need to print it; I provide it here primarily as a resource.

Course Requirements: These are requirements: failure to pass any one of the requirements (except perhaps the wrong essay) may result in a failing grade for the course. Late work is penalized.

1. Wrong essay 50 points
2. Two in-class exams 700 points (350 points each)
3. Three essay drafts (see below for details) 150 (50 points each)
4. One essay rewrite 100 points

Final grades: I use the standard 1000-point scale (A-: 900-925; A: 926-974; A+: 975-1000+).

Class participation: Your class participation assessment is based on class preparation short in-class writings, and contributions to class discussions. (See Attendance, below.) Generally this is used to decide borderline final grades. However, really superb (or truly dreadful) class participation may move your final grade up (or down) a half letter grade. Don’t confuse quantity of participation with quality.

Every student should come to class prepared to discuss the readings that have been assigned for that day. This includes material from the text, copies of High Country News, and any other material that may have been handed out or assigned.

Attendance: You are expected to attend all classes and to be prepared. We will have a substantial number of in-class discussions and exercises; classes may begin with a short in-class writing on the reading assignments, and on the days we have in-class exercises, your group will turn in your conclusions and rationales. In-class work may not be made up. If you miss classes without a really good reason or are not prepared for the group discussions, that becomes part of the “truly dreadful” participation mentioned above.

**Students who cut class, arrive late, sleep in class, ignore the electronics rules, comb their hair or conduct other personal hygiene business, whisper, crack knuckles (or necks or toes or whatever), pass notes, or engage in any other disruptive behavior will lose points on class participation.**
Exams: Both exams are identification and essay and are taken in class; there is no exam during the final exam period. I will give you a review sheet about a week before each exam. Bring lined paper, no blue books (does anyone still use bluebooks?). **Note: the second exam is given on the last day of class which is also the Tuesday before Thanksgiving break, so adjust your travel plans accordingly.**

Make-up Exams: Make-up exams are given only if a genuine emergency (for example, hospitalization or the unexpected death of a family member) forces you to miss the exam and arrangements are made with me in advance or as soon as possible after the emergency. (This is one of the few times that it’s okay to use email to contact me: email has date/time information.)

Portfolio: **Due November 19.** wrong essay, three graded essays with my comments, one revised essay, in-class writings/responses to the text and to *High Country News* plus any other written assignments that occur to me during the semester. I encourage you to comment on each other’s essays; if you do, you should include those comments and the name of the reviewer in the portfolio. No need for fancy binders but don’t turn in a bunch of papers held together with an old paper clip. Be sure your name is on everything.

1. **Wrong Essay:** due 1 September: Write on any topic you choose (well… almost any topic), incorporating as many errors of usage and composition as possible. Identify the errors (use *Elements of Style*; see example below) in the right hand margin, by numbering each error consecutively and then, in the margin, identifying the error by label and page number in *Elements of Style*. **BRING YOUR COPY OF ELEMENTS OF STYLE TO CLASS.** (I realize that *Elements* doesn’t cover every possible error, but for this assignment, you should focus on errors that are in *Elements.*)

Page limit: 2 typed, 14-point font, double-spaced pages: do not print on the back. (This will be good practice for printing essays since those must be one-sided as well.) Your score depends on the number of errors, but each kind of error only counts once. We will “grade” these in class: one point for each type of error the first time it is made, and minus one for each mistake which is not marked or is labeled incorrectly.

First place (the best “wrong” essay) gets a gift certificate from Tate Street Coffee House. Students who make a good-faith effort (my call), follow directions *exactly* like the
example (note the placement of numbers and citations and that the errors are numbered sequentially), and turn the wrong essay in on time will earn full credit. **NOTE: it’s okay to insert the markings by hand. I did the sample on the computer only so it would be easier to print the syllabus.**

Each student need to carefully place their punctuation (for example, periods, commas, etc.) within quotation marks.

1. split infinitive (58)
2. agreement (10)
3. etc. (45)

2. **Essays (3) plus one revised essay:** You need to write only three of these (plus one revision) although I have given you four topics from which to choose. Maximum word count per essay is 750 words, not counting the title. **Run the word count and include it for each essay.** Review “The Lead”. Due dates are in the schedule at the end of this syllabus. (All of these exercises are drawn from Zinsser’s book *On Writing Well*, cited above.)

I will provide comments if you give it to me at least two class periods before it is due. This should be what you hope is a final, polished version, not a rough draft!

1. Science Writing and Technical Writing: Describe how something works (for example, a piece of technology, or a medicine, or something in the natural world such as frost). Assume your reader is of average intelligence but knows nothing about the topic. No drama. Examples: putting on an airline life jacket, how a sewing machine makes stitches, how to ride a bicycle, or why an apple falls down from a tree. (No, you may not use one of these for your essay.) Remember this is supposed to be an essay, not an instruction manual.

2. Writing about a Place: Zinsser wrote (p. 97): "The article that records what you did every day on your trip will fascinate you....Will it fascinate your reader? Nine times out of ten it won't." (No, I didn't miss the comma between "ten" and "it." There's no comma in the original.)

Describe a place. Description is often dull; make yours lively. Color? Smell? Light? Make a point: for example, is it a street that is slowly becoming respectable? Does it change character at night or on weekends? What are the smells from the restaurants?
Use fresh language; avoid phrases such as "bustling thoroughfare" or "crashing waves" or "quaint" or "majestic sequoias." Don't be too creative; your writing should not overwhelm your topic.

3. Interview: Interview someone with an interesting story. This is probably not going to be your roommate or your best friend. Pretend you are writing a short "local color" story for the newspaper. Do your homework before you go (learn about the person or the activity). Bring paper and pen/pencil (typing is a distraction). When you are done, go over it as soon as you can to clear up any confusion while the interview is still fresh. Then write it. And then send a thank you to the person you interviewed.

4. Describe a sporting event: Pick something you really understand; this isn't a research paper. Use vivid language: what does a racetrack smell like? NASCAR? How loud is it? Are the drivers' suits like medieval armor? You might write about the spectators rather than the drivers. Avoid sporting jargon such as "southpaw" or "pigskin." Assume your reader is not an expert on barrel racing or NASCAR or baseball or wrestling or javelin throwing or roller derbys or dog shows. (Well, I am an expert on dog shows.... On the other hand, I would be really grateful for a clear explanation of a cricket match.)

**Revised Essay:** Choose one of your three drafts and revise, taking into account my comments, classmate comments, and your own good judgment. Due when portfolio is turned in (November 19).

**Important Dates:**
- 27 August: No class
- 1 September: Wrong essay due (bring *Elements of Style* to class)
- 8 September: Essay 1 due
- 1 October: No class (tentative)
- 8 October: First exam
- 12 & 13 October: Fall Break
- 20 October: Essay 2 due
- 5 November: Essay 3 due
- 19 November: Portfolio due (includes revised essay)
- 24 November: Second (final) exam
General Rules for Assignments

1. All typed assignments must be 14-point or larger font with regular margins. This syllabus is typed in Times New Roman, 14-point.

2. No cover pages or title pages. It wastes trees. However (and I realize this is inconsistent), print on only one side of each sheet. I will take points off any assignment that is printed on both sides of the paper.

3. Remember: If you must miss class, you should send in your assignments with someone or turn them in early. I do not accept emailed work without prior (or emergency-related) permission.

4. Deadlines are absolutes, and late work will be penalized. Don’t ask for exceptions or extensions short of catastrophes such as the death of a family member or a serious illness.

Having a problem with your computer, or the printer, or compatibility between your system and someone else’s is not a valid reason for missing an assignment or for being late.

A Note on Plagiarism: You should be aware of the dangers of plagiarism. I expect all students to be familiar with and to follow the university Academic Integrity Policy. http://sa.uncg.edu/handbook/academic-integrity-policy/ Students who, in my opinion, have knowingly violated this policy will be reported to the Dean of Students.

Plagiarism is using the language, ideas, or data of another scholar without acknowledging the source. The faculty view this as an extremely serious offense. Sanctions for plagiarism range from failing the plagiarized assignment to expulsion from the University.

There are three central reasons to acknowledge the work of other scholars. First, scholars’ works are their professional products. To use them as your own is stealing, and your own work becomes a forgery. Second, other scholars may wish to build on your work or to explore some idea further. If you have provided good documentation, their work is simplified. Third, your source may be wrong. If you use the information without attribution, you are responsible for the error.
Remember: be honest, be helpful, be safe. Here’s the Golden Rule of Citations: When in doubt, cite. No one ever got in trouble for too many citations.

Myths:
1. Paraphrasing eliminates the need for citations. FALSE. It eliminates only the need for quotation marks.
2. Any data found in three places is “common knowledge” and needs no citation. FALSE. “Common knowledge” is a pit for the unwary. The safe test is whether an average person would know this information. Thus, that the Declaration of Independence became official on 4 July 1776 is probably common knowledge, but a reference to Brown v. Board of Education (1954) needs a citation. Remember the Golden Rule of Citations: when in doubt, cite.
3. Tables, charts, and diagrams don’t need citations. FALSE. They are data and their design is creative. Cite!
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Oct 22  Rosenbaum Ch. 6a: Air and Water Pollution Regulation (Intro & Air: 197-219)


Oct 29  Rosenbaum Ch. 6b: Air and Water Pollution Regulation (Water: 219-238)
       in-class exercise: “Moving Violations” (from *CARE v. Southview Farm*, 1994)

12 Nov 3  Rosenbaum Ch. 7: Toxic and Hazardous Substances (241-252); Steingraber

    Nov 5  **Essay 3 due**

13 Nov 10 Rosenbaum Ch. 7: Regulation from the Cradle to the Grave (252-272)
        In-class exercises: “The Foolish Trucker” and “Dead Batteries”

    Nov 12  On-campus field trip: Hazardous Waste Facility (Daniel Todd)

14 Nov 17 Rosenbaum Ch. 8: America’s Energy Policy in Transition

    Nov 19  Rosenbaum Ch. 10: Climate Change (we’re skipping Ch. 9)

        **portfolio due: three essays plus one revised essay (if any), wrong essay,
        all in-class writing assignments** (see earlier section of syllabus for details)

15 Nov 24  **Exam 2** (This is the last day for TTh classes. **This counts as your final exam.**)