

FYSM 1100, SECTION S
FUR, FIN, AND FEATHERS: THE CONSERVATION
ETHIC OF HUNTERS AND ANGLERS
FALL 2025 SEMESTER
AUGUSTANA UNIVERSITY

Dr. Will Wright, Instructor

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Office Location: Madsen Center, Room 236

Course Location: Madsen Center, Room 257

Student "Drop-In" Hours: MWF, 3-4:30 p.m.,
or by appointment

Course Day/Time: MWF, 10:40-11:50 a.m.



A billboard by the Rocky Mountain Elk Foundation (RMEF) argues to support the organization because "hunting is conservation."

Course Description

Billboards like the one above tell us that "hunting is conservation," but what does that connection mean today and historically? How did hunters and anglers become a political force for setting aside land for wildlife? When have hunters/anglers expressed "instrumental value"—only conserving the elk or rainbow trout they pursue at the expense of wolves or whirling disease? And when have they embraced "systemic value"—caring for the life-supporting systems that undergird their favored species? This course explores the history, politics, and ethics of wildlife conservation to understand how the priorities of hunting/fishing communities change over time.

Learning Outcomes

In general, FYS students will demonstrate strong intellectual practices of:

- Critical reading and thinking
- Written and oral communication

- Information literacy

FYS students will demonstrate a strong connection to the University through:

- Relationship development
- Awareness of institutional traditions and Augustana's five Core Values
- Knowledge of institutional resources
- Purposeful campus engagement

In this particular section of FYS, students will be able to:

- Articulate in writing and speaking how hunters and anglers have contributed to wildlife conservation in the United States
- Analyze the diversity of conservation thought and practice, particularly between sport and subsistence, utilitarian and biocentric values
- Bring historical, legal and ethical examination to bear on contemporary issues in conservation politics.

Required Reading

Books

- Diana Hacker and Nancy Sommers, *A Writer's Reference*, 10th Edition (New York: MacMillan, 2021). *Available as a free e-book on Canvas
- Anders Halverson, *An Entirely Synthetic Fish: How Rainbow Trout Beguiled America and Overran the World* (New Haven: Yale University Press, 2010). *Available as a free e-book at <https://augie.idm.oclc.org/login?url=https://ebookcentral.proquest.com/lib/augie-ebooks/detail.action?docID=3420894>

Articles, Book Excerpts, and Web Pages Available on Canvas

- Jennifer Price, *Flight Maps: Adventures with Nature in Modern America* (New York: Basic Books, 1999), pp. 57-109.
- John Clayton, "Who Gets to Hunt Wyoming's Elk? Tribal Hunting Rights, U.S. Law, and the Bannock 'War' of 1895," Wyoming Historical Society, September 20, 2020. <https://www.wyohistory.org/encyclopedia/who-gets-hunt-wyomings-elk-tribal-hunting-rights-us-law-and-bannock-war-1895>
- William Cronon, "Only Connect: The Goals of a Liberal Arts Education," *American Scholar* 67 (Autumn 1998).
- Kekek Jason Stark, Autumn L. Bernhardt, Monte Mills, & Jason Robison, Re-Indigenizing Yellowstone," *Wyoming Law Review* 22 (2022): 398-487
- George Wuerthner, "Yellowstone Bison Plan Favors Tribal Culture Over Preserving Wild Bison," *The Wildlife News*, 25 June 2024, <https://www.thewildlifefews.com/2024/06/25/yellowstone-bison-plan-favors-tribal-culture-over-preserving-wild-bison/>
- Aldo Leopold, *A Sand County Almanac: Sketches from Here or There* (New York: Oxford University Press, 1949), pp 129-133, 201-226.
- Rooted and Open: The Common Calling of the Network of ELCA Colleges and Universities, 2018.

Grading Components (Weighted by Category)

Pre-Writing Assignments	10%
Reading Strategies/Quizzes	18%
Essay # 1	15%
Essay #2	20%
Pecha Kucha presentation	5%
Writing Exam	10%
Orientation Activities and Assignments	12%
Achieve Assignments	10%
Total	100%

Grading Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	0-59
C+	77-79		

The Audubon Society, whose early membership was 85% women, encouraged conservation-minded bird enthusiasts in this 1915 issue of Bird Lore magazine to "shoot" their favorite avian species with cameras instead of guns.



Grades will be maintained and updated on Canvas. If you have questions or concerns about grades, please contact me via email or talk to me in-person during student drop-in hours, before or after class.

Assignments

Pre-Writing Assignments

To assist you in the writing process and the ultimate completion of your larger essay assignments, we will complete in-class pre-writing assignments including idea generation, thesis workshop, outlining, drafting, and sharing/peer-review.

Reading Strategies and Quizzes

To hold you accountable for each of the assigned readings, you will be responsible for producing an analytical strategy. This could include creating a reverse outline on the reading, generating a list of 5 discussion

questions, or annotating the margins and bringing them to class printed out as a hard copy. I expect you to thoroughly engage with the readings, taking notes on them (I will share more about note-taking strategies in class). If I get the sense that readings are not completed in preparation for class, you should expect a short quiz at the beginning.

Essay #1

After examining the historic tension between “subsistence” and “sport” hunting/fishing, you will write an essay role-playing the Superintendent of Yellowstone National Park who is tasked with how to recognize Indigenous treaty rights to hunt within the protected area. The 4- to 5-page essay will explain the historical, legal, and ethical rationale for your management decision, as well as create a plan of action to seek consensus among competing stakeholders in wildlife conservation. A handout with more detailed instructions will come when the first essay is introduced.

Essay #2

After analyzing the historical transition from “utilitarian” to “ecological” conservation, you will choose a hunting/fishing organization and trace the tension between instrumental and systemic value in their conservation work. The 5- to 7-page essay will analyze whether conservationists placed more emphasis on protecting individual species (to the detriment of other wildlife) or ecological relationships, and how their conservation priorities have shifted over time. A handout with more detailed instructions will come when the second essay is first introduced.

Pecha Kucha Presentation

To practice concise oral communication, you will prepare a Pecha Kucha “lightning talk” presentation (20 slides, automatically timed to advance every 15 seconds, for 5 minutes total) that summarizes the key take-aways from the readings. At the beginning of the semester, each student will sign up for one of the major readings to present on.

Writing Exam

The writing exam is a standardized exam covering material from the required FYS writing modules. All FYS sections will take the writing exam on the same day.

Orientation Activities and Assignments

The FYS orienting activities are vital to your academic success and personal growth while at Augustana. These activities are a required part of this course. In order to fulfill this requirement, you must:

- Attend the Welcome Week plenary sessions (Faith & Spirituality, Student Success & Student Engagement, Step Up!, Sex Rules, DE&I, and Mental Health) prior to the first day of classes, a library session, the four plenary sessions (Liberal Arts, Excellence, Academic Planner, and Christian) scheduled throughout the semester, and participate in a service event.
- Attend three Well-Being Events outside of class time.
- Write three journal entries in response to prompts, practicing the genre of reflection.

Options for fulfilling the Well-Being requirements are listed on Viking Central and in A-Mail; additional activities will become available throughout the semester. To earn credit for attending these events, you must reflect upon your experience in the journal assignments for this course. To receive credit for attending the plenaries, you must swipe your ID or use the QR codes provided at each in-person Welcome Week event and attend class and engage in discussion on the scheduled in-class plenary dates—or, if you must be absent, make prior arrangements with your FYS instructor.

Achieve Assignments

Your copy of *A Writer's Reference* is linked to an online learning platform called Achieve. The Achieve LearningCurve Adaptive Quizzes adapt to your understanding of the content/skill being assessed. If you had good writing instruction in high school, these quizzes should be a solid and quick review for you. If you were not so fortunate, you will appreciate the instruction from both the hard copy of *A Writer's Reference* and the e-book embedded in the online platform.

You have automatic access to Achieve through Canvas. To get into Achieve for any LearningCurve Adaptive Quizzes or Achieve Exercises your instructor assigns, first, enter your FYS 110 Canvas course. Then, click the Macmillan Learning link in the navigation bar (on the left side of the screen) and “Achieve” at the top of the window that opens up. This will take you directly to the Achieve site where you will see a list of Achieve assignments and due dates. Simply click on the assignment you are wanting to complete. (You can also reach this page by going directly to the modules in your FYS Canvas page and clicking on the LearningCurve assignment there.)

When you click on an assignment, you will see a target score—something like 450—and an estimate of how long it will take you to work through the quiz. You do not need to work beyond the target score. The more questions you answer correctly, the higher the point value of each question will be—and, thus, the more quickly you will reach the target score. The surest way to increase your point value is to really know the concept you are being quizzed on. You will be best served by reading the corresponding section in *A Writer's Reference* before you begin the quiz. To get the most out of these assignments, follow these instructions:

- You **MUST** complete the LearningCurve assignment **BY** the due date to get credit.
- If you **KNOW** the answer, simply select it. You'll get full credit.
- If you **DON'T KNOW** the answer, click the link to the ebook and **REVIEW** that section. You will **NOT** lose points for clicking the ebook if you then answer the question correctly.
- If you still **DON'T KNOW** the answer, you can click for a hint but that will cost you a few points, even if you answer the question correctly.
- If you **DON'T KNOW** the answer and **GUESS**, you will lose a lot of points. (Guessing is the worst choice.)
- Finally, the blue bar at the top of your screen keeps track of your progress. The solid bar is your score; the lined bar is what you would have earned if you had answered all questions correctly and earned full credit.

Work through the quizzes intentionally and carefully. Your instructor will see a report of how many questions it took for you to reach the target score and how accurate your answers were. All LearningCurve assignments will be due no later than Tuesday, Nov. 28 at 11:59 p.m. While you will be able to complete them after that date, you will not receive credit for LearningCurves completed after November 28.

For more information on LearningCurve assignments, see LearningCurve for Students and Introduction to LearningCurve Adaptive Quizzing for Students.

Course Policies

Cell Phones, Laptops, and Other Portable Technology

Please ensure that your cell phone is on silent or turned off during class. Texting during class is not acceptable. If you need to take an important phone call, please step out of the classroom. You may use a laptop or tablet to take notes, but please avoid using the devices for other activities (checking email, online shopping, etc.). Your compliance will help to maintain a positive environment for teaching and learning in our class period.

Late Work

All late assignments are still eligible for partial credit (95% after 1 day late, 90% after 2 days late, etc.); please turn them in. In many cases, I am happy to give deadline extensions if you communicate with me about how much more time you need and why.

Recording Disclaimer

Please be advised that class sessions may be recorded via Zoom for sharing with your classmates. This is the sole intention of this recording, and not intended for use in any broader sense. Should you have any questions or concerns about this, please discuss it with the instructor directly.

Attendance and Participation

Attendance and class participation are expected at every class. Your input to class discussions is valued and needed. If you are not able to attend class, you should contact me prior to your absence. You are allowed two absences without prior contact; these absences are known as unexcused absences. After two unexcused absences, a half letter grade will be deducted from your overall grade for each subsequent unexcused absence. If you need to miss class for an excused reason (e.g., illness, athletic event), you need to let Dr. Wright know beforehand so as not be penalized for any missed in-class work. An email such as the one below may be a helpful template to utilize if a circumstance arises in which you cannot attend class:

Hi Dr. Wright,

I will be missing class today because [I'm not feeling well, my car isn't starting, I need to help with a family emergency, I'm out of town, I have a soccer game etc.]. I will be back in class [on Friday, next week, etc.]. In the meantime, I will keep up with the assignments on the syllabus schedule, check Canvas for anything that I might miss and talk with a classmate to get their notes. If there is any in-class work not posted on

Canvas, can you send it to me via email so that I can still complete it for credit?

Thanks,

Student Name

Generative Artificial Intelligence (AI) Policy

Writing is an important form of learning and thinking: it is an extension of one's identity, a way to remember important information, and a way to develop analytical skills applicable to all academic areas. Therefore, it is essential that students' written work represents their own independent thinking. At the same time, there are ethical ways of using AI technology to aid in the composition process, and students may use AI technology at their instructor's discretion.

If students use AI (including but not limited to ChatGPT, Bard, Quillbot, or translators) at any point in the writing process for a W-Component class or FYS, they must include a reflection at the beginning or end of the paper describing in detail how they used AI. Writing done for credit in a W-component or FYS course may not include any verbatim language from any source, including AI or a translator, without proper attribution via quotation marks and an in-text citation.

University Policies and Resources

Accessibility and Accommodations

Augustana welcomes students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and are requesting accommodations, please contact Jeff Merkle, Director of Accessibility. His office is located in room 223 of the Madsen Center, and he may be reached at 605-274-4631 or jmerkle@augie.edu.

Canvas

Augustana uses the learning management system, Canvas. This guide, <https://tinyurl.com/AugieCanvasStudentGuide>, will help you get started in Canvas. Our Canvas course can be accessed at augie.instructure.com. Once you log in (using your regular Augie username and password) you will see all your courses using Canvas. If you have questions about our course, please contact me. But, if you have questions about Canvas, please contact the Help Desk: helpdesk@augie.edu or 605.274.5331.

Commitment to Preventing Discrimination and Sexual Harassment

Augustana University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination please contact the Title IX Coordinator at 605-274-4044 or belam@augie.edu. If you make a report of this nature to a faculty member, they must notify the Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about options at Augustana, please visit www.augie.edu/titleix.

Illness Prevention and Protection

Guided by the Centers for Disease Control and Prevention (CDC) and Augustana's own monitoring of the situation in our region, the university has established the following health protocols:

- First and foremost, if you are ill, do not come to class. Contact your instructor regarding options for making up missed work, following policies specified on the syllabus.
- If you test positive for COVID-19, RSV, or another contagious respiratory illness, stay home and away from others until your symptoms are improving AND you have been fever-free without the use of medication for 24 hours. COVID-19 at-home test kits are available (while supplies last) at the Campus Safety desk in the Morrison Commons and at the Campus Clinic. For more information visit Augustana COVID protocols.
- Handwashing remains one of the best ways to protect yourself and the campus community from getting sick. To prevent the spread of germs you should wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, use a hand sanitizer to clean your hands.
- Mask wearing has become a normal occurrence among those who feel they need to protect themselves and others from potential infection. Please be considerate of people who choose to wear a mask and social distance.

As members of Augustana's caring community of students, faculty, and staff, we each have a role to play in keeping one another healthy and safe.

Honor Code

As a community of scholars, the students and faculty at Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement which students are expected to sign:

“On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.”

Faculty members are responsible for investigating all instances involving any student who does not sign the Honor Pledge or who brings forward an academic integrity concern. The complete Honor Code can be found at www.augie.edu/honor.

Student Wellbeing/Mental Health

Augustana promotes student well-being and healthy self-care by offering a number of services on campus in the areas of counseling services, health services, and other wellness-related resources.

The Campus Clinic is located in the lower level of Solberg Hall and is staffed by a Sanford Health Registered Nurse and Certified Nurse Practitioner. The clinic is available for all medical needs and can be reached at 605-274-5552. Services provided by the RN are covered under the student activity fee and Certified Nurse Practitioner visits will be billed toward insurance.

Students may contact the Dean of Students Office for assistance with mental health and other health-related concerns or help setting up counseling appointments by calling 605-274-4124 or emailing Beth Elam at belam@augie.edu.

The Campus Pastors are available to meet with students around topics of grief, anxiety, vocational discernment, or spiritual care. Contact Pastor Ann Rosendale or Pastor Jen Dreiske in the Chapel (605-274-5403) to schedule an appointment.

Concerns related to academics, career, and vocation may be directed to the Student Success Center (605-274-4127). Career and academic specialists are ready and eager to meet with students.

The International Programs Office (605-274-5050) assists international and third culture students when issues of culture shock and adjustment arise, as well as with other cultural elements such as adjusting to U.S. academic and classroom expectations.

All Augustana students have access to confidential counseling services through our campus partners at Sioux Falls Psychological Services. Counseling services are located in the lower level of the Welcome Center, across the street from the Mikkelsen Library—located on Summit Avenue. The door to the counseling services will be on the east side of the building (facing Norton Avenue). Our counselors are licensed professional counselors and specialize in a number of mental health areas including anxiety, depression, transition to college, grief & loss, and many more. Students can call 605-334-2696 to set up a time that works best. All counseling sessions are covered under the student activity with no billing towards insurance or copays.

Registrar

For information on the academic calendar, add/drop/withdraw dates, midterm, and graduation, visit <https://www.augie.edu/academics/registrar>

Writing Center

The tutors at the Augustana Writing Center can help students with any stage of the writing process: planning, brainstorming, outlining, drafting, revising, and editing. The Writing Center is located in the Fryxell Humanities Building (HUM 220). To learn more or make an appointment, visit www.augie.edu/writing or email writing@augie.edu. While the university, future graduate programs, and prospective employers expect students to be fluent in Standard Written Academic English, Augustana also deeply appreciates students' own unique voices drawing from their individual backgrounds; the Writing Center will respect and affirm the voice the students choose to write in.

Help Desk

Please contact helpdesk@augie.edu or 605.274.5331 for assistance with technology issues.

Remote assistance to your computer for software related issues is available from 7:30 a.m. to 6 p.m., Monday-Thursday and until 5 p.m. on Friday. Staff members will also be checking email and voicemail regularly outside of those hours.

Course Modification Policy (inclement weather, illness, etc.)

If significant inclement weather, professor illness, or any special circumstance arises that may require an adjustment to the course schedule (i.e. an alternative assignment, switching to synchronous Zoom, canceling the class, etc.), every attempt will be made to communicate such changes to students by the night before the scheduled class. Communication to students will come via an email to your AU email address. If you have reason to believe the class may not be able to be offered as scheduled, please keep an eye on these inboxes.

Student Learning Experience Questionnaires (LEQs)

To help provide the instructor feedback on the course's environment and performance, both in terms of instructor and student, two anonymous surveys will be employed to gather information regarding the student experience. Both surveys will be accessible through the course's Canvas page, the first occurring around midterm and the second at the end of the semester (results of the final survey will be released after final grades are submitted by the faculty member).



Conservationist Aldo Leopold holds a ringed-neck pheasant during a November 1943 hunt at Riley Preserve in Riley, Wisconsin. Leopold held the first professorship in game management at the University of Wisconsin; he is credited with articulating “ecological” conservation as a guiding principle for hunting and fishing communities.

TENTATIVE CLASS SCHEDULE

Please note that the topics, readings, and deadlines below are subject to revision.

Date	Homework (To complete by date listed)	Topic and Activities
	Week 1 Plenary 1: Community (Welcome Week)	
W 8/27		Syllabus and Introductions Canvas, Achieve, and Viking Central
F 8/29	Achieve Quiz: Topic, Purpose, and Audience	Writing Module: Purpose and Audience Diagnostic Essay
	Week 2 Plenary 2: Service	
M 9/1	No Class: Labor Day	
W 9/3	Hacker and Sommers, <i>A Writer's Reference</i> , pp. 8-18, 50-68, 82-98. Price, "Chapter 2: When Men were Men, Women were Women, and Birds were Hats," <i>Flight Maps</i> , pp. 57-109. (1)	Topic Discussion: Hunters as Force of Extinction or Conservation? Writing Module: Clear Thesis
F 9/5	Achieve Quiz: Arguable Claims; Active Reading; Critical Reading; Interpretative Reading	Writing Exam Pre-Test
S 9/6	Core Value Event (Service): Clean-up of Lake Vermilion with Dakota Trout Unlimited, 8 a.m. to noon	
	Week 3 Plenary 3: Liberal Arts	
M 9/8	Clayton, "Who Gets to Hunt Wyoming's Elk?" (2)	Topic Discussion: Protected Areas as Game Refuges? Introduce Essay #1
W 9/10	Hacker and Sommers, <i>A Writer's Reference</i> , pp. 12-13, 20-27, 38-39.	Writing Module: Organization In-Class Pre-Writing #1 (Free Writing)

F 9/12		Provost Joel Johnson's video on "Liberal Arts Education" and Cronon, "Only Connect" (3) Achieve Quizzes: Patterns of Organization	Core Value Discussion (Liberal Arts): What is the Liberal Arts? Why the focus of the Core Curriculum at Augustana?
	Week 4		
M 9/15		Hacker and Sommers, <i>A Writer's Reference</i> , pp. 75-81 Stark et al., "Re-Indigenizing Yellowstone" (4)	Topic Discussion: Treaty Rights and Hunting Writing Module: Summarizing and Paraphrasing (Avoiding Plagiarism)
W 9/17		Achieve Exercise: Transitions Achieve Quizzes: Summarizing; Working with Sources (MLA and APA)	Library Orientation Visit- Mikkelsen Library
F 9/19		Achieve Quizzes: Arguments: Persuasive Appeals; Reason & Logical Fallacies	No Class: Work on Essay #1
	Week 5 Plenary 4: Excellence (Part I)		
M 9/22		Hacker and Sommers, <i>A Writer's Reference</i> , pp. 82-85 Wuerthner, "Yellowstone Bison Plan Favors Tribal Culture..." (5)	Topic Discussion: Subsistence or Sport Hunting? Wildlife Conservation as Class Politics In-Class Pre-Writing #2 (Outlining)
W 9/24		Psychology professor Ben Jeppsen's video on "anxiety and avoidance"	Core Value Discussion (Excellence): How to confront and overcome school stress? Topic Discussion: Academic Integrity and Artificial Intelligence
F 9/26		Due: Journal # 1 on Well-Being Event	Writing Module: Quotation Marks/Italics, Integrating Quotations, and specific support Topic Discussion: SIFT and Informational Literacy
	Week 6		
M 9/29		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 1-2 (6 & 7)	Topic Discussion: Origins of "Fish Culture" in the United States

W 10/1		Hacker and Sommers, <i>A Writer's Reference</i> , pp. 88-98 Due: Essay #1 Draft	Writing Module: Sentence Fragments In-Class Pre-Writing #3 (Sharing)
F 10/3		Achieve Quizzes: Sentence Fragments & Quotation Marks and Italics	Individual Conferences (10/3 and 10/4) NO CLASS
	Week 7 Midterm		
M 10/6			Individual Conferences NO CLASS
W 10/8		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 3-4 (8 & 9)	Topic Discussion: A National Trout Hatcheries Program
F 10/10		Achieve Quiz: Run-On Sentences Due: Essay # 1 by 11:59 p.m. to Canvas	Writing Module: Run-On Sentences
	Week 8		
M 10/13		No Class: Native American Day	
W 10/15		No Class: Fall Break	
F 10/17		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 5-6 (10 & 11)	Topic Discussion: Rainbows and the Fish Hierarchy
	Week 9 Plenary 5: Excellence (Part 2)		
M 10/20		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 7-8 (12 & 13)	Topic Discussion: More Fishing, More Fees, More Fish
W 10/22		Registrar Office's video on "Via Viking (Core Curriculum) and Academic Planner"	Core Value Discussion (Excellence): Registering for classes and satisfying Via Viking requirements?

F 10/24		Achieve Quiz: Commas; Run-ons Due: Journal # 2	Writing Modules: Commas
S 10/25		Critical Inquiry & Citizenship Colloquium: “Artificial Intelligence, Algorithms, and the Common Good” by Dr. Joy Buolamwini, Elmen Center, 4 p.m.	
		Week 10	
M 10/27		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 9-10 (14 & 15)	Topic Discussion: Contesting Hatchery Fish
W 10/29			Writing Module: Active vs. Passive Voice
F 10/31		Achieve Quiz: Active and Passive Voice	Introduce Essay #2: Choose topic In-Class Pre-Writing #4 (Clustering)
		Week 11 Plenary 6: Christian	
M 11/3		Halverson, <i>An Entirely Synthetic Fish</i> , Chapters 11-12, Epilogue (16 & 17)	Topic Discussion: Ecological Consequences Thesis and Introduction Workshop
W 11/5			Library Orientation Visit- Mikkelsen Library
F 11/7		Office of Faith and Spiritual Life’s video and Network of ELCA Colleges and Universities article “Rooted and Open” (18) Achieve Quizzes: Apostrophes; Pronoun reference Due: Annotated Bibliography to Canvas by 11:59 p.m.	Core Value Discussion (Christian): Rooted and Open in the Context of the Lutheran Scholarly Tradition Writing Modules: Apostrophes & Pronouns In-Class Pre-Writing #5 (Outlining)
		Week 12	
M 11/10		Leopold, “Thinking Like a Mountain,” and “The Land Ethic” in	Topic Discussion: Killing Wolves to Save Deer? From Utilitarian to Ecological Conservation

		<i>Sand County Almanac</i> (1949), pp 129-133, 201-226 (19)	Writing Modules: Colons and Semicolons
W 11/12*		Achieve Quiz: Semicolons & Colons Due: 4-Page Revised Draft to Canvas by 11:59 p.m.	Peer review of essay draft (bring at least 4 pages)
F 11/14			Individual Conferences NO CLASS
	Week 13		
M 11/17			Individual Conferences NO CLASS
W 11/19			Individual Conferences NO CLASS
F 11/21			Practice Writing Exam
	Week 14		
M 11/24			Writing Exam
W 11/26		No Class: Thanksgiving Break	
F 11/28		No Class: Thanksgiving Break	
	Week 15		
M 12/1		Due: Journal 3	
W 12/3			Librarian visit- Chicago style citations
F 12/5		Due: Essay #2 to Canvas by 11:59 p.m.	
	Final Exam, Tuesday 12/9, 9-11 a.m.		

