

Subject: LAIS Number: 100

Course Title: Nature and Human Values

Instructor or Coordinator: Dr. Sarah Jayne Hitt

Instructional activity: 1 hours lecture 3 hours seminar; 4 semester hours

Course designation: Common Core; Major requirement

Textbook and/or other materials:

Required text:

A Student's Guide to Nature and Human Values 3rd Edition by Hitt & Holles (This text is available ONLY through the CSM bookstore, and you must have the 3rd Edition.)

Other required supplemental information:

We will be accessing most course material through Blackboard. Every day you will find articles, book chapters, and assignments on our course page. Make sure that you are able to download these materials. These files will be in .doc and .pdf formats. If you have questions or problems, talk to me as soon as possible. I expect you to have access to the readings in class **and to have annotated them before each session.** You may certainly read and annotate on a digital device, as long as you then bring that device to class with the annotated reading. **This excludes phones. Reading the texts on your phone is not acceptable for this class.** Please read the assignments in the order in which they are listed.

ABOUT THE COURSE

Course description from Bulletin:

Nature and Human Values will focus on diverse views and critical questions concerning traditional and contemporary issues linking the quality of human life and Nature, and their interdependence. The course will examine various disciplinary and interdisciplinary approaches regarding two major questions:

- 1) How has Nature affected the quality of human life and the formulation of human values and ethics?
- 2) How have human actions, values, and ethics affected Nature?

These issues will use cases and examples taken from across time and cultures. Themes will include but are not limited to population, natural resources, stewardship of the Earth, and the future of human society. This is a writing-intensive course that will provide instruction and practice in expository writing, using the disciplines and perspectives of the Humanities and Social Sciences.

Student learning outcomes: At the conclusion of the class students will...

1. Demonstrate understanding of major ethical theories and concepts by applying them to contemporary and recent debates on technology, resource use, and environmental issues, as well as to engineering practices.
2. Critically read and analyze arguments, accurately identify the central argument within readings, and synthesize diverse points of view.

3. Construct logical, effective, well-organized arguments whose central claims are well supported and that accurately present and adequately respond to competing arguments.
4. Successfully research topics related to engineering, ethics, and the environment, make effective use of source material in a researched paper, and correctly document sources.
5. Write clear, readable, grammatical prose developed through the process of drafting and revision.
6. Demonstrate understanding of the impact of engineering and applied science in social and environmental contexts.

Brief list of topics covered:

1. Personal and professional responsibilities of scientists and engineers.
2. Environmental, social, ethical, and international issues in science and engineering.
3. The major arguments, historical developments, and issues surrounding environmental debates, such as those related to resource use, conservation, sustainability, and stewardship of the earth.
4. How the humanities and social sciences shed light on the beliefs, values, attitudes, and worldviews that shape culture.

ACADEMIC INTEGRITY

Policy on academic integrity/misconduct: The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student’s academic achievements, and giving credence to the university’s educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed. The complete policy is [online](#).

***An additional word about plagiarism: CSM will not tolerate plagiarism for any reason, and no excuse that it was "unintended" will be accepted. CSM defines plagiarism as follows: “Copying or adopting the scientific, literary, musical, or artistic composition or work of another and producing or publishing it as one’s own original composition or work. To be liable for ‘plagiarism’ it is not necessary to exactly duplicate another’s work: it is sufficient if unfair use of such work is made by lifting of substantial portion thereof, but even an exact counterpart of another’s work does not constitute ‘plagiarism’ if such counterpart was arrived at independently.”

The LAIS and NHV plagiarism policy requires that:

- For a first offense, the student may receive an F for the paper or in the course at the instructor’s discretion, and the Vice President for Student Life and Dean of Students will be notified. The incident will become a permanent part of the student’s record.
- For a second offense, the student may also receive an F in the course and further action, normally suspension from CSM, will be taken by the Vice President for Student Life and Dean of Students. The incident will also become a permanent part of the student’s transcript.

Students will be asked to create accounts in and submit papers to the anti-plagiarism site www.turnitin.com, which tracks all Mines student writing, inappropriate borrowing from internet sites, and papers-for-sale. **This submission is due by the deadline for the paper, or you will receive no grade for that assignment.** You'll submit **BOTH** a copy to me and an electronic version to turnitin.com.

Bottom line: It's a lot easier to ask for an extension or seek help than to get busted for cheating.

ASSIGNMENTS AND GRADING

Grading Procedures:

Formal Paper 1	150 points
Formal Paper 2	200
Formal Paper 3	300
Writing Workshops	50
Responses, Presentations, Exercises*	200
Final Exam	<u>100</u>
Total	1000 points

*Other graded exercises will take the form of short essays, in class activities, usage exercises and quizzes. Assignment sheets that explain the requirements for the Formal Papers will be available as the course progresses, both on Blackboard and in class. Final grades are based on total points accumulated.

The grading scale is: A = 930+; A- = 900-929; B+ = 870-899; B = 830-869; B- = 800-829; C+ = 770-799; C = 730-769; C- = 700-729; D+ = 670-699; D = 630-669; D- = 600-629; F = 0-599.

Paper Format and Grading Criteria:

Anything you turn in, unless otherwise indicated, should be typed, double-spaced, in 12-point font, with 1 inch margins. Use unlined white paper and put your name and date on the first page, and number all following pages. This course employs MLA format for all citation and documentation. For assistance with MLA style, see chapter 8 of your NHV textbook, or an online style guide.

- A and A-: An assignment in this grade range demonstrates exemplary work. An "A" paper presents an original, convincing argument, has an adequate length, fulfills all of the requirements of the assignment, has a logical organization, clear and cogent presentation of points, adequate support and development of ideas, careful and effective editing and proofreading. It is a delight for the reader. An "A" paper engages the reader in a provocative and original conversation, provides unexpected insights and uses language with care and facility.
- B+, B, and B-: An assignment in this grade range demonstrates solid, high-quality work. It meets most of the criteria stated above, but may not do so consistently, or may contain frequent minor lapses, or a few problems. Nevertheless, it still is a strong example of academic writing and thinking. It provides a convincing argument and thorough support that is tightly woven into the overall argument; it reads smoothly at both the sentence and paragraph levels and exhibits a personal voice or style. It has a few grammatical errors.
- C+, C, and C-: An assignment in this grade range fulfills the requirements, but does so in a way that is merely adequate. It will meet some of the criteria stated above, but not all. It presents an argument that may be superficial or only partially convincing; it presents some support but some transitions and paragraphs can be weak. It contributes to the conversation on the topic. "C" is not a punishment; it denotes average college-level writing and achievement.
- D+, D, and D-: Assignments in this grade range demonstrates a minimal engagement with mastery of the concepts and skill presented in the course. It usually has no clear argument or an unconvincing one.

- F and below: Assignments in this range indicate either work that is not done at all or work that is done so poorly that the only conclusion is that the student has not learned or applied the concepts and skills of the course.

POLICIES

Late Work and Revision Policy:

Late assignments will be penalized 10% for each subsequent day it is turned in (NOT class day—each day of the week counts here). Feel free to turn in work late, but *you will be penalized 10% per day—no exceptions*. Start working on assignments early. If you happen to fall sick on the due date, you should contact me immediately to discuss your options for turning it in through a classmate or electronically, else it will be considered late. Assignments turned into my mailbox will be marked late based on when I find it unless you send an email noting that you dropped it off.

Writing is a process, and a major part of that process is revision. If you are unhappy with your grade on a formal paper, you may revise it. A successful revision is one that goes beyond the comments of your peers and instructor by making significant changes that are the result of thoughtful and substantial rewriting. This means you cannot simply correct grammar and punctuation, because that is editing, not revising. For more information about revision, see p. 155-165 in the NHV textbook.

RESOURCES

The Writing Center: The Writing Center at the Colorado School of Mines is a free academic support service available to all members of the campus community. It helps people become more confident and capable in communicating through writing and speaking. The Writing Center, in Alderson Hall 133, provides one-on-one tutoring and individualized instruction, and assists with any stage of the writing process, as well as with public speaking skills. To make an appointment, visit <http://mines.mywconline.com>. Register with your email address and log in to see the schedule and make, change, or cancel appointments. Drop-in writing tutoring (first come, first served, no appointment necessary) is available at CASA Mondays through Thursdays from 5:00-7:00 pm, and via peer tutors found at the library: see the CASA tutoring schedule for more information.

Library and Research Resources: Need help locating quality sources for your NHV paper? Ask the NHV Librarian! Contact him directly through the NHV Help webpage at <http://library.mines.edu/LIB-Research-Course-Help-NHV>

Disability Services: Students who may qualify for disability accommodations must apply with Student Disability Services. Once eligibility is determined, a Letter of Required Accommodations is sent on behalf of student to each professor to explain accommodations required for exams and coursework. More detailed information can be found at <http://disabilities.mines.edu>

Counseling Services: As students encounter the challenges and decisions points inherent in the college experience, this office can help in many ways: • [Personal counseling](#) • [Academic counseling](#) • [Career Counseling](#) • Crisis intervention • [Alcohol and drug assessment and education](#) • Educational programs and workshops • [Referrals](#) to local providers as needed. Contact <http://counseling.mines.edu/counseling.html>

Academic Services: Students are encouraged to seek academic support if struggling with course material. This is particularly true with first & second-year students, as they master the core curriculum. Information on Tutoring, Academic Excellence Workshops, and Academic Coaching can be found at <http://casa.mines.edu/CASAhome>