ENGL311 Environmental Writing - Unit 2 Project Rubric
We will collaboratively write and design a resource that responds to Andrea Wulf’s *The Invention of Nature*, the 2016-17 Humboldt State University Book of the Year. The project will identify what is left beyond the margins of Wulf’s account and will analyze the representation that Wulf offers. Drawing from primary and secondary sources, you’ll create a multimodal companion resource, meant to supplement Wulf’s text and annotate her research. In this collaborative multimodal project, you’ll be responsible for either (a) one page of the website or (b) creating visual and textual coherence and consistency across all pages of the site.

Remember your rhetorical situation as you complete this project:
- **Writer**: all 25 environmental writers in ENGL311 (collaborative project)
- **Audience**: members of our campus community and anyone interested in Von Humboldt’s work, Humboldt County, or Wulf’s book
- **Exigence**: To offer our campus a critical analysis and contextualization of the 2016-17 book of the year and the history of Humboldt County from an environmental justice perspective

The following criteria focuses on the design and content that each student is responsible for. The following criteria may apply to a single page or the site as a whole, depending on a student’s role.

<table>
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<th>Outstanding achievement</th>
<th>Good achievement</th>
<th>Satisfactory achievement</th>
<th>Minimum performance</th>
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<tbody>
<tr>
<td><strong>DEVELOPMENT AND FOCUS:</strong> Develop helpful content that is relevant to your assigned prompt</td>
<td>The purpose is clearly stated, and the exigencies behind this purpose are indicated as well. Visitors to the site know why the content matters. The content exceeds the assigned goal in its thoroughness. No distracting elements are present, and all content is polished, fully supporting a credible ethos.</td>
<td>Readers know from the introductory sentences what information they can expect to find, and the content that follows meets this expectation. The content is well focused and well developed. Few, if any, distracting elements are present (e.g., typos, awkward phrasing, etc.).</td>
<td>The rhetorical purpose is clear to readers. The content is adequately focused and accurate. The assigned goal has been met. All elements contribute to the rhetorical purpose. Style, tone, word choice, etc. overall supports a credible ethos, though some errors may remain.</td>
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<td><strong>CONNECTION TO COURSE READINGS:</strong> Applies best practices for environmental writing generated in Unit 1 (see below).</td>
<td>The content addresses issues of power and privilege, colonial realities, and/or the relationship between social and ecological issues. The authors include suggestions for further interdisciplinary research and exploration.</td>
<td>The content helps students to extend their consideration of the 2016-17 Book of the Year.</td>
<td>The content demonstrates limited ability to engage the core concepts and best practices we’ve been discussing in ENGL311.</td>
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<td><strong>FORM AND CONTENT:</strong> Apply best practices in web writing / web design described here.</td>
<td>All of the best practices in web writing / design are applied. Authors demonstrate an understanding that the medium is part of the message and that form follows function. Authors demonstrate a global revision process based on workshop feedback.</td>
<td>Almost all of the best practices in web writing/design are applied. Content and design are engaging and provide an inviting reading experience. Authors’ revisions account for, and go beyond, feedback received in workshop.</td>
<td>Several best practices are not followed. Little effort has been made to revise based on workshop feedback.</td>
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<td><strong>SCHOLARLY DISCOURSE:</strong> Cite research ethically and effectively</td>
<td>The authors have located and evaluated (for relevance, credibility, accuracy, timeliness, bias, and so on) research materials across a range of sites and media.</td>
<td>The content adequately integrates authors’ ideas with the ideas of others. Visitors to the site can readily retrace the authors’ research through the source citations.</td>
<td>All source materials are cited in MLA style (and linked with a URL when possible). Photos include captions with citation info. The sources utilized on the site are credible and relevant to the site’s rhetorical purpose.</td>
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<td>One or more sources (including photos) is not cited. Sources demonstrate a limited understanding of how to locate and evaluate materials. Claims are not adequately supported with evidence.</td>
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BEST PRACTICES FOR ENVIRONMENTAL WRITING - COLLABORATIVELY DEVISED FROM OUR UNIT 1 PROJECTS

We are working to ensure that our site as a whole does the following.

Environmental writing...
- Observes
- Engages with story, narrative, and language
- Combines human with nature; engages interactions between humans and nonhumans
- Accounts for our humanity
- Promotes linguistic diversity alongside biodiversity
- Addresses issues of power and privilege
- Considers audience
- Considers method of conveying information
- Considers the frame that information is presented in
- Considers methods of knowledge-making
- Takes broad definitions of nature and place
- Includes a call to action and/or explores methods of resistance
- Attends to the interrelatedness of earth’s life forms and landscapes
- Explores the value of interdisciplinarity
- Underscores the importance of language as a narrative and cultural framework
- Includes a diverse/intersectional range of epistemologies
- Enables people to reclaim heritage and traditional practices and speak to issues of displacement
- Demonstrates global awareness
- Utilizes art as a way of interpreting the environment
- Explores personal relationships with nature
- Explores the relationship between science, technology, and nature

Additional criteria:
- The accepted rhetoric of ecological knowledge must be critically evaluated and challenged so as to benefit environmental writing as a whole.
- Nature exists beyond language as we as humans know it. Therefore, it is essential to acknowledge other ‘languages’ and ways of knowing that are beyond our grasp.
- Indigenous knowledge is rooted in the environment, and provides insight that is greatly needed in an age of environmental crisis.
- The fields of science and humanities are not opposites. Rather, they are interdependent, and the methods of research that both require complement each other.
- There are numerous genres that fit within the scope of environmental writing, and they all achieve different goals.
- Love and passion are key components that should be present in any narrative in order to inspire readers to act or change.
- One cannot fully engage with environmental writing without acknowledging topics in environmental justice. That is, all environmentally focused texts should, at some level, engage with diverse perspectives on subjects of injustice.