

Alexa Landrus
Fall 2015
University of Maryland

Description of Incorporation of Sustainability Plans for ENGL 101X

English 101X is an academic writing course that focuses on social issues that students work with over the course of a semester while applying various core rhetorical writing practices. Students are approved early on by me in the semester to work with an issue that they propose and then “marry” in essence to work with over the course starting with an Academic Summary and culminating with a Position Paper that requires a classical argument structure and 20 academic sources total to support their argument and position/claim regarding the social issue they are working with. It was always clear from the moment I received the email invitation to apply to participate in the Chesapeake Project at University of Maryland that the topic of sustainability and all closely connected topics to it are exactly the types of topics that work best for the assignments and curriculum outcomes needed in ENGL 101. As the workshop so aptly detailed and educated, sustainability is an exigent and important issue in society that makes it simple to align for this course in a variety of interactive, interesting, and seamless approaches.

Three sustainability learning objectives I plan to implement for students to learn in the course are:

- Articulate sustainability while analyzing several specific contexts to explore our discipline’s link with it.
- Learn what collective action is regarding sustainability and what strategies we can use for creative problem solving and adaptability.
- Understand what’s at issue in sustainability according to various audiences, in various situations, at various times; hence how sustainability lends itself to a cross-disciplinary approach.

The main ways I plan to assess student learning on the above objectives and integrate sustainability into the course are through an in-class review of main overarching concepts learned at the Chesapeake Project workshop using selected sections of Powerpoints shared in the Chesapeake workshop, online Discussion posts in the Canvas area of the course incorporating readings from the Northwest Earth Institute *Choices for Sustainable Living* text in the discussion prompts, and in the Academic Summary assignment where students will be asked to summarize a text from *Choices for Sustainable Living's* Paul Gilding's "The Earth Is Full," working with the instructions provided in the assignment module in Canvas and in class discussions.

More specifically, after introducing overarching concepts of sustainability in an early class discussion in the semester, students will prepare at the culmination of this discussion a "Minute Paper" in Canvas during class in a designated area in the Discussion area where they will summarize the most important points learned from the main take-aways in the information shared from actual Powerpoints from the Chesapeake Project workshop in one to two minutes approximately. This will be a four-point Discussion total. In the Discussion prompts in Canvas that are completed outside of class for homework, students will be asked to practice various skills related to the upcoming assignments working with selected readings from *Choices for Sustainable Living*. Each of the three Discussion prompts will be worth four possible points. In the Academic Summary assignment students will be assessed on how well they objectively and concisely (300-word maximum, 100-point value) summarize Paul Gilding's argument, his support for his argument, and a sense of how he constructs that argument in "The Earth Is Full."