

**Chesapeake Project Update to Syllabus**  
**Zahara Heckscher ENGL 393**  
**Fall 2011**

Based on the Chesapeake Project training in spring of 2011, I plan to update my Technical Writing classes (2 sections) to include sustainability themes and content in the following ways for Fall 2011 and Spring 2012.

<i>Change to class</i>	<i>Goals</i>	<i>Details</i>
A Sustainability Mini-Tour of Campus	<ol style="list-style-type: none"> <li>1. Expose students to successful sustainability projects on campus</li> <li>2. Teach them real world role of writing in such projects</li> <li>3. Encourage them to become more visionary in imagining future changes in their disciplines and on and off campus physical environment</li> </ol>	<p>A short tour, in conjunction with the Office of Sustainability, that includes a visit to the roof of South Campus dining and a meeting with someone who can speak about the planning documents and other writing projects affiliated with the roof transformation. In addition we might visit a site which demonstrates innovative storm water drainage and a site which might be transformed in the future.</p> <p>The likely tour guides will be the three student leaders involved in the gardening projects per diamondback story: Environmental science and policy major Jesse Yurow; Graduate student Rachel Tennant, who helped start the public health school garden; computer science major Tam Nguyen, who is designing an automated irrigation system for the garden. The Office of Sustainability staff will also be invited to participate.</p>
Create a Portfolio of Sustainability Final Projects for My Students	<ol style="list-style-type: none"> <li>1. Encourage students to chose real world sustainability projects for their final projects</li> <li>2. Contribute to new and ongoing sustainability initiatives on campus and around the state</li> </ol>	<p>Possible projects in the portfolio will include the topics on the Sustainability website and others:</p> <ul style="list-style-type: none"> <li>• How to encourage all residential students to recycle starting in their freshmen year?</li> <li>• How to encourage students to eat sustainable food options (local, organic, vegetarian, etc.) in the Dining Hall or when dining off campus?</li> <li>• How to encourage students who live near campus to walk, bike, or use mass transit to get to campus?</li> <li>• How to encourage students to reduce electricity or water consumption in their residences?</li> <li>• How to encourage responsible consumerism among students?</li> <li>• How to encourage Terp football fans to recycle bottles and cans while tailgating before football games?</li> </ul> <p>Other possible topics include the bag tax issue, community gardens on campus, sustainable campus landscaping, and wind energy in Maryland.</p>
Use Sustainability Related Documents as Samples	Provide examples of sustainability projects that will inspire students in their own academic work and careers	Identify and share sample documents that relate to sustainability, such as a cover letter/resume for a job in the solar energy field, and a final project that resulted in real world sustainable results.

Offer Sustainability Terms for My Definitions Assignment	Have students dive into learning about sustainability and how it relates to their fields.	Possible terms will include <ul style="list-style-type: none"> <li>• Cradle to cradle design</li> <li>• Organic</li> <li>• Carbon footprint</li> <li>• Nitrogen footprint</li> </ul>
Use Less Paper in Class	Provide an example of environmental stewardship in class	Avoid printing paper when possible; give students options of peer editing online; encouraging use of ELMS.

In addition, I may also

- Create small groups of students who are all working on sustainability related final projects.
- Have students demonstrate how to calculate and interpret their carbon or nitrogen footprints for their instructions assignment.