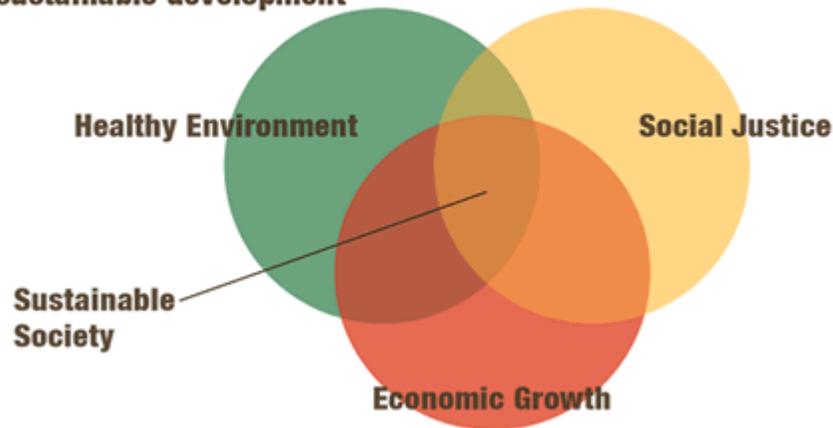


**The three components
of sustainable development**



ENG 1302section8

Rhetoric and Composition II

The second course in academic college-level research and writing

Research in Sustainability

Guiding question:

How can we meet local and global social needs today without jeopardizing our future?

Location: ACR 104
Time: MWF: 11:00 – 12:15 am
Instructor: Theron Francis, Ph.D.
Email: tfrancis@sulross.edu
Office: Morelock 112C
Office Phone: 8283
Office Hours: MW: 11:00-12:20 am;
TTh: 2:00-4:00 pm

Texts

Herndl, Carl, Ed. *Sustainability, A Reader for Writers*. Cary, NC: Oxford University Press, 2013

McCarthy, Cormac. *The Road*. New York: Vintage, 2006.

Course Description

Research is the primary activity of students at the university. Research is discovery. It gains value when it's articulated to a community of scholars. The scientific method assumes that knowledge is evolving. Each scholar's argument revises what came before. Therefore, one always follows others, using their key concepts, methods and theories, while taking a different path or perspective. The task of research writing is to integrate one's own ideas with those of others. A research paper is like a conversation, in which you refer to the work of other scholars and respond with your own ideas and evidence. The goal of research then is to share this convergence of ideas in a presentation or publication, so that your ideas contribute a larger scholarly conversation. This means that good research is both timely and current and that it participates in an ongoing conversation within a field of study.

In this class, we will gradually construct large papers on the broad topic of sustainability. Although sustainability now has a distinct “green” tone, it was first used by the United Nations to describe the difficulty of exporting Western, industrial solutions as answers to “developmental” problems in the third world (Brundtland Commission, 1987). Foreign aid projects, which introduced Western commerce, technology, and infrastructure, tended to degrade the environment, undermine social cohesion, and increase poverty, inequality and indebtedness. It appeared that foreign aid was doing more harm than good. Therefore, “sustainability” was added as a criterion for planning and assessing international development projects.

Our textbook *Sustainability, A Reader for Writers*, refers to the U.S. Environmental Protection Agency in defining sustainability as a “three-legged stool”: It promotes economic development, conserves natural resources, and supports social justice (Herndl, p. xxiii, 2013). The EPA’s definition asserts that a society cannot endure without “productive harmony” between “humans and nature.” As a theory, sustainability asks the researcher to re-evaluate their own society and consider how it can be improved. What is unhealthy about our world? How can we make it better? Sustainability is a broad theoretical approach to research. In this class, students will be asked to identify problems in their community, and propose solutions to those problems. The textbook offers six different topics to research under the heading of sustainability:

1. Human and environmental relationships
2. Trash
3. Food
4. Climate Change
5. Energy
6. Soil and Water

As a class, we will consider three of these topics: human and environmental relationships, climate change, and energy. Student teams, however, can focus on focus on other topics, depending upon their interests. Energy seems to be of particular relevance to Texas. However, soil and water, seem relevant to West Texas with its parks, desert landscape and heritage ranching culture.

Post-Apocalyptic Themes in Literature, Media and Music

In the middle of the course, there will be a unit on post-apocalyptic literature, media and music in order to discuss a prevailing concern about the limits of sustainability. We will read Cormac McCarthy’s “The Road,” watch an episode of “The Walking Dead” (or “Mad Max”) and each student will select their own post-apocalyptic song to write about.

Course Objectives

Students will be able to

1. Recognize social issues affected one’s own community and how issues affect others.
2. Conduct scholarly research through the library and its online databases.
3. Conduct basic empirical research and graphically organize the results.
4. Construct arguments by integrating one’s own research with the research of scholars.
5. Employ critical thinking skills when reading and discussing assigned works.
6. Respond critically to prior scholarly research and differentiate between scholarly and popular sources.
7. Use correctly the appropriate style for quoting, paraphrasing, citing sources and listing those sources in a bibliography.
8. Recognize different purposes, modes, genres, and audiences in a writing situation.
9. Understand and practice steps in the writing process, including pre-writing, drafting, revising and editing.
10. Recognize and practice conventional uses of grammar, punctuation and diction.
11. Construct expository, analytical, and persuasive papers.
12. Give a formal PowerPoint presentation of one’s research.

Attendance and Class Participation (50 total points)

The class participation grade will be determined by

- a. Participation in sustainability events
- b. Attendance
- c. Participation in classroom discussion and problem solving.
- d. The help you give to others in conferencing and editing.
- e. Attendance:

Two absences are permitted during the semester. One letter grade (5 points) will be subtracted from the Class Attendance percentage for each additional absence. **More than nine (6) unexcused absences will result in the student being dropped from the course with a failing grade.** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Projects

I. Planning a Sustainability Event (200 points)

Introduce the class to a local organization that promotes sustainability.

There are many well know organizations in the Big Bend with the mission of promoting sustainability, like:

Dixon Water Foundation
Chihuahuan Desert Research Institute
Chihuahuan Desert Harvesters
Big Bend National Park
Big Bend Ranch State Park
Chinati Foundation
Sierra Club

Your task will be to plan an event for the class at the organization which highlights their mission and their accomplishments. As a team, you will have to contact a coordinator at the organization in order to conceptualize and plan an event. There are several types of events that can serve an academic purpose:

- Plan a serve project: engage the class in helping the organization with a project.
- Plan a tour of the organization.
- Plan a forum discussion by the organization's members and students on the organization's goals and the issues it faces.

II. Reading Response Posts on BB (200 points total, 35 for each of 6 posts)

Through the first half of the semester we will read, discuss and respond to the articles in our reader, *Sustainability*. Through reading about the issues in the textbook—relationships, climate change, and energy—students will be more informed and better able to select a topic for research. The articles are included in the text book because they are canonical, current and controversial. They also exemplify critical reasoning, research, and scholarly methods.

Students will post responses to the readings on Blackboard. Students will write one post per week through the first four weeks of class and two more posts later in class. Students should offer a well-developed critical response to the reading and apply the ideas to their own life experience and the community where they live. They should also quote the text in order to analyze its meaning both closely and critically. At the end of the term, students should have about 6 entries (of 35 points each). Each entry should be at least 250 words in length. Aim to develop your ideas across two to three paragraphs.

If it becomes clear that the class is not doing the reading, I will add **quizzes** to the class. Late posts will not be graded unless there is an adequate excuse.

III. Research in Post-Apocalyptic Consciousness (150 points total, 50 for each response)

In the middle of the class we will devote three weeks to post-apocalyptic themes in literature, media and music. We will have one novel to read, which we should begin at the start of the class: Cormac McCarthy's "The Road." The novel has been made into a movie, which I will show in the evening outside of class. I am proposing that we watch either "Mad Max, Thunder Road" or an episode of "The Walking Dead." Students will select their own post-apocalyptic music to share with the class and write about. Your writing can take various forms when you respond to these works. **You can use formats like film, music, poetry, the review, analysis, or visual art.**

IV. Major Research Project on Sustainability

- A. Statement of Purpose, submitted as group
- B. Problem Paper Annotated Bibliography 50 points
- C. PowerPoint Presentation of a scholarly article 50 points
- D. Problem Paper 100 points
- E. Solution Paper Annotated Bibliography 50 points.
- F. Solution Paper 100 points.

Total: 350 points

As a member of a team, each student will write about one aspect of a sustainability issue that develops incrementally. Then, each student will then contribute one four-page section of a team paper on a problem in sustainability (week 10). If each student in a group of four students writes a four page section of the problem paper, the team's paper will be from 16 to 20 pages in length. At the end of the semester (week 15), students will submit a persuasive paper which proposes a solution to the problem they previously wrote about. Adding the solution paper to the previous problem paper would make a team paper which is as much as 40 pages in length. If students conduct empirical research, like a survey, and convert the data into a graphic—they can receive up to 50 points **EXTRA CREDIT**.

1. Presentation on a Scholarly Article (50 points)

To ensure that each student is able to find an academic article using the databases, I would like each student to present an article they found to the class. You should summarize and review the article. What makes the article credible and useful? You should be able to explain what makes the article "scholarly." I must approve the article before you present it to the class. Explain how you will integrate the ideas in the article in your own writing. Outline of the article, so that you're able to draw quotes, ideas, and statistics from the article. Also, provide and a bibliographical entry that can be later used included in the "Works Cited" section of your research paper. To reiterate, in your presentation, summarize the article's main idea, its supporting arguments, and explain its relevance to your research paper(s). But just as important—explain the articles method of citing sources. Is it MLA, APA, Chicago Manual, or a different style altogether?

(See list of styles for disciplines in OWL: <https://owl.english.purdue.edu/owl/resource/585/02/>)

2. Annotated Bibliographies

Problem Paper Annotated Bibliography (Due week 9)

On week 9, prior to submitting both the problem paper, submit an annotated bibliography with four sources. An annotation has the following format: a bibliographical reference (hanging indent in MLA or APA style) and typically a one paragraph summary. Like a works cited page, it should be arranged alphabetically. Two of the sources must be scholarly. One source must come from our textbook. One of the sources should be the scholarly article you presented to the class. Two sources can be from the popular press, trade journals, or alternative forms of media (music, video, art, etc.—whatever can contain knowledge.)

First, directly summarize each article. (Avoid “he said/she said” phrases, e.g. Do state concepts directly: 99% of what we know about the cosmos was learned in the last 20 years. Do not report the authors ideas: Gentry Lee claims “99% of what we know about the cosmos was learned in the last 20 years.” It’s a summary!) Evaluate the reliability of each article. Explain their assumptions, research methods, and conclusions of the article. In one final sentence, explain how the source is relevant to your research. Each annotation should be from eight to 10 sentences and from 100 to 150 words.

Solution Paper Annotated Bibliography (Due week 13)

Expand your annotated bibliography from four (4) sources to eight (8) sources.

3. Final Exam: May 10 10:15 a.m. - 12:15 p.m. (50 points)

The final exam will be the same as the beginning-of-class assessment. Once again, you will be asked to write a rhetorical analysis or an argumentative essay.

Grade Outline

Projects	Due Date	%	Points
I. Reading Response Posts on Readings in Herndl’s <i>Sustainability</i>	End-of-term	20	200 points
II. Planning Event at a local organization which promotes sustainability.	Scheduled incrementally through calendar	20	200 points
III. Post Apocalyptic Literature Survey		15	150 points
The Road by Cormac McCarthy	2.18	5	50
A post-apocalyptic movie	2.26	5	50
Post-apocalyptic music	3.1	5	50
IV. Major Research Project on Sustainability		35	350 points
Presentation on Academic Article	3.3	5	50
Annotated Bibliography	3.24		50
Problem Paper	4.5	15	100
Annotated Bibliography, expanded	4.19	5	50
Solution Paper	5.3	15	100
V. Class Participation		10	50 points
1. Attendance at sustainability events			
2. Attendance in class			
3. Teamwork and collegiality			
Final Exam	5.10	5	50
Total Points Available		100	1000 points

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact

Counseling and Accessibility Services:

Mary Schwartz, M.Ed., LPC
 Accessibility Services Coordinator
 Counseling & Accessibility Services
 Ferguson Hall, Rm #112
 P.O. Box C-122
 Alpine, TX. 79832
mschwartz@sulross.edu

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Activities	Readings to Discuss	Project Due Dates and Notes
M 1.18	Martin Luther King Holiday 		
Us: How We Live With Each Other & With the World			
Week One			
T 1.19 Th 1.21	Summarize syllabus Introduce Discussion Board Beginning of Term Assessment Discuss Carson 4 and Leopold 12	Read Carson 4 and Leopold 12	
Week Two			
T 1.26 Th 1.28	Discuss Diamond 15 and Hardin 28	Read Diamond 15 and Hardin 28	Due 1.26: Post 1 on Carson and Leopold (35)

Climate Change			
Week Three			
T 2.2	Introduce major Research Paper and Statement of Purpose Discuss Cicerone	Read Cicerone 158	Due 2.2: Post 2 on Diamond and Hardin (35)
Th 2.4	Discuss Cannon	Read Cannon 197	
Week Four			
T 2.9	Discuss Krznaric 206	Read Krznaric 206	Due 2.9: Post 3 on Cicerone and Cannon (35)
Th 2.11	Discuss Evangelical Partnership 216	and Evangelical Partnership 216	
Post-Apocalyptic Media			
Week Five: Literature – Cormac McCarthy’s <i>The Road</i>			
T 2.16	Discuss Cormac McCarthy’s <i>The Road</i> Teamwork on team presentation		Due 2.16 Post 4 on Krznaric 206 and Evangelical Partnership 216 (35) Due 2.18: Response to <i>The Road</i> : Team Presentations (50)
Th 2.18	Cormac McCarthy’s <i>The Road</i> Teamwork on Research Project		
Week Six: Mad Max or Walking Dead			
T 2.23	Discuss “Mad Max, Fury Road”	View “Mad Max, Fury Road”	Select evening viewing time as a class. Monday night?
Th 2.25	Library Tour		Due 2.26: Response to “Mad Max, Fury Road” Submit video response online (50)
Week Seven: Post-Apocalyptic Music <i>midterm</i>			
T 3.1	Share Post-Apocalyptic Music. EC for students who share their music and comments with the class	Post-Apocalyptic Music	Due 3.1 Post-Apocalyptic Music: provide commentary with links to music on Discussion Board. (50)

Th 3.3	PowerPoint Presentations of Academic Articles		Due 3.3: informal team statement of purpose Presentations of Academic Articles (50)
Energy			
Week Eight			
T 3.8	Discuss Barratt-Brown "It is about Framing..."	Read Barratt-Brown "It is about Framing..." (253-8)	
Th 3.10	Empirical Sources, like surveys and creating visuals	& Shiva "Food for Cars or People" (262-72)	
Week Nine			
3.15/17	Spring Break		
Week 10			
T 3.22	Discuss Kempton "The Offshore Power Debate" (228-95) and Bateman "A Colossal Fracking Mess" (296-305)	Read Kempton "The Offshore Power Debate" (228-95) and Bateman "A Colossal Fracking Mess" 296-(305)	Due 3.22: Post 5 on Krznaric and Evangelical Partnership (35)
Th 3.24	Avoiding Plagiarism		Due 3.24: Annotated Bibliography for Sustainability Problem Paper 950)
Week 11			
T 3.29	Group work Peer Review Paragraph Structure		Due 3.29: Post 6 on Kempton and Bateman (35) Bring Draft of Sustainability Problem Paper
Th 3.31	Citing Sources Group work		Last day for student to drop with W
Week 12			
T 4.5	Introduce and plan Phase II: The Solutions Paper Group Work		Due 4.5: Sustainability Problem Paper as a team paper (100)

Th 4.7	Library Visit		<p>Team 1: Event at a Sustainable Organization (200)</p> <p>4.4: Last day for instructor initiated drop for excessive absences. Must reach the Provost's office by Monday, April 4.</p> <p>4.8: Last day to withdraw from the 16 week course/term with grade of "W."</p>
Week 13			
T 4.12	Group work		<p>Team 2: Event at a Sustainable Organization (200)</p>
Th 4.14	Editing on Google Drive		Good Friday (holiday)
Week 14			
T 4.19	Group work and in-class writing		Due 4.12: Annotated Bibliography for Solution Paper (50)
Th 4.21	Peer Review		<p>Team 3: Event at a Sustainable Organization (200)</p>
Week 15			
T 4.26			<p>Team 4: Event at a Sustainable Organization (200)</p>
Th 4.28	Editing		Draft of final paper
Week 16			
T 5.3	<p>Last Day of Class</p> <p>Final proofreading and editing.</p>		<p>Due on last day of class:</p> <p>Complete collaborative sustainability report with</p> <ol style="list-style-type: none"> 1. Title page 2. Table of contents 3. Introduction 4. Problems 5. Solutions 6. Conclusion

Th 5.5	Dead Day		7. Works Cited Page (100)
Week 17			
T 5.10	Final Exam: End of Class Assessment 10:15 a.m. - 12:15 p.m.		Final Exam: End of Class Assessment 10:15 a.m. - 12:15 p.m. May 16: Final grades for continuing students due; grades must be submitted by noon