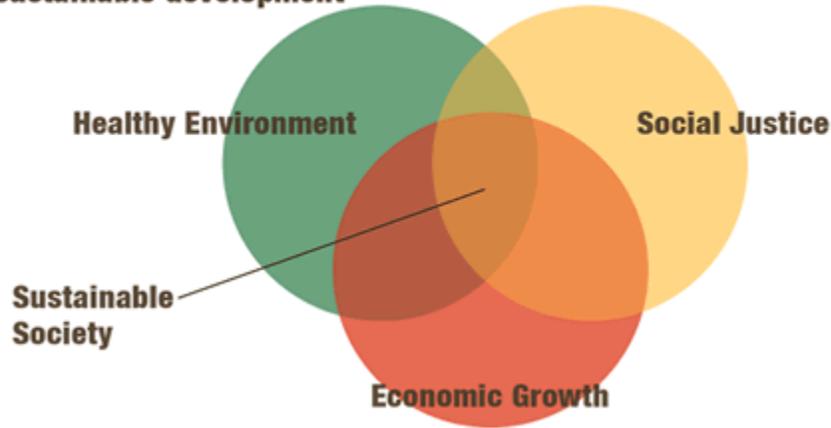


ENG 1302section9

The three components of sustainable development



Composition II

The second course in academic college-level research and writing

Research in Sustainability

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

Location: ACR 104
Time: Tuesdays & Thursdays: 11:00 – 12:15 am
Instructor: Theron Francis, PhD
Email: tfrancis@sulross.edu
Office: Morelock 112C
Office Phone: 8283
Office Hours: MW: 11:00-12:20 am;
TTh: 2:00-3:00 pm

Texts

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

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 oneself 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 | 4. Climate Change |
| 2. Trash | 5. Energy |
| 3. Food | 6. Soil and Water |

As a class, we will reading essays on five of these topics: human and environmental relationships, Food, climate change, energy and soil and Water. Students research any of the six topics in sustainability above. Energy and agriculture seem to be of particular relevance to Texas. However, soil and water seem to be especially important to West Texas with its parks, desert landscape and heritage ranching culture.

STUDENT LEARNING OUTCOMES

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. Attendance
- b. Participation in classroom discussion and problem solving.
- c. The help you give to others in conferencing and editing.

Attendance: Two absences are permitted during the semester. One letter grade will be subtracted from the Class Attendance grade 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. Reading Responses 300 points total, 10 responses, 30 points each

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 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.

Format:

- At least 300 words and one page in length.
- Aim to develop your ideas across two to three paragraphs.
- Double spacing.
- Provide an intelligent title.
- 12 point font.
- Cite quotes using APA style—provide parenthetical citation of the page and year of source and the author's name if not cited in your narrative.

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.

II. Major Research Project on Sustainability 600 points total

- A. Statement of Purpose, submitted as group: week seven, 25 points
- B. PowerPoint Presentation of a scholarly article, week eight, 50 points
- C. Problem Paper Annotated Bibliography: week nine, 50 points
- D. Problem Paper: week 10, 150 points
- E. Solution Paper Annotated Bibliography, week 12, 50 points.
- F. Peer editing of final solution paper, week 14, 25 points.
- G. Solution Paper, end-of-term, 150 points.
- H. Final Team PowerPoint Presentation, final week, 100 points

III. Extra Credit

Designing a graphic for the problem and/or the solution paper to represent empirical data can receive up to 50 points for each paper.

Problem and Solution Papers

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**.

A. Statement of Purpose 25 points

As a team, students will submit a **statement of purpose** (week 7), which provides background on past scholarship from our text and library resources, describes a problem in the community or the environment and states your research methods.

B. 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. To prepare for your presentation write an annotation, which summarizes and responds critically to the source. To reiterate, in your presentation, summarize the article's main idea, its supporting arguments, and explain its relevance to your research paper. 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/>) How can it tell it uses that citation style? What are the characteristics of the style in the example you are presenting. Organize your presentation in a PowerPoint.

C. Annotated Bibliographies

Problem Paper Annotated Bibliography (Due week 8)

On week 8, 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 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.)

Evaluate the reliability of each article. Explain the 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.

D. Peer Feedback and Editing 25 points

Before students submit their final collaborative papers at the end of the term, they will upload their papers to a folder through Google Drive, for the purpose of team editing and proofreading. Students will be able to comment and correct each other's papers in the shared Google Drive folders. I will assign 25 points for the effort you put into editing your teammates' papers for both the problem paper and the solution paper.

E. Final Team Presentation 100 points

Give a PowerPoint presentation as a class to the class on your team's research.

Grade Outline

Projects	Due Date	%	Points
I. Reading Response Posts on Readings in Herndl's <i>Sustainability</i>	End-of-term	30	300 points
IV. Major Research Project on Sustainability			
Statement of Purpose	Week 7	2.5	25
Presentation on Academic Article	Week 8	5	50
Annotated Bibliography	Week 10	5	50
Problem Paper	Week 11	15	150
Annotated Bibliography, expanded	Week 13	5	50
Solution Paper	Week 15	15	150
Peer Feedback and Editing	Week 15	2.5	25
Team PowerPoint Presentation	Week 15		100
V. Class Participation			
1. Attendance at sustainability events		10	100 points
2. Attendance in class			
3. Teamwork and collegiality			
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

Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact

Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832.
 Telephone: 432-837-8691. E-mail: mschwartze@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 1.16	Martin Luther King Holiday 		
Us: How We Live With Each Other & With the World			
Week One			
T 1.17	Summarize syllabus Beginning of Term Assessment	Read Carson 4 and Leopold 12	
Th 1.19	Discuss Carson 4 and Leopold 12		
Week Two			
T 1.24	Discuss Diamond 15	Read Diamond 15 and Hardin 28	Due: Response Paper 1 on Carson or Leopold
Th 1.26	Discuss Hardin 28		
Food			
Week Three			
T 1.31	Discuss Opperman 118	Read Opperman 118 Read Wear 126 and Losanova 121	Due: Response Paper 2 on Diamond or Hardin
Th 2.2	Discuss Wear 126		February 1: Last day to drop a 16 week term course without creating an academic record
Week Four			

T 2.7	Discuss Pollan and Whitman	Read Pollan 132 Whitman 140, and Epstein 147	Due: Response Paper 3 on Opperman or Wear
Th 2.9	Discuss Epstein		
Climate Change			
Week Five			
T 2.14	Discuss Cicerone	Read Cicerone 158	Due: Response Paper 4 on Pollan, Whitman or Epstein
Th 2.16	Discuss Cannon Introduce major Research Paper and Statement of Purpose Teamwork on Research Project	Read Cannon 197	
Week Six			
T 2.21	Discuss Krznaric 206	Read Krznaric 206 and Evangelical Partnership 216	Due: Response Paper 5 on Cicerone or Cannon
Th 2.23	Evangelical Partnership 216		
Energy			
Week Seven			
T 2.28	Discuss Read "Energy Supply and Use" 233 Teamwork on Research Project	Read "Energy Supply and Use" 233	Due: Response Paper 6 on Krznaric or Evangelical Partnership 216
Th 3.2	Library Tour		Due: Team Statement of Purpose
Week Eight			
T 3.7	PowerPoint Presentations of Academic Articles	Read Schwartz and Kempton 283 – 295.	Presentations of Academic Articles
Th 3.9	Discuss Schwartz and Kempton Avoiding Plagiarism		Due: Response Paper 7 on "Energy Supply and Use," Schwartz and/or Kempton. Mid Semester, 16 week term, Midterm grades due.
Week Nine			

3.13 - 17	Spring Break		
Week 10			
T 3.21	Discuss Bateman Write response to Bateman in class. Sustainability Problem Paper group work	Read Bateman 296	Due: Annotated Bibliography for Problem Paper March 21 (Four bibliographical references with an annotation for each)
Th 3.23	Peer Response Groups		Due: Response Paper 8 on Bateman – in class
Soil and Water			
Week 11			
T 3.28	Final revision and conferencing in class for problem paper		Due: Problem Paper
Th 3.30	Discuss Montgomery and Monday Creek Restoration Project	Read Montgomery and Monday Creek 309 Restoration Project 317	
Week 12			
T 4.2	Discuss the articles from the “Soil and Water” section.	Read any article from the “Soil and Water” section.	Due: Response Paper 9 on Montgomery and Monday Creek Restoration Project
Th 4.4			4.7: Last day for instructor initiated drop for excessive absences. Must reach the Provost's office by 4 pm, Friday, April 7.
Week 13			
T 4.11	Group work		Due: Expanded annotated bibliography (8 sources)
Th 4.13			Due: Response paper 10 on any article from

			the "Soil and Water" section.
Week 14			
T 4.18	Group work		
Th 4.20	Peer Review		
Week 15			
T 4.25	Editing on One Cloud.		Due: Peer feedback (25 points)
Th 4.27	Presentations		
Week 16			
T 5.2	Last Day of Class Presentations		Due on last day of class: Complete collaborative sustainability report with <ol style="list-style-type: none"> 1. Title page 2. Table of contents 3. Introduction 4. Problems 5. Solutions 6. Conclusion 7. Works Cited Page Due: team evaluation forms.
Th 5.4	Dead Day		
Week 17			
M 5.8	Final Exam 10:15 – 12:15 am Final Due Date for Team Term Paper		May 15: Final grades for continuing students due; grades must be submitted by noon