

Global Sustainability CW, Spring 2018
BIO 191CW, ESS 190CW, SocEcol 186CW
Senior Capstone for the Interdisciplinary Minor in Global Sustainability

Instructor:

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Teaching Assistant:

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Office Location: 434 Steinhaus Hall

Course Information:

Enrollment priority is given to students minoring in Global Sustainability.

Meets: Tu/Th, 9:30-10:50, BS3 room 2130

Canvas course space: <https://canvas.eee.uci.edu/courses/9580>

Packback discussion page: <https://www.packback.co>

Our Community access code: 431F72EC-CC0B-1F55-4E03-19BDC840E23A

Turnitin.com Information: All major writing assignments completed outside of class must be turned in to turnitin.com. This will happen simultaneously to your submission of assignments through Canvas. Please do not submit hard copies.

Course Description:

This class is the third of three courses that form the capstone for the Minor in Global Sustainability - <http://catalogue.uci.edu/interdisciplinarystudies/globalsustainability/>.

This course sequence is designed to encourage critical thinking and expand research skills in global sustainability. In this course, we will conduct an interdisciplinary analysis of current sustainability topics with emphasis on our relationship to nature and dependence upon the environment. It is interactive, evolving, and based on student engagement in direct, thoughtful dialogue. To fulfill the capstone sequence for the minor and the Upper Division Writing Requirement for UCI, a major focus of this course involves research, critical analysis of texts, and informal (low-stakes) and formal writing assignments. Throughout the quarter, you will develop and write a major research paper on an approved sustainability topic.

Learning Objectives:

By the end of this course, students should be able to:

- critically discuss current sustainability topics with their peers
- analyze and summarize primary literature on sustainability topics
- reflect in writing on the relationship between sustainability topics covered in this course and their own lives and disciplines
- conduct and present in writing a comprehensive literature review and position paper
- communicate current sustainability research through formal presentations and structured research papers

Required Texts:

There is no required text for this course. All course reading materials will be provided by the instructor.

Recommended Texts:

Palmquist, T. (Ed.) et al. 2014. *The Anteater's Guide to Writing and Rhetoric*. Fourth Edition. Hayden-McNeil.

Ebest et al. 2003. *Writing from A to Z*. Fourth Edition (custom). McGraw-Hill.

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Course Policies:

Attendance is mandatory and class participation is required. I do not have many ‘rules’, but I will expect the following:

- You are on time for every class session.
- You have read through the assigned materials and completed any pre-class questions and journal assignments before coming to class.
- You bring course materials to every class.
- All students will be respectful of each other and the instructor; this includes turning off cell phones before class, not interrupting while someone else is talking, and doing your fair share of work while working in a group.
- All assignments are due at the beginning of class. Any assignments turned in late will be docked 10% for each day the assignment is late.

Academic Dishonesty: I stand by the UCI Academic Honesty Policy, which can be found at honesty.uci.edu/students.html, and will expect nothing less from you. The most common types of academic dishonesty include **plagiarism and collusion**. We will discuss these more in the writing portion of this capstone sequence.

Inclusive Classroom Policy: I will uphold the University of California, Irvine’s commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI’s community or if you have a need for any specific accommodations, please speak with the instructor early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Diversity and Awareness at UCI - <http://www.studentaffairs.uci.edu/diverse/index.php>
- Disability Services Center - <http://disability.uci.edu>
- UCI LGBT Resource Center - <http://lgbtrc.uci.edu>
- Undocumented Student Support - <http://dreamers.uci.edu>
- UCI Counseling Center - <http://www.counseling.uci.edu>

Basic Needs Security: Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support (dos.uci.edu; 949-824-5181). Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may possess. Also note the following resources available at UCI:

- Student Outreach and Retention Center (SOAR) – soar.uci.edu
- SOAR Food Pantry – located at the FRESH Basic Needs Hub at 4079 Mesa Rd (Lot 5 trailers), open M-Th 11am-5pm

Assignments:

There are two categories of assignments for this course – those that are mainly participation/completion based (~40% of your grade) and those that are critically assessed (~60% of your grade). You will be responsible for the following assignments:

A) Participation / Completion Based Assignments (125 points possible):

1. Course Journal (8 entries x 5 points each = 40 points)
2. Community-engaged Scholarship Activity with Journal write-up (5 total hours; 10 points)

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3. Participation (20 points): Weekly in class (20 days x 1 point each = 20 points); Mid-term and Final Evaluations (Extra Credit - 1 point each; designed to allow for two “free” days of missing class)
4. Packback Discussion participation (9 weeks x 5 points each = 45 points)
5. Pre-reading and/or In-class reading quizzes (10 points)

B) Assignments with Critical Assessment (letter grades assigned to papers; 160 points possible):

6. “Writing Process” Assignments (5 x 10 points each = 50 points)
7. Research Paper Drafts (First -10 points; Second - 15 points)
8. Peer Review (25 points)
9. Individual “Speed Presentation” & Roundtable Discussion (10 points)
10. Final Research Paper – 50 points, letter grades assigned; worth ~20% of final grade

1. Course Journal- During 8 class periods you will be given a journal assignment. The assignments will range from responding to a topic discussed or video watched in class, to finding a current popular media source that relates to course material. Though not required, you are welcome and encouraged to start a blog where you post your journal entries, and you can link directly to your blog posts when submitting your journals in Canvas. Each journal assignment is due before your class section the following Tuesday.

2. Community-engaged Scholarship (CES) Activity- Communication and collaboration across disciplinary boundaries and between communities of learning and practice are essential to addressing the myriad sustainability issues facing our society. One step in achieving this is to foster mutually beneficial relationships between the university and the community to promote positive social and environmental change. You are asked to participate in **5 hours** of community-engaged service activity that relates to sustainability on or off-campus. A list of options will be provided on Canvas in the assignment description for “Community-engaged Scholarship”. You can propose one of your own options that meets the criteria outlined in Canvas. A brief written description and reflection with photos documenting your participation should be turned in to Canvas within one week of completion for each activity.

3. Participation- Your attention and participation in this course are critical to meeting the course objectives. Your preparation and class attendance each day is worth 1 point. You may earn one point “extra credit” each for completing the midterm and final evaluations – this allows you to miss two class periods without penalty.

4. Packback discussion participation- Participation is a requirement for this course, and the Packback Questions platform (www.packback.co) will be used for online discussion about class topics. Packback Questions is an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we’re studying relates to life and the real world. You will be required to post to Packback during weeks 2-10 of the quarter, each week counts as 5 points. In order to receive your points per week, you must post a minimum of **1 Question and 2 Answers** relevant to our class subject matter per week.

5. Pre-reading and/or In-class quizzes – During several class periods you will be assigned to read materials beforehand and come prepared to contribute to a group discussion. You may also be assigned to be the discussion leader or note-taker during in-class discussions. In order to ensure that all students come to class prepared to participate, you will be asked to complete readings questions/quizzes before coming to class and/or be given an in-class quiz on the readings. These assessments will total up to 10 points.

6. Low Stakes “Writing Process” Assignments – You will complete a series of assignments related to the development of your research paper and the writing process. Some of these will occur in class. These may include: (a) a research topic proposal, (b) a proposed bibliography of primary literature, (c) an introductory paragraph with statement of purpose / thesis statement, (d) a paper outline, (e) an advocacy letter.

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7. *Research Paper Drafts* – You will prepare two drafts of your research paper. The first will be reciprocally peer reviewed by another student in the class (you’ll review each other’s papers). The second draft, edited to incorporate suggestions from the peer review, will undergo instructor review.

8. *Peer Review* – You will be responsible for writing a comprehensive and critical review of another student’s research paper draft. The written review will occur outside of class and follow a very specific format. Your written review should be turned in to Canvas for grading AND a printed copy should be brought to class to provide to the student. This review will then be followed by a one-on-one meeting between the student pair to discuss the reviews and papers in class.

9. *Speed Presentation & Roundtable Discussion* – A common new format at scientific conferences is speed presentations where a group of presenters give back-to-back short presentations on a variety of topics followed by roundtable discussions where attendees rotate among tables focused on discussing the presentation topics of most interest to them. You will prepare a four-minute speed presentation composed of four powerpoint slides to present a thoughtful summary and assessment of your selected research topic to the class.

10. *Final Research Paper* – The main assignment in this course is your capstone research paper. This paper should present a comprehensive literature review on your chosen sustainability topic AND be written as a position paper that provides a well-supported argument for a particular outcome, solution, or path forward related to the topic you choose. Your final paper should be 8-10 pages double-spaced (~2500 words), not including your literature cited. You must include a minimum of 10 primary journal article sources but may include other reputable non-primary literature sources in addition (i.e. government agency documents and/or summary reports, policy statements, etc. but NOT websites).

Tentative Schedule: This is a general schedule outlining the structure of this course. An updated and more detailed schedule will be maintained on the course website.

WK.	DATE	CLASS ACTIVITY	READING & ASSIGNMENTS
1	Tu-4/3	Introduction to course Lecture: The Importance of Critical Reading	<i>Register with Packback and watch introduction video</i>
	Th-4/5	Topic: Resilience Thinking Lecture: The Writing Process - Invention	<i>Read Ahern 2011 – From fail-safe to safe-to-fail: Sustainability and resilience in the new urban world</i>
2	Tu-4/10	In-class: Prepare/Discuss Research Topic Proposal Ideas	<i>Journal assignment 1 due</i>
	Th-4/12	Lecture: The Writing Process – Free Write and Planning Your Research	
3	Tu-4/17	Earth Week – celebrating the great environmental writers – jigsaw puzzle discussion of important works in environmental/sustainability writing	<i>*Receive approval and feedback on research topics Journal assignment 2 due Read assigned article and answer questions before coming to class</i>
	Th-4/19	Class Q&A with Dr. Kathleen Miller, NCAR Senior Researcher and IPCC Assessment Report lead author	

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		In-class: Review/Discuss Sustainability Context of Topics, Message Box or Concept Map Activity Lecture: The Writing Process – Building Your Argument	
*	4/22	DUE <u>SUNDAY</u> AT 5 PM to Canvas	Proposed Bibliography Due
4	Tu-4/24	Discussion: Sustainability, Animal Agriculture, and Public Health In-class: Assessment of sample paper introductions	<i>Journal assignment 3 due</i> <i>Read State of the World, 2015 Chapter 8 and answer questions before coming to class</i>
	Th-4/26	In-class: Review/Discuss/Re-write Intros & Position Statements Lecture: The Writing Process – Framing & Polishing Your Argument	Bring printed Intro. Paragraph & Position Statement/Thesis
5	Tu-5/1	Topic: Energy, Pollution, Population, Consumption – Changing Paradigms	<i>Journal assignment 4 due</i> <i>Read assigned article before coming to class</i>
	Th-5/3	Topic: Sustainability, Belief Systems and Cultural Change	<i>Read assigned article before coming to class</i>
*	5/4	DUE <u>FRIDAY</u> AT 5PM to Canvas	Full Paper Outline Due
6	Tu-5/8	Campus Fieldtrip/Tour with Matt Deines, UCI Environmental Planning & Sustainability	<i>Journal assignment 5 due</i>
	Th-5/10	Lecture: The Writing Process – Getting Feedback & Peer Review Process Sample “Speed Presentation” from TA	Paper Full Draft 1 Due to Canvas before the start of you class section
7	Tu-5/15	In-Class Peer Review Meeting	Peer Review Due
	Th-5/17	GS Minor Alumni Panel - Sustainability-related jobs and graduate programs	
8	Tu-5/22	Speed Presentations & Roundtable Discussions, Group A	<i>Journal assignment 6 due</i>
	Th-5/24	Topic: Community Organizing & Building Community Resilience	Paper Full Draft 2 Due
9	Tu-5/29	Speed Presentations & Roundtable Discussions, Group B	<i>Journal assignment 7 due</i>
	Th-5/31	Building Community – Visions of Sustainability Discussion	<i>Read Visions of Sustainability before class</i> Papers Returned
10	Tu-6/5	Speed Presentations & Roundtable Discussions, Group C	
	Th-6/7	Course Wrap-up / Discussion	<i>Journal assignment 8 due</i>
*	6/10	DUE SUNDAY AT 5PM to Canvas	Final Paper Due (50 points)

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Grading: I will use the following straight scale recommended by the university. Letter grades at each grade cut-off will not be rounded up.

100-98.0% A+	89.9-87.0% B+	79.9-77.0% C+	69.9-67.0% D+	>60.0% F
97.9-94.0% A	86.9-84.0% B	76.9-74.0% C	66.9-64.0% D	
93.9-90.0% A-	83.9-80.0% B-	73.9-70.0% C-	63.9-60.0% D-	

Additional Resources: While not required, your participation in the broader sustainability community on the UCI campus will surely support your success in the Global Sustainability capstone series. Many past students have found a collaborative community, service and internship opportunities, networking events, and jobs post-graduation through their involvement in the following:

- Sign up to receive the GSRC newsletter - www.sustainability.uci.edu/gsrc, and follow them on facebook - <https://www.facebook.com/ucigsrc>
- Join the Global Sustainability Minors facebook page - <https://www.facebook.com/groups/865974890121089/>
- Check out Theta Psi, the Nation's first Co-ed professional sustainability fraternity - <https://thetapsi.wordpress.com>

The contents of this syllabus and schedule are subject to change.