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COURSE DESCRIPTION
This course will focus on the environmental discussion of our time: climate change and the move toward environmental, societal, and economic sustainability. Offered to international students majoring in business, science, or the arts, this course will emphasize the multiple, cross-cultural discourse surrounding climate change and sustainable solutions as discussed in news media, popular culture, academic writing, scientific writing, and the popular press. We will investigate the interests of stakeholders: corporations, governments, and the human and natural world along with the rhetoric used to discuss it. Beginning with a review of the scientific evidence of climate change, students will research and write about a specific country’s extreme weather events and responses to climate change through a broad range of stakeholders along with an examination of the sustainability responses relating to resources, energy, and society. This essay will provide a range of possible foci depending on students’ areas of expertise, geographic knowledge, or scientific, technological, or business experience. This essay will be reshaped into an informative presentation directed to other CU sustainability students. A half-day Service-learning experience will bring international students the opportunity to learn about Boulder County’s hands-on methods of maintaining its publicly owned lands in an environmentally sustainable manner.

REQUIRED TEXTS
- Writer’s Help, Nancy Sommers, an online handbook
- Articles and lectures (D2L) written by scientists and environmental writers Michael Pollen, Bill McKibben, Prof. Jim White and others
- Handouts using theoretical perspectives from Rosenwasser and Stephen’s Writing Analytically; revision strategies developed from the Harvard Writing Project
- Writing and Rhetoric skills websites: writing@CSU (http://writing.colostate.edu/index.cfm); Silva Rhetoricae (http://rhetoric/byu.edu/); Purdue OWL (https://owl.english/purdue.edu/); PWR Resources for Students website http://www.colorado.edu/pwr/resources.html
Service-Learning Component
An integral part of this course involves service-learning. Service-learning bridges academic work with community work, providing a real-world understanding of environmental issues which allows students to gather data otherwise unavailable. Students will perform outdoor service work for Boulder County Parks and Open Space. Through hands-on work for the environment, we will contribute to the global search for sustainable solutions and expand the intellectual, social, political, and personal engagement with environmental issues. Students will write about these service experiences through a series of Critical Reflections using state-of-the-art pedagogies. This writing will improve the ability to analyze, engage in meaningful research, and utilize rhetoric thoughtfully and effectively inside and outside the classroom. Service-learning will value add to an undergraduate degree by providing employment advantages due to the valuable experiences and real-world skills acquired.

DESCRIPTION OF ASSIGNMENTS

Ecological Identity 10%
This early assignment will ask you to explain what factors in your life experience have helped construct your relationship with the natural world. You will examine your own history to find a way to discuss the one or two experiences that impacted you. This writing will take the form of a chapter in a memoir, displaying clear causation and strong descriptive writing to recreate your experiences for your reader.
Short Writings and D2L Class Posts 20%
Short Writings and Posts serve as “low stakes” assignments that provide an opportunity to rehearse a range of rhetorical and mechanical applications/strategies. These writings will be comprised of various short writings, grammar, and related assignments. The majority of the Short Writing assignments will ask you to respond to prompts based upon the readings. You’ll also write short analytical and/or reflective accounts of your service-learning experiences.

Rhetorical Analysis 10%
This assignment will ask you to choose a genre of writing useful in your major or important to your future such as a business plan, technical report, personal essay, patent application, etc. After locating and studying successful models of this genre, you will engage in a rhetorical analysis of the genre, identifying the major features of the work including purpose, audience, message, credibility, etc. Last, you will apply this knowledge to writing the first page of your own document.

Sustainability Research Project and Presentation 25%
This major essay and presentation will provide a range of opportunities to leverage your interests and experience to investigate and analyze a controversy related to energy and sustainability. Choosing a particular region of the world and a specific context such as business, industry, urban planning, agriculture, etc you will explain the ways that this controversy is being responded to by various stakeholders. This may involve examination of discourse in the corporate or independent media, in social media, public policy, and in scientific documents. You will analyze what this region’s challenges present in order to reduce carbon footprint and achieve sustainability goals.

The Sustainability Research Project will require a Proposal explaining your plan: 1) A statement of purpose explaining why you chose this business or technology and your own experience with this subject and what you bring to the project; 2) Describe your research methods: A plan on how you are going to gather materials (specify any unique sources, such as interviews, studies you will

GRADING SCALE
Ecological Identity 10%
Short Writings and D2L Posts 20%
Rhetorical Analysis 10%
Sustainability Research Project and Presentation 25%
Participation, attendance, and preparedness 10%
Writer’s Help Exercises and Quizzes 15%
Service-learning participation and writings 10%

Workshop Format
At times we will engage in workshops in which we will look at student writing in class. Student writing will be discussed through critical dialogue in small groups or whole class discussion. We will all work closely together to move each person’s ideas to greater originality, depth, logic, and clarity. On the days that we workshop, you will be expected to contribute constructive comments to your classmates’ drafts. High quality participation in workshops involves identifying weaknesses in the writing and
offering ways to remedy them. The writers, in turn, will receive peer feedback and decide how to incorporate the feedback into their revisions.

All final essays need to go through a drafting process with some peer or instructor review. I will not accept final essays that have not been reviewed on a regular basis over the course of the assignment.

Preparedness
Succeeding in this course will depend on your preparedness. Readings and writings need to be completed for each class session since they will serve as the basis for the class discussion and activities. Preparedness means always bringing the articles, books, handouts, and writings needed for that day.

Attendance
In writing courses, attendance is essential. Please arrive on time and to attend every class. If you miss a class, you are responsible for obtaining materials missed on that day from one of your classmates. I would rather you not email me to ask me “what did I miss?” Find a partner to keep you informed and stick closely to following the assignments on CU-Learn. Since we only have 29 class meetings, each one is important. You are allowed THREE absences to use in any way you choose. I do not excuse absences except in the most extreme circumstances. For each class session missed over THREE, your overall grade will drop one fraction such as from an A- to a B+. If you have six or more absences, you will have missed out on substantial course material that your final course grade will be no higher than a “D.” Seven or more absences will result in an “F” – NO EXCEPTIONS. If you arrive more than 10 minutes late, you will be counted as ½ an absence. Failure to be prepared for class may also be counted as an absence.

Drafts
In addition to handing in final drafts of all assignments, you are required to produce a first draft of each major paper. We will sometimes workshop these drafts in class. You will be graded not simply on the final paper you turn in, but on the quality of the entire writing process. Your grade on the final drafts will take into account your incorporation of comments and responses to your drafts. When you hand in your essays, staple all previously graded and commented-upon drafts with your final copy placed on top. Never throw away any drafts, notes, papers, or research materials you produce during the semester until you receive a final grade.

Late Assignments and Drafts
All assignments must be turned in at the class they are due or in some cases in my mailbox on the Friday they are due. Please do not email your submissions unless you’ve been given permission to do so. Final drafts turned in one day late (24 hr. period) will drop a full letter grade; no work will be accepted more than one class day late. Missed work CANNOT be made up. If you are going to be absent from a class when an assignment is due, you must submit the assignments (in hard copy) prior to class in order to receive credit for the assignment.

Cell phones and computers
Once class begins, you need to turn off your cellphones and put them out of sight. Texting is not allowed under any circumstances. If your cell phone is in your lap or visible in your bag, I will assume
you are waiting for, sending, or reading messages. If you need to check the time, wear a watch. If you need to input your classmates’ emails or mark something on your calendar—do it after class. The bottom line is this: if you text or use your phone during class time, you will be marked absent.

Laptops are not needed except on rare occasions. Transcribe your notes onto a computer outside of class. Students who have texted in class can expect that any letters of recommendation for employment, graduate school, or future prospects will mention the inappropriate use of cell phones.

Classroom Conduct
Our classroom environment will use a discussion format in which you put forth your perspective on issues discussed. For this to be productive, we must treat one another with the highest respect. This means avoiding making disparaging remarks and instead valuing all honest contributions. I reserve the right, if necessary for behavioral reasons, to request a student to leave the room. Inappropriate, lewd, and/or aggressive behavior will not be tolerated.

Writing Center
Additional help with your writing is available at the Writing Center in Norlin’s Learning Commons. A tutor will help with everything from brainstorming ideas for a paper, to grammar tips, to helping you organize your ideas. Advance appointments are required. Check the Writing Center website for information on hours and services:
http://www.colorado.edu/PWR/writingcenter.html

Here are a number of CU Policies that you need to know about:

Scholastic Honesty and Plagiarism
Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty. If any part of a paper up to two sentences is plagiarized, you will receive an F on the paper with no possibility for a rewrite. If any more than two sentences are plagiarized, you will fail the course and the incident will be reported to the Honors Council. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/academics/honorcode/index.htm

Disabilities
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with your professor.
Religious Holidays
Please notify me at least one week in advance if you will be absent due to religious observances. These missed classes will not be counted as absences. I will make every effort to accommodate your absence including giving make-up exams or extra credit work for in-class assignments missed. [See policy details at http://www.colorado.edu/policies/fac_relig.html] Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{insert your procedures here}} See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment:
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Colorado Commission on Higher Education (CCHE) Criteria
This 3000-level writing seminar satisfies upper-division core requirements in the College of Arts & Sciences because it extends student rhetorical knowledge and writing skills by engaging theoretical perspectives and addressing specialized disciplinary communities. This upper-division seminar is part of the state-wide “Guaranteed Transfer” pathway of courses. Thus, this course meets the goals of an Advanced Writing course (GT-CO3) through:

Rhetorical Knowledge: The course takes a rhetorical perspective on academic research, reading, and writing activities that target real-life audiences in relevant academic disciplines or in the civic sphere. We will draw from a collection of environmental texts, many persuasive in nature, to develop rhetorical knowledge. Students will first synthesize data from these texts in order to effectively communicate and substantiate ideas. Specific rhetorical concepts will be reinforced through various handouts adapted from Rosenwasser and Stephen’s
Writing Analytically. To help students write in their academic genres, we will also refer to the substantive materials on three nationally recognized web sites: The Purdue University OWL (on-line writing lab), the Colorado State Writing Center, and the Silva Rhetoricae website.

Writing Process: The course provides multiple opportunities for students to understand audience-centered writing by focusing on peer review of work in progress. Through this approach, students will discover the importance of revision as an academic discursive activity. The revision strategies of experienced writers will be studied through handouts developed from Nancy Sommers’ Harvard Writing Project, a pedagogy that emphasizes revision as shaping and refining one’s arguments and addressing one’s audience more fully. As students write, they will integrate various technologies (e.g., Internet search engines, electronic discipline-specific databases, RefWorks, PowerPoint) into their persuasive essay or grant proposal project, and to develop advanced information literacy skills pertinent to their research area. Students will learn advanced information literacy skills needed for their grant (such as use of government databases for demographic data).

Critical Thinking: Skills of critical thinking will be developed through the readings, writings, and discussions of environmental writing. Students will examine complex issues from multiple points of view as well as differentiate thoughtful responses to environmental issues from casual reactions, and criticism from critique. As students write about their service-learning work, the critical thinking pedagogy of Bloom’s taxonomy will be used to deepen their level of thinking, a pedagogy developed by nationally-acclaimed service-learning researcher Patty Clayton.

Writing Conventions: The documents students write for this course will call upon the key genres of academic communication (rhetorical analysis, persuasion, visual and oral rhetoric) in the field of sustainability as well as studying peer reviewed research and grant proposals, an increasingly important genre in academia. In the process, students will learn about genre conventions appropriate to their disciplinary focus and/or to their academic or civic audience. Students will also learn about how to draw on specialized vocabularies in ways that still make their work accessible to secondary audiences and about the role of textual features and document design (e.g., bold-face heading sections) as persuasive tools.

Effective application: Directing discourse to real-world audiences will be central to the course. The assigned readings will model writing directed to specific demographics of readers of environmental writing. The strategies of ethos, logos, and pathos will be uncovered in these readings and applied in students’ persuasive essays and service-learning projects. As such, students will gain familiarity with writing in a disciplinary or specialized rhetorical situation, even as they make their work accessible to secondary audiences in other related fields.

Day-by-Day Course Readings and Due Dates
(All assigned readings are accompanied by a written assignment detailed on D2L. Readings will be discussed on the day listed below and the assignment for the reading will be collected at the end of class. This schedule is tentative and may be changed.)

WEEK ONE
T Jan 15
Introduction to course: rhetoric and sustainability

Th Jan 17
Introduction to course: what is effective writing?
Reading:
“The World Without Us (Handout)

WEEK TWO
T Jan 22
Readings:
“The Story of Stuff” by Annie Leonard http://www.youtube.com/watch?v=9GorgroigqM

Th Jan 24
Readings:
“Rob Hopkins: Transition to a World Without Oil” (D2L) http://www.ted.com/talks/rob_hopkins_transition_to_a_world_without_oil.html
State of the World 2012, Ch. 1
Rhetorical Strategies Handout

WEEK THREE
T Jan 29
Ecological Identity Assignment DUE
Readings:
Jim White Lecture on climate change “Where Are We Now and Where Are We Going?”
http://vimeo.com/39835429

Th Jan 31
Discuss Rhetorical Analysis Assignment; facts/claims/evidence
Readings:
State of the World, Ch. 2

WEEK FOUR
T Feb 5
Discuss business writing genres
Readings:
The Business Writer’s Companion pp.3, 11, 14-21
The genre of an academic essay http://stripe.colorado.edu/~fredrice/intro.html
Academic essays from PWR’s Occasions website

Th Feb 7
Readings:
The Business Writer’s Companion pp.23-30, 33-34
Bring 2 articles from your chosen genre

WEEK FIVE
T Feb 12
Readings:
  Workshop Rhetorical Analyses

Th Feb 14
Readings:
  Workshop Rhetorical Analyses

WEEK SIX
T Feb 19
Readings:
  Workshop Rhetorical Analyses

Th Feb 21
**Rhetorical Analysis DUE in class**
Guest Lecture on regional solutions to climate change and sustainability

WEEK SEVEN
T Feb 26
Readings:
  Bill McKibben’s “Climate Change’s Terrifying New Math”

Th Feb 28
Readings:
  *State of the World* Ch. 4 “Moving Toward Sustainable Transport”

WEEK EIGHT
T Mar 5
Readings:
  *State of the World* Ch. 5 “Information and Communication Technologies Creating Livable, Equitable, and Sustainable Cities”

Th Mar 7
Readings:
  *State of the World* Ch. 7 “Reinventing the Corporation”

WEEK NINE
T Mar 12
Readings:
  *State of the World* Ch. 10 “From Light Green to Sustainable Buildings”

Th Mar 14
Workshop Essays
WEEK TEN
T Mar 19
Workshop Essays

Th Mar 21
Readings:
    Individual Conference with Instructor

WEEK ELEVEN
SPRING BREAK March 25-29

WEEK TWELVE
T Apr.2
Sustainability Research Essay DUE in class
In-Class Exercises on Writer’s Help

Th Apr. 4
Readings:
    “Manufactured Scientific Controversy: Science, Rhetoric, and Public Debate” by Leah Ceccarelli

WEEK THIRTEEN
T Apr.9
    TBA

Th Apr. 11 Technology Expert Dave Underwood lectures on Effective Presentations

Sat Apr 13 Service-Learning Project at Boulder County Open Space: 8:30-12:30

WEEK FOURTEEN
T Apr. 16
    Reflective Writing on service-learning
    Plan presentations

Th Apr. 18
Readings:
    Business Writer’s Companion pp. 259-268

WEEK FIFTEEN
T Apr 23
Presentations

Th Apr 25
Presentations
FCQs
WEEK SIXTEEN
T Apr. 30
Presentations

Th May 2
Final Reflections