**Wendy Pickering – Summer 2013 Sustainability Across the Curriculum
Final Project: Final Draft**

**Mission Statement: Personal Sustainability in Teaching:**

* As an instructor of international students preparing for their future academic and career pathways, my mission is to aid them in the acquisition of advanced English-language skills for those ends, while facilitating their awareness and experience of becoming full participants in a globalized world and to help equip them for the ethical, personal, environmental, academic and career choices they are making and will continue to make. As sustainability is at the intersection of these life choices, I will incorporate it as a core organizing principle in my teaching and seek as many avenues as possible to infuse it into my course planning.

**Mission Statement: Connecting Discipline to Sustainability:**

My discipline is to teach English language skills for academic purposes.  Included in this are international students who plan to attend university in the U.S. as well as students in a business-related program who come for one year of course work and a culminating unpaid internship.  This gives me an opportunity to expose students to various "Big Ideas" in the context of teaching English/ESL and meeting course outcomes.  In both programs (UP and IBP), certain courses lend themselves well to integrating sustainability curriculum.  My goal is to introduce the students to the basic concepts of sustainability as it applies to the three areas of environment, business, and society, and to promote awareness of and critical thinking about how sustainability intersects with their academic and careeer goals as well as their personal choices.  I also believe that it is difficult to commit to protecting and caring for the planet and its inhabitants without a personal connection to it; we need to have a sense of our place in the natural world, love that place, and be grateful for it in order to see what is at stake and be moved to make a difference.  Therefore, I seek to encourage students to experience nature and explore their relationship to it through relevant field trips, readings, writing assignments, films and videos, and student-created projects. Ultimately, it is about education that raises consciousness and empowers minds and hearts

**Teaching Portfolio:**

**ELI Academic Preparation Sustainability Module**

**The focus of this course is to prepare international students for full-time credit course work. Critical thinking is the hub of the wheel and various language and study skills are the spokes.**

**The goal is to build an entire module around sustainability that will inform the rest of the course:**

* **First, the concept itself needs to be introduced and explained.**
* **Next, the sense of connection to the natural world should be established in order to motivate students to care about the fate of the planet.**
* **Various activities and topics can be introduced to support the above and to engage the students in dynamic exploration and discovery in both intellectual and ethical realms.**
* **The module culminates in a group project that ties it all together: the practical skills that have been reinforced as well as the research and critical thinking done about a specific topic. Students should also consider and propose sustainable solutions to the issues they have investigated.**

**Original Course Outcomes and Sustainability Outcomes Map to Assignments**

|  |  |  |
| --- | --- | --- |
| **ORIGINAL**  | **SUSTAINABILITY** | **CLASS ACTIVITIES AND ASSIGNMENTS** |
| **1.Introduction to Sustainability** |  |  |
|  |  | **Activity 1: Using the video “Sustainability Through Animation,” introduce students to the concept of sustainability while reviewing basic note-taking principles. Students discuss their understanding together in groups, and the whole class creates a definition and diagram of the “Three E’s” of sustainability.****Assignment 1: “The Story of Stuff.” Students are introduced to the video in class and given a vocabulary list. Students watch it again at home, take notes, and write summary and response paper. This is followed up with a small-group discussion in class and a group Analysis of the video which evaluates the content and gives students an opportunity to formulate and communicate their own opinions. 50 points.****Activity/Assignment 2: Students are given a background reading on alternative energy which presents the pros and cons of various forms such as biofuels, wind, solar and hydrogen power. Students must demonstrate established active reading strategies and annotation principles on the handout, which is turned in the next day. Students also discuss the reading in groups to determine the thesis and summarize the main points. Students complete the activity with a Values Clarification discussion to engage in critical thinking and communicate their ideas and opinions to others.** |
| Comprehending academic lectures and discussions and multi-media source materialSummarizing and paraphrasing a variety of academic materials both orally and in writing.Evaluating outside sources for relevance, credibility, and usefulness.Communicating ideas in spoken and written English clearly and effectively. | Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainabilityApply an ethical perspective in which one views oneself as embedded in the fabric of an inter-connected world. |
|  | Apply practical solutions to real world sustainability challenges.Explain how sustainable thinking and decision making contribute to solutions for current and emerging social, environmental and economic crises. |
| **2.Critical Reading** |  |
| Reading and demonstrating comprehension of college-level material using active reading strategies.Summarizing and paraphrasing a variety of academic materials both orally and in writing.Communicating ideas in spoken and written English clearly and effectively. | Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.Explain how sustainable thinking and decision making contribute to solutions for current and emerging social, environmental and economic crises.Apply practical solutions to real world sustainability challenges |
| **3. Final Project** |  |  |
| Gathering information on a given topic using the library databases and other research tools.Reading and demonstrating comprehension of college-level material using active reading strategies.Summarizing and paraphrasing a variety of academic materials both orally and in writing.Evaluating outside sources for relevance, credibility, and usefulness.Planning and executing effective individual and group presentations.Communicating ideas in spoken and written English clearly and effectively.Connecting topics and issues explored in the course to the greater local and global communities.Identifying strengths and addressing weaknesses.Identifying and using campus resources.Participating actively in both small and large group classroom activities.Reflecting critically on self and peer performance. | Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainabilityApply an ethical perspective in which one views oneself as embedded in the fabric of an Inter-connected world.Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course.Explain how sustainable thinking and decision making contribute to solutions for current and emerging social, environmental and economic crises.Apply practical solutions to real world sustainability challenges | **\*Please see attachment for full project description and guidelines\*****Final Presentation: Sustainability and Alternative Energy**The general topic is sustainability/alternative energy, but you will have to narrow the topic down to a specific aspect of the issue. Some suggestions are:* Research Bellevue College’s efforts and initiatives towards sustainability.
* Choose one form of alternative energy and research it’s pros and cons:
	+ Hydrogen fuel cells
	+ Wind energy
	+ Solar energy
	+ An emerging technology
* Research “fracking” (hydraulic fracturing) as a method of extracting natural gas from the earth and its pros and cons.
* Research Fair Trade chocolate or coffee what makes the fair trade distinct.
* A sustainability topic of your choice – just check with your instructor first.

**Format of the 60-Minute Group Presentation:****Group Introductions**: 1 minute**Power Point Presentation:** 25 minutes. This includes a 5-minute interview with an on-campus expert.**Class Activity:** 25 minutes. This can be a debate, an organized group discussion, a game, a song activity, or a combination of activities. Get creative!**Personal Responses and Solutions:** 1-2 minutes each. Now you can state your opinion and why.**Grading and Portfolios**: Submit typed, clean, and edited copies of all documents in a portfolio the day of your presentation.1. Oral Presentations (100 pts.) given in class.2. Finalized Outline (20 pts.)3. Reflection Paper (40 pts.)4. Interview questions (20 pts.)5. Self and peer evaluations (30 pts.)6. Bibliography (10 pts.)7.4/5 annotated articles (40 pts.) **TOTAL POINTS: 250** |
| **4.Final Reflection** |  |  |
| Connecting topics and issues explored in the course to the greater local and global communities. | Demonstrate connections between a student’s chosen course of study and sustainability. | **Individual Assignment: Reflection of connections between students’ chosen course of study and sustainability. 50 points.** |

**ACADEMIC PREPARATION: SPECIAL TOPICS: BRIDGE**

**Fall Quarter, 2013**

**Instructor: Wendy Pickering Office: C 227 B**

**Class: Monday-Friday: 1:30-3:20 pm Office Phone: 425 564 3143**

**Email:** **wpickeri@bellevuecollege.edu** **Office Hours: By appointment**

**Required Text: *Raise the Issues 3rd Ed*, Carol Numrich**

**Required Materials**: A 3-ring binder with dividers, an English-English dictionary, 8 ½” x 11” lined white paper, a USB drive, access to a computer with internet and a printer.

**Recommended:** A Writer’s Reference Handbook. There are many different types available. The BC Bookstore sells them.

**Course Overview**

The goal of this class is to help students develop the variety of skills they will need to succeed in academic classes. We will focus on active listening, note taking, summarizing and giving reactions both in speech and writing, reading, speaking, critical thinking, and study skills. These skills will be practiced in a variety of ways in class and evaluated by 3 projects, 3 unit tests, and 5 summary/responses. In addition, students will be expected to attend and observe 3 credit classes during the quarter. Students will approach instructors for permission to attend the classes they choose to visit. After the observation, students will get a signature from the instructor and write a report about what they observed.

The primary theme of the Bridge course will be sustainability, which we will explore in more depth via issues of the environment, immigration, and globalization, in order to examine the relationships between environment, equity, and economy.

The textbook provides a good source of reading, listening and discussion topics and activities. The class will extend those topics with information from other sources including videos, magazine articles, and the Internet. Topic extension homework will also be assigned and may include summary/response reports, vocabulary study, and short oral reports.

NOTE:  You will be required to create a BC email account if you don’t already have one. Bellevue College expects that all students utilize only their BC account for corresponding with instructors and staff.

**Course Outcomes**: **By the end of the course:**

**Students will demonstrate the ability to interact critically with college level material through:**

* Reading and demonstrating comprehension of college level material using active readinstrategies
* Summarizing and paraphrasing a variety of academic materials both orally and in writing
* Comprehending academic lectures and discussions and multi-media source material
* Communicating ideas in spoken and written English clearly and effectively
* Gathering information on a given topic using the library databases and other research tools
* Evaluating outside sources for relevance, credibility, and usefulness
* Planning and executing effective individual and group presentations
* Connecting topics and issues explored in the course to the greater local and global communities.

**Students will demonstrate ownership of learning through:**

* Identifying strengths and addressing weaknesses
* Demonstrating proactive study skills: time management, organization of materials, course

 preparation, and review of course work to learn from mistakes

* Identifying and using campus resources
* Participating actively in both small and large group classroom activities
* Reflecting critically on self and peer performance

**Grading**:

 **Scale**

Project 1 – Immigration Issues: 150 points 1000-900= A

Project 2- Environmental Issues: 200 points 899-800= B

Project 3- Globalization Issues: 200 points 799-700= C

5 Summary/Responses: 100 points 699-600= D

Formal Summary 50 points 599-0 = F

Formal Essay 50 points

Assignment TBA 25 points

3 Unit Tests: 150 points

Class Visitations: 75 points

Total 1000 points

***Important Note:*** Attendance, Participation, Preparation, and Time Management are all part of being a successful college student in the American academic system. Therefore, absences, accumulated tardies, lack of textbook and materials, and lack of participation during class will result in a loss of up to 5 points per day. If you are ill and know that you will not be in class, email your instructor **before** class time to be excused. Otherwise, you will **lose points** for your absence.

**Paper Format**: All written assignments unless otherwise stated should be typed, double-spaced, and in size 12 font (Tahoma, Verdana, Arial, Times New Roman), with one-inch margins. All written work should have your full name, date, and assignment listed in the upper right corner and follow the other principles of good format.

**Values Conflicts**

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one’s personal values.  By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

**Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

**Attendance – English Language Institute Policy**

* Attendance and participation are critical for success in any class. Any time that a student is not in class *for any reason* will be counted as an absence.  Being late to class makes it hard for you to learn, is distracting to the class members, and is disrespectful to the instructor.  Being late by 10 minutes or more to class or after break constitutes an absence.  Students who are absent 12 times will receive a grade of “F.” Students who are absent 10 or 11 times will receive a grade of “D” or “F.” Three (3) late arrivals of 5 minutes or more will equal 1/2 absence.
* When you are absent from class, it is your responsibility to find out what you missed.  You should check BC email and Canvas for class information daily and ask a fellow student for notes on the day you missed.  Please note: ***The speaking and listening components of the class cannot be made up.***
* In the event that you are absent, I will accept an e-mail with your work attached as a word document. All assignments are due at the beginning of class on the assigned day. **Assignments that are not handed in at the time they are collected are considered late**. Assignments that are emailed to me the due date but after class must be emailed by **5 pm** and will lose 10% of the grade. I will not accept any assignments after 5 pm on the date they are due.

**There are no make-ups for tests.** Make-up tests will only be available to students with medical or advisor’s written excuse.

**Plagiarism and cheating**

Students are in ELI classes to learn English and ELI teachers are here to help them. Cheating makes that harder for both the students and the teachers. There are different kinds of cheating: plagiarism, “borrowing” a classmate’s homework (partially or wholly), using an essay or a presentation from a previous quarter, using “cheat notes”, and copying answers from classmates’ papers during tests.

Plagiarism is using someone else’s words or ideas as your own in both writing and oral presentations. It is cheating and is not acceptable in American classes.

Examples of plagiarism are:

* Copying from a Web page, book or article
* Buying papers
* Copying from another student
* Using a friend’s paper from a previous quarter

If you plagiarize:

* First time: your teacher will work with you so that you understand what not to do
* Second time: Fail the assignment
* Third time: Fail the class and be reported to the Associate Dean of Student Services. Possibly be

asked to leave the school.

**Teacher Expectations: Students will…**

* Use only English in the classroom.
* Use college appropriate behavior at all times and be respectful of classmates and the teacher.
* Keep cell/smart phones **off**
* Not eat during class. (Bottled/covered drinks are acceptable.)
* Come to class with the materials they need. (paper, pencil, dictionary, etc.)
* Check CANVAS and MyBC daily for announcements and resources.
* Be active in all class activities by listening while others are speaking, doing homework to prepare for class, attending class regularly, and asking and answering questions.

**Repeating Bridge:**

Students who receive a quarterly GPA of below 2.0 or receive an “F” have two options:

* Repeat the Bridge Quarter once
* Drop down to Level 5 courses

Students who fall below 2.0 for a second time must leave the program.

Students cannot enroll in Bridge for a third time under any circumstances.

**Special Needs**

If you require accommodation based on a documented disability, have emergency information to share, or need special arrangements in case of emergency evacuation; please make an appointment with DRC (Disability Resource Center.) If you would like to inquire about becoming a DRC student, you may call 425-564-2498 or go in person to the DRC program office in B132.

**Other:** Please refer to the Arts and Humanities Student Procedures and Expectations [www.bellevuecollege.edu/artsum/studentinfo.asp](http://www.bellevuecollege.edu/artsum/studentinfo.asp) for all other information.

**Welcome to Academic Preparation.**

**Let’s have fun and learn together!**