**Statement Connecting Sustainability to Teaching English**

  Teaching English--whether essay writing, creative writing, researched writing, technical writing, literature, or reading--allows an instructor to choose the focus of the content. Therefore, focusing on sustainability is easy.  Discovering the connection between environmental, societal, political, and economic sustainability is what is necessary and is a process that can begin in an English class through reading, writing, research, discussion, and other investigative activities.

     Bottom line: The guiding principle of any curriculum in an English class that focuses on sustainability must show the connections between the environmental, societal, political, and economic issues.  Vision: Move students to activism.

**My Personal Sustainability Teaching Mission Statement**

  I hope to be able to teach English in a way that brings home to the students and me a sense of immediacy and urgency about the fact that everything on earth, absolutely everything, is connected.  That means that what we individuals do always has an effect on the Earth.  We can control our own decisions and actions.  Therefore, understanding the effects of our actions helps brings us personal awareness of how significant our actions are.  This awareness can lead to our caring about making decisions that honor and protect our home, Earth.

      Only suicidal or masochistic people would deliberately take actions to hurt themselves.  My assumption is that most students are not suicidal or masochistic, and that even those who are probably do not want to hurt others.  But I also assume that most people don't see the connection between their actions and the dire situation of Earth.

      People’s actions are both very personal and seemingly small as well as societal and political, in fact, very big in scope.  For example, learning to live in a non-wasteful way is personal--bringing your own dishes to parties instead of expecting paper plates, etc.  Being aware of and understanding political and economic decisions made by government and industry does not SEEM personal, but, in fact, is because each of us is personally affected by the destruction to Earth that the actions stemming from those political and economic decisions create.

      Helping students and myself to understand how the political affects us personally AND helping students and myself to feel the urgency of always and continuously taking political action AND convincing students and myself that we, indeed, have political power--that is the biggest challenge.

      I believe that, given clear information and clear alternatives, humans will make changes to their everyday life actions.   I believe that it is the political/economic arena that is the larger challenge, both in seeing connections and in feeling that I, an individual, can have an effect on a societal scale.  Therefore, part of my teaching mission is to help students and myself realize our political/societal power.

**Sustainability/English 101: Outcomes Correlation**

SO: (1) YES--covered by English 101 outcomes:  Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability. (2)YES--covered by English 101 outcomes:  Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. (3) NOT covered by English 101 outcomes: Demonstrate connections between a student's chosen course of study and sustainability. (4) NOT covered by English 101 outcomes: Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course. (5) YES--covered by English 101 outcomes: Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental, and economic crises. (6) YES--covered by English 101 outcomes.:  Apply practical solution to real-world sustainability challenges.

E101 O: Existing course outcomes that certainly cover the above-indicated SO--writing effective essays, analysis, reading comprehension, using different modes of essay development, writing for a variety of audiences and purposes.

**Teaching Strategies and Assignments: Please see the syllabus below.**

August 6, 2013 Final Draft

ENGLISH 101

5 Credits

Instructor: Nancy Eichner

**Course Goals**

Write effective essays

Write using correct language mechanics

For more details: <http://bellevuecollege.edu>

🡪Classes🡪All Class Descriptions🡪English🡪ENGL& 101🡪View Details

**Content Focus**

Sustainability, with this special focus: Coal Trains Through Seattle

Units:

* Introductory Unit
* Powerfulness/Powerlessness
* Coal

-The Situation

-Community Action

**Grading**

Essays (3—3 drafts of each) will be graded with a letter grade with the use of a grading rubric. Essay 1 and Essay 2 will be graded during the quarter; Essay 3 will be treated as the final test essay and graded in the Portfolio at the end of the quarter.

Homework readings and accompanying analysis assignments—graded with check, check plus, check minus, check minus minus, minus, zero

Note: Homework is the basis for class discussion. For this reason, you must hand in homework on time, that is, in class on the day of the discussion. You must, of course, be present for a discussion in order to turn in a homework assignment.

Movies: some analysis and response homework assignments—graded as homework above

Quarter Grade: Holistic grading based on

🡪Portfolio with the 3 essays (2 already graded; 3rd to be graded in portfolio, using grading rubric)

🡪Presentation to class of Essay 3 findings

🡪Critical thinking—based on homework assignments

🡪Active participation in workshops and conferences

**Possible Activities**

Essay reading

Online reading of arguments

Essay writing

Group discussion

Documentary movies

Community meeting

Guest speaker

Presentation

**Possible ESSAY Assignments**

Essay 3

Essay about taking part in an action regarding the coal trains (to be

assigned at the beginning of the quarter and completed by the end of the

quarter):

**Description of the activity:** Take part in at least one activity of at least one organization that involves itself with the coal train/coal export issue. Write a response essay about your experience.

This essay should be more than a simple report. Think deeply about what you have observed and come to some meaningful, significant conclusions, possibly including suggestions. The essay, if successful, could be shared with the organization in whose activity you participated.

**Organizations from which to choose:**  See the list for Essay 2 for some organization suggestions. If there is another organization in whose activity you wish to participate, you must clear that with me before taking part in that activity.

In addition to that list are the following important organizations in whose activity(ies) you could participate:

* Beyond Coal (Sierra Club’s campaign against the coal trains and coal exports)

**Note:** On the 3rd Thursday of every month, 6:30 pm, with pizza and beer (Sierra Club Headquarters—180 Nickerson St., Seattle): regular meeting of the leaders and volunteers working on the Beyond Coal campaign.

* Leadership Alliance Against Coal (Mayor Mike McGinn is the leader. The Alliance is a coalition of many stakeholders, including many tribes, who are against the coal trains, coal terminals, and coal exports.)
* Alliance for Northwest Jobs and Exports (The members are the coal companies, railroad companies, marine export companies; the Alliance may also include contractors who will profit from building the Cherry Point terminal north of Bellingham and the terminal in Longview in the south of Washington at the mouth of the Columbia River. These people, of course, are in favor of coal because they plan to make money by mining the coal, transporting the coal, and shipping the coal to Asian countries, especially China.)

Note about the Alliance for Northwest Jobs and Exports: It is unlikely that you will be permitted to take part in internal meetings of private corporations. However, it may be possible to participate in Alliance meetings or, at least, press conferences.

Note about legislators and City Council:

Committees--Much of the definitive work in government takes place in **committees**. There probably will be committee meetings about the coal trains, coal terminals, or coal exports. Some of these meetings may be open to the public.

Hearings--**Hearings** are also important sessions, both in the governmental arena as well as in the public arena. In a hearing about coal, stakeholders present testimony for or against the coal trains, coal mining, coal transport, and coal export.

The Army Corps of Engineers with the Department of Ecology hold scheduled hearings about the coal issue. You can get on their mailing list to receive schedules of their hearings at the following website: ecy.wa.gov. At this point in time, their hearings are called “Scoping Hearings” and part of the Environmental Impact Statement (EIS) process.

**Presentation:** Present your activity observations and conclusions to the class during the last week of the quarter. You might want to take pictures, depending on what the activity is.

Sustainability Outcomes: same as for Essay 2

English 101 Outcomes: same as for Essay 2

Essay 1 Topic: Powerfulness/Powerlessness

**Description of Activity:**  Write a narrative essay about an experience you

had when you felt a sense of personal power in a social context.

Sustainability Outcome (possible, depending on whether or not I limit the scope of the assignment): Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.

English 101 Outcome: Narrative essay writing: use of effective narrative and descriptive techniques; editing; collaboration in workshops.

Essay 2 Argument LETTER to a decision-maker. Take a stand on the

coal trains and/or coal exports and demand specific action.

Pick **one** audience: Legislator; Governor; CEO or decision-maker of

the mining company (Peabody), railroad company (BNSF), or Gateway Pacific Terminal (proposed for Cherry Point, north of Bellingham); Alliance for Northwest Jobs and Exports (coal companies and maritime export companies); Seattle City Council; Army Corps of Engineers; Department of Ecology.

Sustainability Outcome: (1)Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability; (2) Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world; (3) (Possibly) Demonstrate connections between a student’s chosen course of study and sustainability; (4) Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental, and economic crises; (5) (Possibly) Apply practical solutions to real-world sustainability challenges.

English 101 outcomes: argument; analysis; synthesis; reading comprehension; effective essay composition using as many modes of writing as student finds effective; using appropriate voice, tone, and style for chosen audience; writing to accomplish a concrete purpose; collaboration in essay-writing and/or workshop groups; editing.

**Daily Schedule (Tentative)—Quarter = 50 days**

**Quarter breaks down into 3 units:**

**(1) Introduction (2) Powerfulness/Powerlessness (3) Coal**

**H = Homework**

Day 1 Syllabus; Questionnaire;

Modern Language Association (MLA) label;

Introduce Coal Trains/Coal Exports focus

Handout: quarter-long project/Essay 3/culminating presentation

**H:** Freewrite and Edit: Sustainability

Day 2 Discuss sustainability homework. People, Planet, Profit diagram— group discussion:

How does each segment pertain to sustainability? What about the intersection of all three and sustainability?

**H:** Handout: McKibben excerpts (from *Deep Economy*)—begin reading and annotating (**due Day 18**).

If you have the book, here are the topics and related page numbers: Introduction (1 – 3); Energy (14 – 29); Local Energy (148 – 155; 225 – 226); Afterword (227 -232).

**H: (Due Day 18)** Read and annotate the excerpts from Bill McKibben’s book *Deep Economy*.

Each of the four sections is an argument essay. For each, write the rhetorical triangle (lecture on Day 4). Give the SPECIFIC details (\*\*\*all of them) that support the argument of each section. McKibben tries to convince you of the

thesis of each section’s argument. Does he succeed???? Why or why not? Be SPECIFIC.

Day 3 *Story of Stuff*—20-minute animation. Discuss the movie. Is any other way possible?

Review: Definition of a SUMMARY and a RESPONSE

**H:** Watch TED Talk: Ray Anderson. Write: (1) 1-paragraph summary, and (2) Your response.

Day 4 Lecture: ESSAY—history, rhetorical triangle, structure.

Group: rhetorical triangle for TED talk with Ray Anderson. Based on that analysis, identify the kind of essay Anderson’s talk is.

Discuss: Your response to Anderson’s talk. Revisit the question from Day 3🡪Is anything else possible?

**H:**  Handout: “Political Paralysis,” by Danushka Goska. Read this essay.

Analysis: Write the rhetorical triangle for this essay. Response: Respond to this essay.

Day 5Lecture: Annotation—practice with Goska’s essay.

Goska’s essay: (1) Your response? (2) Analysis—rhetorical triangle (3) Narrative technique—point of Goska’s story examples?

Introduction/Conclusion relationship and techniques.

**H:** Handout: “The Optimism of Uncertainty,” by Howard Zinn. Read and annotate this essay. (1) How does the title set up the structure of the essay? (2) What is the controlling idea of each of the two distinct sections? (3) What techniques does Zinn use to support the controlling idea of each of the sections? (4) What is the rhetorical triangle for this essay? (5) What is your response?

(5) **List** (vertical, bulleted) what you think

Zinn is like. Do **NOT** do research. Base your opinion exclusively on Zinn’s essay. Then, put the impressions from your list into categories.

Day 6 Zinn’s essay: (1) response (2) title and essay structure

(3) technique for section 1—your response? (4) technique for section 2—your response?

(5) Categorization: What is Zinn like?

Day 7 Zinn’s essay: rhetorical triangle

Lecture: Comparison—parallelism principle

Movie: *Howard Zinn: You Can’t Be Neutral On A Moving Train*

**H:** Write a side-by-side, parallel comparison (before the movie/after the movie) of your impressions of Howard Zinn (due the day after tomorrow).

Handout: “Walking With the Wind,” by John Lewis (to be discussed the day after tomorrow)

Day 8 Movie: *Howard Zinn*

Discuss the movie. Compare impressions of Zinn before and after the movie: parallelism

Lecture: Metaphor

ESSAY 1—assigned; Writing Process review.

**H:**  “Walking With the Wind”: (1) Write a one-paragraph summary of the narrative portion of the essay. (2) What is the meaning of Lewis’s metaphor? Set up a side-by-side, parallel comparison to illustrate how Lewis uses the metaphor to express the controlling idea of his essay.

Day 9 “Walking With the Wind”—(1) your response (2) explanation of Lewis’s metaphor.

Video clips (from Democracy Now! interviews—focus: Voting Rights Act (1) before last Presidential election (2012), (2) after Supreme Court guts Voting Rights Act (2013)

**H:** Write your own metaphor to make a point clear.

Day 10 Group: Read your own metaphor to your group. Pick one from your group to share with the class.

Rosa Parks: What do you know about her? (Make a bulleted list.)

**H:** Handout: “The Real Rosa Parks,” by Paul Rogat Loeb

Read and annotate the essay. Write (1) a before and after, side- by-side comparison of what you knew and what you now know about Parks (2) an explanation of the techniques that Loeb uses to make his points (3) rhetorical triangle for this essay.

Day 11 Rosa Parks: before/after comparison

Loeb’s techniques

Rhetorical triangle for “Real Rosa,” with special attention to Loeb’s purpose

Movie: *A Force More Powerful: Tennessee*

**H:** Watch *The Power of Community: How Cuba Survived Peak Oil* (The approximately 10-minute video is on youtube. You can also watch it at the Bellevue College Library and Media Center: HC 152.5.Z65P6)

Write: What specific points about sustainability and community did you learn from this movie?

Handout: “Judge Halts Transport of Giant Tar Sands Processing Equipment through Western Montana” (June 2, 2012). This report is online at

[www.sierraclub.org/environmentallaw/lawsuits/0524.aspx](http://www.sierraclub.org/environmentallaw/lawsuits/0524.aspx).

Read this report. This report, published by the Sierra Club, is one of many reports about how people in adjoining regions of Washington, Idaho, and Montana successfully pushed back against corporate actions the people felt were a danger to their home area.

At the end of this report is a list of newspaper articles. If you have time, read those.

Write a synthesis of what you see as similarities between the Cuba movie and this report about the people’s action in Montana: What are important lessons regarding sustainability from both of these recent experiences?

Day 12 Discuss the movie *The Power of Community: How Cuba Survived Peak Oil.*

Discuss the report “Judge Halts Transport.”

Discuss the synthesis homework question: What are the important lessons regarding sustainability from both of these recent experiences?

**H:** Make 4 copies of **Essay 1, First Draft** in preparation for workshops and conferences tomorrow.

Day 13 Essay 1, First Draft: Workshops and Conferences—five days. Bring 4 copies.

Day 14 Workshops and Conferences

Day 15 Workshops and Conferences

Day 16 Workshops and Conferences

Day 17 Workshops and Conferences

**H: (Due Day 18)** Read and annotate the excerpts from Bill McKibben’s book *Deep Economy* (handouts, or, if you have the book, see Day 2 for pages.)

Each of the four sections is an argument essay. For each, write the rhetorical triangle. Give the SPECIFIC details (\*\*\*all of them) that support the argument of each section.

Day 18 Essay 1, Revised Draft—DUE. Give one copy to Nancy for grammar feedback.

Discuss McKibben: Introduction 1 – 3 (Hand in the written homework)

Day 19 Discuss McKibben: Energy 14 – 29 (Hand in the written homework.)

Day 20 Discuss McKibben: Local Energy 148 – 155; 225 – 226 (Hand in the written homework.)

**H:** What is 350.org?

Day 21 Discuss McKibben: Afterword 227 – 232 (Hand in the written homework.)

Composition lesson: McKibben’s Introduction and Conclusion (Afterword) go hand-in-hand. How?

What is 350.org?

Day 22 Essay 1, Error Analysis

Day 23 Essay 1, Editing Workshop

Day 24 Essay 1, Edited Draft—DUE for grading

Essay 2—assigned (Day 31—Essay 2, First Draft, DUE)

Movie: *Coal*, by Katie Campbell (KCTS 9)

(This movie is online at <http://earthfix.opb.org/multimedia/video/>)

**H:**  List the stakeholders presented in Campbell’s movie. What are the points each representative makes? Which points do you identify with the most? Which points help you understand the opposing stakeholder’s position? To what conclusion do you come after listening to these positions? Can you think of any stakeholders who have been left out of this particular movie’s discussion?

(Due Day 24) Read these *Seattle Times* articles (online or on handout):

June 30, 2013 “Coal trains a concern for congested cities,” by Hal Bernton

June 30, 2013 “Climate plan: invest, divest, prosper,” by Paul Krugman

July 7, 2013 “RUNAWAY OIL TRAIN EXPLODES IN QUEBEC”

Make a bulleted list of the main points and main details of each of these article.

Day 25 Discuss the movie *Coal* based on your homework analysis.

**H:** (Due Day 27) Listen to a 38-minute recording of the June 5, 2013, live press conference about the coal exports: <http://docs.google.com/uc?id=OBy_jlkxQzABwaWJ6X1ZfZjJtbTA&export=download>

The Sierra Club organized the press conference. There is a great deal of interesting information, most especially about the suit brought against the railroad and mining companies in an effort to stop the coal trains and the building of the Cherry Point coal export terminal.

Write: (1) What piece of legislation is the basis of the suit? (2) What pieces of information do you find important and useful?

Day 26 Discuss the *Seattle Times* articles. In terms of its rhetorical triangle, which purpose does each have? What bearing does each have on the coal train/coal exports question?

**H:** (Due Day 28) Read and summarize one of the articles on either the Sierra Club “Beyond Coal” website or the Alliance for Northwest Jobs and Exports website. The Sierra Club articles appear under three general headings: Dirty Coal; Clean Energy; Get Involved. The Alliance articles appear under four general headings: Jobs; Community; Environment; Proposed Projects. Also, there is a “Get Involved” section.

Report to the class. Lead a discussion about your report. What else would you like to know that the report did not cover?

You may collaborate with one or two others from class on this assignment.

Day 27 Discuss the press conference and your homework answers. (See Day 25 homework.)

Day 28 Reports on Sierra Club and Alliance for Northwest Jobs articles

Day 29 Reports on Sierra Club and Alliance for Northwest Jobs articles

Day 30 Sierra Club Presentation: Guest Speaker

Day 31 Essay 2, First Draft: Workshops and Conferences—five days. Bring 4 copies: 3 for your workshop; 1 for Nancy.

Day 32 Workshops and Conferences

Day 33 Workshops and Conferences

Day 34 Workshops and Conferences

Day 35 Workshops and Conferences

**H:** (Due Day 37) Find, download, and read at least one of the reports on one of these websites: (1) sightline.org (a research institute focusing on the northwest environment)

(2)PowerPastCoal.org (3) 350.org

Day 36 Essay 2, Revised Draft—Give Nancy a copy for grammar feedback.

Formal letter writing: what goes on top; audience—voice and tone.

Giving specific support that is defensible.

Day 37 What did you find out? (sightline.org; powerpastcoal.org; 350.org)

Day 38 Essay 2, Error Analysis

Day 39 Essay 2, Editing Workshop

Day 40 Essay 2, Edited Draft—DUE for grading

Essay 3—assigned at the beginning of the quarter. Begin writing.

Movie: *Heat* (a PBS Frontline documentary (1 hr. 56 min.):

<http://www.pbs.org/wgbh/pages/frontline/heat/view/>)

Day 41 *Heat*, continued

Day 42 *Heat*, end

Day 43 Essay 3, First Draft—Workshops

Day 44 Essay 3, First Draft—Workshops

Day 45 Essay 3, Revised Draft—Editing Workshops

Day 46 Essay 3, Edited Draft—DUE for grading in your Portfolio

Portfolio DUE

Presentations of Essay 3 project: begin—5 days.

Day 47 Presentations

Day 48 Presentations

Day 49 Presentations

Day 50 Presentation