INSTRUCTOR: William M. Timpson, Professor
with Gailmarie Kimmel, Guest Instructor

SEMINAR TITLE: Exploring Sustainable Solutions: A Case-Based Approach

*HONR 193 SECT. XX Exploring Sustainable Solutions: A Case-Based Approach*

will prepare students to deepen their understanding of sustainability through active involvement in personal, campus and community projects and how these can impact the environments in which they operate, i.e., (1) How critical and creative thinking can be used to design projects that address complex and interrelated issues of sustainability (i.e., the interconnected nature of environmental, societal and economic health); (2) When a commitment to sustainability has challenged conventional practices and nurtured change; (3) How people can learn to work more cooperatively on negotiated solutions to complex problems; (4) Why deep listening can engender empathy and understanding for others and yourself; (5) How anger and emotion can be best understood and managed when confronting the challenges of sustainability; (6) What it takes to stay centered when aggressive or dysfunctional attitudes mix dangerously with ineffective policies and practices.

*Case study analyses* will permit thoughtful discussions about real events and alternative resolutions. Role playing will allow students to explore different perspectives while developing their negotiation skills. The focus on projects and solutions will deepen understanding of core concepts. The use of action research collection and project evaluation will allow for data collection and project evaluation.

*Intermediate Writing (AUCC 1A)*

Twenty pages of formal writing with the major paper being an argumentative, research paper of approximately six to eight pages. The formal writing process must include review of drafts with comments and revisions. The argumentative paper is used to assess students’ writing in the first two seminars. Class time and responses to student postings on Canvas will guide students in how to write effective argument papers, and especially to address an audience other than the instructor.

- Weekly reactions to readings analyzing the arguments made and posted on Canvas.
- Three case studies at 3+ pages each (9+ pp total).
- Argumentative research paper (7+ pp)
- Contributions to a collaborative sustainability project (2+ pp)
- Final course assessment of learning (2+ pp)
Additional communication, oral communication
The students are expected to present an extemporaneous, informative speech of approximately 7 minutes. The guidelines for the speech are included in the syllabus.

AUCC 3: Foundations and Perspectives

A. ARTS/HUMANITIES (3 B)
The arts have always reflected various aspects of sustainability. In the theater and on film, environmental disasters often neglect to also showcase the profound societal and economic problems that linger in the aftermath, especially in poor communities. This seminar will require students to draw on course content and their creative talents to develop projects that address what they believe to be unsustainable, especially those that they can see in themselves, on campus or in the community. We will ask students to explore the following questions: (1) How sustainability is reflected in the art, music and culture of various countries and communities as well as on campus (e.g., what stories from Northern Ireland illustrate what is unsustainable there; see Timpson et al., 2009); (2) How traditional indigenous cultures were undermined by invading powers, what survived and what was altered (e.g., the stories from Burundi, East Africa illustrate what has been unsustainable there; see Timpson et al., 2009); (3) How case studies can be used to capture examples of sustainability in the arts and humanities and inspire action from individuals and organizations (e.g., Hawken, 2017)?

C. SOCIAL/BEHAVIORAL SCIENCES (3 C)
In this seminar, we will ask students about the practice of promoting sustainability within a civic context: (1) How the rights of citizens to hold unpopular viewpoints can be protected (e.g., a grassroots sustainable peace process in Northern Ireland; see Timpson et al., 2009)? (2) How people can be helped to manage their anger and aggressiveness when conflicts do emerge and undermine sustainability (e.g., “green” efforts in business; see Timpson et al., 2009)? (3) How sustainable alternatives can emerge and be strengthened (e.g., Hawken, 2017)?

D. HISTORICAL PERSPECTIVES (3 D)
We will study the work of various individuals and groups who have supported sustainable solutions and ask several questions: (1) How can history help us understand the role of past leaders in promoting sustainability (e.g., dramatic shift to a war economy after the Japanese attack on Pearl Harbor in 1941 as a demonstration of national will that rallied around President Roosevelt; see Timpson et al., 2009)? (2) What can we learn about the role of ordinary citizens (e.g., Hawken, 2017)? (3) How do we assess the different conclusions that have arisen during previous times about the concepts of change and continuity (e.g., Timpson et al., 2009)?

E. GLOBAL AND CULTURAL AWARENESS (3 E)
In this seminar we will explore case studies from different cultures, in particular, from Northern Ireland, Burundi and South Korea where I have had extended teaching and research experiences as a Fulbright Scholar/Specialist in sustainable peace and reconciliation studies. We will ask these questions: In times of environmental threat, economic upheaval and societal tensions, how can we teach others about the role of education in promoting global and cultural awareness of what is sustainable (e.g., Timpson et al., 2009)? How do we protect the rights of citizens to hold unpopular viewpoints (e.g., Timpson et al., 2009)? How do we help others manage their anger
and aggressiveness when conflicts emerge (e.g., Hawken, 2017)? How do we build sustainability with the participation of citizens (e.g., Hawken, 2017)?

**PICC feedback:** Every student does a self-evaluation as an assignment at the beginning of the semester (by Week 3) and the instructor provides comments about progress along a continuum (i.e., Mastered, Proficient, Developing, and Beginning – see rubric). At the end of the semester, the instructor evaluates each student in the four skill categories (PICC: Professionalism, Interdisciplinary learning, Critical thinking, and Creativity & problem solving), using the appended PICC feedback rubric).

1. **PROFESSIONALISM**
   Professionalism and interpersonal communication will be assessed through in-class participation (which will constitute approximately 20% of the final grade), particularly how students prepare to participate in class and how they respond to one another on Canvas and in class discussions. It will also be assessed in their oral presentations. In addition, students will be expected to demonstrate their skills in working as a team on challenging projects.

2. **INTERDISCIPLINARY LEARNING**
   This topic of sustainability is inherently interdisciplinary, even trans-disciplinary. The readings consistently cross traditional fields of ecology, education, psychology, sociology, political science, history, economics, and more. The students’ ability to integrate different areas of study will be the focus of both their speeches and their cooperative work on sustainability projects.

3. **CRITICAL THINKING**
   The required readings routinely feature examples of the kinds of critical thinking that are needed to address real problems, both historical and in the present, behaviors and attitudes that might be considered sustainable as well as those that would be considered unsustainable, undermining the interconnected health of the environment, the society and the economy. From problem identification to project development, data gathering and analysis, students will be challenged to put theory into practice, explore different solutions, and evaluate the results.

4. **CREATIVITY & PROBLEM SOLVING**
   Developing projects that attempt to promote sustainability where conflicts or problems have existed will challenge students to go beyond knowledge of course content to explore new and different ways forward. Moreover, the applied nature of this seminar will deepen their understanding of issues as they seek to assess and refine their projects.
## OUTLINE OF TOPICS ACROSS THE SEMESTER

**EXPLORING SUSTAINABLE SOLUTIONS**  
*A Case-Based Approach*  
Spring 2019

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sustainability defined Historical &amp; Future</td>
<td><em>Tips Sect. 1-2 Hawken: Foreword, Origins</em></td>
<td>Posted reading reactions on Canvas Presentations: Introductions</td>
</tr>
<tr>
<td>2</td>
<td>Systems Consumption</td>
<td><em>Tips Sect. 3-4 Hawken: Energy (2-18)</em></td>
<td>Posted reading reactions on Canvas Cooperative Projects formed</td>
</tr>
<tr>
<td>4</td>
<td>Design, Nature &amp; Buildings</td>
<td><em>Tips Sect. 5 Hawken: Energy (22-36)</em></td>
<td>Paper: Case Study #1 Posted reading reactions on Canvas</td>
</tr>
<tr>
<td>5</td>
<td>Ethics &amp; Values Sacred</td>
<td><em>Tips Sect. 6 Hawken: Food (38-58)</em></td>
<td>Posted reading reactions on Canvas Presentations: Case Study #1</td>
</tr>
<tr>
<td>6</td>
<td>Responsibility Empowerment</td>
<td><em>Tips Sect. 7 Hawken: Food (60-80)</em></td>
<td>Paper: Case study #2 Posted reading reactions on Canvas</td>
</tr>
<tr>
<td>7</td>
<td>Planning</td>
<td><em>Tips Sect. 8 Hawken: Women and Girls (76-80)</em></td>
<td>Posted reading reactions on Canvas Presentations: Case Study #2</td>
</tr>
<tr>
<td>8</td>
<td>Approaches Assessments</td>
<td><em>Tips Sect. 9 Hawken: Buildings, Cities (84-106)</em></td>
<td>Paper: Case study #3 Posted reading reactions on Canvas</td>
</tr>
<tr>
<td>9</td>
<td>Learning Experiences</td>
<td><em>Tips Sect. 10 Hawken: Land Use (108-132)</em></td>
<td>Posted reading reactions on Canvas Presentations: Case Study #3</td>
</tr>
<tr>
<td>10</td>
<td>Positive Climate Consciousness</td>
<td><em>Tips Sect. 11 Hawken: Transport (136-156)</em></td>
<td>Posted reading reactions on Canvas Speeches</td>
</tr>
<tr>
<td>11</td>
<td>Awareness</td>
<td><em>Tips Sect. 12 Hawken: Materials (158-170)</em></td>
<td>Posted reading reactions on Canvas Speeches</td>
</tr>
<tr>
<td>12</td>
<td>Effective Communication</td>
<td><em>Tips Sect. 13 Hawken: Coming Attractions (172-192)</em></td>
<td>Posted reading reactions on Canvas Presentations: Cooperative Projects</td>
</tr>
<tr>
<td>14</td>
<td>Critical &amp; Creativity Change</td>
<td><em>Tips Sect. 16-17 Hawken: Opening (216)</em></td>
<td>Posted reading reactions on Canvas Paper: Researched Argument</td>
</tr>
<tr>
<td>16</td>
<td><strong>FINAL PROJECTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADING
Grading will be traditional and reflect the quality of work on a variety of assignments. An orientation toward mastery, critical and creative thinking will help promote active engagement and deep learning (e.g., Timpson and Doe, 2008). Multiple and varied assignments will provide a rich assessment of each student’s achievements, effort and learning styles. Students will be encouraged to use feedback from staff, peers, the Writing Center, and others before preparing their final drafts. Grades will be traditional (A through F including pluses and minuses) and assigned on a criterion-referenced basis:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade A+</th>
<th>Grade A</th>
<th>Grade A-</th>
<th>Grade B+</th>
<th>Grade B</th>
<th>Grade B-</th>
<th>Grade C+</th>
<th>Grade C</th>
<th>Grade D</th>
<th>Grade F+</th>
<th>Grade F</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>100</td>
<td>97-96</td>
<td>93-96</td>
<td>90-92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87-89%</td>
<td>89-90%</td>
<td>87-89%</td>
<td>83-86%</td>
<td>80-82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77-79%</td>
<td>79-80%</td>
<td>77-79%</td>
<td>70-76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-60%</td>
<td>69-70%</td>
<td>67-69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57-59%</td>
<td>59-60%</td>
<td>57-59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-56%</td>
<td>59-0%</td>
<td>57-0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS

- **REACT TO READINGS: THINK CRITICALLY,创造性地 (30 pts.)**
  There is no substitute for writing practice. Your formal papers will improve as you develop your abilities to articulate clearly, succinctly and coherently. In order to earn composition credit, you will write a total of 20 formal pages and post an outline and an edited draft for each. Post your reactions to the weekly readings on Canvas—2 pts. per week @ 15 weeks = 30 pts.).
  - Weekly reactions to readings analyzing the arguments made and posted on Canvas.
  - Integrate readings into three case studies at 3+ pages each (9+ pp total).
  - Integrate readings into argumentative research paper (7+ pp)
  - Integrate readings into your contributions to a collaborative sustainability project (2+ pp)
  - Final course assessment of learning (2+ pp)

- **DEVELOP THREE (3) CASE STUDY ARGUMENTS FOR SUSTAINABILITY SOLUTIONS BASED ON YOUR EXPERIENCES, BELIEFS AND COMMITMENTS AS WELL AS THE ARGUMENTS IN THE READINGS (3 brief case studies of 3+ pages double spaced @ 20 pts. each = 60 pts.)** There is no substitute for writing practice. Your formal papers will improve as you develop your abilities to articulate clear, succinct and coherent arguments.
  - Use the Case Study Format and example provided in this syllabus.
  - Make connections you see to related events and issues.
  - Make reference to course readings and add at least one published source to support your argument, preferably about a case on another campus.
  - Incorporate feedback on your ideas from at least two other people.
  - If you can, add in a URL video that provides a visual and audio context.
  - Post an outline (2 pts.), edited draft (8 pts.) and revised final copy (10 pts.) on Canvas. Solicit feedback on your draft—have it signed and dated—and, if possible, by someone from the Writing Center (Eddy Bldg room 6 in the basement). You can
also submit your paper on line to the Writing Center for feedback. (Find them on CSU’s web site.)

- Add a postscript that describes in 2-3 sentences the revisions you made based on the edited feedback you received as well as any sources on writing you used (e.g., Hacker’s (2004) *A Pocket Style Manual*).

**CASE STUDY #1: Arguments for Sustainable Solutions—The Personal, Family and Friends, at CSU and at Home:** Life style, food, transportation, energy and water conservation; promoting the interconnected health of the environment, society and the economy; Reusing-Recycling-Refusing-Responsibility.

**CASE STUDY #2: Arguments for Sustainable Solutions—Campus and Community Leaders; Media and Government:** Life style, food, transportation, energy and water conservation; promoting the interconnected health of the environment, society and the economy; Reusing-Recycling-Refusing-Responsibility.

**CASE STUDY #3: Arguments for Sustainable Solutions—Classes in schools and at CSU:** Life style, food, transportation, energy and water conservation; promoting the interconnected health of the environment, society and the economy; Reusing-Recycling-Refusing-Responsibility.

- **WRITE A RESEARCHED ARGUMENTATION PAPER ON AN ARGUMENT FOR YOUR ROLE IN PROMOTING SUSTAINABILITY:** (40 pts.)
  “Exploring Sustainable Solutions for Yourself, Campus and the Community” *(7+ pages, double spaced).* Make reference to course readings and add at least one published source to support your argument, preferably about a case on another campus. (5 pts. for the full sentence outline, 5 pts. for the edited draft and 30 pts for the final with a postscript that describes the changes you made and references to the Hacker text, *A Pocket Style Manual.*)
  - Complete and post an outline (2 pts.).
  - Solicit feedback on your draft and post it (8 pts). Have it signed and dated—and, if possible, by someone from the Writing Center (Eddy Bldg room 6 in the basement). You can also submit your paper on line to the Writing Center for feedback. (Find them on CSU’s web site.)
  - Post the final paper which will be worth 30 points.
  - Include at least 6-8 sources beyond the course texts.
  - Evaluate your sources and be sure to include some “high quality” peer reviewed journal or book chapters in addition to any internet sources you use.
  - Use APA (American Psychological Association) style.
  - Add a postscript that describes in 2-3 sentences the revisions you made based on the edited feedback you received as well as any sources on writing you used (e.g., Hacker’s (2004) *A Pocket Style Manual*).
• MAKE 3 SPEECHES EVALUATING PARTICULAR ARGUMENTS: “Exploring Sustainable Solutions for Yourself, on Campus and in the Community” (50 pts.)
  a. ONE OF THE ASSIGNED READINGS: Prepare and deliver a 3-minute speech on arguments in one of your assigned readings. (10 pts.)
     i. Briefly summarize the case that is made.
     ii. Indicate your own assessment given the definition of sustainability, i.e., the interconnected health of the environment, society and the economy.
     iii. Make a reference to the Speaker’s Handbook to support this argument or raise a challenge to its presentation
     iv. Describe what would make for progress on this idea or possibility, what would help get past polarized positions and promote proactive cooperation.
     v. Raise a question for the class.

  b. ONE OF YOUR CASE STUDIES: Prepare and deliver a 3-minute speech on another of your case studies. Raise a question for class discussion, role play or debate. Take an additional few minutes to show a relevant video or PowerPoint if you can find one. (10 pts.).

  c. YOUR RESEARCH PAPER: Prepare and deliver a 7-minute speech on your roles in promoting sustainability including conflicts, differences and hurts, and your arguments committing to change (20 pts.).
     1. You can augment your speech with a few PowerPoint slides but do NOT let this technology interfere or dominate what must be an extemporaneous speech, i.e., not memorized or read but delivered from notes.
     2. Prepare a full sentence outline that you post on Canvas (10 pts.).

• CONTRIBUTE TO A COOPERATIVE APPLIED SUSTAINABILITY PROJECT: A GROUP CASE STUDY THAT INCLUDES RESEARCH AND DEVELOPMENT (30 pts. total: 20 PTS. for the final and 10 pts. for the formal presentation in class.) Define a problem or a need you see for promoting sustainability on campus, in the residence halls, in your classes, or in the community. Talk with other students, Resident Advisors, other course instructors, staff, friends, etc.
  a. In groups of 3-4, follow the structure of the case studies provided as a model for this class. Each group member contributes 2+ pages double spaced. The group adds an introduction and conclusion.
  b. Plan for a 15-minute presentation with questions for a discussion to follow. Use a PowerPoint format to summarize your findings. Each group member summarizes interviews conducted and analyzed for the arguments made.

• FINAL ASSESSMENT OF COURSE EXPERIENCES (2+ pages double spaced):
  Include an analysis of your learning from
  a. Written postings of readings on Canvas
  b. Three case studies
  c. Speeches (readings, case studies, argument)
  d. Cooperative project

• PARTICIPATE IN CLASS (30 pts. total)
Participation points (1 pt. X 2 classes for 15 weeks = 30 pts.) will be assigned for the quality of student contributions in class, i.e., as presenter, contributor, listener, bridge-builder, etc.

•

**EARN EXTRA CREDIT: Experiential Activities and Paper:** (2 pts. each)
You can learn much about exploring sustainable solutions outside of class and the campus with the surrounding community offering a wealth of opportunities.

**INSTRUCTIONAL DESIGN AND VALUES**
Interactive presentations and lectures. Writer’s workshop. Guest presentations. Classroom exercises and simulations. Student presentations. At the core of my approaches is my commitment to student exploration, engagement, collaboration, and discovery.

**REQUIRED TEXTS**


Readings posted on Canvas

**Required reference Texts**


**CONNECTING WITH OUR LIBRARIAN**

You can always visit or call the Help desk (970-491-1841) at the library or seek assistance through the following email address: library_emailref@mail.colostate.edu.
GRADING

Grading will be traditional and reflect the quality of work on a variety of assignments. An orientation toward mastery, critical and creative thinking will help promote active engagement and deep learning (e.g., Timpson and Doe, 2008). Multiple and varied assignments will provide a rich assessment of each student’s achievements, effort and learning styles. Students will be encouraged to use feedback from staff, peers, the Writing Center, and others before preparing their final drafts. Grades will be traditional (A through F including pluses and minuses) and assigned on a criterion-referenced basis:

- 100 - 90%   A+  97-100%   A  93-96   A-  90-92%
- 89% - 80%   B+  87-89%   B  83-86%   B-  80-82%
- 79% - 70%   C+  77-79%   C  70-76%
- 69% -60%   D  60-69%
- 59% - 0%   F  0-56%

Academic integrity

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people. Principles of academic honesty, respect for diversity, and pursuit of lifestyles free of alcohol and drug abuse are examples of these standards. Students are not only members of the academic community; they are, additionally, members of the larger society and thus retain the rights, protection guarantees, and responsibilities which are held by all citizens.

All assignments that are turned in should end with a statement that your work is your own, after which you add your signature and date.

Complaints

As per the University’s Office of Conflict Resolution: “Academic faculty, departments, and colleges are responsible for establishing orderly procedures for academic and classroom discipline. Each faculty member is primarily responsible for communicating standards of academic integrity and classroom behavior, implementing University policy, and front line response to behavioral issues.”

Concerns, complaints or frustrations about the course should be raised first with the instructor. If you are not satisfied with the response from the instructor, you can always seek out the Director of the School of Education or staff at the Office for Conflict Resolution in the Lory Student Center.
WRITING PROFICIENCY

It is imperative that you develop your writing proficiency while at the University. We will use the written assignments for this course to explore various resources available through the Writing Center at CSU (Room 6 in the basement of the Eddy Building, one building due north of the Education Building:)

- PHONE #491-0222;
- WEB SITE: writing.colostate.edu

Their hours have been 10-4, Mon.–Thu. plus 6-10 PM in Morgan Library (1st floor computer room). You can get to their web site through CSU’s home page and the alphabet “W”. Look for Writing@CSU at the bottom of that listing. If you have difficulty meeting with a staff member in person, you can use their on-line writing feedback service via their web site. Note that this service won’t begin until the second or third week of classes.

Peter Elbow’s (1981) Writing With Power (New York: Oxford University Press) is a valuable reference for understanding how to use feedback to improve writing.

Reader-Based Feedback

- More subjective, feeling-based.
- Appropriate for earlier drafts.
- The readers’ writing abilities may be less important.
- What’s happening to you?
- Summarize the writing.
- Make up some images.
- What pieces are interesting?
- Where did you have trouble?
- Where were you bored?
- What mood do you see here?
- Who is the audience?

Criterion-Based Feedback

- Appropriate for later drafts when you are refining your writing.
- Important to seek out skilled critics and accomplished writers.
- What is the quality?
- How well is it organized?
- How effective the language?
- Are there mistakes?
- Is it supported logically? Is it unified?
For each paper, there are several readings on the Writing Center’s web site that should be useful for you. Choose at least one to work on for each paper. For example,

- Under **Researching sources** you will find **Evaluating sources**.
- Under **Using sources** there is information on **Plagiarism**
- Under **Reading** you will find sources on **Critical reading** and **Reading the World Wide Web**
- Under **Writing Processes** you will see **Working with topics, Editing and proofreading strategies**, and **Working in groups**.

You must also reference some aspect of the *Pocket Style Manual* by Diana Hacker. Again, choose at least one writing improvement focus on for each paper.

- Develop and include an **outline** for your reflections.
- Complete a **draft copy**.
- Then, if possible, visit the Writing Center and speak with someone for **feedback** on the issues you have identified on their web site and in the Hacker reference. Note that you will not get written comments on your draft copy; you will have to take notes about what is said and later decide what changes to make. Alternatively, you could submit your draft copy **on line** for feedback from the Writing Center. Note here that they may need 5 **working days** to get you their feedback so plan accordingly. If feedback is delayed, find another source.
- If you have trouble getting feedback from the Writing Center, use someone else who is skilled at writing.
- If you received edited comments, include these with your final paper. If this was only verbal, mention what feedback you did get in a **postscript** to your final paper that also describes what changes you decided to make and the value of this feedback. If appropriate, in your postscript also comment on the source from the Writing Center that you used and how that helped.
HONR 193 CASE STUDY FORMAT
Exploring Sustainable Solutions and Making Persuasive Arguments
3+ pages double spaced

Title: ____________________________  Your name: ____________________________  Date: __________

Current situation: Overview: What is puzzling, problematic, engaging, needed, possible, etc. with respect to sustainability? (One paragraph, double-spaced.)

Background: Elaborate on what you wrote for the “Current Situation.” Emphasize what will be sustainable, i.e., enduring and healthy for society, the environment, and the economy. Cite course readings and at least one other published source, preferably from a peer reviewed journal article. Be sure to evaluate your sources. (1+ pages, double-spaced.)

Video/Visual/PowerPoint context: If possible, provide a URL that provides a visual or PowerPoint context for your case as well as a source for a case from another campus.

Argument: Your hope is to engage and hopefully challenge readers, students or other audiences to rethink their ideas and commitments. Consider using role plays to surface competing ideas. Use the questions below to lead a class discussion. Exposure to diverse ideas can enhance critical and creative thinking.

Interviews: As a way to improve your argument, interview two individuals—(1) another student; and (2) a staff member. In light of their responses, rethink and revise your argument. Use the framework below to frame your questions and for the class discussion.

Evaluation: Bloom et al.’s (1956) taxonomy functions as a hierarchy and can help define questions and assessment. [Adapted from Taxonomy of Educational Objectives: New York: Longman.] Use these questions for interviews and the discussion.

1. CREATIVITY: What new thinking could be important here?
2. EVALUATION: What can be learned asking about impact? Feasibility?
3. SYNTHESIS: What other sources could be helpful in understanding this issue?
4. ANALYSIS: How do we help other people analyze this case more clearly?
5. APPLICATION: How do we get others to apply lessons learned here?
6. UNDERSTANDING: How do we help people understand at a deeper level?
7. KNOWLEDGE: What additional useful information needs to be provided?

Postscript: What changes did you make in your argument and why?

(Optional) Use an APPENDIX to include additional information.
WEEKLY TOPICS, ASSIGNMENTS, etc.

Module/Week 1  OVERVIEW, INTRODUCTIONS

Jan. 22
- Welcome and course overview, goals and assignments
- Announcements and events of interest and “Sustainability” in the news…
- Introductions: A Peace Circle for Making Peace with the Planet
- Sustainability in the news in your lives (list)
- Overview of syllabus
- Introduction of case study approach: Northern Ireland, Burundi, South Korea, Kenya
- Climate building

Jan. 24
Readings
- *Teaching Sustainability*  Forewords by Orr
- *Drawdown*  Foreword, Origins
- Postings on Canvas  TBD, *Climate Change Report* Questions 1-2
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- Review syllabus
- PowerPoint on sustainability issues in Burundi
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):

Module/Week 2  SUSTAINABILITY EXPLAINED

Jan. 29
Readings
- *Teaching Sustainability*  Foreword by Cortese
- Postings on Canvas  TBD, *Climate Change Report* Questions 3-4
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- PowerPoint on sustainability issues in Northern Ireland
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):

Jan. 31
Readings
- *Drawdown*  *Energy* (2-18)
- Postings on Canvas  TBD, *Climate Change Report* Questions 5-6
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- PowerPoint on sustainability in Northern Ireland
- *Cooperative Sustainability project groups planning*
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):
Module/Week 3  HOW WE GOT HERE

Feb. 5  
Readings  
*Teaching Sustainability* Sect. 1-2  
Postings on Canvas TBD, *Climate Change Report* Questions 7-8

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- Post Case Study Argument #1 with URL to share in class: The Personal
- Short (3 min.) Speech on your Case Study Argument with URL to share in class: The Personal: Student speeches (3 min.):  
  Cooperative Sustainability project groups planning
- Short (3 min.) Speech on a case in the assigned reading  
  Student speeches (3 min.):

Feb. 7  
Readings  
*Drawdown* Energy 22-36  
Postings on Canvas TBD, *Climate Change Report* Questions 9-10

- Announcements and events of interest and “Sustainability” in the news…
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Short (3 min.) Speech on your Case Study Argument with URL to share in class: The Personal: Student speeches (3 min.):  
  Cooperative Sustainability project groups planning
- Short (3 min.) Speech on a case in the assigned reading  
  Student speeches (3 min.):

Module/Week 4  SYSTEMS, SYNERGY AND VISIONS

Feb. 12  
Readings  
*Teaching Sustainability* Sect. 3  
Postings on Canvas TBD, *Climate Change Report* Questions 11-12

- Announcements and events of interest and “Sustainability” in the news…
- *Speech practice (3 min.) on one of your case studies:* Students:  
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Short (3 min.) Speech on your Case Study Argument with URL to share in class: The Personal: Student speeches (3 min.):  
  Cooperative Sustainability project groups planning
Feb. 14
Readings  
**Drawdown**  
Energy 38-58
Postings on Canvas  
TBD, *Climate Change Report* Questions 13-14

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- Complete the PICC Self-Assessment as described in the syllabus under PARTICIPATION.
- **Short (3 min.) Speech on a case in the assigned reading**
  
  Student speeches (3 min.):

- **Short (3 min.) Speech on your Case Study Argument with URL to share in class: The Personal:**
  
  Student speeches (3 min.):

- **Cooperative Sustainability project groups planning**

Module/Week 5  
**ECONOMICS AND CONSUMPTION**

Feb. 19
Readings  
**Teaching Sustainability**  
Sect. 4
Postings on Canvas  
TBD, *Climate Change Report* Questions 15-16

- Announcements and events of interest and “Sustainability” in the news…
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- **Post Case Study Argument #2 with URL to share in class: Campus and Community Leaders; Media and Government**

- **Short (3 min.) Speech on a case in the assigned reading**
  
  Student speeches (3 min.):

- **Short (3 min.) Speech on your Case Study Argument with URL to share in class: Campus and Community Leaders; Media and Government**
  
  Student speeches (3 min.):

- **Cooperative Sustainability project groups planning**

Feb. 21
Readings  
**Drawdown**  
Food 60-80
Postings on Canvas  
TBD, *Climate Change Report* Questions 17-18

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  
  Student speeches (3 min.):

- **Short (3 min.) Speech on your Case Study Argument #2 with URL to share in class: Campus and Community Leaders; Media and Government**
  
  Student speeches (3 min.):

- **Cooperative Sustainability project groups planning**
Module/Week 6  DESIGN, NATURE AND BUILDINGS

Feb. 26
Readings  
*Teaching Sustainability* Sect. 5  
Postings on Canvas TBD, *Climate Change Report* Questions 19-20

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- **Short (3 min.) Speech on a case in the assigned reading**  
  Student speeches (3 min.):
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class:**  
  *Campus and Community Leaders; Media and Government*  
  Student speeches (3 min.):
- **Cooperative Sustainability project groups planning**

Feb. 28
Readings  
*Drawdown* Women & Girls (76-80)  
Postings on Canvas TBD, *Climate Change Report* Questions 19-20

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**  
  Student speeches (3 min.):
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class:**  
  *Campus and Community Leaders; Media and Government*  
  Student speeches (3 min.):
- **Cooperative Sustainability project groups planning**

Module/Week 7  ETHICS, VALUES AND THE SACRED

Mar. 5
Readings  
*Teaching Sustainability* Sect. 6  
Postings on Canvas TBD

- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**  
  Student speeches (3 min.):
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class:**  
  *Campus and Community Leaders; Media and Government*  
  Student speeches (3 min.):
- **Cooperative Sustainability project groups planning**
Mar. 7
Readings  
*Drawdown*  Building Cities (84-106)
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class: Campus and Community Leaders; Media and Government**
  Student speeches (3 min.):
- *Cooperative Sustainability project groups planning*

Module/Week 8  RESPONSIBILITY, EMPOWERMENT AND PLANNING

Mar. 12
Readings  *Teaching Sustainability*  Sect. 7-8
Postings on Canvas  Northern Ireland: TREE
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class: Campus and Community Leaders; Media and Government**
  Student speeches (3 min.):
- *Cooperative Sustainability project groups planning*

Mar. 14
Readings  *Drawdown*  Land Use (108-132)
Postings on Canvas  Kenya
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.):
- **Post Case Study Argument #3 with URL to share in class: Classes in schools & CSU**
- **Short (3 min.) Speech on Case Study Argument #3 with URL to share in class: Classes in schools & CSU**  Student speeches (3 min.):
- *Cooperative Sustainability project groups planning*

March 19 & 21  SPRING BREAK
Module/Week 9  APPROACHES, ASSESSMENTS AND EXPERIENCES

Mar. 26
Readings  *Teaching Sustainability*  Sect. 9-10
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.): ________________________________
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class:**
  Classes in schools & CSU  Student speeches (3 min.): ________________________________
- **Cooperative Sustainability project groups planning**

Mar. 28
Readings  *Drawdown*  Transport (136-156)
Postings on Canvas  South Korea
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short (3 min.) Speech on a case in the assigned reading**
  Student speeches (3 min.): ________________________________
- **Short (3 min.) Speech on your Case Study Argument with URL to share in class:**
  Classes in schools & CSU  Student speeches (3 min.): ________________________________
- **Cooperative Sustainability project groups planning**

Module/Week 10  CLIMATE, CONSCIOUSNESS AND AWARENESS

Apr. 2
Readings  *Teaching Sustainability*  Sect. 11-12
Postings on Canvas  Burundi
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Speeches: Promoting Sustainable Solutions**
  ________________________________
  ________________________________
- *Your extended speech outline due when you give your speech. Post it on Canvas.*
- **Cooperative Sustainability project planning**
Apr. 4
Readings  *Drawdown* Materials (158-170)
Postings on Canvas TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Speeches: Promoting Sustainable Solutions**

---

- *Your extended speech outline due when you give your speech.* Post it on Canvas.
- **Cooperative Sustainability project planning**

**Module/Week 11  COMMUNICATION AND COOPERATION**

Apr. 9
Readings  *Teaching Sustainability* Sect. 13-14
Postings on Canvas TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Cooperative Sustainability Project presentations**
  1.

Apr. 11
Readings  *Drawdown* Coming Attractions (172-192)
Postings on Canvas
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Cooperative Sustainability Project presentations**
  2.
- **Cooperative Sustainability Project presentations**
  3.
- Post your reactions to arguments in the readings on Canvas and what two classmates post.

**Module/Week 12  COMMUNITY AND A SENSE OF PLACE**

Apr. 16
Readings  *Teaching Sustainability* Sect. 15
Postings on Canvas
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short course: Gailmarie Kimmel #1 on the ecological footprint**
Apr. 18
Readings  *Drawdown*  Coming Attractions (194-212)
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short course: Gailmarie Kimmel #2 on the local food system**

**Module/Week 13  CRITICAL AND CREATIVE THINKING**

Apr. 23
Readings  *Teaching Sustainability*  Sect. 16
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- **Short course: Gailmarie Kimmel #3 on the local living economy**

Apr. 25
Readings  *Drawdown*  Opening (216)
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- *Your extended speech outline due when you give your speech. Post it on Canvas.*
- **Short course: Gailmarie Kimmel #4 on storytelling, poetry and other ways of knowing**
- **COOPERATIVE SUSTAINABILITY PROJECT: A GROUP CASE STUDY BASED ON SERVICE LEARNING** (due and posted)

**Module/Week 14  SUPPORTING CHANGE**

Apr. 30
Readings  *Teaching Sustainability*  Sect. 17
Postings on Canvas  TBD
- Post your reactions to arguments in readings on Canvas and what two classmates post.
- Announcements and events of interest and “Sustainability” in the news…
- *Your extended speech outline due when you give your speech. Post it on Canvas.*
- **Speeches: Promoting Sustainable Solutions**

________________________________________

________________________________________
May 2
Readings    Drawdown    Methodology, Numbers (218-220)
Postings on Canvas    TBD
• Post your reactions to arguments in readings on Canvas and what two classmates post.
• Announcements and events of interest and “Sustainability” in the news…
• Your extended speech outline due when you give your speech. Post it on Canvas.
• Speeches: Promoting Sustainable Solutions

• RESEARCHED ARGUMENTATION PAPER: Promoting Sustainable Solutions
(Due and posted)

Module/Week 15    CONCLUSIONS

May 7
Readings    Teaching Sustainability    Afterwords and Final Reflections
Postings on Canvas    TBD
• Post your reactions to arguments in readings on Canvas and what two classmates post.
• Announcements and events of interest and “Sustainability” in the news…
• Speeches: Promoting Sustainable Solutions

May 9
Readings    Postings on Canvas    TBD

• Post your reactions to arguments in readings on Canvas and what two classmates post.
• Announcements and events of interest and “Sustainability” in the news…
• Speech self-assessment due
• EVALUATION OF THE COURSE READINGS, ACTIVITIES IN CLASS, RESEARCH PROJECTS AND KIMMEL SHORT COURSES (Due and posted)
• Student Course Surveys

Module/Week 16: FINAL EXAM?

Date: ________________

Time: ________________

Place: ________________

Student course evaluations
Final comprehensive exam? Essay
ARGUMENTATIVE SPEECH: CRITIQUE SHEET

Name: ___________________________ Date: ____________________

KEY: + Excellent; √ Satisfactory; - Needs improvement; 0 Failed to complete

Introduction
- Engaged audience __________
- Adapted subject to audience ______
- Established credibility ______
- Announced thesis (specific purpose and argument) ______
- Previewed main points (central idea) ______

Body
- Main points clear ________
- Main points supported ________
- Organizational logic _______
- Sources cited ______
- Connectives ______
- Clarity of visual aids ______
- Management of visual aids ______

Conclusion
- Focused on argument ______
- Summarized main points ________
- Closed decisively and persuasively ______

Delivery
- Volume ______
- Rate ______
- Articulation ______
- Eye contact ______
- Spontaneity/enthusiasm ______

Topic selection
- Originality ______
- Intellectual content __
- Interest value ______

Outline
- Completed sentence form ______
- Grammar ___
- Bibliography ______

TIME: ______                        GRADE: __________
LISTENING SHEET: ARGUMENTATION SPEECH

Speaker ___________________________ Listener ___________________________

Topic ____________________________ Date ___________________________

Audience adaptation

1. List the various ways that this speaker attempted to adapt the content of the speech to the audience.

2. Provide at least one constructive suggestion for how the audience adaptation in this speech could be improved.

Delivery

3. Evaluate this speaker’s delivery, including such aspects as eye contact, volume, rate, articulation, enthusiasm, gestures, and posture.

4. What is the single most important aspect of delivery that this speaker should work on.

Organization

5. To the best of your ability, outline main points and sub-points of this speech.

6. Identify places where the organization was not entirely clear.

7. Where you persuaded by this speech? List at least one idea about how this organization could be improved.
SELF-EVALUATION: ARGUMENTATION SPEECH

Speaker ___________________________________________ Date _____________

Positive eye contact
• Sustained eye contact with your audience for at least 80% of the speech?
• Established eye contact with your entire audience? If not, why not?

Negative eye contact
• Excessive reliance on note cards? If so, why?
• Looked above audience or at ceiling?

Positive use of gestures
• Used hand and head gestures to emphasize main points? When?
• Kept hands and elbows out and away from the body?

Negative use of gestures
• Used distracting gestures such as hands to face or blocking face? When? Why?
• Tapped noted cards or hand on the podium?
• Used unnatural or forced gestures? When? Why?
• Fidgeted (Tugged at clothes, played with hands or hair, cracked knuckles, etc)?
• Put hands in pocket?

Positive use of posture
• Faced the audience at all times, especially when using visual aids?
• Stood up straight and assumed a relaxed posture?

Negative use of posture
• Leaned on podium?
• Appeared rigid or exhibited body tension?

Positive use of vocal cues
• Used a conversational speaking style?
• Emphasized important points with changes in pitch, volume and rate? When?
• Spoke in an appropriate volume? At an appropriate rate?
• Paused effectively after important points? Where?

Negative use of vocal cues
• Sounded monotonic, tense or nasal?
• Used vocalized pauses--“ah,” “um,” word repetitions or improper articulation?

List three aspects of your delivery that you want to improve
# DUE DATES

<table>
<thead>
<tr>
<th>Weekly: PARTICIPATION ON CANVAS AND IN CLASS</th>
<th>Helps integrate and synthesize while promoting deeper thinking from hearing the ideas of others, accepting diverse opinions, and reassessing your own thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 5: CASE STUDY #1</td>
<td></td>
</tr>
<tr>
<td>Feb. 19: CASE STUDY #2</td>
<td></td>
</tr>
<tr>
<td>Mar. 14: CASE STUDY #3</td>
<td></td>
</tr>
<tr>
<td>Apr. 25: COOPERATIVE PROJECT: <em>Exploring Sustainable Solutions</em> draws on all these sources.</td>
<td></td>
</tr>
<tr>
<td>May 2: RESEARCH PAPER: <em>Exploring Sustainable Solutions</em> draws from this history as described in your case studies as well as current concerns and self-assessment in making a strong argument for particular strategies.</td>
<td></td>
</tr>
<tr>
<td>May 9: EVALUATION OF THE COURSE READINGS, ACTIVITIES IN CLASS, AND RESEARCH PROJECTS</td>
<td></td>
</tr>
</tbody>
</table>