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Environment, Climate, & County Resiliency

DESCRIPTION: Developing writers, including L2 English learners, should develop the self-awareness and introspection that makes for thoughtful, persuasive writing. The emerging college writer should have an active social, geopolitical, and historical awareness of his or her native or adoptive environment. This awareness must include an understanding of climate change and the initiatives now being put forth to counter its impact.

COURSE COMPETENCIES ADDRESSED: Dev. Writing 1: The Paragraph and Its Components:

WDECL1 Use prewriting, drafting, revision, and editing techniques

WDECL2 Select and narrow a topic that addresses the specific task

WDECL4 Sustain focus on a specific main idea for a single paragraph

WDECL6 Provide supporting details for main idea with relevant explanations, in a paragraph.

WDECL12 Demonstrate a basic command of conventions of standard written English, including grammar, usage, and mechanics

PROCEDURE: The lesson will begin with a general discussion to introduce the concepts of climate change, GHG emissions, sea level rise, organic farming, sustainability, and urban design. Students will then access and research these issues on the following web sites:

timeforchange.org->Content by category->Global Warming
peoplesclimate.org->About us/Guiding Principles
urbanoasisproject.org
veganoutreach.org->About

As each student conducts research, he or she will write down one important thing from the information being accessed that will form the 'seed' or topic focus of a group discussion. Suggestions for possible 'seed' questions might include:

1. information or situations I don't understand
2. what is meant by a 'carbon footprint'
3. things that seem surprising or alarming about climate change
4. how to help protect the environment

GROUP DISCUSSION:

Each group of four students will discuss the four 'seed' questions, with each student reflecting upon or saying something about each seed. The instructor will move from group to group and facilitate the discussion by modeling strong and weak seeds.

EVALUATION PLAN: After the 'seed' discussions, each student will choose one of the following writing prompts and write a 10 to 12 sentence paragraph. The student will develop an appropriate topic sentence and concluding sentence.

- 1. Describe what action plan you could be involved in to help protect your immediate environment or help promote sustainability**
- 2. Describe ways that you as an individual can reduce your carbon footprint**
- 3. Discuss what design changes could possibly be made to your living space or neighborhood in Miami that might result in a more sustainable approach to urban living**

The paragraph will be evaluated not only for content development but also for grammar, usage, and mechanics.