



THE LEARNING COMMUNITY

Syllabi

GENERAL INFORMATION REGARDING FIRST-YEAR LEARNING COMMUNITY 11: *EARTH ISLAND: ENVIRONMENTAL ISSUES AND THEIR LITERARY PORTRAYALS*

This learning community considers human impacts on the environment with emphasis on the major environmental issues facing the present generation, including pollution, global warming, ozone depletion, the biodiversity crisis, acid deposition and desertification of once fertile lands. *Environmental Biology* takes an anthropocentric (human-centered) approach towards understanding the historically unique situation of the present generation in determining not only individual survival, but the future of humankind as a species. Ecological concepts are presented to show how nature works as a web of interconnected factors. We consider combining environmentally safe technology with an understanding of nature and of public policy, to achieve sustainability without polluting the environment or further endangering human health. *Literature and the Environment* focuses on essays, poetry, and works of fiction, drama, and film on the environment. The course brings individual and broad social perceptions by great literary artists to the discussion of what nature means to us all.

All students registered for this learning community (LC-11) will take Biology 110 (*Environmental Biology*), taught by Donald Stearns, Ph.D., Department of Biological Sciences; and English 110 (*Literature and the Environment*), taught by Kim Worthy, Ph.D., Department of English and Director of the Writing Center. These two courses have been shaped together around the theme expressed in the learning community's title. They are designed to focus from biological and literary perspectives on present, real, global, environmental issues that, if untreated, threaten human survival. **You should consider this entire learning community an educational package of high relevance to your understanding of a world that you must live in, a world that for the first time in history demands a reconsideration of the human condition with respect to the environment.**

In addition to these two courses, all LC-11 students will take RFT(W) for LC-11 (*Reflective Tutorial*), combining Section K1 (Dr. Stearns) with Section K2 (Dr. Worthy). **The *Reflective Tutorial* focuses on development of college-level communication skills through writing, discussions, and presentations stemming from issues raised in the learning community.**

You will also be required to complete an experiential component. As part of this, you will become actively involved during this semester in environmental issues facing Toms River, New Jersey. Other community service activities will also be required. **Your field observations/activities will become part of the discussions and writings generated in the *Reflective Tutorial*.**

General Information Regarding Your Active Involvement in Your Own Education

Whenever and wherever confusion occurs, only questioning and seeking of clarification leads to true understanding. Your education is not a process of blind memorization of information presented in a text or classroom lecture. For this reason, you are encouraged to discuss (through e-mail or in person) any learning community issues with others, including Dr. Stearns and

Dr. Worthy; authorities in the community; your writing intensive tutors and research tutor; parents; other students and faculty--anyone who can offer you real insight regarding the topic. Do not forget to use the library and especially the research coordinator (Mr. Francis Polizzi, Ext. 3377) in this regard. **You are expected to take personal responsibility and an active role in clearing up any confusion that limits your understanding.**

DEADLINES AND EVENTS REGARDING FIRST-YEAR LEARNING COMMUNITY 11 (*EARTH ISLAND: ENVIRONMENTAL ISSUES AND THEIR LITERARY PORTRAYALS*)

DEADLINES AND SCHEDULED EVENTS

Tuesday, August 26 th :	RFT: Selection of title of research paper in RFT class (to Dr. Stearns)
Thursday, August 28 th :	RFT: Biographical profiles of members of Congress due in RFT Class (to Dr. Stearns)
Tuesday, September 2 nd :	RFT: Trip to Park Slope Food Coop (Dr. Worthy's RFT)
Thursday, September 4 th :	RFT: Trip to Park Slope Food Coop (Dr. Stearns' RFT)
Wednesday, September 10 th :	BI 110L: Screening of 2-hour documentary (<i>Trade Secrets</i>), 7:00-9:00 pm, Spiro Hall, Room 4 (outside of class)
Monday, September 15 th :	RFT: 1 st draft of RFT research paper and complete copies of all cited references due under Dr. Stearns' office door no later than 3:00 pm (outside of class)
Monday, September 15 th :	RFT: ACE presentation by Dr. Sut Jhally (3:00-4:30 pm)
Week of September 15 th :	RFT: Individual conference to review 1 st draft of research paper (outside of class by appointment with Dr. Stearns)
Wednesday, September 24 th :	BI 110L: Written laboratory exam 1 (12:40-2:40 pm, Spiro Hall, Room 2)
Friday, September 26 th :	RFT: All-day (12-hour) trip to Toms River, New Jersey, for morning presentation and afternoon interviews of Toms River citizens and others by students, 7:30 am until... (outside of class)
Week of September 29 th :	BI 110: Oral lecture exam 1 (outside of class by appointment with Dr. Stearns)
Friday, October 3 rd :	RFT: 2 nd draft of RFT research paper due under Dr. Stearns' office door no later than 10:00 am (outside of class)
	RFT: Letter to members of Congress stating your personal position on an environmental issue due with 2 nd draft of RFT research paper, under Dr. Stearns office door no later than 10:00 am (outside of class)
	RFT: Depart 10:00 am from behind Megerle Science Building for Worthington State Forest camping trip, to return Saturday afternoon (outside of class, optional)
Week of October 6 th :	RFT: Individual conference to review 2 nd draft of research paper and letter to members of Congress (outside of class by appointment with Dr. Stearns)
Tuesday, October 7 th :	EN 110: English 110 paper 1 (three copies) due in RFT class (to Dr. Worthy)
Wednesday, October 15 th :	EN 110: Midterm exam in class
Thursday, October 16 th :	RFT: Critical thinking log due in RFT class (to Dr. Worthy)
	RFT: Draft of letter to members of Congress, signed by a WIT due in RFT class (to Dr. Stearns)
Monday, October 20 th :	EN 110: Revised English 110 paper 1 due (to Dr. Worthy)
Monday, October 20 th :	RFT: 3 rd draft of RFT research paper due under Dr. Stearns' office door

Week of October 20 th :	RFT: Individual conference to review 3 rd draft of research paper (outside of class)
Tuesday, October 21 st :	RFT: Critical thinking log due in RFT class (to Dr. Worthy) (outside of class by appointment with Dr. Stearns)
Thursday, October 23 rd :	RFT: Three revised, final, signed copies of the letterBone for each of your three representative members of Congress, due in class (to Dr. Stearns)
Wednesday, October 29 th :	RFT: Two-day trip to Washington, D.C., to meet members of Congress regarding environmental issues, depart Wednesday morning (specific time to be announced), returning late Thursday evening, October 30 th (outside of class)
Week of November 3 rd :	BI 110: Oral lecture exam 2 (outside of class by appointment with Dr. Stearns)
Thursday, November 6 th :	RFT: Critical thinking log due in RFT class (to Dr. Worthy)
Tuesday, November 11 th :	RFT: Critical thinking writing assignments 16.1 and 16.7 due in RFT class (to Dr. Worthy)
Tuesday, November 11 th :	RFT: Final draft of RFT research paper due under Dr. Stearns' office door no later than 5:00 pm (outside of class)
Monday, November 17 th :	EN 110: English 110 paper 2 due (to Dr. Worthy)
Tuesday, November 18 th :	RFT: Critical thinking log due in RFT class (to Dr. Worthy)
Wednesday, November 19 th :	BI 110L: Written laboratory exam 2, 12:40-2:40 pm, Spiro Hall, Room 2
Tuesday, November 25 th :	RFT: Three copies of RFT short paper due in RFT class (to Dr. Worthy)
Tuesday, December 2 nd :	RFT: Final version of web page due with diskette copy for Prof. Frost RFT: Critical thinking log due in RFT class (to Dr. Worthy)
Monday, December 8 th :	EN 110: Written final exam, 3:00-6:00 pm, Main Hall, Room 7
Tuesday, December 9 th :	RFT: Web page presentations of The Environmental Public Policy Project, 11:20 am - 2:20 pm, Peer Tutoring Center, Horrmann Library
Thursday, December 11 th :	BI 110: Written final exam, 9:40-12:40, Spiro Hall, Room 2

EVENTS STILL TO BE SCHEDULED (OUTSIDE OF CLASS)

Time to be arranged individually:	RFT: Three-hour community service activity (Park Slope Food Coop, Brooklyn, New York)
A Friday in late Oct./early Nov.:	RFT: Trip to Toms River, New Jersey, for tour of Superfund site, presentation by Ciba Specialty Chemicals
A Friday in October/November:	RFT: Trip to Trenton, NJ, for meeting with New Jersey Department of Environmental Protection and Isles, Inc.
Monday night in September:	RFT: Meeting of the Citizens Action Committee on Childhood Cancer Cluster
A night in mid-November:	RFT: Required attendance at a diversity play (<i>Indian Wants the Bronx</i>), Harbor View Hall's Gatehouse Lounge

FIRST-YEAR LEARNING COMMUNITY 11
EARTH ISLAND: ENVIRONMENTAL ISSUES AND THEIR LITERARY PORTRAYALS

GENERAL INFORMATION FOR *REFLECTIVE TUTORIAL* (RFT[W]), Sections K1 and K2)

Course Description: This course focuses on development of college-level communication skills through reading, writing, discussions, and presentations stemming from issues raised in the learning community. Specific course objectives:

- To respond originally and lucidly to a series of reading-based, experience-based, and research-based topics
- To learn *how to compose*, by relating writing to perceiving, thinking, and expressing
- To use the composing process to focus and develop perspective on any topic
- To acquire the habits of supporting assertions, of building controlled paragraphs, and of revising and editing so that sentences are complex yet clear
- To learn to write for one another; to read your own writing to others; to listen seriously to what your classmates wrote; to give and receive positive criticism (Toby Fulwiler, *Chronicle of Higher Education*, February 5, 1986, page 104)
- To develop a sharp, open, and analytical mind (Richard Paul and Linda Elder, *Critical Thinking*, Upper Saddle River, New Jersey: Prentice Hall, back cover, 2001)

The course addresses the following learning goals of Wagner College:

- critical thinking skills that enable students to analyze information and develop approaches that are new to them and lead to a better understanding of their world
- competency in learning by doing, where ideas and field-based experiences are related, reflected in writing and discussion, and applied in ways that improve student's world
- an appreciation of different modes of inquiry that aid in the continuing search for knowledge, understanding, and truth
- competence in the skills of listening, speaking, and writing, to promote effective communication and self-expression

Meeting Times and Location: Tuesdays and Thursdays, 11:20-12:50 pm, Main Hall, Room 20

Instructors: Donald Stearns, Ph.D., Megerle Science Building, Room 413
Office Hours: Mondays, 1:00-3:00 pm; Thursdays, 2:00-4:00 pm and by appointment
Office Phone: Ext. 3197 on campus; (718) 390-3197 off campus
Home Phone: (856) 667-0486
e-mail: dstearns@wagner.edu

Kim Worthy, Ph.D., Writing Center, Horrmann Library (Downstairs)
Office Hours: Tuesdays, 2:00-4:00 pm; Fridays, 10:00-12:00 and by appointment
Office Phone: Ext. 3298 on campus; (718) 390-3298 off campus
Home Phone: (718) 437-4782
e-mail: kworthy@wagner.edu

While we do have official office hours, please try to see us whenever you can.

Required Texts: Dell Publishing. *The American Heritage Dictionary*. 4th ed.. New York: Dell, 2001.

Des Jardins, Joseph R. *Environmental Ethics: An Introduction to Environmental Philosophy*. 3rd ed. Belmont, California: Wadsworth, 2001.
Hacker, Diana. *A Writer's Reference*. 5th ed. New York: Bedford/St. Martin's,

2003.

Paul, Richard and Linda Elder. *Critical Thinking. Tools for Taking Charge of Your Learning and Your Life*. Upper Saddle River, New Jersey: Prentice Hall, 2001.

_____. *The Thinker's Guide for Conscientious Citizens on How to Detect Media Bias & Propaganda in National and World News*, 2nd ed. Dillon Beach, California: The Foundation for Critical Thinking, 2003. (Note: To be distributed in class.)

Assigned Readings:

Associated Press. ASuit Names Chemical, Water Companies.≡ *Staten Island Advance* 2 Aug. 2000: A12.

Avril, Tom. "Toms River Cancer Deal Gives Children \$13 Million" *The Philadelphia Inquirer* 23 Jan. 2002: A1, A8.

Ciba Specialty Chemicals. "Driving Responsible Care to the Next Level." Tarrytown, New York: Ciba Specialty Chemicals Corporation, 2001.

Exxon Mobil Corporation. "Corporate Citizenship in a Changing World." Irving, Texas: Exxon Mobil Corporation, May 2002.

Facione, Peter and Noreen Facione. AThe Holistic Critical Thinking Scoring Rubric.≡ In Facione, Peter; Facione, Noreen; Giancarlo, Carlo and Steve Blohm. AThe CT Album≡ and Workshop Materials. Millbrae, California: Insight Assessment and The California Academic Press, 2002.

Facione, Peter; Facione, Noreen; Giancarlo, Carlo and Steve Blohm. AThe Reflective Journal≡ [modified from their "The Reflective Log." The CT Album" and Workshop Materials. Millbrae, California: Insight and Assessment , The California Academic Press, 2002.

Feeney, Tom. "In their Hearts, the Parents of Stricken Kids Find Truth." *The Star-Ledger* 20 Dec. 2001: A26.

Feeney, Tom and Mark Mueller. "Crusading Mom Shrugs off Vindication." *The Star-Ledger* 19 Dec 2001: A22.

Gawande, Atul. "The Cancer Cluster Myth.≡ *The New Yorker* Feb. 8, 1999: 34-37.

Kaye, Richard A. "Tie-Dyed Food." *The New York Times* 21 Apr 2002, sec. 14: 1, 9.

Krauss, Lawrence M. "The Citizen-Scientist's Obligation to Stand up for Standards." *The New York Times* 22 April 2003: F3.

Lesman, Alex. "Reduce, Re-use, and Recycle: The Coop's Environmental Policies and Practices." *The Linewaiters' Gazette*. Park Slope Food Coop, 782 Union Street, Brooklyn, New York.

Los Alamos National Laboratory. "The Karen Silkwood Story" *Los Alamos Science* 23 Nov. 1995.

MacPherson, Kitta. "Toms River Cancer Tied to Pollutants." *The Star-Ledger* 19 Dec. 2001: A1, A22.

MacPherson, Kitta and Ted Sherman. "Experts Hail 6-year Toms River Cancer Study." *The Star-Ledger* 20 Dec. 2001: A23, A26.

_____. "After 30 Years, Some Resolution." *The Star-Ledger* 20 Dec. 2001:A26.

Park Slope Food Coop. "Frequently Asked Questions." Park Slope Food Coop, 782 Union Street, Brooklyn, NY. 16 Sep 1999.

_____. "Mission Statement." *The Linewaiters' Gazette* 25 Jul 2002: 9.

Pearce, Jeremy. "Trouble in Paradise." *The New York Times* 23 Jun 2002, sec. 14, 1, 8.

Peterson, Iver. "Many Cancers in Toms River Still Shrouded in Mystery." *The New York Times* 19 Dec. 2001: A30.

Picard, Joseph. "Cancer Cases at OCC Spur State Investigation." *Asbury Park Press* 4 May 2002: A1, A6.

Rampton, Sheldon, and Stauber, John. *Toxic Sludge is Good for You: Lies, Damn Lies, and the Public Relations Industry*. Monroe, Maine: Common

- Courage Press, 1995.
- Revkin, Andrew C. and Katharine Q. Seelye. "Report by E.P.A. Leaves out Data on Climate Change." *The New York Times* 19 June 2003: A1, A20.
- Robinson, David. "Cancer Clusters: Findings vs. Feelings." American Council on Science and Health, March 2002.
- Rock, Andrea. "Toxicville." *Ladies' Home Journal* Sep. 1999: 106, 108-109, 114, 116.
- Seelye, Katharine Q. "Congress Online: Much Sizzle, Little Steak." *The New York Times* 24 June 2003, A16.
- Shermer, Michael and Pat Linse. "How Thinking Goes Wrong." *The Baloney Detection Kit*. Skeptics Society, 2001.
- Sucato, Kirsty. "What's Wrong in Toms River?" *The New York Times* 16 Dec. 2001, sec. 14: 1, 10.
- _____. "Making a Particle of Difference." *The New York Times* 16 Dec. 2001, sec.14:10.
- The Wagner College Faculty Writing Collective. "Major Common Paper-Writing Errors." Unpublished.

(Other readings may be assigned as needed.)

Assigned Films/Videos:

- Advertising and the End of the World*. Writer, Editor and Producer Sut Jhally. Media Education Foundation, 1997.
- Deadly Neighborhoods: Cancer Clusters*. Executive Producer Paul A. Dowling, Writer Alan La Garde. Medstar Communications, Inc., 1996. (Package Copyright 1997 Films for the Humanities and Sciences).
- New Media Ownership Rules* (from *Now with Bill Moyers, June 13, 2003*). Dir. Mark Ganguzza. Written by Bill Moyers and Michael Winship. Sen. Prod. Tom Caciato. Public Affairs Television, Inc., 2003.
- Project Censored*. Dir. Steve Keller. Distributor: Media Education Foundation, 1999.
- Toxic Sludge is Good for You*. Prod. Margo Robb. Distributor: Media Education Foundation, 2002.
- Trade Secrets. A Moyers Report*. Prod./Co-writer Sherry Jones. Executive Editor Bill Moyers. Public Affairs Television, Inc. in association with Washington Media Associates, 2001.

Assigned Audiotape:

- AMaking Policy at the Intersection of Science and Politics.≡ *To the Point*, Public Radio International. July 1, 2003.

Experiential Component: As part of *Reflective Tutorial*, you are expected to include an experiential component that takes place outside the traditional classroom setting. The experience should relate to the general theme of the learning community (aspects of environmental issues). The goal is to provide a mechanism for each of you to understand more clearly the relevance of environmental issues through direct involvement that allows for reflection. Such reflection can be communicated via informal writing and can become part of the general discussion in this course. Part of the experiential component of this learning community is project oriented and is called The Toms River Project, because it deals with various aspects of water pollution in Dover Township, New Jersey, where Toms River is located. This water pollution may be linked to a childhood cancer cluster found there. You are required to **attend all group trips associated with The Toms River Project**--expected to include three Fridays. You will also attend an **evening meeting, in Toms River, of the Citizens Action Committee on Childhood Cancer Cluster (CACCCC)**, yet to be scheduled. You will receive detailed information regarding The Toms River Project in *Reflective Tutorial*.

The experiential component will also require a **group field trip to Washington, D.C.**, where you will meet a member of Congress who represents you or the environmental expert on that politician's staff. At that meeting, tentatively set for

Thursday, October 30, 2003, the two of you will discuss an environmental issue stemming from the major research paper Ban issue that you will have researched prior to your trip. You will bring with you a carefully worded letter (see Letter to Member of Congress below) stating your position on the issue, with supporting evidence. The letter will be addressed to your selected Congressional member and will be the focus of your meeting with him/her. Dr. Stearns will describe this experiential component in class.

A community service activity required of all LC-K students will involve working at the incredible **Park Slope Food Coop** for approximately 1.5 hours. Dr. Worthy will describe this experiential component in class.

In addition to these required trips, several optional activities are available for interested students. The instructors will describe them throughout the semester.

Attendance and individual involvement in the required activities will be evaluated as part of the active participation grade. **For students who, at the end of the semester, are borderline between grades, their having participated in the optional activities will be considered.** Failure to meet the minimal requirements of the experiential component will automatically result in Incomplete if you are passing at the end of the semester; otherwise it will result in an F for the course.

Writing Intensive Tutor and the Writing Center: To assist you in mastering college-level writing skills, Ms. Sarah DiBiase is your writing intensive tutor (WIT). Sarah took this learning community as a freshman and was a leader during our camping trip last fall. She is well prepared to help you with all your assigned papers. See your Writing Center manual for Sarah's contact information and scheduled hours. A WIT is an undergraduate trained to go over with you any ideas you have and to read your papers for coherence before you hand them in. You can call 420-4234 for an appointment with your WIT in the Writing Center, part of the Horrmann Study Center. To get there, inside the library go through the turnstile and straight past the reference desk to the stairwell; go downstairs and follow the signs. **It is highly recommended that you get your WIT's valuable input before you turn in any of your assigned papers, including required drafts of your research paper.** Be aware that it is not Sarah's job to write papers for you or to correct all your grammatical errors. However, she can certainly help you to achieve college-level writing skills. Use your grammar handbook and dictionary in this regard as well. If you are unable to meet with Sarah, you can drop by the Writing Center during open hours to meet with any WIT on duty. You can also e-mail your papers to have a WIT look at them, at writing@wagner.edu. **Your use of the Writing Center and any of the WITs will be monitored and taken into consideration as part of your active participation grade in this course.** Director of the Wagner College Writing Center is Dr. Kim Worthy (Phone: 390-3298; e-mail: kworthy@wagner.edu). You are expected to avail yourself of these services on a regular basis. The Writing Center has a web page with valuable writing resources. Check it out, especially the Online Writing Lab link. The web address is www.wagner.edu/writingcenter.html.

Research Coordinator and the Horrmann Study Center: To assist you in the research process, your RFT undergraduate research intensive tutor (RIT) is Ms. Jessica Friswell. Jessica took this learning community last fall. She is also being trained in library research. She can tell you how to succeed. She is available by appointment through the Horrmann Library Reference Desk (Phone: 390-3402). For general research assistance in information retrieval, please see Mr. Francis Polizzi (Phone: 390-3377; e-mail: fpolizzi@wagner.edu), Research Coordinator, located on the first floor of the Horrmann Library.

Procedure for the short paper and all research paper drafts:

- (a) Prepare your document using a computer and a word-processing program like Microsoft Word or WordPerfect, formatting as follows:
 - Margins: 1 inch left, right, top, bottom
 - Font face ' Times New Roman
 - Font size ' 12 pt
 - Double spacing
 - Title page: Title of paper, your name, RFT (W) LC-K1 or K2, name of your instructor (K1: Dr. Stearns; K2: Dr. Worthy), the date the paper is turned in, label designating short paper or research paper (including which draft)
 - Pagination with page 1 beginning on the first page beyond Abstract
- (b) Edit the document carefully before you turn it in. See, in this packet, A Grading Standards for English 110 and Beyond, ≡ A Criteria for the Three Types of Papers, ≡ AMLA

Documentation Workshop,≡ and APapers Checklist.≡ (See Table of Contents for page numbers.) Consult *A Writer's Reference* for appropriate editorial corrections. Consult your writing intensive tutor (WIT) in the Writing Center, as well as your personal Writing Center manual, for more details. Consult *The American Heritage Dictionary* for spelling and use of appropriate words.

The Short Paper: One short paper will be assigned during the semester. Instructions are provided below. The paper must be prepared using the MLA style recommended by the *Modern Language Association Handbook for Writers of Research Papers*. Consult *A Writer's Reference* and your WIT for help in structuring the paper. Correct formatting, spelling and grammatical construction are expected. **Evaluation of the short paper will be based on writing quality and degree of effort.** A late paper will be docked five points for each day late, calculated as the number of days after the deadline that the paper is turned in and found suitable for evaluation. **Note: Your paper will be returned to you unread and docked points if it does not meet the formatting requirements cited above.**

Topic of Short Paper (four full pages, minimum): Multilogical ProblemsBA Case Study

MULTILOGICAL PROBLEMS. Multidimensional problems that can be analyzed and approached from more than one (often from conflicting) points of view or frames of reference. For example, many ecological problems have a variety of dimensions to themBhistorical, social, economic, biological, chemical, moral, political. A person who is comfortable thinking through multilogical problems is comfortable thinking within multiple perspectives, ...practicing intellectual empathy, and thinking across disciplines and domains (Richard Paul and Linda Elder, *Critical Thinking* 405.)

Explore and develop a paper based on the multiple frames of reference of The Toms River Project, an environmental/human health/corporate issue. Consider the points of view of the victims and their families, corporations, scientists, and government officials. You must accurately summarize the various positions taken by the parties involved. Towards the end of the paper, persuasively present your own perspective, arguing your position. Back up your argument using your notes from presentations and responses to questions during the trips associated with The Toms River Project, as well as the discussions in *Reflective Tutorial*. This paper will be described further in class. Include original title, introduction, several main paragraphs with concise quotations where appropriate, and conclusion. All borrowed language must be in quotation marks and cited according to MLA guidelines. All borrowed ideas, paraphrased, must also be cited.

Letter to Members of Congress: Decide your personal view regarding an environmental issue related to your research paper, and provide a written summary of that view no later than October 3rd (the due date for the 2nd draft of your research paper). Carefully prepare a thoughtful letter describing your position, with evidence supporting your viewpoint. Include some of your recommendations for change in U.S. environmental law and policy that stem from your research paper. Make three copies of the letter, one for each of your senators and your Congressional representative. **You must see a WIT in the Writing Center before the due date, Thursday, October 16th.** The WIT must go over the letter with you and must sign this draft of the letter. A revised, clean copy of the original letter and the signed first draft are both due in RFT class Thursday, October 16th. **While this letter will not be graded as a short paper, it will be assessed for overall effort, as well as evidence of critical analysis and persuasive argument; that evaluation will constitute part of the active participation grade.**

Journal Entries: On occasion, you will be assigned specific study topics designed to enhance your understanding of environmental issues and critical thinking. The general goal of this journal writing is to encourage an introspective awareness. Please note that this is not a diary: do not lapse into personal matters unless they directly relate to the study topic. **While each journal entry will not be graded, there will be a subjective assessment of overall effort and general improvement with time, and that evaluation will constitute part of the active participation grade.**

Research Paper: A research paper dealing with environmental public policy is required as part of this course. The fourth and final draft of the paper must be at least 15 full pages of text (not including the title page, Abstract section, or References section). The paper must include at least five references that Dr. Stearns has approved. The paper must be prepared using the style recommended by the Modern Language Association (MLA). Consult *A Writer's Reference* and your WIT for help in structuring each draft. Do not include blank pages or covers for the paper. Do not place the paper in a cover of any kind. Please turn it in stapled. Please save your file on diskette for ease during the rewriting/revision process. Three times during

the semester you will meet individually with Dr. Stearns to review drafts of your research paper. To each conference bring a folder containing photocopies of all cited reference materials used for the paper. Dr. Stearns will be looking primarily at (1) substance indicating thorough, carefully considered research; (2) thesis development through clear and logical organization of paragraphs; and (3) mechanics, which includes correct formatting, spelling and grammatical construction. Evidence of proofreading and editing. He will also evaluate your conceptual understanding of the research during each conference.

These conference evaluations will become a part of the overall grade for the research paper, along with an evaluation of the fourth and final draft. Dr. Stearns will be looking for substantial improvement with each draft. Late papers will be docked five points for each day late, calculated as the number of days after the deadline that the paper is turned in and found suitable for evaluation. **Note: Your paper will be returned to you unread and docked points if it does not meet the formatting requirements cited earlier.** Any additional instructions will be given in class.

Web Page Presentation of The Environmental Public Policy Project: While attending two workshops regarding the setting up of web pages on the Internet, you will create your own web page and post the abstract of your research paper on the web. Your instructors will provide more detailed information in class regarding preparation for this component of the *Reflective Tutorial*. At the end of the semester, during the *Reflective Tutorial* final exam period, you will present your research to the campus and community, using your web page as a visual aids. Be prepared to answer questions from the audience.

First-Year Diversity Program: As part of the First-Year Diversity Program, all freshmen are expected to attend and discuss a play (*Indian Wants the Bronx*), which is designed to increase cultural awareness. Attendance and individual involvement will be evaluated as part of the active participation grade.

Active Participation: You are expected to attend and actively participate in all the described activities and are responsible for all announcements made during those activities. Active participation is expected, and participation points will be lost for poor attendance with unexcused absences, poor performance regarding journal entries or letters to members of Congress, meager discussion, lateness to class or other course-related event, missed appointments without giving proper and timely notice to your instructor, as well as missed deadlines that were not otherwise penalized.

Grading: The course grade will be broken down as follows:

Research paper.....	30%
Short paper assignments.....	25%
Web page setup/presentation.....	20%
Active participation.....	25%

Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Academic Advisement Center, Union Building, 390-3278, as early as possible in the term.
