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CAMPUS: OSCEOLA

DISCIPLINE: ENGLISH/CREATIVE WRITING

The goal of this lesson plan is to help you decide why and where you will infuse sustainability to improve student learning. Remember that sustainability is not an "add-on" content area; rather, sustainability can be integrated into already existing lessons as in-class examples of concepts and as a context for activities and problem sets that promote critical thinking.

Week 1: Needs Assessment

This week you will write a needs assessment for your lesson, learn about SDG goals, and identify 3 goals that could align with your course and topic.

Needs Assessment

1. Write your Needs Assessment:

[\(examples\)](#)

The primary issue that I wish to address with this is lesson is synthesizing complicated source material. Students often end up patchworking quotes together, rather than fully processing and integrating the material into their own argument.

2. Explain why you think infusing sustainability will help this need:

[\(examples\)](#)

The elements that make up sustainability are complex, multi-faceted, and interconnected. These topics offer the perfect material to get students synthesizing and producing complex arguments.

3. State where (course or area) you are infusing sustainability and the topic:

[\(examples\)](#)

ENC 1101- Writing a persuasive essay

Research SDGs

Visit the [Sustainable Development Knowledge Platform](#) to research the Sustainable Development Goals.

4. Choose at least 3 of the SDGs of interest that could align with your topic and share why:
([examples](#))

Climate action, Decent Work and Economic Growth, and Gender Equality. I chose these three as they each represent one of the 3 pillars of sustainability, and each offers a wide range of topics and approaches for students to explore in their writing.

Week 1 Reflection

5. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about... being exposed to new and exciting pedagogical ideas. As a relatively new and inexperienced educator, I plan to CASE as much as I possibly can.
- b. I have questions about... how we can get students to continue caring about and acting on these topics once they leave the classroom.

Week 2: Learning Outcomes/Research

This week you will write the student learning outcome for your lesson, explore lesson plan examples, look at a variety of classroom assessment techniques, and consider how you could incorporate the 3 Pillars of sustainability with a learning activity.

Student Learning Outcome(s)

The Student Learning Outcome is a statement of what the student will learn or be able to do because of this lesson. For more information on how to write a measurable learning outcome, review the following resources:

How to [Write Measurable Learning Outcomes](#) | Bloom's Taxonomy Resources - [Bloom's Taxonomy Action Verbs](#), [Bloom's Interactive Graphic](#), [Bloom's Taxonomy of Learning Domains](#)

6. Write your Learning Outcome:
([examples](#))

Students will create a well-developed persuasive essay, synthesizing multiple sources in order to prove a claim.

Sustainability Lesson Plan Samples

Explore the following resources for lesson plan ideas:

- [Sustainability teaching activities across the disciplines](#) (Repository developed by Carleton College)
- Lesson plans organized according to conceptual Sustainability Systems: [Water](#), [Energy](#), [Food](#), [Waste](#), [Landscape & Ecosystem](#), [Supply Chain](#), and [Quality of Life](#) (Developed by ASU faculty)
- [AASHE Curriculum Resources Hub](#) (requires login)

7. Of the lesson plans you've explored, pick 3 and share why you selected those:
([examples](#))

I particularly like the lesson plans for Energy, Food, and Quality of life. Each of these three lesson plans task students with exploring complicated issues, thinking critically about the interconnectivity of these concepts, and looking at the students own place in the issues. All of these are fundamental steps toward developing critical thinking skills.

Classroom Assessment Techniques

Explore the following resource for Classroom Assessment Techniques:

- [101 Strategies to Demonstrate the Essential Competencies](#) – a college of classroom assessment techniques aligned to the essential competencies of a Valencia educator prepared by Valencia faculty Donna Colwell and Kevin Colwell
- [50 CATs by Angelo and Cross](#)
- [Classroom Assessment Techniques](#) by Northwest Evaluation Association

8. Of the CATs you've explored, pick 3 and share why you selected those:
([examples](#))

Angelo and Cross- II.10-Pros and Cons Grid—Students must provide counterarguments/ alternative views in their persuasive essay. This is a great step toward encouraging them to see more than one side to an issue.

Colwell and Colwell-3-Debate—Having students debate the issues they are writing about gives the opportunity for students to view the issue in a different light, and come up against arguments they may otherwise never have thought to explore.

Angelo and Cross- II.12- Analytic Memo—Encourages students to analyze and explain concepts in a concise manner, and also tasks students with applied writing.

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:
([examples](#))

Students will write a strong persuasive essay in which students will stake a claim and provide evidence to support it. This evidence must consist of support tied back to each of the three pillars (Social, Environmental, and Economic). Students must show why their proposed viewpoint is sustainable in all 3 pillars, and why this is important.

Week 2 Reflection

10. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about... getting caught up, and working with more of my colleagues to learn more about infusing this material into the classroom.
- b. I have questions about... how I can get more involved with sustainable practices at Valencia College.

3 Pillars Activity

1. Describe how you will incorporate the 3 Pillars into your activity:
[\(examples\)](#)

No matter what prompt students choose to write (prompts will fall into one of the 3 Pillars) students will ultimately be tasked with proving (using multiple credible sources) why their solution takes into account all 3 of the Pillars and provides a responsible and sustainable solution to their identified problems.

Activity Draft

2. Create a draft of the activity using the SDG, CAT, and 3 Pillars:
[\(examples\)](#)

Persuasive Essay/ Analytic Memo

Persuasive Essay (160 Points) Due: TBD

Analytic Memo (40 Points) Due Date: TBD

For your next essay assignment you will complete a persuasive essay modeled after those found in Everyone's an Author. A persuasive essay is designed to state an opinion or stance on an issue, and to convince your reader to agree with you. As such, this essay requires you to pay close attention to the elements of persuasive writing highlighted in the book, as well as to use outside sources to add credibility to your argument. I will also be requiring you to discuss counterarguments to your point, and how they are either incorrect, or can coexist with your argued point of view. All outside evidence should come from legitimate and trustworthy sources, and should be cited at the end of your paper. Your works cited should include at least four unique sources to add credibility to your essay.

You will be required to bring two copies of your rough draft to class on TBD which will be read by your peers. Failure to bring these drafts with you will result in your being excused from class for the day, and receiving an absence for that class.

Topic

You will focus on the topic of sustainability, as it relates to major issues in the world today. You must identify a specific issue that is of concern to you, and put forth a solution to this issue. Throughout your essay, you should prove why your issue is something that your reader should be concerned about, and why your solution will fix this issue. You will rely on experts in the field to provide credible evidence to support your claim, and should utilize the elements of synthesis (as covered in class and the text-book) to properly incorporate all of your evidence.

Options:

- 1. Despite claims that the world now treats men and women equally, women in the U.S continue to make \$0.75 for every \$1.00 their male coworkers make, and it is even worse in other countries. Why, and how should this issue be fixed.*
- 2. Many full time employees still struggle to make ends meet, and struggle with debt to stay afloat. Why, and how should this issue be fixed.*
- 3. Scientific research has shown that the consumption and waste production of the world today is increasing the overall temperature of the planet. If we continue the way we are, the world our future generations inhabit will be devastated. Why, and how should this issue be fixed.*

Students will complete a scholarly persuasive essay of 6-8 pages exploring the chosen topic, using a minimum of 6 outside sources to prove an established claim. Students will then create a 2 page (maximum) Analytical Memo, in which you will present your findings in a clear and succinct method, in order to convince your state Governor to take the recommended action to solve your identified issues.

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| <p>3. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome (examples)</p> |
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Students will be required to synthesize material from at least 6 sources, and present it in multiple formats, demonstrating mastery of the material as well as the methods of synthesis.

Week 3 Reflection

4. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about how well my actual assignment is coming together. I am looking forward to incorporating it into an actual class.
- b. I have questions about how complicated the actual assignments seems. It is actually a combination of two assignments, and I am afraid it may seem to complicated for students. Ideally, it would be presented in stages, but I am not sure how well they will see the connection between the parts.

Week 4: Lesson Plan Draft

This week you will finalize your activity and create directions for students.

5. Prepare a set of instructions on how to facilitate this activity.
(examples)

Answer the following questions:

What prior knowledge will students need to be successful with this activity?

1. *Students will need to know about Persuasive Essay Format*
2. Pillars of Sustainability
3. UN SDGs

What needs to be setup prior to delivering the lesson?

1. *The PowerPoint for presenting the assigned material*
2. The Online Prompt
3. The Rubric for the two assignment
4. The Turn In for both assignments

What resources and materials will you need?

Lecture will be presented with PowerPoint, including built in Youtube videos. Students will work together in class, and final assignments will be submitted to Canvas.

How do you plan to introduce the topic?

Both the method (Persuasive essay format) and the content (Sustainability) will be introduced in lecture format, incorporating discussion and examples to connect to real life situations.

How will you keep students engaged?

Students will work together weekly to discuss/help one another with the assignments. Beyond this, students will have to take the final product (Persuasive Essay) and take it one step further in creating the analytical memo.

Step-by-step run of the activity

Now that you have addressed the questions above, include directions in the draft of your activity

1. Class lecture of Persuasive Essay format, drawing from the department approved textbook
 - a. Focus on:
 - i. Evidence
 - ii. Claim
 - iii. Strong Thesis
 - iv. Argumentative Logic
 - v. Persuasive Techniques
2. Secondary Topic: Intro to Sustainability
 - a. Pillars of Sustainability
 - b. UN SDGs Overview
3. Assign Persuasive Essay and Analytical Memo
 - a. See Included Assignment Sheet
4. One week before due date
 - a. Students will work in groups to determine:
 - i. If assignment meets criteria provided
 - ii. If proposed solution is sustainable:
 1. Environmentally
 2. Socially
 3. Economically
 - iii. Provide overall grammatical/structural feedback on quality of assignment.
5. Students will submit a 5-6 page persuasive essay.
6. 1 Week later, students will present a pared down version, as an Analytical Memo designed to convince a local official why the chosen solution is a sustainable approach.

Week 4 Reflection

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| <ol style="list-style-type: none">6. Now that you have completed this week's portion of the template, reflect on the following: |
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- a. I'm excited about moving toward the Fall Destinations course, and implementing my lesson plan.
- b. I have questions about getting the ball rolling on implementing my lesson plan.