Sustainability
PUP 3204
Fall 2015
Instructor: Dr. Peter Jacques

Contacting the Professor		Contacting the Class	
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CAVEAT DISCIPULI ---- Course Protocols available in webcourses are part of this syllabus, students are expected to read the syllabus and protocols prior to asking questions.

Required Reading

1. *A New Green History of the World,* Clive Ponting
2. *Limits To Growth, the 30 year update*, Donnella Meadows et al
3. *Oryx and Crake,* Margaret Atwood
4. Subscription to *The New York Times*. Call via 800-369-2834, ask for a student rate for the semester or get them free on campus or read them at any library.

5. **Not required** but it may help: *Sustainability: The Basics*, Peter Jacques. I wrote this book in relation to how I teach this class, so much of the material we work on in the modules are also explained in this primer.

Grade Categories	Description of the requirements	Weight toward final grade (out of 1000pnts)
Peer-reviews	Critical and in-depth evaluations of your classmate's propositions.	200
Formal Essays	Synthesis-oriented writing where ideas, support, and writing style and quality matter.	400
4 Exams	Based on knowledge of the readings and modules, 100 points each	400

Exams

The purpose of the exams is to test your command over concepts. Exams open at the end of each module. They are 50 questions of multiple choice, 2 points each. You will have 75 minutes to complete the exam once it is opened. Save your answers as you go in order to minimize computer problems.

General approach: Read. Write. Get feedback, evaluate your peer's work, re-think, revise. Strengthen our thinking and writing while we come to understand US environmental politics in a thorough manner. Every first submission of every essay is a draft because writing/thinking is iterative and requires editing. Revision is required to advance our thinking. You will review several drafts of your peers and you will receive several reviews of your essays. We will not grade your first drafts. You will then submit a final draft of every essay, but in order to have these graded there must be a first draft submitted **on time**.

Exams: 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module, found in the "Quizzes" section of canvas.

OBLIGATORY NOTE FROM UCF ADMINISTRATION: As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz by the end of the first week of classes or as soon as possible after adding the course, but no later than January 16th. Failure to do so may result in a delay in the disbursement of your financial aid.

ESSAY DIRECTIONS. SEE WEBCOURSES FOR DUE DATES AND TIMES

IMPORTANT: Each essay will have specific directions about how to focus your thoughts in their respective assignment area in webcourses. All essays are submitted first as drafts for peer review. First Draft of Essays MUST be counted as complete and for you to have your final essays graded must have:

- Between 1000-1200 words
- Appropriately use and citation of APA of 3 assigned readings from the current module, unless otherwise directed in the assignment.

Each draft should make a best attempt at having:

- grammatically sound, well-structured English with the basic writing conventions.
- a clear, coherent, and logical argument

Final Draft of Essays

- Same criteria as the first draft, however you must include a brief introductory note on what the peer-review feedback prompted you to reform and *rethink*.
- Is graded by myself or the GTA

Conducting Peer-Review

- You will be working in the same peer-review group through the term and will receive and complete reviews of each of your peers in that group. This will take time—probably 30 minutes for each paper, **plan for it**. Peer review is required for this course because it is an essential part of writing and learning to evaluate ideas, so don't treat it as busy-work if you want to gain the most from this course.
- You will be graded on your ability to evaluate and think about other people's propositions, which means thinking about the substance of the position, its support, articulation, and meaning. Do not try to protect the author's feelings—don't be purposefully mean-- but cut to the chase as a favor to them and as practice honing your evaluative abilities. Do not suggest revisions, you are merely responding to the paper based on the guidelines below.
- Start with a positive comment, this loosens you and the reader up and lays the ground for the real work.

- Respond to the paper on these grounds:
    - Re-phrase the author's thesis/proposition and state their assumptions with support.
    - Identify the support used for this proposition. Does this support come from assigned reading? Is each support used a) in passing b) with some detail from the reading c) with more than three details from the reading
    - What will the consequences of this proposition be? Who will gain and who will lose from this proposition? Who will it empower?
    - What is the effect of this proposition on the "public good," as far as you can tell?
    - Where does the author place responsibility- the individual, government, civil society, corporations, or somewhere else/combination? What are the repercussions of placing responsibility where it is?
    - Based on your assessment, assign a score out of 100 that you think that me, the instructor, or the GTA would assign if we were to grade it and include a brief rationale.