



Environmental Communication

SL: CMJ 407 Syllabus

Faculty: Dr. Bridie McGreavy

Course Schedule: MWF, 9 to 9:50 am, Dunn Hall Room 316

E-mail: bridie.mcgreavy@maine.edu

Office Hours: MW, 10 to noon

In this class, we will think with water. We do this because we live on an island within the Penobscot River and this place shapes how we communicate. Robin Wall Kimmerer, a professor, scientist, and member of the Citizen Potowatomi Nation draws on a quote from Krista Tippett to describe this unique relationship between the environment and communication when she says, “The words we use shape how we understand ourselves, how we interpret the world, how we treat others. Words make worlds.” Environmental communication attends to the many ways in which symbols, including words but also visual images, sounds, feelings, and more make worlds, and how worlds shape these symbols as well.

In this Environmental Communication (SL: CMJ 407) course, we focus on the interplay between symbols and the environment. We will also explore how we can work with symbols to change the world for health and justice. This is a service learning course which means that we will take an active approach to learning both in and outside the formal classroom. We will become part of an ongoing collaboration with the Water Resources Program in the Penobscot Nation’s Department of Natural Resources, working closely with Jan Paul, Angie Reed, John Banks, and Dan Kusnierz who help lead this program. Tyler Quiring, a Ph.D. student in communication who is focusing on issues of river restoration and social justice for his dissertation will participate as a co-instructor for the course. Tony Sutton, a Ph.D. student in ecology and environmental sciences will also join us for extended discussion about his work on food sovereignty as justice issues with Mi’kmaq and Passamaquoddy tribes. We will also work with a group of collaborators throughout the semester who will help us learn about the history of this island with/in the Penobscot River, the role of the Penobscot Nation in protecting the River, and the sovereignty and justice concerns of the Wabanaki confederacy. We acknowledge that our classroom and the UMaine campus sit on the ancestral territory of the Penobscot Nation.

Learning Commitments

This course will help you communicate as a method for understanding and shaping relationships with the world in which you live. Learning outcomes, or the capacities for action that will result from this course, are directly connected to our course learning commitments. Practicing the following commitments throughout the course will nurture your ability to:

- Attend to local histories and context, including the ability to describe the Penobscot Nation’s culture, sovereignty, and leadership role in restoring and protecting the River
- Be able to listen and identify differences in perspective, culture, and worldview and engage in dialogue to communicate across difference
- Use multiple forms of writing to communicate eco-cultural care with identified audiences

(1) Attending to context and social-environmental injustices

In this first part of the semester, we will start to form community; introduce and refine the focus for the semester; identify student learning goals; and begin to conceptualize the semester-long writing project. As John Banks, Director of the Natural Resources Department in the Penobscot Nation, has helped us understand, one person does not speak for all and therefore we will be learning from and with individual citizens of the Penobscot Nation and Passamaquoddy Tribe. Throughout the semester you will meet with a series of guest speakers who will introduce you to tribal history, culture, and justice perspectives. In this part of the course, we will also learn about the intimate relationship between the land and the Penobscot language and stories. We will take field trips to sites along the River to listen to the land and hear stories about the relationship between land and language.

(2) Listening and communicating across difference

Developing the ability to communicate across differences in perspective, culture, and worldview will be a central focus of the course and modeling this skill will start on the first day. This will be modeled early in the semester and will guide how each of the guest speaker presentations will also be framed, as dialogues between speakers and with students. Such dialogue begins with listening and an openness to the other. We will practice learning based in listening to each other and the world around us to make new meanings together.

(3) Writing for eco-cultural care and justice

Environmental communication seeks to understand problems and patterns in our relationships with environments to be able to identify and work to transform injustice. Multiple forms of writing serve as a powerful way to care and advance commitments for justice. This course will help you practice ways of writing to communicate with specific audiences in ways that will help people connect with and care about your learning in this course.

Course Activities

This course emphasizes action as a form of learning. While we will read and discuss key texts, the most important part of this class will focus on going outside as a group and independently, working through and supporting each other as we encounter ideas that may challenge our understanding of the world and our place within it, and finding ways to communicate our new knowledge with multiple audiences. There are three main course activities that will guide our learning commitments which will be woven together throughout the semester:

(1) Removing Our Blinders to Enhance Environmental Communication

This is a semester-long collaboration with partners in the Penobscot Nation and Wabanaki confederacy. This project takes its inspiration, in part, from Sherri Mitchell (2018) who says “Together we must turn from our stories of domination and destruction and begin to write a new story based on cooperation and conscious co-creation of a more humane and sacred way of being” (p. 21). In *Removing Our Blinders*, we will learn about the relationships between the Penobscot Nation and the River, their leadership in river restoration and stewardship, and ways to address the persistent social-environmental injustices that continue to shape the tribe’s connection to the River.

(2) Learning From/With/In The River

This activity is about forming a relationship with the River, getting to know her over the course of several encounters, and finding ways to communicate across differences in human-river perspectives. You will locate a place alongside the River, either the main stem or the braided channel now called Stillwater. You will physically and symbolically encounter this place throughout the semester in a series of guided learning and reflection activities and write about these encounters in your decomposition journal. *See Appendix I for the assignment details.*

(3) Composition for eco-cultural care

This semester-long assignment will allow you to work on a single writing project following one of the following genres, each of which are tailored for a particular audience, with options listed below. The final submission will be 5 pages (not including references), double spaced, in APA style based on the format for research/policy articles, news articles, letters, and creative essays.

- **A research-based policy article** for a legislative audience, with the Maine Policy Review as the intended outlet
- **News article** for UMaine students and/or faculty, with the Maine Campus as the intended outlet.
- **Extended letter** for a family member, professor, or the current UMaine president
- **Creative non-fiction essay** for non-native Maine citizens with Spire: A Maine Journal of Conservation and Sustainability or the Future of Dams Collaborative Blog as the intended outlets.

This assignment is composed of the following parts:

- Proposal for Composition for Eco-Cultural Care Assignment, due Fri. 10/5
- Rough Draft, due Fri. 10/26
- Peer Review, due Wed. 11/7
- Sharing Writing, Practicing Care performance, due Wed. 12/5
- Final Draft, due Fri. 12/14

See Appendix II for assignment details.

Course Texts and Technology

The following book and notebook are available through the UMaine bookstore and are required purchases. We will read Mitchell (2018) in the second half of the semester. All other articles and chapters are available through Blackboard. Course announcements will be sent through Blackboard and we will also use a Google group to more easily share information as a class and with our community partners. Please feel free to post events, news items, questions, and other content to this e-mail: ec2018-group@maine.edu.

Mitchell, Sherri. (2018). *Sacred instructions: Indigenous wisdom for living spirit-based change.*

Berkely, CA: North Atlantic Books. (Required)

Decomposition Notebook (Required)

The above learning commitments and activities will require showing up and active participation in class. We will have partners visiting our class almost every week, and demonstrating respect for their time and embracing the opportunity to learn from and with them is very important. Because of the need to pay close attention, listen, and participate in class discussion, use of computers and cell phones will not be allowed and must not be visible during class. You are encouraged to use the decomposition notebooks for note-taking and to use your printing funds in the library to print articles and chapters if you would like to refer to them in class. Use of computers will be allowed for students with disabilities.

Grading Criteria

- | | |
|---|-----|
| 1. Participation | 20% |
| Attendance at all classes including the field trip, active participation in class discussions, and completing in-class and take home assignments. | |
| 2. Learning From/With/In the River | 30% |
| 3. Composition for Eco-Cultural Care | 50% |
| Proposal (10%), Rough Draft (5%), Peer Review (10%), Presentation (5%), Final Draft (20%) | |

Grade scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 60-66; F 0 -59

Extra credit: There are two extra credit options. First you may attend an approved event or film showing (some of these are noted in the calendar below) for 3 extra participation points for each event and up to 12 total points added. Proof of attendance is required.

Second, the service learning project in this course fulfills a Level I Environmental Stewardship Engaged Black Bear (ES-EBB) badge. For those already enrolled in EBB, you may earn a Level II badge by building from course activities. You can earn up to 2 points added to your final grade for completing Level I or II ES-EBB, **due by 12/4**.

Important Policies and Academic Commitments

Attendance

Attendance is a basic course requirement. The simple guideline for attendance is if you frequently miss class, you won't pass. So please plan to show up. Every course meeting counts as one participation point. Frequent absences will result in participation grade reduction and more than five total absences will result in deduction of half a letter grade from the final grade. If you have sports commitments or a prolonged sickness, please plan to meet with me as soon as possible to talk about how you can make up missed classwork.

Respect for Diversity and Inclusive Dialogue

In this course, we will work to promote cross-cultural dialogue to examine and discuss complex issues, such as the relationships between, race and ethnicity, gender, colonialism, environmental justice, and related foci. We will likely have different views and life experiences related to the course content, and as a group we will work to include and respectfully discuss all perspectives. In the first week of class, we will develop shared expectations for how to create an inclusive, equitable, and respectful community. Further, it is my intent that students from diverse

backgrounds and perspectives be well served by this course, that students' learning needs are addressed both in and out of class, and that the diversity that students bring to this class be approached as a resource, strength and benefit. It is also my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions and feedback about how to do this are encouraged.

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
- For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Calendar

Note: All readings and assignments are due 9 am on the due date and should be posted to Blackboard or brought to class as noted. All electronic assignments need to be in Word (preferred) or PDF. Uploading in .pages will result in a failing grade.

Date	Topic	Description and Due Dates
Week 1: Introduce course and connect with learning goals		
Wed. 9/5	Go to river for course introductions	<i>Partner visit: Jan Paul and Angie Reed</i>
Fri. 9/7	Refine learning outcomes and review the syllabus	Discuss expectations for the class Read: Kimmerer (2014), pp.1-11 & 293-300 (Preface, Skywoman, Pecans, Rain)

Week 2: Connecting with the Penobscot River		
Mon. 9/10	An introduction to the Penobscot River watershed and water quality	<i>Partner visit: Jan Paul and Angie Reed</i> Read: Penobscot Watershed Conference technical report
Wed. 9/12	Being present: Showing up and learning from/with/in environments	<i>Partner visit: Tony Sutton</i> Read: Sutton (2018) Due: Becoming Acquainted (Week 1), bring journal to class
Fri. 9/14	Watch and discuss Penobscot: The People and their River	Read: Conkling's (2017) Maine Magazine article ; Pawling (2016)
Sat 9/15	Field Trip: 8:30 am to 4 pm	River ecology and water monitoring with the PN's Department of Natural Resources
Week 3: Restoring the Penobscot River		
Mon. 9/17	Penobscot River Restoration Project	<i>Partner visit: John Banks</i> Read: Opperman (2011); Phillips, A River Runs Through Us; Nicoliar & Kolodny (2007), pp. 1-33
Wed. 9/19	Connecting rivers and communication	Read: Druschke (2007), Watershed as Commonplace
Fri. 9/21	No class	Due: Learning More (Weeks 2 & 3), post to Blackboard
Week 4: Re-storying the Penobscot River		
Mon. 9/24	Exploring Penobscot River origin stories	<i>Partner visit: Carol Dana and Margo Lukens</i> Read: Penobscot River origin story
Wed. 9/26		Read: Nicoliar and Kolodny (2007), pp. 89 to 113 & pp. 195 to 200
Fri. 9/28		
Week 5: Making meaning and building relationships with places		
Mon. 10/1		Due: Family story and place-making
Wed. 10/3	Embodied listening	Read: Salvador & Clarke (2011) <i>Tyler Quiring guest lecture</i>
Fri. 10/5	Watch and discuss film	Due: Composition for Eco-cultural Care

		Proposal
Week 6: Orienting to environmental communication		
Mon. 10/8	No class	Fall break
Wed. 10/10	A brief survey of environmental communication as a field	Read: Cox and Depoe (2015); Cox & Pezzullo (2016), Intro and Ch. 1 Due: Listening Across Difference (Weeks 4 & 5), bring journal to class
Fri. 10/12	Communication, symbolic action, and crisis	Read: Cox & Pezzullo (2016), Ch. 2 & 3; Cox (2007)
Week 7: Rhetoric and the environment		
Mon. 10/15	Environmental rhetoric and discourses about nature	Read: Herndl and Brown (1996); Kimmerer (2017)
Wed. 10/17	Arguments and dams	Read: Oravec (1984) <i>Jan and Angie visit class</i>
Fri. 10/19	Rhetoric and colonialism	Read: Endres (2009)
Week 8: Visualizing environments		
Mon. 10/22	Toxic imaginaries	Read: Peeples (2011)
Wed. 10/24	Imaging nature	Read: Deluca and Demo (2000)
Fri. 10/26	Watch and discuss film	Due: Rough Draft
Week 9: Working for social-environmental justice		
Mon. 10/29	Environmental racism	Read: Bullard (1999); Cox and Pezzullo (2016), Ch. 10 Extra credit: Dawnland film showing, 6:30 to 8:30 pm, D.P. Corbett, rm 100
Wed. 10/31	Climate justice	Due: Looking Upstream and Under the Surface (Weeks 6, 7 & 8), bring journal to class
Fri. 11/2	Decolonization	Read: Ranco (2016), Wabanaki Diplomacy
Week 10: Writing for social-environmental change		
Mon. 11/5	Writing workshop	<i>Partner visit: Darren Ranco</i> Read: carr and Ranco (2017)

Wed. 11/7	Writing workshop	<i>Guest lecture: Tyler Quiring</i> Due: Peer Review
Fri. 11/9	Watch and discuss The Penobscot: Ancestral River, Contested Territory	Due: Playing with Space or Dancing with Time, post to Blackboard
Week 11: Commitments in climate and restorative justice		
Mon. 11/12	No class	
Wed. 11/14		Read: Girouard (2012), pp. 1-29, 42-57, 67-73
Fri. 11/16	Practicing cross-cultural dialogue	<i>Partner visit: Miigam'agan</i> Read: Mitchell (2018), pp. 1 to 54
Week 12: (Re)turning to care		
Mon. 11/19	Indigenous and heart-based leadership	<i>Partner visit: Sherri Mitchell</i> Mitchell (2018), pp. 55 to 131
Wed. 11/21	No class	
Fri. 11/23	No class	
Week 13: Queering nature and feeling rhythm		
Mon. 11/26	Nature-culture boundaries and queering nature	Read: Mitchell (2018), pp. 135 to 227; Milstein (2008)
Wed. 11/28	Potlatch at PN Department of Natural Resources at 5 pm	Bring a dish to share.
Fri. 11/30	Sensing connections by feeling rhythms	Read: McGreavy (2018) Due: Expressing gratitude (Weeks 12 & 13)
Week 14: Composing eco-cultural care		
Mon. 12/3	Flex date	
Wed. 12/5	Sharing writing and practicing care	Panel discussion and group dialogue
Fri. 12/7	Sharing writing and practicing care	Panel discussion and group dialogue

Week 15: Weaving our learning together

Mon. 12/10	Sharing writing and practicing care	Panel discussion and group dialogue
Wed. 12/12	Continuing cross-cultural dialogue	<i>Partner visit: Jan and Angie</i> Read: Kimmerer (2014), Gift of Strawberries
Fri. 12/14	Returning to the river	Due: Final Draft of Composition for Eco-cultural Care

Appendix I: Learning From/With/In the River

This semester-long activity is about forming a relationship with the River, getting to know her over the course of several encounters, and finding ways to communicate across differences in human-river perspectives. You will locate a place alongside the River, either the main stem or the braided channel now called Stillwater. You will physically and symbolically encounter this place throughout the semester in a series of guided learning and reflection activities and write about these encounters in your decomposition journal.

Each entry should show quality of thought, depth of engagement, and respect for the relationship with the River, with recommended *minimum* journal page lengths for each entry.

Becoming Acquainted (Week 1), due Mon. 9/10 at 9 am, bring journal to class

In this first encounter, you will meet the River. In writing, introduce yourself to her. Describe why you are there and where you are from. As you do, try to think with water as we did on the first day of the class. What water do you carry with you: in your blood, muscle and bone? Where does your water come from? Where will it go in the future? What water memories do you have?

Ask the river about herself: Where does she come from and where is she going? How does she feel today? What music does she like? Who does she love? Listen to her answers with your whole body. Look upstream. Look skyward. Look to the river banks and bottom. Give yourself time to get to know each other. Write into this new relationship with at least three pages of thick description and responses to the guiding questions.

Learning More (Weeks 2 & 3), due Fri. 9/21 at 9 am, upload to Blackboard

In the second writing activity, you will extend what you are learning from the River and through the field trip and class discussion led by Jan Paul, Angie Reed, and John Banks to write an extended introduction for the River. Here you will think with the River again, writing in first person voice acting as the River.

Return to the questions above and expand on them based on what you have learned so far:

- Where are you (thinking as the River) from and where are you going?
- How do you feel?
- What music do you like?
- Who do you love?

Extend your responses with other guiding questions, including but not limited to:

- How long have you (i.e. the River) lived here?
- What changes have you seen through time?
- Who else lives here and what are their habits?
- What is unique about you?

This writing assignment will include your extensive notes from the class discussions, field trip, brainstorming reflection in response to the above questions, and a typed, final narrative posted to the class folder (minimum of three pages). If you are having difficulty imagining yourself as the river, pour yourself a glass of water and take a long, slow drink. See what comes out next.

Listening Across Difference (Weeks 4 & 5), due Wed. 10/10 at 9 am, bring journal to class

This activity asks you to be present and listen to this place, the River. Practice listening deeply to where you are. Stay radically open to what is familiar to you and also what is different. As you listen, pay attention to patterns and changes. How does it feel to listen with your whole body? What does it mean to listen when you might not understand what something, like the River or other entities around you, are trying to say? How does your communication change when it starts with deep listening? Write about what this listening felt like and what you noticed about the process of listening and this place in three journal pages.

Looking Upstream and Under the Surface (Weeks 6, 7, & 8), due Wed. 10/31, bring journal to class

Over the last month or so, we have started to look upstream and beyond surface reflections to begin to remove our blinders about the forces and histories that shape this place. Find a comfortable place, next to the river or not, to reflect on this changing awareness. Write in a river of consciousness, free writing style, about this look upstream and under the surface. How have the stories we've heard changed you? What's been disrupted? What, if any, resistance to this change do you feel? What would help you make sense of this change?

Playing with Space (Week 9), due Fri. 11/9, post to Blackboard

Space is a field of possibilities, existing as a radical form of openness where place is made. When you arrive at the side of the River, place is made by the particular arrangement of your body in relation to the river and all other entities that joined you at that moment. This is how space as possibility turns into place as an actual performance, a doing.

Here we invite you to play with space. Show up differently and in doing so change this place. Come at dawn, dusk, or at night. Journey out in the rain, with or without a rain jacket. Step into space differently and feel how the place changes. Be present as you experiment, and type a two page reflection when you get back from your space adventure.

Dancing with Time (Weeks 10 & 11), due Mon. 11/19, post to Blackboard

In a River Runs Through Us, Butch Phillips, a Penobscot elder, describes how before written language was invented oral histories told stories about the origin of the People. In these, "Time was not relevant to the story. Most stories usually began with simply 'a long time ago' and events that happened hundreds of years ago, might be interpreted by the listener to have taken place during the elder's lifetime."

Open your arms up to the River for a slow dance: experience time differently from/with/in the river. Forget your clocks and watches and leave your phones at home. Find a new, rhythmic, riverine way of keeping time, letting go of seconds, minutes, hours, days of the week, months in a year to instead sense time as:

Season
Sound
Rhythm
Cycle
Moon phase

Flow
Multiple
Fractal (Branching)
Riverine

Change your mode of invention here. Instead of writing description or story, you might choose to draw, audio record, create a poem, use photography or videography. Compose time differently.

Expressing Gratitude (Weeks 12 &13), due Fri. 11/30

This final assignment asks you to express gratitude to our partners and/or the river and we will brainstorm and discuss what gratitude means and how to practice it in class.

Appendix II: Composition for Eco-cultural Care Guidelines

This semester-long assignment will allow you to work on a synthesis writing project over time. The objectives of this writing assignment are to help you 1) help synthesize and extend your learning this semester; 2) practice expressing your voice and communicating with specific audiences through writing; and 3) work to uphold commitments in environmental communication to form caring relationships and advance social-environmental justice.

You can choose the writing form that most interests you and aligns with your career goals, with options including a research-based policy article, a news article, an extended letter, or a creative essay. Though the specific style and format for each of these will vary based on the conventions for research, news, letters, and essays, the following are general guidelines that should be followed for each option:

Length: The final version will be 5 pages, double spaced, not including references.

APA style: Each writing option needs to follow standard format for APA style. Please see the [Perdue Online Writing Lab](#) for helpful resources.

Communication approach: Over the course of the semester, we will learn about multiple ways of conceptualizing communication, including how communication occurs through media framing, use of visual images, public participation processes, social justice movements, and more. Communication is a complex process and making an effective argument includes and also goes beyond the ability to share information and get a message out.

To practice more complex forms of communication and argumentation, your writing needs to:

- Identify a *compelling problem* connected to course content and your communication goals related to this problem (i.e. inform, inspire caring, encourage action)
- Address a *specific audience* and build from research-based approaches about how to understand and make a connection with this audience
- Work to *establish a relationship* and connection with your audience
- Use *clear and accessible language* to which your audience will likely to respond
- Provide *evidence* to support your main points, and references to sources for this evidence
- Demonstrate *creativity* in use of language, narrative and story, metaphor, visual images, etc.

You can choose from one of the following options and more information and examples for each of these options will be provided this semester:

- A **research-based policy article** for a legislative audience, with the Maine Policy Review as the intended outlet
- **News article** for UMaine students or faculty with the Maine Campus as intended outlet.
- **Extended letter** for a family member, professor, or the current UMaine president
- **Creative non-fiction essay** for non-native Maine citizens with Spire: A Maine Journal of Conservation and Sustainability or the Future of Dams Collaborative Blog as the intended outlets.

Composition for Eco-Cultural Care Assignment Details

Proposal for Composition for Eco-Cultural Care, due Fri. 10/5, 2 pages, post to Blackboard

In this assignment, you will draft a proposal for the semester-long Composition for Eco-Cultural Care writing project. The proposal needs to accomplish the following objectives:

- 1) Identify which of the four writing options you plan to do, including the research-based policy article, news article, extended letter, or the creative non-fiction essay
- 2) Define why you selected this option and how gaining experience with this specific writing form connects with your professional or personal goals.
- 3) Describe the specific audience you intend to reach and why this audience matters to you.
- 4) Conclude by reflecting on what you have learned in class so far and how, if at all, this learning is helping to shape what you want to be able to communicate through your writing.

Rough Draft, due Fri.10/26, 4 pages, posted to Blackboard and e-mailed to your partner

The Rough Draft is a nearly complete draft of your Composition for Eco-Cultural Care writing project. Though this is a Rough Draft, it should be developed enough so that Dr. McGreavy and your partner who will do the Peer Review can read it and provide substantive comments and recommendations about how to improve it. The draft needs to be thoroughly edited, free of typos, and conform to APA style. In addition to posting to Blackboard, you will also need to e-mail your draft to an assigned partner (which will be determined later this semester) and cc Dr. McGreavy on the e-mail as well.

Peer Review, due Wed. 11/7, 1 page, posted to Blackboard and e-mailed to your partner

In the Peer Review, you will review and provide constructive feedback on a classmate's writing project. We will use an approach called Focused Feedback in which you will write one paragraph that identifies 3 to 5 strengths of the paper and one paragraph that describes up to 3 areas of improvement. It is important to note that the focus on areas of improvement intends to provide formative, constructive feedback. You are not summarizing weaknesses in the writing and instead finding ways to encourage your classmate to strengthen aspects of their written communication. In addition to posting your peer review to Blackboard, you will also need to e-mail your peer review to your assigned partner and cc Dr. McGreavy on the e-mail as well.

Sharing Writing, Practicing Care performance, due Wed. 12/5, presented in class

The Sharing Writing and Practicing Care performances will be in the form of a panel discussion and group dialogue about your semester-long writing project. You will serve on a panel with 7 other people and will describe your writing project in 3 minutes or less. The remainder of the presentation will feature a group discussion about practices of composition for eco-cultural care.

Final Draft, due Fri. 12/14, post to Blackboard

The final draft of the Composition for Eco-Cultural Care writing assignment will be 5 pages, double spaced, not including references. You need to follow standard format for APA style. Please see the [Perdue Online Writing Lab](#) for helpful resources. A rubric will be provided to help guide the development of this assignment and to give you information about how the project will be evaluated. The main evaluation criteria will include the ability to identify and describe a compelling problem related to course content, connect with a specific audience, use clear and accessible language, provide evidence with references to sources, and show creativity in your approach.