

**English 98 – Fundamentals of English
 Course Plan for Social Justice Unit on the Impact of Bottled Water**

Week	Class Activities and Assessments	Learning Outcomes and Competencies	Principles of Learning
1	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Overview of the One Campus/One Theme Water Project ▪ Discussion of Individual/Group Assignments <p>Assignments:</p> <p><i>Independent Work:</i></p> <ul style="list-style-type: none"> ▪ Take the pre-reading survey on your bottled water habits (see Attachment A for survey questions). ▪ Read the EPA publication <i>Water Health Series: Bottled Water Basics</i> http://www.epa.gov/safewater/faq/pdfs/fs_healthseries_bottledwater.pdf <p><i>Group Work:</i></p> <ul style="list-style-type: none"> ▪ Create a mindmap. Chart the key information you learned from the EPA source on bottled water labels, type/source of bottled water, and contaminants in bottled water as well as any other information you deem to be important. www.popplet.com or www.glimfy.com or www.mindmeister.com <p><i>Independent Reflection:</i></p> <ul style="list-style-type: none"> ▪ Wordpress Journal: Discuss your mindmap and what you learned about bottled water that you did not know before. Who/what is the Environmental Protection Agency (EPA)? What is the role of the EPA? You may have to use Google to find this information. Based on what you learned from the EPA report, predict the issues that may arise in future texts (articles, videos, film, etc.) on bottled water. www.wordpress.com 	<p>Students will:</p> <p>1) Paraphrase and summarize both student and professional writing.</p> <p>Competencies:</p> <p>--Read and discuss a variety of texts, including fiction and non-fiction</p> <p>--Analyze texts to determine purpose, main idea, and key supporting evidence</p>	<p>Pre-Reading Survey: Activating pre-existing knowledge and "using it as a foundation to build new knowledge improves learning outcomes" from <i>How People Learn</i> by Bransford, Brown, & Cocking 2000 (cited in Stavredes & Herder, 2014, p. 80).</p> <p>Mindmap: Conceptual scaffolding "can support learners as they engage in difficult content by helping them identify key conceptual knowledge and organize it into meaningful structures that support learning" (Hannifin, Land, & Oliver, 1999 as cited in Stavredes and Herder, 2014, p. 88).</p>

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2	<p>Topic(s):</p> <ul style="list-style-type: none"> ▪ Social Justice in Action: Analyzing Arguments <p>Assignments:</p> <p><i>Independent Work:</i></p> <ul style="list-style-type: none"> ▪ View Powerpoint on Visual Rhetoric. This Powerpoint contains a discussion of how visual arguments are constructed using logical, emotional, and ethical appeals in support of a claim (position). ▪ View "The Story of Bottled Water" an 8 minute You Tube video. The link to the video is on Blackboard as well as a transcript. Watch the video first and then read the transcript because the video contains many visual images that are a form of persuasion. https://www.youtube.com/watch?v=Se12y9hSOM0 Transcript available at: http://www2.pylusd.org/par/lbegin/Writing/CSU_BottledWater_Reading_v3_FINAL.pdf <p><i>Group Work: Discussion Board Response to "The Story of Bottled Water":</i></p> <ul style="list-style-type: none"> ▪ Directions: You have been assigned to a group, and each group has been assigned a specific discussion question. Along with your fellow group members, formulate a one-paragraph response to your assigned discussion question. Your response needs to be in the form of a well-organized paragraph, including a topic sentence addressing the main idea of the video. Please use a mindmap to plan your group paragraph prior to attempting to write it. Type up your paragraph, and run a grammar check to ensure your good work is not diminished by grammatical issues. Then, cut and paste your paragraph into the Discussion Board on Blackboard. After all of the groups have posted, respond (individually) to one of the other posts. (see Attachment B for list of questions) 	<p>Students will:</p> <p>1) Paraphrase and summarize both student and professional writing.</p> <p>Competencies: --Read and discuss a variety of texts, including fiction and non-fiction. --Analyze texts to determine purpose, main idea, and key supporting evidence. --Create a written summary of a text by presenting its purpose, main idea, and key supporting evidence.</p> <p>2) Understand and use the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs controlled by topic sentences, supported with adequate detail, completed with appropriate conclusions, and utilizing various rhetorical patterns.</p> <p>Competencies: --Apply the writing process to create effective writing products, such as short essays, responses, and presentations.</p>	<p>Constructivism: Learners construct their own knowledge and understanding of the world around them. This approach values active learning strategies, such as problem solving. This approach encourages students to constantly reflect and assess their own knowledge, for doing so, helps them become expert learners.</p>

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3	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Social Justice in Action: Analyzing Arguments <p>Assignments:</p> <p><i>Independent Work:</i></p> <ul style="list-style-type: none"> ▪ Read Kathryn Tuggle's article "University's Ban on Bottled Water Stirs Controversy" http://www.foxbusiness.com/personal-finance/2012/02/07/universitys-ban-on-bottled-water-stirs-controversy/ ▪ Read George Varga's article "Waves of Change" http://www.utsandiego.com/news/2013/nov/08/rob-machado-on-surfing-music-clean-water/#lb-photo1147081 ▪ Reflection: Summarize the reasons why the University of Vermont chose to ban single use water bottles on their campus. Do you think a similar campaign would work at Grossmont? Why or why not? Describe Rob Machado's project, Hydration Nation. Describe why Rob Machado's work is so important to developing countries. <p><i>Group Work:</i></p> <ul style="list-style-type: none"> ▪ Choose one of the following tasks: Draft a letter to Rob Machado asking for his help in bringing refillable bottle water stations to Grossmont College; or ▪ Write a letter to our ASGC requesting assistance in bringing refillable water bottle stations to Grossmont College. ▪ Post your draft on the Discussion Board. 	<p>Students will:</p> <p>1) Paraphrase and summarize both student and professional writing.</p> <p>Competencies: –Read and discuss a variety of texts, including fiction and non-fiction. –Analyze texts to determine purpose, main idea, and key supporting evidence. –Create a written summary of a text by presenting its purpose, main idea, and key supporting evidence.</p> <p>2) Understand and use the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs controlled by topic sentences, supported with adequate detail, completed with appropriate conclusions, and utilizing various rhetorical patterns.</p> <p>Competencies: –Apply the writing process to create effective writing products, such as short essays, responses, and presentations.</p>	<p>Integrative learning is an approach that:</p> <ul style="list-style-type: none"> ▪ highlights the importance of addressing real-world issues relevant to students' life experiences and interests ▪ emphasizes self and social responsibility and civic engagement ▪ "involves an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus" (AACU, 2007).

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4	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Preparation for Participation in Campus-wide Activities ▪ Revising/Editing Drafts of Letter Campaign <p>Assignments:</p> <p><i>Group Work (one topic per group):</i></p> <ul style="list-style-type: none"> ▪ Google the California Human Right to Water Bill (2013) ▪ Google Privatization of Water ▪ Google Nestle's Corporate Rap Sheet ▪ Post a collaborative summary of your group's topic on the Discussion Board in Blackboard ▪ Respond to a summary by another group <p><i>Individual Work:</i></p> <ul style="list-style-type: none"> ▪ Read Patricia Leigh Brown's article "The Problem is Clear: The Water is Filthy" about the lack of clean drinking water in Seville, California http://www.nytimes.com/2012/11/14/us/tainted-water-in-california-farmworker-communities.html?pagewanted=all&_r=0 ▪ Reflection in Wordpress: How has your understanding of the impact of the bottled water business changed over the last couple of weeks? Be sure to comment on Brown's article in your response. 	<p>Students will:</p> <p>1) Paraphrase and summarize both student and professional writing.</p> <p>Competencies:</p> <p>–Read and discuss a variety of texts, including fiction and non-fiction.</p> <p>–Analyze texts to determine purpose, main idea, and key supporting evidence.</p> <p>–Create a written summary of a text by presenting its purpose, main idea, and key supporting evidence.</p> <p>2) Understand and use the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs controlled by topic sentences, supported with adequate detail, completed with appropriate conclusions, and utilizing various rhetorical patterns.</p> <p>Competencies:</p> <p>–Apply the writing process to create effective writing products, such as short essays, responses, and presentations.</p>	<p>Reflection: Stavredes and Herder (2014) note how "reflection enables learners to consider where they have been, where they are, and where they want to go." The authors point out how this is an important element of critical thinking. They go on to state that "with this knowledge, learners can grow as self-directed, independent learners" and that "self-reflection enables learners to develop plans for continual improvement by helping them see areas of growth and areas that need additional attention to improve cognitive development and attain the intended outcomes of the course" (p. 57).</p>

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5	<p>Topic(s)</p> <ul style="list-style-type: none"> Participate in the One Campus/One Theme Event: Attend one of the various showings of <i>Flow: For the Love of Water</i> (check out Blackboard for various dates/times) <p>Assignments:</p> <p><i>Individual Work:</i></p> <ul style="list-style-type: none"> Reflection: Write reflection on Wordpress indicating at least two new things you learned about bottled water from the film. What types of argumentative appeals were used to persuade audiences (logical, emotional, and ethical)? What did you learn from the other students who attended the film? Complete the post-reading survey on Survey Monkey Begin pre-writing process for your essay on the bottled water unit (summative assessment) in response to one of the following questions: <p>How does the privatization of water infringe upon human rights?</p> <p>Why should the general public care about the impact of the bottled water industry?</p> <p>Use Webspiration or Popplet to create a mindmap needed to begin brainstorming your essay.</p>	<p>Students will:</p> <p>1) Paraphrase and summarize both student and professional writing.</p> <p>Competencies:</p> <p>--Read and discuss a variety of texts, including fiction and non-fiction.</p> <p>--Analyze texts to determine purpose, main idea, and key supporting evidence.</p> <p>--Create a written summary of a text by presenting its purpose, main idea, and key supporting evidence.</p> <p>2) Understand and use the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs controlled by topic sentences, supported with adequate detail, completed with appropriate conclusions, and utilizing various rhetorical patterns.</p> <p>Competencies:</p> <p>--Apply the writing process to create effective writing products, such as short essays, responses, and presentations.</p>	<p>Integrative Learning (see above)</p>

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6	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Peer Review Drafts of Bottled Water Essay ▪ Focus on Commas <p>Assignments:</p> <p><i>Individual/Group Work:</i></p> <ul style="list-style-type: none"> ▪ Review Comma Usage Rules on www.chompchomp.com ▪ Work on Peer Reviews in Google Hangout 	(see above)	(see above)
7	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Planning Group Projects for Campus-wide Interdisciplinary Water Project Contest <p>Assignments:</p> <p><i>Group Work:</i></p> <ul style="list-style-type: none"> ▪ Begin planning your PSA (public service announcement) Goal: educate the college administration, faculty, and students about what you have learned about the impact of the bottled water business on the environment, consumers, and human rights. ▪ Digital Posters: www.glogster.com www.smore.com www.canva.com www.prezi.com <p><i>Individual Work:</i></p> <ul style="list-style-type: none"> ▪ Complete final drafts of essay on the impact of bottled water ▪ Submit final essay on Blackboard 	(see above)	(see above)
8	<p>Topic(s)</p> <ul style="list-style-type: none"> ▪ Complete work on digital posters <p>Assignments:</p> <p><i>Group Work</i></p> <ul style="list-style-type: none"> ▪ Upload link to digital posters on Blackboard for peer review <p><i>Individual Work:</i></p> <ul style="list-style-type: none"> ▪ Provide feedback/responses of all digital posters 		

Attachment A for Social Justice Unit on Bottled Water

Pre-Reading Background Survey:

Directions: Rate the following statements on a scale of 1 – 5. A score of 1 means that you definitely disagree and a score of 5 means you definitely agree. A score of “0” means you are undecided.

1 = Definitely disagree	4 = Mostly Agree
2 = Mostly disagree	5 = Definitely Agree
3 = Slightly Agree	0 = Undecided

- A. I usually drink at least one purchased bottle of water a day.
- B. I purchase a case of bottled water each time I purchase groceries.
- C. I cannot afford to purchase bottled water.
- D. I read labels on bottled water to determine how the water has been processed or collected.
- E. I pack my own water and carry it with me throughout the day.
- F. I think that bottled water tastes better than tap water.
- G. I recycle my plastic water bottles.
- H. I refill/reuse my plastic water bottles.
- I. I am familiar with the business side of bottled water distribution.
- J. I want to know more about the bottled water business.

Attachment B: Discussion Board Responses for “The Story of Bottled Water”

Directions: You have been assigned to group, and each group has been assigned a specific discussion question. Along with your fellow group members, formulate a one-paragraph response to your assigned discussion question. Your response needs to be in the form of a well-organized paragraph, including a topic sentence addressing the main idea of the video. Please use a mindmap to plan your group paragraph prior to attempting to write it. Type up your paragraph, and run a grammar check to ensure your good work is not diminished by grammatical issues. Then, cut and paste your paragraph into the Discussion Board on Blackboard. After all of the groups have posted, respond (individually) to one of the other posts.

Group One: What is “manufactured demand”? In what ways, did Fiji bottled water producers try to manufacture a demand for bottled water? How did the city of Cleveland respond to the bottled water campaign?

Group Two: Please provide examples of the type of appeals (logical, emotional, ethical) used in “The Story of Bottled Water.” Which type of appeal is most effective and why?

Group Three: What is the “pristine nature lie” told by Nestle? Based on the information provided in this video, is bottled water an “environmentally responsible product”? Please explain your response.

Group Four: This video follows a problem/solution format. What is/are the problem(s) and what is/are the suggested solution(s)?

All Individuals: Please respond to the following two prompts on the group posts on the Discussion Forum:

1)What are your thoughts on the information provided?

2) Describe how the purpose of the EPA publication is different than the purpose of “The Story of Bottled Water.”

Be sure your responses are thorough and stated in complete, grammatically accurate sentences.