

Teaching and Learning (T&L) Activity **Planning** Framework<sup>1</sup>

This is a heuristic for *planning* a teaching-and-learning activity. For submitting your *final ideas to be published* on our Edmonds Community College Sustainability Website, please use the more specific format given below.

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**Title: Introduction to Law**

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**Developer's Name and Department/Discipline**

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**Learning Goals and "Big Ideas":**

*As a result of engaging in your T&L activity, what do you hope that your students will know, understand, and be able to do? And what "big idea" in your discipline, and what "big idea" or topic in sustainability, are involved?*

The law provides tools to seek Social Justice Environmental Justice is part of Social Justice

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**Assignment and Assessment:**

*What assignment will indicate students' achievement of these goals and their understanding of the big ideas?*

Students will research Washington Law to find legal tools to seek damages for personal injuries that result from environmental pollution by corporations or government, such as radioactive pollution from Hanford.

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**Activities:**

*What will be the sequence of teaching-and-learning activities (in-class activities and/or homework) that will lead up to the final assignment/assessment?*

Students will write up a paper on the legal rights of people to seek redress for pollution and how those laws can be accessed and utilized.

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**Campus or Community-Based Components:**

*Are there campus-based or community-based resources might you use?*

The law library and Westlaw Campus can be used.

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**Additional resources:**

What readings, websites, films, or other resources are necessary for the T&L activities?

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<sup>1</sup> This planning framework is adapted from The Washington Center's Curriculum for the Bioregion Initiative and from the book *Scientific Teaching* and Diane Ebert-May's class "Pathways to Scientific Teaching" at Michigan State University.

Teaching and Learning (T&L) Activity **Submission** Framework<sup>2</sup>

Requested format for **final, published** curriculum ideas for the Edmonds Community College Sustainability Initiative Website.

- 1) **Abstract:** *title of activity; your name and email address; your discipline/department; a paragraph-long overview of your integrative assignment. Be sure to mention what sustainability and disciplinary “big ideas” are involved.*

Introduction to Law Assignment on Pollution. (Big Idea) The law provides tools to seek Social Justice and (Sustainability): Environmental Justice is part of Social Justice

## 2) Introduction and Overview

- a) *Introductory information about context, rationale, and purpose for this activity. Context would include the type(s) of courses for which this activity would be appropriate.*

Teach sustainability concept of Environmental Justice in Legal 200, Intro, Legal 210 Research and Legal 254 Environmental Law

- b) *Timeframe: how much class-time, and/or how much of the course, this activity will require to carry out. Also, where you use this activity in the term: early, middle, late.*

This may be about six hours total, four research and two writing, in mid-quarter

- c) *The assignment: a brief description of the integrative assignment that includes both the “big idea” in your discipline and the sustainability “big idea;” also any skills or habits of mind you hope the activity will foster.*

The assignment combines the Big Idea) The law provides tools to seek Social Justice and Sustainability): Environmental Justice is part of Social Justice

NOTE: Keep the number of the “big ideas” as low as possible to focus your activity and the student learning on the main, key ideas you want students to learn. Using only one idea in your discipline and one idea in sustainability is recommended.

- 3) **The actual teaching-and-learning activities:** See above

- 4) **Optional Assessment elements** --- *if not already described in (3), describe how you will assess student learning in this assignment.*

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5) **Resources, if needed:** *Community partners, websites, written material, videos/film, etc.  
Limit these to resources that support or extend this activity, not resources related to your entire course.*

6) **Optional Teacher notes:** *Any reflections or cautions, or special suggestions or observations related to the student learning you have observed.*