

Sustainability T & L Assignment for  
EAP 100: *Communication for College*

Assignment: "Burning Season"

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Department: English for Academic Purposes (EAP)

Learning goals, "big ideas" and topics:

A. EAP 100 learning goals:

- Helping international and immigrant students improve college readiness skills in reading, writing, listening, thinking, communicating and peer interaction.
- Teaching strategies for actively reading and thinking about texts, dealing with content-specific vocabulary, understanding main ideas, paraphrasing and summarizing, asking questions and responding, writing paragraphs and essays, editing grammar, listening and note-taking, collaborating with peers, and assessing personal progress.

B. EAP 100 "big ideas" and topics:

- Coping with stress through redefining threat as opportunity (Rubin & McNeil)
- Welcoming challenge and change (Rubin & McNeil, qtd. in Seal)
- Independence and interdependence (Gerow, Brothen and Newell, qtd. in Seal)
- Psychosocial development, identity and generativity (Erikson: caring for others, contributing to society, and supporting future generations; qtd. in Seal)
- Finding and pursuing one's "personal legend" (Coelho)

C. Sustainability "big ideas":

- global warming and climate change
- interconnectedness and interdependence

D. Sustainability "habits of mind":

- Respect for interconnectedness and natural systems
- Shared responsibility for the future
- Realizing urgency and need to act immediately

Activities to be assigned:

A. Watch [Cathy Henkel's film The Burning Season](#) in class = one hour.

B. Read and discuss related source materials (both online and printed handouts) in class and as homework = 2 days.

C. Collaboratively create and complete a key vocabulary worksheet.

D. Work with classmates on B and C above.

E. Write personal responses on a dedicated *Blackboard* discussion board forum online, as well as read and respond to classmates' messages as homework over 3 days.

Assessment:

A. Vocabulary quiz or quiz reviewing key ideas in the film.

B. Pre-viewing and post-viewing survey: how much did students know about global warming and climate change before viewing the film? How much did they learn from viewing the film? How have their environmental attitudes changed (or not)?

Resources:

A. **Wide Angle** PBS: <http://www.pbs.org/wnet/wideangle/episodes/burning-season/introduction/1627/>

B. **The Burning Season**: <http://www.theburningseasonmovie.com/>

C. Study Guide: <http://www.theburningseasonmovie.com/> (click home => teachers & students => *Metro Magazine* to register and download a PDF file)

D. Kyoto Protocol: [http://unfccc.int/kyoto\\_protocol/items/2830.php](http://unfccc.int/kyoto_protocol/items/2830.php)

E. **Academic Encounters: Reading, Study Skills, and Writing** by Bernard Seal

F. **The Alchemist** by Paulo Coelho