

## ERSC 1010H Fall 2016 Assignment #1: Independent paper

### Critical Review on Environmental Engagement (16% of final grade + 1% for Library Skills Assignment)

- **Library Skills Assignment (link on Blackboard):** This must be completed by October 3, 4:30pm and is worth 1% of your final grade. You must achieve a mark of 80% on the Library Skills quiz to receive a the 1% mark. You can complete the quiz multiple times.
- **Paper:** This is due October 17 by 4:30pm (submit one hardcopy in class or to the School of the Environment dropbox outside of ESB A204, and one electronic copy to Blackboard)

### Background

A key question in environmental science & studies is to understand how the general public is engaged in environmental issues. The objective of this assignment is to critically think about how people are engaged in discussions and activities dealing with the natural environment.

There are two ways to explore this topic for the assignment, either by:

1. volunteering with an environmental activity described below; or
2. reviewing a popular environmental book to examine how the author tries to engage the general public.

We are asking you to *critically evaluate and review how the activity or organization you volunteer with, or the author of the book you read, engages the general public.* The paper will allow you to practice your skills at research, writing, and citing academic work.

Sign up for an activity or book will take place online after the September 12 lecture and your choice will be confirmed on Sept 20. Sign up is here: [https://trentu.qualtrics.com/SE/?SID=SV\\_3jxWYM9WDVh7F13](https://trentu.qualtrics.com/SE/?SID=SV_3jxWYM9WDVh7F13)

### 1. Service-learning activities

By volunteering in an environmentally related community service activity, you will seek to make sense of how and why these groups and organizations are trying to make environmental issues relevant to the general public. What are their goals? How effective are they? How does their work relate to others?

The service-learning options this year include (detailed descriptions are below):

Activity	Dates	Number of Spaces	Transportation
The Haliburton-Muskoka-Kawartha Water Festival	Monday Sept 26, 6:30am-4pm Tuesday Sept 27, 6:30am-4pm	46 participants 46 participants	Bus transportation provided from Trent (meet at Bata Library bus stop). Leaves at 6:30am
Trent Vegetable Garden Harvest	Thursday, Sept 22 (10am-3pm) Thursday, Sept 29 (10am-3pm) Thursday, Oct 6 (10am-3pm) Thursday, Oct 13 (10am-3pm)	6 participants 6 participants 6 participants 6 participants	On campus. Meet at doors of DNA building, D wing. Field gardens are north of the DNA building.
Purple Onion Festival	<u>Both</u> training: Friday, Sept 23 (5-6pm) and Festival: Sunday, Sept 25 (9am-5pm)	10 participants	Meet at Millenium Park (by the Silver Bean Café, 130 King St) for training and volunteering.
Peterborough bicycle survey	Wednesday Sept 28 (6:30am-9:30am & 3:00-5:00 pm) Thursday Sept 29 (6:30am-9:30am & 3:00-5:00pm)	48 participants 48 participants	<i>Morning:</i> meet at Bata bus loop for bus transportation to your site. <i>Afternoon:</i> Public transportation, biking, or drive to various sites in Peterborough

Note that these opportunities are facilitated through The Trent Community Research Centre ([www.trentcentre.ca](http://www.trentcentre.ca)) and Ulinks ([www.ulinks.ca](http://www.ulinks.ca)).

Because these community groups will be relying on you, in the unlikely event that you confirm participation for a service-learning option but fail to attend without a very compelling reason, you will have your mark reduced one letter grade (i.e., if you sign up and are confirmed to attend, we expect that you will attend).

## 2. Popular environmental book review

All students who are not able or willing to participate in a service-learning option will choose a popular environmental book to review. You must borrow or purchase a digital or hard copy of the book you choose to review.

As you read the book, consider how and why the author tries to engage the reader in environmental issues. Do they try to alarm or inspire you? Do they rely on factual information? Do they tell stories? Do they tug at your heart strings? Is their approach effective? How do your ideas relate to ideas published in academic articles related to environmental engagement and communication?

## Description of Activities & Books

### Water Festival

The Haliburton-Muskoka-Kawartha Children's Water Festival is an annual event that brings together educators, water specialists, community volunteers, conservation groups, industry, and government to provide elementary students from Haliburton, Muskoka and the City of Kawartha Lakes with the opportunity to discover the importance and diversity of water.

A series of 40-45 interactive activity centres, set up at the Kinark Outdoor Centre (located north of Minden), allow students in grades 4-6 to explore concepts around water. You can learn more about the festival and review the different activities on their website, at <http://www.hmwaterfestival.ca/activities/>.



### Your Experience Volunteering & Dates/Times

Volunteering to help with the Water Festival will involve most of one day (6:30 AM – approx. 4 PM):

- Meet to catch the bus up to Kinark Outdoor Centre, which leaves Bata Library bus stop at 6:30 AM sharp, and arrives at the Centre at about 8AM.
- Register, pick up your free t-shirt, and get some breakfast at the dining hall.
- Get to your assigned activity centre by 9AM. Kids grades 4-6 will arrive and start visiting the stations, and it will be your job to run your centre (in pairs or groups).
- The morning session runs 9-11:30AM.
- You'll get a lunch break 11:30AM – 12:15PM.
- The afternoon session runs 12:15-2:45 PM.
- You'll then catch the bus back to Bata Library bus stop, arriving around 4PM.

The Water Festival activity runs over two days (below). Students volunteering for this activity only have to volunteer one of the days:

- Monday, September 26 (6:30am – 4pm)
- Tuesday, September 27 (6:30am – 4pm)

### Bike Survey

The Peterborough City Bicycle and Pedestrian Survey, run annually since 2012, collects data on the number and direction of people that use bicycles or walk at key intersections throughout the City of Peterborough.

The City of Peterborough is working hard to increase the number of people that walk and bike for transportation. By counting the number of pedestrians and cyclists each year, we can measure change over time. This information is used to evaluate and make decisions about our infrastructure developments and



programming. It is also used for infrastructure planning and program development, and applying for related grants.

To see an example of how this data has been used, see the **2014 Peterborough City and County Active Transportation & Health Indicators Report**:

<http://www.peterborough.ca/Assets/City+Assets/TDM/Documents/indicators+report.pdf>

### *Your Experience Volunteering & Dates/Times*

You will be asked to watch an intersection and count the number and direction of bicycles and pedestrians in 15-minute increments, for two 2-hr periods on either Wednesday, September 28 or Thursday, September 29. You will work with a partner to record the data using a standard form and will be assigned to an intersection based on whether you have access to transit, car or bike. Please return completed survey forms in ERSC 1010H lecture.

- The morning survey session runs 7:30-9:30am.
- The afternoon survey session runs 3:00-5:00pm.

For the morning session, students will meet at the Bata Library bus loop at 6:30am sharp. There will be a bus to get you to your intersection, or you can take your own vehicle from the Bata meetup. In the afternoon, once you know your intersection location and partner, you'll need to use city transit, walk or arrange your own way to the intersection (if you have a car or bike, please let us know in the survey).

A Google map is available that shows the locations of intersections selected for the Bicycle Survey:

[https://www.google.com/maps/d/viewer?hl=en\\_US&mid=1nug0-cS\\_9MFT5gD6cI53gvYf6w](https://www.google.com/maps/d/viewer?hl=en_US&mid=1nug0-cS_9MFT5gD6cI53gvYf6w)

### **Trent Vegetable Gardens**

The Trent Vegetable Gardens are a volunteer-driven levy group at Trent University. We operate two gardens on the Trent Campus, The Rooftop Garden, which is located on the Environmental Science Complex, and The Field Garden, which can be found north of the DNA building. The gardens take inspiration from organic, intensive, permaculture, and indigenous agricultural methods, and strive to practice low-impact farming.

The mandate of the on-campus gardens at Trent is to encourage local, organic food production and to reconnect students with their food source. We provide a space for students to learn more about the food system, ecological agriculture and to acquire gardening skills. These learning opportunities take the form of reading courses, workshops, independent research, and through volunteering. The food is grown for the Seasoned Spoon Café and the Peterborough community, primarily for Food not Bombs.



You may learn more about the Trent Vegetable Gardens via their website: <http://trentgardens.org>.

### *Your Experience Volunteering & Dates/Times*

Volunteering to help with the Trent Vegetable Gardens will involve 5 hours (10am to 3pm) assisting with garden activities, such as weeding, harvesting, and soil bed preparation.

Volunteers meet at the doors of the DNA Building, D wing at 10am sharp. The field garden is just north of the DNA building.

The Trent Vegetable Gardens activity is available on four different days. Students volunteering for this activity only have to volunteer one of the days:

- Thursday, September 22 (10am – 3pm)
- Thursday, September 29 (10am – 3pm)
- Thursday, October 6 (10am – 3pm)
- Thursday, October 13 (10am – 3pm)

## Purple Onion Festival

The Purple Onion Festival is an annual event (this year is its 6<sup>th</sup> year) that celebrates local food and culture, with an environmental emphasis (local food, climate change, electric transportation). The festival engages people to learn about local farming and food, local entertainment and art, and electric transportation such as E bikes and electric and hybrid cars.

The Purple Onion Festival is held in Millennium Park in downtown Peterborough (along the west bank of the Otonabee River, just north of Little Lake). You can learn more about this event at:

<http://transitiontownpeterborough.ca/Purple-Onion-Festival>.



### Your Experience Volunteering & Dates/Times

Volunteering to help with the Purple Onion Festival will involve two steps:

- 1) an orientation session, Friday September 23 5 – 6pm,
- 2) the festival itself, which runs Sunday September 25 9am – 5pm (festival runs 11am – 4pm)

As a volunteer you may be asked to help with the Festival by:

- being part of the grounds crew, helping the organizers and participants with setup, cleanup, and other duties where needed.
- conducting a survey of visitors to the festival to improve future editions of the festival.

## Book review option

We suggest that you choose one of the following books to review. You will need to purchase or borrow a digital or hard copy of the book for the review. You may suggest also another book to review but should let your TA know by Oct 3 the title of the book.

- Commoner, B. (1971). *The closing circle: Nature, man and technology*. Knopf books.
- Hoggan, J. (2016). *I'm right and you're an idiot: The toxic state of public discourse and how to clean it up*. New Society Publishers.
- Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Simon and Schuster.
- Kolbert, E. (2015). *Field notes from a catastrophe: Man, nature, and climate change*. Bloomsbury Publishing USA.
- Lovins, A. (2013). *Reinventing fire: Bold business solutions for the new energy era*. Chelsea Green Publishing.
- Louv, R. (2005). *Last child in the woods: Saving our children from nature-deficit disorder*. Algonquin Books.
- McDonough, W., Braungart, M., & Clinton, B. (2013). *The upcycle: Beyond sustainability--designing for abundance*. Macmillan.
- Nikiforuk, A. (2014). *The energy of slaves: Oil and the new servitude*. Greystone Books Ltd.
- Orr, D. (2004). *Earth in mind: On education, environment and the human prospect*. Island Press.
- Rubin, J. (2012). *The end of growth*. Random House Canada. McKibben, B. (2014). *The end of nature*. Random House. (re-issued version of 1989 original).
- Turner, C. (2011). *The Leap: How to survive and thrive in the sustainable economy*. Vintage Canada.
- Wilson, E.O. (2016). *Half-Earth: Our planets fight for life*. Norton.

## Review Paper Expectations

Every student is expected to complete a 600-800 word, double-spaced paper that reviews how the (1) activity or (2) book engages the general public in environmental issues. A good review summarizes, evaluates and connects the activity/organization or book with themes and ideas in the academic literature. You will need to make use of academic references to connect your review with these themes and ideas.

Please refer to some of the resources from the Academic Skills Centre on writing academic reviews:

- [https://www.trentu.ca/academicskills/documents/ASC\\_Writing\\_Academic\\_Reviews\\_Final.pdf](https://www.trentu.ca/academicskills/documents/ASC_Writing_Academic_Reviews_Final.pdf)
- <https://www.trentu.ca/history/workbook/bookreviews.php>

You must submit **both** a hard copy (to lecture or the ERS dropbox outside ESC A204) **and** a digital copy to Blackboard for your assignment to be considered submitted on time. Normal late penalties will apply if you fail to submit **both** formats.

We ask that you use APA referencing style for your citations (<https://www.trentu.ca/academicskills/documentation/apa.php>) and we suggest learning to use a program like Endnote or Mendeley to create your bibliography. The marking rubric that will be used to grade your paper is included below to guide your work. Your teaching assistant will mark this assignment.

### Marking Rubric

Quality to be Evaluated	Could be better	Fair	Good	Very good	Exemplary	Weight
<b>Content &amp; arguments</b>	No clear summary and evaluation of the activity/book. Connection to scholarship and themes in environmental engagement absent.	Partially summarizes and evaluates activity/book. Little connection to scholarship in environmental engagement	Clear summary and evaluation of activity/book but connection to scholarship in environmental engagement could be strengthened further.	Clear summary and evaluation of activity/book and good connection to scholarship and themes in environmental engagement.	Persuasive and strong summary and evaluation of activity/book. Ideas are original and/or make thoughtful connections to scholarship and themes.	40%
<b>Style</b>	Writing made it difficult to understand what was being said.	Writing occasionally made it difficult to understand meaning.	Writing is able to convey message but could be sharpened.	Easy to understand and read. Good word choice. Good sentence and paragraph fluency.	Delight to read. Powerful word choice. Excellent sentence and paragraph fluency.	30%
<b>Organization</b>	No clear structure. Does not use appropriate topic sentence in each paragraph, does not support topic well.	Structure is there but support for topic sentence could be improved.	Uses an appropriate topic sentence in each paragraph but does not support topic well (or other way around).	Good organization. Paragraphs have appropriate topic sentence and good supporting sentences.	Organization is clear and logical. Uses exemplary topic sentences with thoughtful, well-crafted supporting sentences.	10%
<b>Grammar &amp; spelling</b>	Includes numerous grammatical, spelling or other errors in text.	Includes more than five grammatical, spelling or other errors	Includes four-five grammatical, spelling or other errors in text.	Includes two-three grammatical, spelling or other errors in text.	Has only one or no grammatical, spelling or other errors in text.	10%
<b>Citations &amp; References</b>	Includes no citations.	Includes citations but they are not credible sources. Reference style is not consistent.	Includes 2-4 citations to credible journals & academic books. Reference style is inconsistent.	Includes 4 or more references from credible journals and books. Reference style is consistent.	Includes 4 or more credible references that <i>demonstrate a broad understanding of the issues</i> under review. Reference style is consistent.	10%