

ASSIGNMENTS: Waterworld, 2006

1. PERSONAL PERSPECTIVES ON THE WATER WORLD & WATER ISSUES

Explore and describe your perspectives/beliefs/opinions about the waterworld and water-related issues as they might be relevant to this class: natural and political aspects. **Proceed as follows for your first version:**

Begin by typing up a long list of your perspectives/beliefs/opinions.

Consider both political aspects and natural aspects as they relate to people. **MAKE DEFINITIVE BOLD STATEMENTS—MAKE YOUR STATEMENTS SOUND LIKE FACTS. THE GOAL IS TO EXPOSE/LIST AS MANY OF YOUR PERSPECTIVES AS YOU CAN.** Where possible, illustrate statements with examples from your personal experience.

Then, turn this list of perspectives into a formal paper. Let your best statements stand as subheadings and then write one or more paragraphs under each heading. Provide particulars that illustrate and explain for the reader the meaning of each statement (heading) and why you hold it to be true. I am not looking for an exposition of your factual knowledge, use factual knowledge only to explain your beliefs and understandings. Do not merely provide a personal narrative of your experiences with water—you need to interpret the significance of any personal experiences that you describe. How is water important to people, what are the problems and issues people face or cause relating to water, etc.

In the end, be sure to include a title that is specific to your overall perspective (*your paper*) and write an introductory paragraph for the entire paper.

GUIDELINES for first version:

- * Put your name only on the back of the last page.
- * Type and double-space your paper; aim for at least 4 pages.
- * Provide informative subheadings, paragraph organization.
- * Check for correct spelling, completeness of sentences, cohesiveness of paragraphs.

2. JOURNAL/NOTEBOOK

Reflect upon what you have read about water issues in preparing for class and what you heard during class. Try to develop your thoughts in a way that is analytical, not just emotional. Find a thread, pick it up and carry it forward to some new perspective. The ultimate outcome is to come to realizations that you did not have at the beginning of the journaling session. Explore ideas about the interrelatedness of water-related topics; develop an understanding of personal relevance.

GUIDELINES:

- * Each journal entry should relate to topics that are current to the class (since the previous journal submission).
- * Put your name only on the back of the last page.
- * Type and double-space your entries (as you write them, or later); Do NOT waste space with overly large margins, headers, fonts, etc.
- * Create informative headings or sub-headings for entries—as you write or after the ideas develop. Doing this will help you recognize major themes and will allow me to quickly get a sense for the variety of entries in your journal.
- * Do NOT include your "lecture notes" from class.
- * "Twice-use" paper if you can.

3. INVESTIGATION OF AN IMPORTANT WATER-RELATED ISSUE

Working in a group, explore an important water-related issue that is interesting and personally relevant to the members of your group. These group presentation and individual written reports should be a synthesis (integrated analysis and interpretation) of information obtained through outside research. Begin thinking about potential topics from the first day of class!

Group members should strive to understand the nature of the issue, including (a) the natural history of the aquatic setting, (b) the political setting, relevant organizations and laws, and (c) the historical setting. **The group should also explore potential solutions to the problem,** including (a) political, technological, sociological, or economic solutions, (b) what more needs to be known before adequate solutions can be devised, and (c) what new problems will be created by the potential solutions. **Emphasize controversial aspects of the problem.**

A. GROUP PRESENTATION & INFORMATIVE OUTLINE ABOUT TOPIC.

Presentations should be both informative & interesting (do not merely read your outline). As a group, practice in advance so that you usefully fill the available time (50 minutes). **Group members should be equally involved in making the presentation.**

The **outline** should organize and summarize the most important and interesting water-related issues covered in the oral presentation. An informative outline conveys specific information about the topic rather than generic statements. "Introduction" is a generic statement; "Privatization of Water" is much more informative, but "Potential Benefits of the Privatization of Water" is even better. ONE PAGE, DOUBLE-SIDED, SINGLE-SPACED (one for the entire group presentation using a single format). References on a second page.

B. INDIVIDUALLY WRITTEN REPORT. This should (a) have a manageable theme, (b) contain solid information derived from numerous published sources—not unsupported opinion, (c) be logically and thoughtfully analyzed and presented, (d) be well-written, (e) be thoroughly documented with complete citations, (f) have 6-10 pages of typed, double-spaced text.

A draft of your paper should be critiqued by other members of your group, and, optionally, the University Writing Center. Turn in the marked-up draft with your final version.

4. FIND AND DESCRIBE A WATERSHED. Working with just one other member of the class, investigate a "local" watershed. Talk to me about the location of your watershed before you get too far into this...

- * Search for published or web-based information about the watershed.
- * Personally explore the watershed to develop firsthand knowledge about it and to describe, and document significant features the watershed to (be careful and do not trespass on private property without permission of the owner).
- * Group write-up.
- * Brief Powerpoint (or other) presentation to class.

PLAN for GRADES: Waterworld, 2006

1. PERSONAL PERSPECTIVES ON THE WATER WORLD & WATER ISSUES Three versions are due: one early in the semester (50 pts), one near the middle (50 pts), and one near the end of class (100 pts).	200 pts
2. JOURNAL/NOTEBOOK Due approximately every two weeks, on Fridays. 4 X 25 pts each	100 pts
3. INVESTIGATION OF AN IMPORTANT WATER-RELATED ISSUE A. Informative outline about topic (2 pg, 1 per group) B. Group presentation C. Individually written report	25 pts 50 pts 100 pts
4. FIND AND DESCRIBE A WATERSHED.	100 pts
5. PARTICIPATION Contribution to both small-group and whole-class discussions is equally important. Attendance is a significant part of "participation" in discussions. <i>You will begin to lose participation points if you have more than two unexcused absences.</i>	100 pts
TOTAL	675 pts

FINAL GRADES	assigned letter	assigned points				
	A+	100	50	25	20	10
	A	95	47.5	24	19	9.5
A = 90%+	A-	92	46	23	18	9.2
	B+	88	44	22	17.5	8.8
	B	85	42.5	21	17	8.5
B=80-89.99%	B-	82	41	20.5	16	8.2
	C+	78	39	19.5	15.5	7.8
	C	75	37.5	19	15	7.5
C=70-79.99%	C-	72	36	18	14	7.2
	D	65	32.5	16	13	6.5
D=60-69.99%	D-	62	31	15.5	12	6.2
F=below 60%	F	below 60%	below 30	below 15	below 12	below 6