

ENV 2073
Global Warming: Science and Politics of a Contemporary Issue

University of South Florida
Writing Assignment #2

Spring 2019
Prof JA Cunningham

Assignment Statement

Answer *one* of the following questions:

- (1) In August 2018, the US Environmental Protection Agency (EPA) proposed the Affordable Clean Energy Rule as a mechanism for controlling greenhouse-gas emissions from power plants. The Affordable Clean Energy Rule replaces the Clean Power Plan, which had been an EPA initiative under the preceding presidential administration. Which of these two plans (Affordable Clean Energy Rule or Clean Power Plan) do you recommend that the EPA should implement, and why?
- (2) In June 2017, the USA began the process of withdrawing from the “Paris Agreement” on climate change; we had previously been a party to this agreement, but President Trump is opposed to our continued participation. Do you recommend that we remain a party to this agreement, or withdraw? Explain and justify your answer with evidence and reasoning.
- (3) In early 2019, many Democrats in the U.S. House of Representatives began touting a package of planned legislation called the “Green New Deal.” (Actually the idea of a Green New Deal is older than that, but it has only recently gained traction nationwide.) One central piece to the Green New Deal is a plan to address climate change. On February 7, U.S. Representative Alexandria Ocasio-Cortez introduced House Resolution 109, “Recognizing the duty of the Federal Government to create a Green New Deal” (<https://www.congress.gov/bill/116th-congress/house-resolution/109/text>). If you were advising a U.S. Congressperson, and this resolution came to the floor for a vote, would you advise to vote in favor of House Resolution 109, or against it? Why?

For whichever question you choose to answer, be sure to support your opinion with evidence and a logical, convincing line of reasoning.

Deliverables and Due Dates

The final product of this assignment will be a *written report* that you submit by Tuesday, April 30. To produce this report, you will be required to meet the following deadlines.

- Thursday, Mar 7: Submit a rough draft of the *opening paragraph(s) of your paper*. This opening should have a clear statement of your paper’s main point or main thesis. (10% of grade)

- Thursday, Mar 21: Submit a *reference list* (with full bibliographic information) of at least 10 sources of information that you will use. Web sites are not allowed. However, reports or documents that you download from the web are acceptable. (10% of grade)
- Tuesday, Apr 2: Submit an *outline* of your paper indicating what evidence you will use to support your paper's thesis. (10% of grade)
- Thursday, Apr 11: Submit a *complete rough draft* of your paper, including reference list. (10% of grade)
- Tuesday, Apr 23: Complete *peer reviews* of two of the other students' drafts. (10% of grade)
- Tuesday, Apr 30: Submit your *final report*. (50% of grade)

Additional details on each of these steps will be provided as the semester proceeds.

Some Requirements for the Format of the Report

- Type your report in a standard word-processing program (Microsoft Word or similar).
- Follow format requirements of the *Publication Manual of the American Psychological Association*, 6th edition.
- There is no set length requirement. I expect most of the reports will be somewhere around 7–10 pages (double-spaced). If you can complete the assignment thoroughly and effectively with fewer pages than that, it is fine. Please don't exceed 15 pages because it will take too long for me to read and grade it.
- Use appropriate citations and provide a list of your references (with complete bibliographic information) at the end of your report.
- Ask me if you have other questions about the format of the report. Usually the answer to any formatting questions will be "...as specified in the APA manual."

Grading Guidelines

Your final report will be graded on the following ten characteristics. The first seven of these are based on the requirements of the Written Language Skills "dimension" of USF's Foundations of Knowledge and Learning Core Curriculum (also known as the General Education or Gen Ed program).

1. Appropriate consideration of audience
2. Systematic organization
3. Demonstration of reasoning skills
4. Construction and analysis of valid and sound arguments
5. Effective use of detail
6. Compelling treatment of evidence
7. Language use (style) appropriate to discipline and audience
8. Sentence structure, grammar, spelling, and mechanics
9. Use of required style or format
10. Proper use of references and citations

Note that these characteristics focus predominantly on the quality of your *critical thinking*, and secondarily on mechanical issues such as spelling and punctuation.

A Few Tips for Success

- Start early. I really mean it!
- Visit the library. It is the building with all the books in it. A “book” is what we employed to convey information back before they invented the Internet. Some books are still useful.
- Make use of your instructor. I want to help you write a great paper! Visit me in office hours, show me samples of your writing, lead me through your reasoning, etc.
- You will need to find your own sources of information beyond what we discuss in class. In class, we will touch on both of the potential topics of this assignment, but you will need to do additional reading and research outside of class. The library can be helpful for locating materials to help you complete this assignment. This is part of “inquiry-based learning” and turning you into independent critical thinkers who are capable of developing your own well-informed opinions.
- Go into the assignment with an open mind. Most of us have biases and prejudices on the topic of global warming, often based on our political inclinations (liberal vs conservative, Democrat vs Republican, love Al Gore vs can’t stand the guy, etc.). Try to put your prejudices aside while you read and learn about global warming, then make up your own mind based on the quality of the evidence that you read. If your mind is made up when you start the assignment, you are less likely to develop a compelling line of evidence to support your opinions, and your paper will suffer.
- In your paper, spend a little time refuting the counter-arguments to your viewpoint. For instance, if you argue that the USA should remain in the Paris Agreement, then consider some of the arguments of those who claim that we should withdraw. Why are you not convinced by their arguments? What evidence exists that their arguments are not valid (or, are less valid than the arguments of “your” side of the debate)?

Critical Thinking and Bloom’s Taxonomy

This assignment is intended to engage you in critical thinking, one of the “dimensions” of USF’s Gen Ed program. The Gen Ed program defines critical thinking as “the ability to engage in analytical, reflective, and critical thought -- that is, to go beyond verbatim learning of factual information.” We can place this definition in the context of Bloom’s Taxonomy: over 50 years ago, Benjamin Bloom and his colleagues developed a “taxonomy” to characterize different types of thinking in which we engage when learning. These levels are:

1. Knowledge (Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers)

2. Comprehension (Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas)
3. Application (Use new knowledge; solve problems by applying acquired knowledge, facts, techniques, and rules in a different way)
4. Analysis (Examine and break information into parts by identifying motives or causes; make inferences and find evidence to support generalizations)
5. Synthesis (Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions)
6. Evaluation (Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria)

In this writing assignment, I am asking you to formulate an opinion on whether the earth is warming and/or the extent to which we are responsible for that warming. This requires you to go through a series of steps: read about climate science to gain *knowledge* on the subject; *comprehend* what you have read; *analyze* the evidence or arguments presented by the different authors; compile and mentally *synthesize* the different arguments that you read; and *evaluate* the merits of the conflicting arguments that you will encounter. In other words, you are being asked to achieve the highest level of Bloom's taxonomy! In some senses, this is a little bit unfair; the highest levels of Bloom's taxonomy are typically achieved only by experts in any particular field, and I cannot reasonably expect you to become experts on global warming science in only half-a-semester. But the only way to improve is to practice! Remember, USF expects you (and I expect you) to "engage in analytical, reflective, and critical thought -- that is, to go beyond verbatim learning of factual information." That means, we expect you to achieve the higher level of Bloom's taxonomy. Furthermore, the only way to (someday) achieve the highest levels of Bloom's taxonomy is to practice, and this assignment is a good way for you to practice your critical thinking.

Global warming is an ideal topic with which to challenge you to achieve this type of thinking, because we are frequently exposed to conflicting evidence regarding whether global warming is "real" and who is responsible for it. In order for you to make up your own mind on these questions, you will have to engage in *critical thinking* by *evaluating* the arguments on multiple sides of the issues.