

THE SECRET LIVES OF "STUFF" SYLLABUS/SCHEDULE/RUBRICS

Print or Copy/Paste This Syllabus

Read this syllabus thoroughly. Copy and paste (or print) this document into a Course Notes file so you can easily access it throughout this course. It will be a useful reference tool.

Instructor:	Susan Salterberg
Department:	Center for Energy & Environmental Education, University of Northern Iowa
Phone:	319-337-4816
Email:	susan.salterberg@uni.edu

COURSE DESCRIPTION

Engage your K-12 students' curiosity and help them become problem-solvers through investigating product life cycles. We see products in grocery stores or malls; we buy them; and we use them. But we don't know the complex chain of events that took place to get us these products. You, and in turn your students, will get a better understanding of the processes involved. You'll be reminded of the value of recycling. You'll also discover an often-overlooked solution that prevents environmental problems, and is good for the well-being of individuals and society. Materials introduced are interdisciplinary, classroom-ready and you can tie them to the Iowa Core.

COURSE OBJECTIVES

You will:

- Select lessons, activities and assessments that address the environmental impacts of products and meet Iowa Core standard(s).
- Design a mini-unit that infuses this course's content into your existing curriculum.

COURSE STRUCTURE, MODULES AND MAJOR ASSIGNMENTS

In the **Introduction**, you will meet your instructor and your colleagues in this course. You also will get a course overview and review student policies and other background information. Then in **Module 1**, which occurs the same week as the Introduction, you will reflect on what matters most to you.

In **Module 2**, activities will refresh your memory that all products come from natural resources, making us dependent on a healthy environment.

In **Module 3**, you will build on the content from Module 2 that all products come from natural resources. In this module, you will learn about product life cycles. You also will discover how product life cycles impact greenhouse gas emissions.

In **Module 4**, you will focus on two different areas:

- 1) So what? How do we use research to encourage values that make students more content and more environmentally responsible citizens?
- 2) So what? What actions can we (including your students) take as a result of what we've learned in this course? Our goal will be to mitigate our personal and classroom carbon emissions.

For each of the first four weeks, you will complete all activities in Modules 1-4. Each of these modules requires you to participate in Discussions where you reflect on the module topics, then create daily plans for helping your students learn each module's topic.

The content for this course is interdisciplinary and K-12. Because of that, please make this content work for your grade and subject areas. For example, you are to develop a daily plan for each of the modules. If you are an upper-level science teacher, you may want to focus more energy on your Module 3 daily plan. Family and consumer science teachers may focus more on Module 1. English Language Arts teachers can connect all content.

Also, because the content is interdisciplinary, **I love to see teachers work cooperatively to teach this content.** At the elementary level, teachers often can integrate the content into multiple subject areas. At the middle and high school level, it is ideal to work with teachers from two or more disciplines. You will use your newly developed daily plans to create a mini-unit, integrating content from this course into your existing curriculum.

In **Module 5** (to be completed the same week as Module 4), you will fine-tune your mini-unit. At this point, you can evaluate what proportion of the mini-unit you want to devote to each of this course's topic areas. After you do this, you will exchange ideas with your colleagues to help enhance each other's units.

In **Module 6**, you will reflect on the course content and your mini-unit as it relates to you personally and professionally.

EXPECTATIONS

Participants are expected to be active participants in your learning, and devote 10-12 hours for each of the first four weeks on in-class and out-of-class work. Module 6 is approximately 3 hours total of in- and out-of-class work. You will need to log-in every week. If you work ahead, you may only need to log-in briefly to complete Steps 2 and 3 of Discussion posts. Contact me if you have questions about this. If you won't be able to log-in on a given week, contact me **BEFORE** the fact.

Most modules will have a mix of lessons, activities to review, tutorials, discussions and assignments. The Introduction and Module 1 are due the first week of the course, as detailed in the Course Schedule, below. Modules 2 and 3 are due the second and third weeks. Modules 4 and 5 are due in the fourth week, and Module 6 is due in the fifth week.

Students must be self-motivated and self-disciplined, and possess good time management skills. See **AEA LEARNING ONLINE STUDENT POLICIES** in the Reading called "Other Need-to-knows" for more detailed student expectations.

INSTRUCTIONAL MATERIALS

Most resources will be found on the course website at <https://ceee.uni.edu/find-an-activity>. You need not purchase any texts for this course. You will be introduced to books you may want to borrow from libraries or buy. Some of these books will seem appropriate for elementary students, but if you are a 6th-12th grade educator, go forth with courage and use them. To learn effective strategies for using picture books with upper level students, skim this research study, especially pages 5-6: <http://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1005&context=mls>.

NETIQUETTE FOR DISCUSSIONS. Ten netiquette rules are found at <http://albion.com/netiquette/corerules.html> Read this page, and click on and read, at a minimum, Rules 1, 2, 5 and 10. As described in Rule 1, always remember to address your colleagues and instructor in a respectful manner. There are no right or wrong answers to any of the posting discussions. I expect you to agree and disagree in a civil and respectful manner. Avoid using texting "jargon" like "u" and "r." Proper English spelling and grammar are required. Also avoid simply, "Me, too" or "I agree" statements. Instead, show you care by coming up with a constructive reply. That doesn't mean criticism. Here are some common ways to create constructive replies that keep the conversation going and show that you care about what your classmates say:

- Ask a clarification question or two
- Give an example of how you experienced a similar incident in your own life
- State (even quoting) what you saw in that post that you liked the best, or what "resonated" with you
- Ask the person to "tell me more about..." a specific aspect in the post
- Illustrate what the person said that made you think "Huh! I never thought about that before"
- Add your own thoughts to what the person said

METHODOLOGIES

About 65% of the course is reading and reviewing lesson plans and other educational materials. Another 35% is interactive learning/discussion/planning/sharing.

The Secret Lives of “Stuff” June/July 2020

Course runs Tuesday, June 9-Tuesday, July 14

	Due date	Hours In-Class	Hours Out-of-Class	Points available
Introduction & Module 1				
Introduction Readings and Announcements, Meet Your Instructor, Vital Course Stuff (Syllabus and Overview, Schedule, Grading Scale, Rubrics), Communication and Other Need-to-Knows, Data Collection	6/13	1.75	1	
Let's Meet Each Other	6/13	0.25	1	
Let's Meet Each Other Responses to Peers	6/14		0.5	
Module 1 Live What You Love Readings and Database Video, Economics of Happiness, Pick 5, Gift of Nothing, Happiness video, Creating a Collage, Know What Matters, and Quiltmaker's Gift or What Makes a Good Life	6/13	2.5		
Discussion 1: Live What You Love (Due 1st Sat.)	6/13	0.25	2	32
Discussion: Responses to Peers (Due 2nd Mon.)	6/15		0.5	12
Discussion: Final Post (Due 2nd Tues.)	6/16		0.5	12
Module 2				
Everything Comes From Something Readings, Agatha's Feather Bed, Everything Comes from Something Teacher Kit	6/20	2.25		
Lessons, activities, resources, assessments wiki	6/20	0.25	1.25	12
Discussion 2—Everything Comes from Something	6/20	0.5	2.5	32
Discussion: Responses to Peers	6/22		0.75	12
Discussion: Final Post	6/23		0.5	12
Module 3				
Product Life Cycles Readings, Part 1--The Definition of Stuff, Part 2-- Stuff: A Supersized Contributor to GHGs, Part 3--Life Cycles, Part IV-- Sources of GHG emissions	6/27	2.75		
Questions, Surprises, Confusions Initial Post	6/27	0.5	1	16

Questions, Surprises, Confusions Response to Peers	6/29		0.5	12
Quiz (Due 3rd Saturday)	6/27	0.25		12
Review Resources	6/27	0.25	2	
Discussion 3—Product Life Cycles	6/27	0.5	2.5	32
Discussion: Responses to Peers	6/29		0.75	12
Discussion: Final Post	6/30		0.5	12
Modules 4 & 5				
So What? Readings and videos	7/4	0.5	1.5	
Discussion 4—So What?	7/4	0.5	3	44
(Module 4) Discussion: Responses to Peers	7/6		0.75	12
(Module 4) Discussion: Final Post	7/7		0.5	12
Module 5 Readings	7/4	0.75		
Discussion 5—Developing Your Mini-Unit, infusing The Secret Lives of “Stuff” content into your existing curriculum	7/4	0.5	2.5	32
(Module 5) Discussion—Responses to Peers	7/6		0.75	12
(Module 5) Discussion: Final Post	7/7		0.5	12
Module 6				
Discussion 6: Reflecting/Sharing	7/11	0.5	2	32
Discussion: Responses to Peers	7/13		0.5	12
Discussion: Final Post	7/14		0.25	12
Totals		15.75	30	400

Grading Scale			
A	360-400	D	240-279
B	320-359	Fail	239 or below
C	280-319		

Course Rubrics

9/5/19

Discussion 1-5* Rubrics—Focus on the columns with the “4 points” headers. That’s what I expect to see from you! **TOTAL POINTS AVAILABLE: 56**
(*TOTAL POINTS AVAILABLE FOR DISCUSSION 4: 68)

Initial post = 1-32 points (A=29-32, B=26-28, C=22-25, D=19-31, F=Below 19)

***Initial post for Discussion 4 = 1-44 points** (*Change in Rubric is shown below in red.*)

	0	1	2	3	4 points
Address questions; include subheads (1x)	No subheads and don’t address any questions		Address all parts of all questions but no subheads, OR include bold-face subheads but don’t address all parts of all questions		Address all parts of all questions and use subheads in bold-face for each section
Share content’s influence on/meaning to you personally¹ (2x) (3x)*	No reflections on content’s influence or meaning to you as a human being		Reflect on how content influenced you OR is meaningful to you as a human being (not in your teacher role)		Reflect on how content influenced you AND is meaningful to you as a human being (not in your teacher role)
Share content’s influence and application in the classroom (3x) (4x)*	No indication of module’s influence in answers to questions OR in your daily plan		In your answers to questions, share how the contents influenced you OR apply content in your daily plan		In your answers to questions, share how the contents (readings, activities and/or videos) influenced you AND apply content in your daily plan
Iowa Core (1x)	Don’t include Iowa Core standard		State the Iowa Core standard to be met but don’t include where it is found. Example: Recognize that media and other influences affect personal, family, and community health		State the Iowa Core standard to be met and where it is found. Example: Recognize that media and other influences affect personal, family, and community health (Iowa Core, 21st Century-Health Literacy).
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline.

¹ Reflections differ from opinions. I am looking for contents’ meaning to and influence on you, **not** a statement such as “I liked this reading,” or “I didn’t agree with the author’s premise.”

Response to peers = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Helpful ideas (2x)	No posts to peers		Post helpful and constructive ideas on one peer’s plan to help them enhance their units. This can include affirming a viewpoint and/or asking for clarification or more information		Post helpful and constructive ideas on at least two peers’ plans to help them enhance their units. This can include affirming a viewpoint and/or asking for clarification or more information
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline

Final reflection = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Consideration of peers’ ideas (1x)	No demonstration of consideration of peers’ perspectives/ideas		Demonstrate consideration of one peer’s perspectives and ideas from feedback and/or their posts—Include first or last name of peer with reference to their idea		Demonstrate consideration of at least two peers’ perspectives and ideas from feedback and/or their posts—Include first or last name of each peer with reference to their idea
Adapting daily plan? (1x)	No indication of whether you are adapting your daily plan		Vague indication that you will adapt your daily plan or keep as is		Indicate explicitly whether you are adapting your daily plan or keeping as is
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline

Discussion 6 Rubric—Focus on the columns with the “4 points” headers.
That’s what I expect to see from you! **TOTAL POINTS AVAILABLE: 56**

Initial post = 1-32 points (A=29-32, B=26-28, C=22-25, D=19-31, F=Below 19)

	0	1	2	3	4 points
Address questions; include subheads (2x)	No subheads and don’t address any questions		Address all parts of all questions but no subheads, OR include bold-face subheads but don’t address all parts of all questions		Address all parts of all questions and use subheads in bold-face for each section
Share content’s influence on/meaning to you personally² (2x)	No reflections on content’s influence or meaning to you as a human being		Reflect on how content influenced you OR is meaningful to you as a human being (not in your teacher role)		Reflect on how content influenced you AND is meaningful to you as a human being (not in your teacher role)
Share content’s influence and application in the classroom (3x)	No indication of module’s influence in answers to questions OR application to classroom		In your answers to questions, share how the contents (readings, activities and/or videos) influenced you OR how they can be applied in the classroom		In your answers to questions, share how the contents (readings, activities and/or videos) influenced you AND how they can be applied in the classroom
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline.

Response to peers = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Helpful ideas (2x)	No posts to peers		Post helpful and constructive ideas on one peer’s plan to help them enhance their units. This can include affirming a viewpoint and/or asking for clarification or more information		Post helpful and constructive ideas on at least two peers’ plans to help them enhance their units. This can include affirming a viewpoint and/or asking for clarification or more information

² Reflections differ from opinions. I am looking for contents’ meaning to and influence on you, **not** a statement such as “I liked this reading,” or “I didn’t agree with the author’s premise.”

Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline
---------------------	--	--	--	--	---

Final reflection = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Consideration of peers' ideas (2x)	No demonstration of consideration of peers' perspectives/ideas		Demonstrate consideration of one peer's perspectives and ideas from feedback and/or their posts—Include first or last name of peer with reference to their idea(s)/thoughts		Demonstrate consideration of at least two peers' perspectives and ideas from feedback and/or their posts—Include first or last name of each peer with reference to their idea(s)/thoughts
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline

Lessons, Activities, Resources, Lessons Wiki Rubric—Focus on the column with the “4 points” headers. That’s what I expect to see from you!
TOTAL POINTS AVAILABLE: 12

Wiki = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Participate in wiki (3x)	Did not post or posted no new-to-you resource description and the url.		Post new-to-you relevant resource and included working url in the wiki, but did not include your name and grade.		Post in the wiki, including your name, grade, name of the new-to-you relevant resource, and the working url.

Questions, Surprises, Confusions Assignment Rubrics—Focus on the columns with the “4 points” headers. That’s what I expect to see from you!
TOTAL POINTS AVAILABLE: 28

Initial post = 1-16 points (A=15-16, B=13=14, C=12, D=10-11, F=Below 10)

	0	1	2	3	4 points
Share content’s influence on/meaning to you personally³ (1x)	No reflections on content’s meaning to you as a human being				Reflect on how content is meaningful to you as a human being (not in your teacher role)
Share observations (2x)	No observations		Share one observation (including but not limited to a question or a surprise) above and beyond what the content means to you personally		Share at least two observations (including but not limited to questions and surprises) above and beyond what the content means to you personally (see row above)
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline

Response to peers = 1-12 points (A=11-12, B=10, C=8-9, D=7, F=Below 7)

	0	1	2	3	4
Posting feedback (2x)	No posts to peers		Post insights and/or clarification to questions, or expand upon one peers’ observation and/or surprise. This can include affirming a viewpoint and/or sharing your differing viewpoint, and/or what confuses you about the topic your peer posted about.		Post insights and/or clarification to questions, or expand upon at least two peers’ observations and/or surprises. This can include affirming a viewpoint and/or sharing your differing viewpoint, and/or what confuses you about the topics your peers posted about.
Clarity (1x)	Entries are difficult to read, not respectful, not clear and/or not concise		Post readable, respectful, clear and concise entries but after the deadline		Post readable, respectful, clear and concise entries by the deadline

³ Reflections differ from opinions. I am looking for contents’ meaning to and influence on you, **not** a statement such as “I liked this reading,” or “I didn’t agree with the author’s premise.”

