

COMMON BOOK ANNUAL REPORT

2021-2022



VCU

University College

2021-2022 Common Book Report

The Common Book Program is one of the largest initiatives in University College. The Common Book Program grew out of the nationally recognized Summer Reading Program to become a university-wide endeavor that welcomes our first-year students into the vibrant intellectual culture of VCU and engages community partners in the conversation as well. VCU and Richmond come together to explore important social challenges, and to consider how to be part of the solution. Past themes have included the opiate crisis, immigration, eviction, and voter suppression.



The Common Book Program offers the VCU community many opportunities to wrestle with complex social issues through an interdisciplinary lens, starting with reading the Common Book in the fall and continuing in programming throughout the year. The book is integrated into the Focused Inquiry (UNIV 111/112) curriculum, helping students to explore the real-world applications of the Common Book and to engage in critical thinking and problem-solving around its central theme. In addition, faculty in University College foster partnerships across both VCU campuses and within the broader Richmond community to provide interesting and rigorous programming to a wide audience over the course of the academic year.

Each fall, an interdisciplinary selection committee convenes to discuss potential Common Book suggested by members of the VCU community and through the submission form on this website. The committee examines all nominations to narrow the list to a few options that are then sent to the Dean of University College and VCU's Provost for final selection. The chosen book is then distributed to an incoming class of first year students, who begin their examination of the book and its social challenge in academic conversations that happen as soon as they arrive on campus to start their VCU careers. Units across the University and Richmond also have the opportunity to request the book, to use it in their own programming or to join with the Common Book Program.

Our University-wide selection committee brings together members from a variety of units, such as VCU Libraries, the School of Dentistry, the Institute for Contemporary Art, the College of Humanities and Sciences, the Wilder School, University College, the Division of Student Affairs, the Honors College, the Global Education Office, the VCU Graduate School, and it includes undergraduate and graduate students as well.

Selected books share the following traits:

- They prompt students to think deeply and analytically about an important current issue;
- They encourage students to consider issues from differing perspectives, promoting VCU's commitment to diversity, equity, and inclusion;
- They address an issue that is illuminated by interdisciplinary inquiry, making it appropriate for students and faculty with a wide range of academic interests;
- They allow students to understand the importance of civil debate about difficult problems, providing an opportunity to model the nature of academic inquiry for incoming students; and
- They encourage students to think for themselves about problems that face the 21st-century

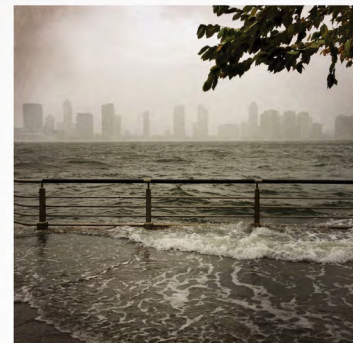
The 2021-2022 Common Book: *Rising: Dispatches from The New American Shore* by Elizabeth Rush

Rising: Dispatches from The New American Shore, a finalist for the Pulitzer Prize in General Nonfiction by [Elizabeth Rush](#) was the 2021-2022 Common Book. In her book, Rush, an Assistant Professor at Brown University, explores the impact climate change and rising sea levels have on coastal communities. To do so, Rush investigates some of the places where this change has been most dramatic, from the Gulf Coast to Miami, and from New York City to the Bay Area. She sheds light on the unfolding crises through firsthand testimonials—a Staten Islander who lost her father during Sandy, the remaining holdouts of a Native American community on a drowning Isle de Jean Charles, a neighborhood in Pensacola settled by escaped slaves hundreds of years ago—woven together with profiles of wildlife biologists, activists, and other members of these vulnerable communities. Sea level rise has become an urgent and relevant issue because of the flooding problems coastal areas have experienced in recent years, many as a result of hurricanes and tropical storms. (See the [w](#) by Joan Tuppence).

Rising: Dispatches from the New American Shore was selected because of its timely relevance to sea level rise in Virginia and the ever more present weather extremes taking place in Richmond and other communities across the United States. *Rising: Dispatches from the New American Shore* served as a text to help students understand from first-hand accounts the consequences of sea level rise and encouraged them to think more about behaviors that they can change to help them combat what is already a global emergency. Moreover, Rush's book underscored the importance of listening to voices that are too often kept at the margins.

Book Distribution Across Campus

Given the impact of the coronavirus pandemic and the uncertainty around returning to campus for the Fall 2021 semester, the Common Book Program wanted to ensure that each first year student received access to the text. Additionally, the topic of the book – climate change – encourages sustainability to promote a better climate and previous research has shown support for using an ebook format to make a positive environmental impact, and to enhance student learning experiences. Therefore, *Rising: Dispatches from the New American Shore* was made available for each first-year student to access via eBook through the university's library. Each new first-year student received instructions to download the **eBook version** of *Rising: Dispatches from the New American Shore* as part of their Student Orientation welcome bag during the Summer 2021.



¹ LaMonica, M. (2009, September 1). Study paints kindle e-reader a dark shade of green. CNET. Retrieved February 7, 2022, from <https://www.cnet.com/news/study-paints-kindle-e-reader-a-dark-shade-of-green/>

² Institute, O. (2017, December 7). Print or digital: It all has environmental impact. HuffPost. Retrieved February 7, 2022, from https://www.huffpost.com/entry/print-or-digital_b_4860403

³ Nie M., Armellini A., Witthaus, G. & Barklamb, K. (2011). How do e-book readers enhance learning opportunities for distance work-based learners?. *Research in Learning Technology*, 19(1), 19-38. <https://doi.org/10.1080/09687769.2010.548506>

Common Book Distribution Numbers

Incoming students received access to the ebook. Physical books (1,000 total books) were distributed to the following groups:

Richmond Public Library (RPL): **600**

VCU Libraries: **100**

Alumni Relations: **40**

John Tyler English Department: **28**

@ REAL Program City Partner: **50**

Board of Visitors: **16**

Miscellaneous University College:

FI Discussion Group Facilitators: **20**

ELP Summer and Fall UNIV 111: **25**

University Administration (Deans, Assoc. Deans, President's Office, Provost's Office):

Council of Deans: **12**

President's Office: **15**

Sr Vice President for Academic Affairs & Provost: **20**

Miscellaneous Book Distribution: **6**

Total books ordered: **1,000**

Total books distributed to paid partners and yearly distributions: **932** (693 paid partners, 233 yearly partners, 6 miscellaneous individuals)

Books left to distribute: **68**

Costs (Book order only): **\$8.32**

Costs (Book order + Shipping from publisher): **\$8,820** (\$8,320 books + \$500 shipping)

Weeks of Welcome (Welcome Week) Discussion Groups

Integral to the VCU Common Book Program is the Welcome Week Discussion Group Program. This event is typically held the day before Fall semester classes begin. The sessions provide an opportunity to model the kind of academic discussion that will occur in the Focused Inquiry classrooms, help the students adjust to VCU academic life, and permit them to get to know other members of their residence hall floor (the most typical strategy for grouping students for discussion sessions), and permit them to meet a faculty member. However, due to the COVID-19 pandemic the Weeks of Welcome Discussion Groups looked different this year.

In August 2021, 82 VCU and Richmond facilitators led 710 first-year students through an introductory conversation about the 2021-2022 Common Book Rising: Dispatches from The New American Shore by Elizabeth Rush. These conversations were held over Zoom, due to a combination of two factors: first, our inability to predict when students would be on campus, because their move-in dates were staggered; and second, because of the change in the academic schedule. Both factors

were a direct result of the coronavirus pandemic. Despite the pandemic, and despite the new Zoom medium, the discussions were overwhelmingly a success when measured by facilitator and student satisfaction.

A comprehensive report of the 2021 Weeks of Welcome Discussion Groups is available [here](#). Briefly, of the students who responded to the survey (n = 626), 47.9% said that the sessions were very helpful or helpful in introducing them to each other (another 39.4% said somewhat helpful). 61% said that the sessions were helpful in introducing them to their FI classmates. 64.2% said that the sessions were very helpful or helpful to them in learning about the perspectives of other students. 65.3% said that the sessions were very helpful or helpful in showing them what it will be like to puzzle over difficult topics with their peers. 74.3% thought that the discussions were very helpful or helpfully increased their understanding of the VCU community, and 48% thought that the conversations were very helpful or helpful regarding their transition to the VCU community. Of the facilitators who participated in the survey (n = 47), 72.4% were likely or very likely to facilitate discussions again. 72.4% were likely or very likely to seek out other Common Book programming on campus, and 44.7% were likely to seek out Rising programming in Richmond. Example qualitative comments from facilitators are below.

- It's always a great experience, and your facilitation guides are extremely detailed, full of resources, and very informative.
- I enjoyed hearing students' ideas and believe that the students who attended were ready and willing to share responses and ideas about the common book.
- My experience was good; while the students clearly felt out of their depth, I believe it's good for them to get comfortable with exploring new and difficult topics.
- Good overall! Even though student outward participation was low, like last year when I did this via Zoom, I still really enjoy the collective experience. And the facilitation guide and orientation sessions are excellent.

Number of group sessions: **96**

Number of student participants: **710**

Number of faculty/staff/graduate student participants: **80**

Focused Inquiry Classroom Engagement

Rising: Dispatches from the New American Shore was a required text in all Fall 2021 sections of UNIV 111: Focused Inquiry I and UNIV 112: Focused Inquiry II. The text formed the basis for classroom discussions, presentations, research projects, and reflections. (**Some examples of faculty assignments and student work related to Rising: Dispatches from the New American Shore are attached**).

Number of Fall 2021 UNIV 111-112 sections: 121 sections of UNIV 111 (2,274 students), 51 sections of UNIV 112 (970 students)

Number of students enrolled: **2,007**



Author Visit

On October 13th, 2021, Elizabeth Rush visited VCU. (See the [full press release](#) by William Lineberry.) Due to the COVID-19 pandemic the majority of the events took place virtually. Activities included the following:

On the VCU Campus –

- Author visit to Focused Inquiry class (approx. 19 in attendance).
- Meeting with Provost Fotis Sotiropoulos.
- Virtual meeting with selected students and Climate Fiction Contest Sponsors (approx. 19 in attendance).
- Virtual Keynote Lecture and Q&A.

Common Book Keynote Address

Elizabeth Rush, author of **RISING: Dispatches from the New American Shore**

Wednesday, October 13
6 p.m.-7:30 p.m.

RVAV.COM/COMMONBOOK-KEYNOTE



Additional 2021-2022 Common Book Activities⁴

Events sponsored by VCU schools, departments and programs

Department of Focused Inquiry and the Office of Sustainability

- Aug. 31, 2021, Ann Kildahl, Wyatt Carpenter, and Sara Barton from the Office of Sustainability joined the Dept of Focused Inquiry faculty via Zoom to discuss the upcoming VCU Sustainability Plan and ways students can participate in shaping future sustainability work (approx. 8 in attendance).

School of World Studies and Common Book Program

- Sept. 22, 2021, the School of World Studies and the VCU Common Book Program hosted a lecture and Q&A with Dr. Kai Bosworth as a part of the Common Book Program's 3-part lecture series hosted in Cabell Library. The lecture was titled, "The Pipelines and the People: From Climate Crisis to Mass Movement" and discussed the role that the new climate movement played in confronting the Keystone XL and Dakota Access pipelines in the US Great Plains. This event was also live streamed (approx. 5 in attendance)

VCU Provost Office and Common Book Program

- Sept 27, 2021, the Provost Office and the VCU Common Book Program hosted a lecture and Q&A with Provost Fotis Sotiropoulos as a part of the Common Book Program's 3-part lecture series hosted in Cabell Library. The lecture was titled, "The Role of Computational Science in the Fight Against Climate Change: From Extreme Flooding Mitigation to Harnessing the Wind, Waves and Tides". This lecture discussed several examples highlighting the enormous power of computer simulations to tackle such fluid mechanics problems of major societal importance and exciting opportunities for future interdisciplinary research that is aligned with VCU's strategic focus on supporting sustainable energy and environments. This event was also live streamed (approx. 6 in attendance).

⁴We noted the number of attendees at the virtual events, where applicable. However, in addition to hosting virtual webinar-style events, many partners live-streamed their events to social media and posted them to YouTube. Thus, the total number of viewers may exceed the number of attendees reported here.

Department of Focused Inquiry and Common Book Program

- Oct 1, 2021 in collaboration with the Department of Focused Inquiry, the Common Book Program participated in a “Climate Change Chat” hosted by the Office of Sustainability during VCU’s family weekend. This event included a table side chat with Drs. Beth Kreydatus, Bill Muth, Thad Fortney, Carver Weakly and Elizabeth Fagan that allowed students to learn more about the Common Book Program and the Focused Inquiry Program, “Rising: Dispatches from the New American Shore” by Elizabeth Rush and to chat about climate change (approx. 50 in attendance).

Department of Biology, Department of Sociology and Common Book Program

- Oct. 5, 2021, the Department of Biology, Department of Sociology and the VCU Common Book Program hosted a panel Q&A as a part of the Common Book Program’s 3-part lecture series hosted in Cabell Library. To complement Elizabeth Rush’s text, “Rising,” the panel of VCU experts on global change focused on the relevant issues of sea level rise in Virginia and the Mid-Atlantic coast. Panelists included Dr. Scott Neubauer, Dr. Julie Zinnert, Dr. Jessie Goldstein, Dr. Travis Williams and Dr. Andrea Simonelli. The conversation was moderated by Dr. Don Young. This event was also live streamed (approx. 22 in attendance).

School of Social Work

- Oct. 19, 2021, the School of Social Work C. Bernard Scotch Fund hosted a virtual fish bowl-style discussion where environmental scientists and activists as well as social workers demonstrated how each field would approach a relevant case. Further, the panel highlighted the much-needed power of interdisciplinary collaboration and action to alleviate the effects of climate change (approx. 41 in attendance).

Institute of Contemporary Art and Common Book Program

- Oct. 22, 2021, the ICA-Shop and the Common Book Program hosted a discussion with urban farmer Duron Chavis. The event included discourse around food injustice and climate change. (approx 30 in attendance)

Department of Focused Inquiry, School of World Studies and VCU Libraries

- Nov 3, 2021, the Department of Focused Inquiry hosted the Climate Justice Activism Event that highlighted actions already taken by Richmond, VCU, and local communities. It also underscored the substantial work remaining to achieve the urgent reductions in greenhouse gasses needed to avoid the dire effects of climate change as detailed by the Intergovernmental Panel on Climate Change and offered students opportunities to network with existing climate justice organizations working tirelessly to address the Climate Emergency at hand (approx. 350 in attendance).

Events sponsored by Community Partners

Richmond Public Library and the Common Book Program

- In September 2021, the Common Book Program partnered with the Richmond Public Library to sponsor community-based book discussions. Participants of each book club were able to engage with other members of the community through Elizabeth Rush’s “Rising: Dispatches from the New American Shore”. Books were distributed by the Richmond Public Library (600 books).

The Chesterfield County Public Library

- Sept. 25, 2021, the Chesterfield County Public Library hosted a virtual discussion on Elizabeth Rush’s “Rising” exploring the impact of climate change on coastal communities. This discussion was led by Dr. Thaddeus Fortney from the Dept. of Focused Inquiry (approx. 5 in attendance).



Monthly Newsletters

We produced and distributed 4 newsletters to VCU and community partners, as well as VCU administration, faculty, staff, and students (441 on distribution list).

- September 19, 2021 – 57.8% opened the email.
- October 8, 2021 – 44.7% opened the email.
- October 13, 2021 – 45.4% opened the email.
- October 27, 2021 – 40.4% opened the email.

As of 2019, MailChimp found the average email open rate across industries was 21%, with a range of 15% - 25% considered to be a good open rate. By these metrics, the Common Book newsletters were opened at above average rates.

Program Videos

The Common Book Team produced two videos that were shared as part of the 2021 Student Orientation for incoming VCU students. Videos feature the Dean of University College, as well as several University College faculty and FILL peer mentors, who shared their experiences with the Common Book program. The videos were also posted on the Common Book website and social media for broad viewing.

Additionally, the Common Book Team produced 5 videos highlighting topics from *Rising: Dispatches from the New American Shores* that were shared at the beginning of the school year to encourage incoming VCU students' engagement in the text. Videos feature several University College professors. The videos were also posted on the Common Book social media handles for broad viewing. The virtual keynote lecture by Elizabeth Rush was also recorded and is included on the Common Book website for broad viewing.



Examples of assignments related to Rising: Dispatches from the New American Shore

Example 1.

The goal of today's activity is to practice thinking about stakeholders in your research. The term "stakeholder" refers to all the individuals and groups (human and non-human species) that might have a "stake" in the issue you're discussing. In other words, who will be impacted by this issue? It's crucial to be sure you think about all the stakeholders' perspectives when you research an issue, otherwise you'll miss important information.

In your groups:

- Let's imagine that the Governor of Virginia has awarded a \$200 million dollar grant to VCU to respond to climate concerns. This money has to be used in the next year to address climate issues. Below, as a group, make a proposal for a process that acknowledges all the stakeholders, and then fairly awards the grant money to a project at VCU. What's your process for reviewing grant applications? List the criteria you'll use to disburse the money? Ultimately, what project(s) will you fund, and why? Identify all the stakeholders in your process. How did your group involve them in the review? Which groups did you please, and which groups got left out? Why?
- Develop a brief presentation as a group to respond to these questions, post the link in the discussion board below.

Example 2.

In "The Marsh at the End of the World," Rush presents the history of the earth condensed into one calendar year (53-55).

Class discussion: How does this alternate and condensed history help us as readers comprehend the effect humans have had on the earth's climate?

Activity: Have students practice this same type of temporal thinking, ask them to condense their life up to this point into a single calendar year. Next, ask them to write a reflective memo in which they articulate which events take up the most time and why.

Project: Individually or in groups, ask students to visually depict this condensed calendar year.

Students could use timeline software like time.graphics or they can create this by hand.

#multimodality, #communicative fluency, #observationalnarrative

Example 3.

In "Risk" (137-161), Rush presents two different definitions of risk: physical risk and fiscal risk.

Class discussion: How does her differentiation between the two help us to understand the connection between the history of inequitable land/neighborhood development and the present vulnerability of certain communities at risk of flooding? How does her breakdown of the definition help readers to understand why Alvin, and those in the Tanyard community, might resist purchasing flood insurance?

Project: Using Rush's multiple definitions of risk, ask students to identify a community at risk today and apply the definitions to that community. In what ways does bodily risk supersede financial risk, and vice versa?

Project: Ask students to write a personal, observational narrative in which they analyze their own or their family's risk, financial or physical, when it comes to climate change. This could be a narrative assignment for Unit One in 111 or it could be a data driven assignment for Unit Two. Students could research the types of work their families do, the places where they live and determine if their lives are at more or less risk because of climate change at a personal level. #narrative, #communicative fluency, #synthesis

Example 4.

A thread throughout the text is Rush's own reflections on her role as an outsider, entering vulnerable communities to learn more.

Class discussion: How does Rush present herself as an outsider? How does she attempt to gain the trust of the communities she profiles? How does she consider and write about her cultural and ethical responsibility to her interviewees?

Project: Look for other examples of outsider narrative and see whether they can help us understand the values and restrictions involved in outside storytelling/narrativizing/research. This could also be a great chapter for students who are beginning their Unit One Narrative project. As students write about themselves, they could talk about what components of identity they feel comfortable with entering the university and why that may be the case. They could then add how their identity manifests in places where they feel more comfortable or more threatened as a way to discuss social influence and oppression.

Example 5.

Rush discusses the relationship between scientists and journalists who report on scientists' discoveries.

Class discussion: What is the relationship between these two professions? How might journalists like Rush be seen as translators to a more general public?

Activity: Ask students to apply this thinking to their own field and to identify two professions within that field that might have to interact to advance knowledge. What is the relationship? How do these two professions work together to produce more knowledge for the broader public? #communicative fluency, #analysis

Example 6.

What counts as evidence in the conversation about climate change? In her final chapter, "Looking Backward and Forward in Time," Rush weaves in many types of evidence: experts on the ground; ideas from poet Wendell Berry and citizen of Penobscot nation John Bear Mitchell; historical anecdotes about Neil Armstrong, J. Robert Oppenheimer, Harriet Tubman, Robert Moses; and her own dreams.

Class discussion: How do these various kinds of evidence work together to support Rush's argument about retreat?

Activity: Ask students to choose a topic of interest and then to collect a wide array of evidence that helps them to understand that topic. They could present this evidence with online sites like Pinterest or Tumblr, or they could write a more traditional annotated bibliography. In addition, ask students to write a reflective memo in which they explain the types of evidence they chose and how a wide variety of sources helps them to understand the topic in a fuller, more nuanced way. #synthesis, #analysis, #multimodality, #communicative fluency, #evidence

Example 7.

Particularly in the chapter “Risk” (137-161), Rush includes both ethnography and autoethnography. Rush compares her experiences as a white woman facing sexual assault with Alvin’s experiences as a Black man living on a former tidal marsh – showing their similar struggles with bodily risk.

Class discussion: How does Rush (un)ethically weave in autoethnography and interviews?

Project: With this chapter in mind, analyze Rush’s adherence to journalistic ethics, using the code of ethics linked in the Resources section of this guide. This project could be a good place for students to discuss bias in research for Unit Two of UNIV 111 or UNIV 112. Analysis of this section could be a model for trying to understand how identity can influence our perception of the world. What are our blindspots? Where are we more aware? What stories should we question and why should we question them? #communicative fluency, #analysis, #ethical reasoning, #argument

Example 8.

Throughout the text, Rush argues that we can’t understand our current issues with climate change and we can’t form appropriate solutions without first addressing the history of race- and class-based discrimination that led us to where we are.

Class discussion: What is the history that Rush alludes to? How did past decisions in land development and neighborhood formation lead to an unequal distribution of vulnerability and risk for low-income and minority communities in America?

Project: This chapter would work well with anyone trying to address ethical issues and argumentation. Students could research environmental concerns and issues at a local level to determine who is directly affected by this. With tools like Social Explorer and Google Maps, various sites of ecological concern can be overlaid with census data to determine who is at risk and why that might be the case. #communicative fluency, #synthesis

Example 9.

Throughout the text, Rush alludes to the incompleteness of the science of climate change and the conflicting predictions of sea level rise over the next century.

Class discussion: Considering this, what information/data do we need now in order to form informed solutions for the future? How do scientists and the journalists who write about their work do so ethically when the science is incomplete? #communicative fluency, #quantitative literacy

Example 10.

Early in the text, Rush argues that language is central to our solutions for climate change: “...I believe language can lessen the distance between humans and the world of which we are a part; I believe that it can foster interspecies intimacy and, as a result, care. ... saying tupelo takes me one step closer to recognizing these trees as kin and endowing their flesh with the same inalienable rights we humans hold” (6) and “The language we use to narrate our experience in the world can awaken in us the knowledge that transformation is both necessary and ongoing. ...These words, when spoken or written down, might grant us entry into a previously unimaginable awareness – that the coast, and all the living beings on it, are changing radically” (7).

Class discussion: How does Rush position language as part of the solution to climate change? How is her argument different from other solutions you’ve encountered? #communicative fluency

Example 11.

In “The Password,” about Jacob’s Point, Rush raises the issue of human discussion of catastrophic events: “Five times in the history of the earth nearly all life has winked out, the planet undergoing a series of changes so massive that the overwhelming majority of living species died. These great extinctions are so exceptional they even have a catchy name: The Big Five. Today seven out of ten scientists believe that we are in the middle of the sixth. But there is one thing that distinguishes those past die-offs from the one we are currently constructing: never before have humans been there to tell the tale” (7).

Class discussion: Why would our telling the tale matter? How would it make a difference? What impact does Rush want her book to have? What techniques is she using to achieve that impact?

Activity: Students craft projects in multiple modes that tell the tale of climate change and vote on the most effective modes. Could pair with the 30-second videos in the Resources section of this guide.

Second discussion: Which modes are useful for what sorts of audience, and why?

Example 12.

On pg 187-88, Rush describes the nature of her residency at H J Andrews Experimental Forest in Oregon, as part of its Long-Term Ecological Reflections Program, documenting the relationships between humans and environments: “Each writer reflects upon the exact same spots as those who went before, and collectively they generate a creative record of the changing relationship between people and forests over time.”

Activity: Working as a class, students could independently document and reflect on the dynamics of a site in common (assuming students are in Richmond) or a site across locations with similar characteristics (if students are not all in Richmond). What kind of collective record can be generated through individual observation and experience? #multimodality #communicative fluency #ethical and civic responsibility

Alternate activity: Students could also identify their own sites and visit them a certain number of times over the course of the semester, observing, documenting, and reflecting in change over time to generate a portrait or narrative of a place that depends on change over time.

Ideally, the site would be one that has both natural and man made components, but I don’t think this is strictly necessary, and I like the idea of brainstorming sites that are especially representative, in some way, of being “among others.” #experiential narrative, #synthesis

Example 13.

On page 195, Rush muses on the future and writes, “Perhaps this is what the future will be like, I think, as the places we have long navigated by disappear beneath the surface of the sea.”

Activity: Students could write a letter to the future with a variety of goals in mind--descriptively documenting the world as it is now for an imagined future in which it has changed, imagining and describing the ethical burdens and challenges of the present in view of the future and imagining how a future population will understand our present moment. #ethical and civic responsibility #communicative fluency #ethical reasoning

Example 14.

There are so many great examples of layered and dynamic mapping, including pg. 193: “[Recorded birdsong] data will be mapped onto the vertically integrated temperature readings she has been collecting. When the study is complete Sarah will have an illustration of how heat, and therefore changes in climate, influence the movement of breeding birds throughout the Andrews.”

Activity: As a multimodal or synthesis assignment, students could create layered maps that provide a visual portrait of two (or more) interrelated data sets, with an analysis of what the map reveals about the interactions, changing dynamics, etc. #multimodality #synthesis #information literacy #quantitative literacy

Example 15.

Another multimodal assignment could ask students to create “an image of ____ as it once was,” a phrase Rush uses on page 236 with regard to the San Francisco Bay. This could also incorporate research, as Rush points out that the effort she is describing incorporated “coastal survey maps, journal entries, photographs” (236). Students could also make predictions based on their maps about future landscapes. #multimodality #synthesis #information literacy #collaborative learning #research

Example 16.

On page 234, Rush thinks about organizational collaboration and quotes John Bourgeois, executive project manager of the Salt Bay Pond Restoration Project: “Creating consensus across organizations is, I think, a form of resiliency in and of itself.”

Activity: Students could research the efforts of several organizations working on a similar topic and make an argument or proposal for what consensus across those organizations could look like. This could also be done as a collaborative project, in which different people are responsible for different organizations and the end product is a group presentation about consensus. #synthesis, #information literacy, #collaborative learning, #ethical and civic responsibility, #communicative fluency, #ethical reasoning



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