

GYC 201  
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IEL 096-004  
Fall 2014

Using Cross-Cultural Models to Motivate Students to Practice Sustainability Where They Are at

Taken from IEL096:

**Course Identification:**

The course is designed for the advanced ESL / International student to develop reading skills and strategies in order to become a more efficient critical reader. The emphasis is on vocabulary building, comprehension improvement, and inferential and evaluative reading. Students will apply new reading techniques to a variety of reading materials.

**Course End Competencies:**

1. To use a variety of word analysis strategies to read & comprehend unfamiliar words.
2. To expand vocabulary through morphology.
3. To increase vocabulary using context clues.
4. To recognize major and minor details.
5. To comprehend both literal and implied main ideas.
6. To identify most common organizational patterns.
7. To evaluate reading content.
8. To write summaries of reading passages of different lengths.
9. To apply new reading techniques to a variety of materials.
10. To improve academic reading strategies.
11. To use a variety of strategies to comprehend persuasive writing.
12. To recognize idioms in context.

**Learner Outcomes:**

- Learn different vocabulary words through the context of the article
- Learn how to read different articles and texts
- To motivate students, by having them view their countries practices vs. Moraine Valley's practices, to get involved, on-campus or in their own communities, in promoting sustainability where they are at.

## Using Cross-Cultural Models to Motivate Students to Practice Sustainability Where They Are at

### **Article for assignment:**

Macomber, John (November 6 2012). *Stop Talking About the Weather and Do Something: Three Ways to Finance Sustainable Cities*. Retrieved from <http://hbswk.hbs.edu/item/7129.html>.

### **Assignment Overview:**

Students will be learning new vocabulary through reading an article and looking at different ways they see sustainability happening all over the world. First, through questions such as what is sustainability to you, why is it important, and what does it have to do with me, students, with the help of the teacher, will define sustainability. This will activate their background knowledge on sustainability and then through discussion with a partner, they will answer a series of questions that relate to their personal sustainability practices. Then, after the students' background knowledge has been activated sufficiently, they will go on to read an article posted on Harvard Business School's website, called *Stop Talking About the Weather and Do Something*, which addresses private sectors developing cities into sustainable cities. After doing some word attack skills in order to assess whether the students understand the vocabulary, they will then answer a series of comprehension and vocabulary check questions to assess they understand the concepts in the story. At the end of class, students will be assigned a homework assignment that will motivate them to look at their own countries/sustainability practices and find ways that they can possibly implement them either at Moraine Valley, or in the communities that they live in.

### **Critical Thinking:**

First of all, students will think about their own sustainability practices. Then students will look at their countries sustainability practices vs. the United States, but more specifically Moraine Valley's sustainability practices. This will motivate them to take part in sustainability practices where they are at.

### **Assignment Design:**

During Class:

- Ask questions to activate background knowledge and define environmental sustainability
- Ask/answer a series of questions that relate to their personal sustainability practices
- Read a story that addresses private sectors developing sustainable cities and
- Word Attack Skills: Have SS provide vocabulary words that they do not know and work with them to figure out the meanings through: figuring out how the word is used,

breaking down the word, looking at the sentences that are around it, and replacing it with another a word that is similar.

- Then have SS answer comprehension/vocabulary questions that assess whether they understand it.

Homework:

They will be asked to find an article that highlights their country's sustainable practices and write a 1 pg. summary of the article, with their own thoughts on ways they can see these practices being used or ways they can help implement these practices at Moraine Valley.

**Assessment:**

- How the students engage with the activity in class
- Vocabulary and Comprehension Questions
- Their 1 pg. summary will tell me how engaged they are with the topic and show me how motivated they are to practice sustainability where they are at.