Our approach to introducing sustainability and environmental awareness for our Language Academy students is primarily experiential and is not specific to a particular course. We set our own schedule and can invite speakers anytime we have classes which is Monday-Thursday from 8-10:35 am and 11:00-1:35 pm. The excursions discussed below are all scheduled for Fridays and all of our students (every course and every level, full-time and part-time) are expected to participate. I’ll provide a list below of the courses we offer if you need it but, again, the introduction of sustainability and environmental awareness is being done on a programmatic scale, not in one specific course.

Kim has kindly agreed to come in during the first week of classes and give an overview of what your office does and some suggestions for living more sustainably. This will basically kick off our excursion calendar and introduce some of the assignments we’ve devised to encourage students to participate. I want to gauge student reaction to these assignments before including more of them throughout the semester. If they see them as a chore, I think that will be defeating the purpose and I’ll need to rethink how we can get observable and measurable outcomes from interacting with, for example, the fish pond ecosystem.

I’ve included a list of planned excursions and assignments below. Before each excursion, the students will watch/read and discuss either videos produced by the location (the North Carolina Museum of Natural Sciences’ video for example) or printed materials like what you have provided for Otter Creek. I’ve arranged for us to have guides for almost all of the locations and have informed them of the English proficiency levels to expect. After each excursion, students will provide a reflective entry in either their audio/visual journal or their written journal. Journaling is a regular part of our curriculum the topics of which are often up to the student’s own choosing but dedicating 10 or so to their excursions is no problem. As an increasing number of the students we are hoping to recruit do not intend to stay in the US after their term of language instruction is finished, I think it would be nice for them to have a record of these trips they can share with others (not that most don’t do so immediately on social media anyway). In addition, for our accreditors, for something to appear officially in the curriculum, it must have an assessable outcome. Assignments and journal entries can satisfy that.

The calendar is pretty full but, again, based on the responses we get from the students, we may be able to add more locations or participate in local events. I’ll watch out for campus and community events your office sponsors or promotes but feel free to send me an email if there is something that you think would particularly appeal. From a selfishly program point of view, our students are virtually invisible to ECU so getting them out doing something worthwhile while also maybe getting some publicity attached to it would be a real boost for ECULA. Cleaning up the river kayaks is something definitely on my list.

I’m already thinking about events and locations for the Spring but as the continuation of the Language Academy is somewhat questionable at present, I’ll probably wait until further in the semester to commit to that. As long as I’m here and we have ECULA, I intend to make these experiences a regular part of our program curriculum. Marcos is also a great fan and is looking forward to participating and helping with the creation of materials.

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| **Fall 2024 ECULA IEP courses:**  Level 1 Grammar CRN: 85269  Level 2 Low Intermediate Grammar CRN: 86400  Level 2 High Intermediate Grammar CRN: 86407  Level 3 (Graduate and Undergraduate) Grammar CRN: 85272  Level 1 Listening and Speaking CRN: 85274  Level 2 Low Intermediate Listening and Speaking CRN: 86403  Level 2 High Intermediate Listening and Speaking CRN: 86408  Level 3 (Graduate and Undergraduate) Listening and Speaking CRN: 85277  Level 1 Reading CRN: 84005  Level 2 Low Intermediate Reading CRN: 86404  Level 2 High Intermediate Reading CRN: 86409  Level 3 (Graduate and Undergraduate) Reading CRN: 85263  Level 1 Writing CRN: 85266  Level 2 Low Intermediate Writing CRN: 86406  Level 2 High Intermediate Writing CRN: 86410  Level 3 (Graduate and Undergraduate) Writing CRN: 85268 |

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| **Fall 2024 ECULA IEP excursions/assignments:**  8/21/2024 - ECU North Recreational Complex  8/22/2024 - Sustainability Guest Lecture, Kim Fox  Fish Pond Ecosystem quiz on Canvas  Tree Trail Quiz 1 on Canvas  8/22/2024 - Tour of Greenville including ECU orchard and bee hives  8/30/2024 - Raleigh museums, including North Carolina Museum of Natural Sciences  9/13/2024 - Otter Creek  Otter Creek Guide on Canvas  9/20/2024 - NC Estuarium  10/18/2024 - NC Maritime Museum / Rachel Carson reserve / Fort Macon State Park  11/1/2024 - Aurora Fossil Museum  11/15/2024 - Cliffs of the Neuse State Park |

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