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

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| **Fall 2024 ECULA IEP excursions/assignments:**8/21/2024 - ECU North Recreational Complex8/22/2024 - Sustainability Guest Lecture, Kim FoxFish Pond Ecosystem quiz on CanvasTree Trail Quiz 1 on Canvas8/22/2024 - Tour of Greenville including ECU orchard and bee hives8/30/2024 - Raleigh museums, including North Carolina Museum of Natural Sciences9/13/2024 - Otter CreekOtter Creek Guide on Canvas9/20/2024 - NC Estuarium10/18/2024 - NC Maritime Museum / Rachel Carson reserve / Fort Macon State Park11/1/2024 - Aurora Fossil Museum11/15/2024 - Cliffs of the Neuse State Park |

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