**Essay guidelines**

Biogeochemistry and Global Change (BIOL 510)

Deep Ecology: Literally and Philosophically

**Essay assignment**

The exercise is designed to be an opportunity to further develop your ability for critical and original thinking, and for presentation of those ideas in concise written form. Each of you has spent considerable time preparing for your seminars, developing an interesting focal seminar question, and doing background reading around your seminar’s core question. You will have learnt a substantial amount in the process of preparing your seminar, in the interactions with the rest of the group (including the questions they presented to you), and in your own post-seminar reflections. For the essay, I want you to take the next step so as to further advance your learning by writing an **interesting**, **creative** and **highly original** short essay on the theme of ***Deep Ecology and Sustainability.***

**Essay exercise**

Develop an essay thesis argument on some aspect of the theme. This thesis argument will be the central focus of your essay. You can interpret that very broad theme in many different ways, and therefore you can be very creative in your focus. Generate your own original perspective on the chosen argument utilizing your understanding of the course material, background reading, and relevant material from other courses. Be original and creative. Demonstrate your capacity for independent critical thinking. Discussing it with class mates may really help you to develop your perspectives and evidence in support or against your chosen argument.

The essay (~2500 words and not more than 7 pages of double spaced text) should be suitable for an interested public audience, and should include the following components:

a) Introduction to the argument. Outline necessary background information on the concepts the make up the context of your argument, the particular relevance of the argument, and why it is novel/interesting. This section should lead up to, and conclude with, a precise articulation of the essay thesis argument as follows: “**In this essay, I will argue that** … and for example the argument could be…..

*full incorporation of deep ecology principles will be necessary* (or is not necessary) *for us to achieve ultimate sustainability*”

To help stimulate you, here is another preliminary idea for an essay argument that I include here to illustrate the very wide range of possibilities you can generate: “**In this essay, I will argue that** *completely sustainable living is a utopian myth*.”

b) Evaluation of the evidence. Describe and evaluate the evidence (including perhaps the chapters and papers we have read in the course, and your additional background reading, and perhaps material from the course reference list) to support or refute the argument.

c) Conclusions. Indicate whether the argument has been supported or refuted, constraints associated with any major assumptions that have been included, and implications/future directions that arise from your conclusion.

Final essays will be graded (by the rest of the group) according to the following criteria:

1. Evidence of original, critical thinking (quality of the ideas presented in relation to the argument)
2. Development of argument (logical flow of evidence and ideas to address the argument)
3. Background reading (evidence of relevant reading, and its intelligent use in developing the argument)
4. Synthesis of ideas (evidence of bringing together related ideas to developing unifying original perspectives)
5. Writing quality (overall evaluation of how stimulating and accessible the text is for the reader)

**Please carefully study the full marking rubric which is supplied at the end of this document.**

**Preparation**  
The very broad nature of the essay theme means that it will be *very* easy to generate *some* text as an essay answer. As the marking criteria above indicate, I am looking for a lot more than that. Remember that those criteria (above) will be the basis of your grade: appropriate preparation means preparing to address each and all of those criteria.

Consider the essay theme very carefully. Pause to reflect on it. Review all of the relevant seminar and reading material that you have been exposed to in this course, and in other courses as appropriate. Take some time to develop a thoughtful and creative perspective on the argument. I am looking for original thinking and ideas that are substantiated by good background knowledge. Make an outline of the evidence that you will use to address your perspective on that argument. That outline should be structured as three logically linked sections based on the components described above. Include any relevant references that you are intending to use in the final essay.

**Submission logistics:**

Please submit hard copies of your outline essays to me by the beginning of our class on Tuesday November 14th at the latest. Include bullet points or draft text for each of the three sections above, as well as any queries you may have on which you want feedback from me. Please make all text double-spaced etcetera as required of your final submission (formatting details below). I will work through these drafts and provide feedback, and will return these by the evening of Thursday November 16th. These initial drafts will be worth 10% of your course grade.

Final essays should be submitted to me by email as a WORD (not PDF) document by 9 am on Saturday November 24th. Please make sure that your identity cannot be determined from the file, so that it can be graded ‘blind’ by the rest of the class. Each essay should have the grading rubric at the end of the ‘Essay guidelines’ document added as an appendix within the WORD file. I will circulate the final essays to all of you later on Saturday and ask you to letter grade the essays on the basis of the marking criteria indicated above.

In grading the essays, you should rate the performance on each aspect of the rubric by highlighting the appropriate text in the appendix rubric. I anticipate that the range of grades you will assign across the group will range from B- to A+. Note that assigning identical or very similar high grades for the whole class is not being fair to those whose essays really excelled – i.e. you probably should have some B grade essays. I also want you to write 3-4 brief sentences of feedback indicating what you consider the particularly strong and weak aspects of the essay – Constructive criticism will be very helpful and appreciated by your colleagues (and will be circulated to them after the course). Please send me your assessment of each of the essays in the attached excel spreadsheet by noon on Wednesday November 29th. On the basis of the group’s assessment of the final essays, and my own assessment, I will award a mark (worth 25% of your overall course grade).

**Formatting requirements and recommendations:**

* Please type your draft outline and final essay in Times New Roman font size 12 and double space the text with 2 cm margins. As indicated above the complete text of the final essay should be no longer than 7 double spaced pages (~2500 words).
* All references cited in your essay should be listed in a bibliography at the end as an appendix (i.e. this section is not included in the 7 page limit). The bibliographic style used in the journal *Ecology* would be very appropriate.
* Section and subsection headings within the essay are strongly encouraged.
* Figures and graphs should only be included where they provide essential background information or evidence to the argument. They should be incorporated as appendices (and so are not part of the page limit).
* Writing well is not easy, and feedback always helps. - I strongly recommend that you have at least one friend or relative proof-read your essay to make sure it is all clearly comprehensible.

**Resources (for this exercise, but also for your future reference)**

Note that there are substantial resources at Queen's to help you in developing your learning and writing skills (- see <http://sass.queensu.ca/topics/> to view their online resources or to make an appointment for one-on-one tutorial assistance). Plan ahead because it can take weeks to get an appointment late in the term when things get busy. See the Writing Topics tab within the above link for access to handouts with very useful sets of short guidelines on many aspects of writing including how to develop a thesis statement, how to structure a good paragraph, and how to develop an essay outline.

In addition, the following guidebooks on writing skills are particularly good, and may be useful to you not just for this exercise but long into the future:

* Schimel, J. 2012. Science: How to Write Papers That Get Cited and Proposals That Get Funded. Oxford University Press.
* Strunk, W. Jr. 2000. The Elements of Style (4th Edition)
* Williams, J.M. and Colomb, G.G. 2010. Lessons in Style and Grace in Writing (10th edition)

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|  | **Weak** | **Average** | **Very good** | **Excellent** |
| **Knowledge/Understanding** - - ideas, concepts, themes, content  - synthesis/integration | - Shows minimal understanding of ideas, concepts, themes, content  - Little evidence of integration of knowledge to achieve synthetic understanding | - Shows moderate understanding of ideas, concepts, themes, content  - Some evidence of integration of knowledge to achieve synthetic understanding | - Shows considerable understanding of ideas, concepts, themes, content  - Clear evidence of integration of knowledge to achieve synthetic understanding | - Shows thorough understanding of ideas, concepts, themes, content  - Integration of knowledge to achieve synthetic understanding readily apparent |
| **Thinking/Inquiry**  - thesis statement  - analysis/interpretation  - inferences  - use of textual evidence | - Text contains no clearly stated thesis  - Develops ideas with minimal logic and critical analysis  - Minimal inferences made  - Incorporates minimal relevant evidence | - Text contains a thesis that is vague and unoriginal  - Develops ideas with some logic and critical analysis  - Some inferences made  - Incorporates some well-chosen relevant evidence | - Text contains a clear thesis that needs deeper thought  - Develops ideas with considerable logic and critical analysis  - Multiple inferences made of varying effectiveness  - Incorporates considerable well-chosen relevant evidence | - Text is focussed on a clear, original and challenging thesis  - Develops ideas with a high degree of logic and critical analysis  - Highly effective inferences made  - Incorporates highly effective and well-chosen relevant evidence |
| **Organisation/ Structure**  - thesis linkage  - introduction, body, conclusion  - transitions | - Little progression of ideas  - Minimal structural organisation  - Resembles a written form of speech | -May have abrupt or illogical shifts and ineffective flow of ideas  - Some clear signs of logical organisation, but conclusion fails to address thesis adequately  - Linkages weak in many places | - Sequence of ideas generally appropriate to thesis  - Organisation supports thesis and purpose with conclusion referring directly to thesis  - Some effective transitions | - Logical flow of ideas is well-suited to thesis  - Clear introduction, body and conclusion that that together achieve a unity of purpose in relation to the thesis  - Effective transitions |
| **Application**  - language conventions  - citations, references | - Applies grammar, usage, spelling and punctuation with limited accuracy and effectiveness  - Follows required style for few citations and references | - Applies grammar, usage, spelling and punctuation with some accuracy and effectiveness  - Follows required style for some citations and references | - Applies grammar, usage, spelling and punctuation with considerable accuracy and effectiveness  - Follows required style for most citations and references | - Applies grammar, usage, spelling and punctuation with high degree of accuracy and effectiveness  - Follows required style for all citations and references |