

# Augmenting the Wildlife Exhibits:

## A Community Media Project with the Denver Museum of Nature and Science

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*This article describes how I incorporated an AR-based community media project into a recent undergraduate course on environmental rhetoric, which featured a partnership with the Denver Museum of Nature & Science (DMNS). With the support of DMNS staff in Creative Technology and Exhibits, students in the course researched and wrote curated materials designed for the museum's extensive Wildlife Exhibits. Built with readily available mobile technologies, their projects augment the Wildlife Exhibits' existing print-based text panels (which convey scientific information about the animals) with additional layers of digital texts and multimedia that speak to ways in which these animals have inhabited the human imagination in art, film, literature, and mythology.*

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**T**he global spread of smartphones, tablets, and wearable devices is changing the nature of the Internet. Increasingly, people employ mobile interfaces to interact with digital content that inhabits the built environment around them. In the future, digital writers will likely attach, link, and sync multimedia to just about any surface.

# Sustainable Worlds, Sustainable Words: Using Digital Games to Develop Environmental Awareness in Writing Classrooms

**Jennifer England,**  
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*This article provides a framework for using digital game spaces in college writing classrooms to help students develop environmental awareness. Drawing on a range of relevant theories, the author argues that digital game play offers simulated experiential learning opportunities that allow students to locate virtual representations of the environment that potentially mirror, critique, or even promote new ideas regarding material-world environmental concerns. By mapping critical, rhetorical, and ethical literacies onto digital gaming practices, this article advances a creative pedagogical approach to engagement with environmental rhetorics, narratives, and ideologies. Through an extended example of the popular mobile app The Sims Freeplay, the author brings together the disciplines of rhetoric and composition, environmental studies, and game studies in a productive conversation about the ways gaming can increase students' rhetorical and ethical engagement with both writing and the environment.*

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**S**itting in a college classroom, students are presented with a hypothetical situation: in a garden plot, do they plant tomato seeds that are known to be safe but take a long

# Community Resilience through Public Engagement: A Study of Outreach and Science Communication in a Coastal National Park Site

**Jamie Remillard,**  
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*Engaged public science communication can support community resilience as policymakers, resource managers, and citizens come to terms with the effects of environmental disturbances, natural disasters, and climate change. Drawing upon field-based ethnographic research of public-facing outreach and education at Fire Island National Seashore (FIIS), the researcher considers how, in the wake of a catastrophic storm, the evolving ethical science communication and public engagement strategies of park rangers might contribute to and strengthen community resilience. A rhetorical analysis of science communication and interpretive practices at FIIS illuminates some affordances and constraints of rhetorical models of science communication and of pedagogies of play for community-based work.*

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**P**ark rangers at Fire Island National Seashore (FIIS), which is a National Park site situated off the south shore of Long Island, New York, have been working to transform their park interpretation, public outreach, and science communication approaches to make them more interactive. In part, their work responds to Hurricane Sandy,

# Communicating Climate Change to Religious and Conservative Audiences: The Case of Katharine Hayhoe and Andrew Farley

**Doug Cloud,**  
Colorado State  
University

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*Recent research suggests that climate change is a “tribal” issue. That is, some audiences deny the reality of anthropogenic climate change because of their group identities, not because they misunderstand the science. In this essay, I offer a case study of two Christian climate science communicators and their efforts to persuade religious and conservative audiences who are skeptical of the need to respond to climate change. I analyze three of their rhetorical moves that may be of interest to those who teach and practice public rhetoric. As I analyze these moves, I consider both their persuasive potential and tradeoffs.*

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## THE CLIMATE CHANGE CONVERSATION AND ITS PROBLEMS

**C**limate change poses quintessential problems for public rhetoric scholars. It is a global-scale problem, but will require local action. Although sudden on a geological timescale, viewed from human time, it has crept up on us gradually, an unforeseen consequence of the actions of many individuals across long stretches of time. Responding to

# The Skunkwork of Ecological Engagement

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*Ecological engagement is about attending to the possibilities of dwelling in a place; skunkwork is a way of orienting this dwelling. Skunkwork refers to creative, self-coordinated, collective work in informal spaces of learning and reminds us that ecologically attuned work in the world can promote unexpected, yet collectively desired, change. In this essay, we describe how we used skunkwork to orient our ecological engagement in two workshops on ‘community resilience.’ In both workshops, Boulder Creek became our commonplace, with its history of flooding and abatements as well as one city’s planning and management of crisis and sustainability. We draw from our respective home ecologies and our collective experiences in these workshops to highlight how four attributes of skunkwork and ecological engagement, namely proximity, movement, ecological narration, and weak theory, contribute to community engagement scholarship and advocacy.*

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“Rhetorical ecologies” make visible an interdependency between discursive circulation within a first local and then larger community and the urban and earthly locales that give local talk or a civic

# Environmental Justice and Precaution: Reimagining Public Risk Representation

**Barbara George,**  
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*In this study, I consider how public participants respond to institutionalized representations of environmental risk related to fracking. I am particularly interested in moments where participants, reporting marginalization when they attempt to understand or represent risk through environmental regulatory institutions, find or attempt to find agency to shift discussion points about environmental risk.*

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Participatory processes of energy policy deliberation in the United States often involve publics navigating complex technical and scientific literacies. Increasingly, participants are concerned about how energy technologies might impact both ecological and human health in a specific locality, and how these technologies eventually impact long-term atmospheric stability. My study seeks to understand various literacies in which public participants engage when attempting to represent environmental risks associated with high volume hydraulic fracturing (fracking) in their local communities. In this study, I

# More ‘Native’ To Place: Nurturing Sustainability Traditions through American Indian Studies Service-Learning

**Jane Haladay,**  
*University of North  
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*The erosion of Indigenous food systems as part of European and Euroamerican colonization has resulted in a parallel erosion of Indigenous health, lands, and cultural knowledge. In rural southeastern North Carolina, residents of Robeson County are primarily Lumbee Indians who have been impacted by economic, ecological, and health concerns resulting from colonialism’s historical legacy, even as many have worked to safeguard select traditional ecological knowledge. To highlight sustaining community health as fundamental to Native sovereignty, I include service-learning in the Introduction to American Indian Studies (AIS Intro) course I team-teach at The University of North Carolina at Pembroke. Service-learning activities at Hawkeye Indian Cultural Center – the only organic farm in our region – strive to underscore to students, service-learning’s potential to foster university-community partnerships, to recuperate and sustain local ecological knowledge and Indigenous food traditions, and to enhance the health of our students and community members.*

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*Recognize whose lands these are on which we stand.  
Ask the deer, turtle, and the crane.  
Make sure the spirits of these lands are respected  
and*

# Sustainability, Place, and Rhetoric:

## A Case Study of a Levinasian Pedagogy of Responsibility<sup>1</sup>

**Sarah Hart Micke**  
*University of Denver*  
**with Anne Amati**  
**and Taylor Blagg**

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*This essay theorizes a pedagogy of responsibility as an alternative to place-based and critical pedagogies that offers to ground students in deep ethical obligation. Using Emmanuel Levinas's ethics, I suggest that place may function as a trace of the Other that reminds the self of her responsibility. By analyzing a case study of a place-based college writing assignment, I demonstrate how a pedagogy of responsibility cultivates students' responsibility for engaging others in ethical, rhetorical response.*

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Scholars increasingly urge for integrated approaches to the dual issues of environmental crises and social injustice. For example, David Gruenewald calls for a “critical place pedagogy” that marries the disjunctive fields of place-based and critical Freirean pedagogies to promote both environmental and social well-being. C. A. Bowers emphasizes teaching to cultivate a “cultural commons” in order to disrupt capitalism’s destructive force. While possibly quite helpful in addressing sustainability and social justice issues, these arguments remain at

# The Food Justice Portrait Project:

## First Year Writing Curriculum to Support Community Agency and Social Justice

**Ruth Cary**

*Widener University*

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*In the process of creating portraits that document the lives and knowledge of community leaders who are engaged in food access work and urban farming in Chester, PA, students in a first year writing course at Widener University are introduced to a rhetoric of social change and the multivocality and creativity that characterizes food justice work in Chester. The Food Justice Portrait Project is community writing created collaboratively with the goal of reciprocity that provides an archive of biography and institutional history. The exhibition of the portraits challenges the problematic charity model of addressing need in a community and supports community agency.*

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**A**mong the principle challenges of teaching Freshman composition is engaging the students in meaningful activities that potentially have positive consequences in the world. Similar to Veronica House, I want my first year writing students to see “rhetorical practice and the act of writing as potentially powerful and creative forces for civic engagement” (“The Reflective” 38). Therefore, at a university that, according

# The Rhetorical Imagination of Writing Across Communities: *Nomos* and Community Writing as a Gift-Giving Economy<sup>1</sup>

**Michelle Hall Kells,**  
*University of New  
Mexico*

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*This article examines the metaphorical confluence between notions of ecology and economy to argue that there is a deep connection between taking care of our spheres of belonging (ecology) and organizing our resources for our spheres of belonging (economy). Invoking the principles of gift-giving economy, this article offers this story of Writing Across Communities as a representative anecdote toward re-considering the cultural and economic arrangements by which we instantiate community writing programs.*

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**A**s we constellate economies of writing, Rhetoric and Composition scholars and teachers take on the role of discursive shape shifters. Ostensibly, we seek to make issues surrounding the distribution of social goods visible and explicit. In reality, constructions of social power, currencies of writing, and language diversity shape discussions about literacy education, in general, and writing programs that move beyond the curriculum more specifically, whether we acknowledge these dimensions or not.<sup>2</sup> How we set the limits of our conceptual metaphors