

2019-2023

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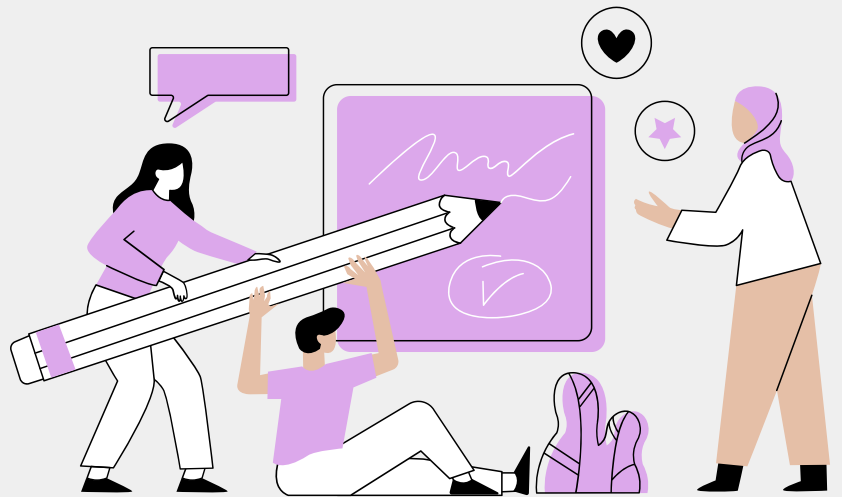
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Teaching

Emily Follett-Campbell

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# BIO

## Emily Follett-Campbell

Emily Follett-Campbell is a graduate of the MA program in Digital Innovation in Journalism Studies at Concordia University in Montreal. More recently, she was an Adjunct Professor of Composition and Argumentation for Engineers at Concordia. From the Summer of 2019 to the Winter of 2022, she was a TA of Composition and Argumentation for Engineers and Technical Writing and Communication. In the second semester of 2020, she worked as a TA on *The City*, Concordia's digital magazine, fact checking and copy editing student writing. She also works as an online tutor.

Emily Follett-Campbell has experience as a writer, assistant editor, and digital marketer. In her editorial work at magazines, she edited a wide variety of content, wrote over 60 articles, liaised with freelance writers and editors, and collaborated on a wide variety of events, including webinars and in-person conferences. She has a BFA in Playwriting from Concordia and an Ontario Graduate Certificate in Interactive Marketing Communications from St. Lawrence College. She has volunteered for The Canadian Red Cross, Kingston WritersFest, Loving Spoonful, Habitat for Humanity, and on various theatre projects. Currently, she is on the Member Services Committee of Editors Canada.



# RESEARCH & WRITING

Emily Follett-Campbell's research-creation thesis project explored trust in news media and the possibility of a fact-checking decentralized application that might provide a participatory process for proposing and challenging fact-checks. Her research interests include disinformation, media manipulation, design justice, social justice in media, ethics in AI, synthetic media, embodied computing, and media and digital literacy. She has worked as a writer, associate editor, and digital marketer. That experience, combined with a background in theatre and creative writing, gives her a wide-ranging perspective on communications. She is always looking for opportunities to collaborate with others on creative projects.

## Writing

Follett-Campbell, E.A. (2022). Mitigating Distrust in Digital News Media: A Qualitative Research-Creation Study of a Proposed Fact-Checking Decentralized Application. Masters thesis, Concordia University. Spectrum Research Repository. <https://spectrum.library.concordia.ca/id/eprint/991860/>

Follett-Campbell, E.A. (2022). Featured review: The Ethical Algorithm: The Science of Socially Aware Algorithm Design. *Journal of Information Ethics*, 31(1), 96-99.

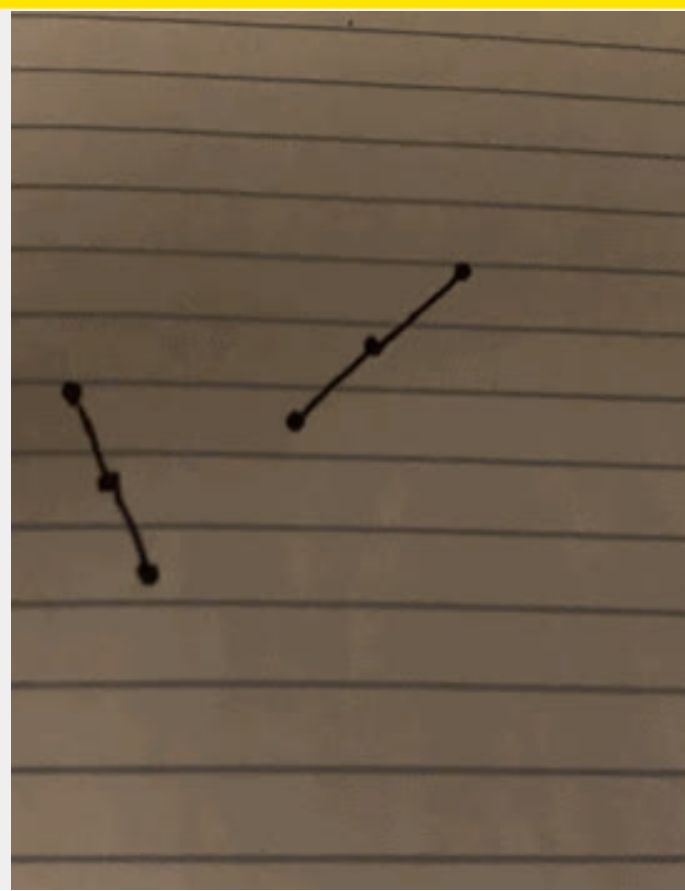
Samples of non-academic writing can be found at:  
<https://emilyfollett.journoportfolio.com/>

A DIGITAL INNOVATION IN JOURNALISM RESEARCH-  
CREATION THESIS PROJECT  
CONCORDIA UNIVERSITY, MONTREAL

## CHECKMARKER.ORG

As legacy newsrooms struggle and disinformation spreads, trust in journalism is declining. The checkmarker project is a proof-of-concept that demonstrates how a fact-checking decentralized application could work by connecting claim reviews to blockchain transactions. Consider whether providing this participatory process for proposing and challenging fact-checks, might improve trust in journalism.

# TAK TH SURVE



# STATEMENT OF TEACHING PHILOSOPHY

I pursued higher education to do research I am passionate about; however, I have come to value teaching as indispensable to my own learning. If I had to choose a metaphor for learning it would be growing in a greenhouse. Ideally, this greenhouse should be a warm, bright, enriching environment, protected from the harsh elements outside. Students (and ideas) should be able to grow while being exposed to the best possible conditions. In my teaching, I aim to promote literacy and inclusivity, and I excel at designing creative, engaging learning experiences that foster a collaborative environment.

My teaching philosophy is influenced by my research and disciplinary context in interesting ways. A study of mis- and disinformation and trust in digital news media and proposed fact-checking decentralized application, my research-creation thesis for my MA in Digital Innovation in Journalism Studies focused on concepts like media and digital literacy that are relevant and useful in an educational context. From this research, I have gained the knowledge and skills to create engaging learning materials and experiences. I have also acquired a range of compelling topics to cover. For example, I have recently included content on ChatGPT and AI in my course design. I also have a background in theatre. I was heavily influenced by Boal and regularly employ theatre games as a means of engaging students and fostering collaborative creation.

As a mature student, I find that I am less motivated by competition and personal ambition, and more interested in working on manageable, achievable contributions to big picture ideas. I love working on and facilitating collaborative projects. In terms of teaching methods and strategies, I lean towards cognitivism and constructivism, and aim to provide challenging problems for students to solve together. I excel at planning activities that foster active and peer-to-peer learning.

While setting high standards, I try to offer as wide a variety of learning formats as possible, so everyone has a chance to shine in areas where they are naturally talented and develop in areas that may be more of a struggle (e.g., some students may excel at solo writing assignments while others may fear group oral presentations). My goal in doing this is not to equalize the amount of discomfort students experience, but rather that everyone feels genuinely comfortable with different learning formats, despite varying levels of success with them.

When it comes to evaluating and assessing students, it is easy for only the best and the worst to stand out, while everyone in the middle gets lost in the shuffle. To avoid this, I do my best to keep records of individual students' progress. In addition to helping students understand and successfully complete requisite assignments, I try to create many opportunities for live practice and feedback, which helps assess if students are absorbing and retaining material. Rather than a small handful of students answering questions, I try to ensure that every student has the opportunity to participate in group discussions.

# STATEMENT OF TEACHING PHILOSOPHY

Overall, I have a strong interest in promoting multidimensional literacy and inclusivity. I excel at making creative learning materials and experiences that foster collaboration. I aim to provide opportunities for all students to shine, and I am diligent and fair in assessing achievements. As a lifelong learner, I view teaching/learning as a continuum and believe that it is important to create positive, collaborative learning environments that future generations would want to inhabit.

# COURSE DESIGN ENCS 272 COMPOSITION AND ARGUMENTATION FOR ENGINEERS

## INTRODUCTION

I INTRODUCED COMPOSITION AND ARGUMENTATION WITH A DISCUSSION OF ETHICS AND AI. STUDENTS BROKE INTO GROUPS FOR ICE BREAKERS AND USED THE MIT MORAL MACHINE. THE GOAL WAS FOR STUDENTS TO GET TO KNOW EACH OTHER AND GAIN A BASIC UNDERSTANDING OF THE COURSE CONTENTS. THIS WAS MEASURED THROUGH VERBAL FEEDBACK AND INFORMAL GROUP PRESENTATIONS.

## RESEARCH QUESTIONS PROBLEM & THESIS STATEMENTS

I LECTURED ON THESIS STATEMENTS AND RESEARCH METHODS, WE CONTINUED OUR DISCUSSION ON ETHICS, ACADEMIC INTEGRITY, LLMS, AND CHAT GPT. STUDENTS READ READINGS ON LOGIC AND THE NEW YORK TIMES ARTICLE "BING'S AI CHAT: 'I WANT TO BE ALIVE'", STUDENTS CHOSE GROUPS FOR A MAJOR PROJECT (A RECOMMENDATION REPORT), WE MADE A COMMUNITY AGREEMENT TOGETHER, AND WENT OVER HOW TO WRITE AN ANNOTATED BIBLIOGRAPHY. IN TUTORIALS, STUDENTS WORKED ON AUDIENCE ANALYSIS.

**LEARNING GOALS;** BE ABLE TO WRITE EFFECTIVE RESEARCH QUESTIONS, PROBLEM STATEMENTS, AND THESIS STATEMENTS; FIND SOURCES TO SUPPORT RESEARCH; UNDERSTAND THE IMPORTANCE OF AUDIENCE AND HOW TO TAILOR WRITING TO DIFFERENT AUDIENCES.

**ASSESSMENT:** STUDENTS WROTE A SHORT READING RESPONSE TO THE ARTICLE. INFORMAL FEEDBACK WAS GATHERED AS STUDENTS USED POLLS EVERYWHERE TO CREATE A COMMUNITY AGREEMENT. STUDENTS COMPLETED AN AUDIENCE ANALYSIS ACTIVITY (INCLUDED BELOW) AND BEGAN ANNOTATED BIBLIOGRAPHIES (FOR PEER REVIEW IN LATER TUTORIALS).

## PERSUASION, PERSUASIVE PROOFS, FALLACIES

I LECTURED ON LOGOS, ETHOS, AND PATHOS, USING LOGIC, AND TAUGHT FALLACIES USING TRUMP QUOTES (SAMPLE INCLUDED BELOW). I ALSO LECTURED ON THE MODEL OF COMMUNICATION AND WE WATCHED AN ANIMATED VIDEO ON REASONING AND A TED-ED CARTOON ON MISCOMMUNICATION. IN THEIR GROUPS, STUDENTS CHOSE THEIR RECOMMENDATION REPORT TOPICS BASED ON AN ENGINEERING PROBLEM THEY FELT PASSIONATE ABOUT SOLVING.

**LEARNING GOALS:** BECOME FAMILIAR WITH METHODS OF PERSUASION, INCLUDING ARISTOTELIAN APPEALS, SYLLOGISMS AND ENTHYMEMES; LEARN THE DIFFERENCE BETWEEN INDUCTIVE AND DEDUCTIVE REASONING AND WHAT MAKES AN ARGUMENT VALID/STRONG/COGENT; BASIC UNDERSTANDING OF THE COMMUNICATION PROCESS (NOISE, FEEDBACK, CHANNELS).

**ASSESSMENT:** STUDENTS PRACTICED REASONING THROUGH STRUCTURED DEBATES (PRO/CONS OF THEIR RECOMMENDATION REPORT TOPICS-SEE ACTIVITY BELOW). UNDERSTANDING WAS ALSO ASSESSED THROUGH INFORMAL DISCUSSION.

# COURSE DESIGN CONTINUED

## PARAPHRASING, STRUCTURE & GRAMMAR, REFERENCING

I LECTURED ON PARAPHRASING, HOW TO WRITE A DEFINITION, PARAGRAPH AND SENTENCE STRUCTURE, COMMON GRAMMAR ERRORS, AND REFERENCING. I ALSO LECTURED ON TECHNICAL REPORTS AND SHARED DETAILED RECOMMENDATION REPORT INSTRUCTIONS. WE READ THE ABC ARTICLE "DEAD WHITE MAN'S CLOTHES", REVIEWED MATERIAL THROUGH A DISCUSSION OF FAST FASHION AND LANDFILL IN GHANA, AND WENT OVER HOW TO WRITE A RHETORICAL ANALYSIS. IN TUTORIALS, STUDENTS CONTINUED THE ARTICLE DISCUSSION AND WORKED ON A RHETORICAL ANALYSIS OUTLINE (INCLUDED BELOW). WE ALSO PLAYED THE ESL GAME 'ALIBI' AND PLAYED WITH ONLINE PARAPHRASING TOOLS AND PLAGIARISM CHECKERS.

**LEARNING GOALS:** UNDERSTAND HOW TO PARAPHRASE AND CITE MATERIAL AND WHAT PLAGIARISM IS; BE ABLE TO SUMMARIZE MATERIAL AND WRITE A BASIC DEFINITION AND RHETORICAL ANALYSIS; LEARN HOW TO STRUCTURE A REPORT; IMPROVE STRUCTURE AND GRAMMAR THROUGH AN INCREASED AWARENESS OF COMMON MISTAKES,

**ASSESSMENT:** STUDENTS COMPLETED A PARAPHRASING DEFINITIONS EXERCISE, RHETORICAL ANALYSIS OUTLINE, AND ANNOTATED BIBLIOGRAPHY GOOD DRAFT; UNDERSTANDING WAS ALSO INFORMALLY ASSESSED THROUGH GROUP ACTIVITIES, GAMES, AND DISCUSSIONS. STUDENTS CONTINUED PRACTICING PARAPHRASING BY CREATING A CLASS GLOSSARY ON MOODLE.

## ABSTRACTS & EXECUTIVE SUMMARIES, USING VISUALS, PRESENTATION SKILLS, & REVIEW

I LECTURED ON HOW TO WRITE ABSTRACTS AND EXECUTIVE SUMMARIES. WE COVERED WHAT MAKES A GOOD PRESENTATION AND STUDENTS DID GROUP WORK ANALYSING FAMOUS PITCH DECKS. I DID A PETCHA KUTCHA ON HOW TO USE AND CITE DIFFERENT TYPES OF VISUALS AND TOUCHED ON WEB ACCESSIBILITY. WE WENT OVER PETCHA KUTCHAS AND RECOMMENDATION REPORT PRESENTATION INSTRUCTIONS. STUDENTS READ READINGS ON ABSTRACTS AND SUMMARIES AND VISUALS. IN TUTORIALS, STUDENTS WORKED ON THE GLOSSARY AND A GAME AS REVIEW FOR THE TEST AND LEARNED HOW TO WRITE A MEMO OF TRANSMITTAL (FOR THE RECOMMENDATION REPORT).

**LEARNING GOALS;** BE ABLE TO WRITE EFFECTIVE ABSTRACTS AND EXECUTIVE SUMMARIES AND UNDERSTAND THE DIFFERENCE BETWEEN THE TWO; BE ABLE TO USE VISUALS TO ENHANCE A READER'S UNDERSTANDING; LEARN WHICH VISUALS ARE BEST FOR DIFFERENT CONTEXTS AND HOW TO APPROPRIATELY STRUCTURE AND CITE THEM; LEARN HOW TO WRITE A MEMO, LEARN STUDY SKILLS FOR TEST REVIEW.

**ASSESSMENT:** STUDENTS COMPLETED A TEXT TO VISUALS EXERCISE (CONVERTING TEXT TO A GRAPH, CHART, TABLE, AND CONCEPTUAL VISUAL), RHETORICAL ANALYSIS GOOD DRAFT, MEMO OF TRANSMITTAL, AND DID GROUP WORK. AN IN-CLASS EXAM OF MULTIPLE CHOICE, TRUE/FALSE, AND SHORT ANSWER QUESTIONS COVERED ALL MATERIAL LEARNED SO FAR (SAMPLE INCLUDED BELOW).



# COURSE DESIGN CONTINUED

## RECOMMENDATION REPORTS AND WRAP-UP

STUDENTS ENGAGED IN PEER REVIEWS OF ROUGH DRAFTS OF THEIR RECOMMENDATION REPORTS AND DID GROUP PRESENTATIONS TO PRESENT THEM. THEY GAVE EACH OTHER FEEDBACK ON THEIR PRESENTATIONS AND ME FEEDBACK ON THE COURSE. AT THE END OF THE SEMESTER, THEY HANDED IN GOOD DRAFTS OF THEIR REPORTS. IN TUTORIALS, THEY DID PETCHA KUTCHAS.

**LEARNING GOALS:** UNDERSTAND HOW TO WRITE A FORMAL REPORT AND PRESENT AND DEFEND THE FINDINGS OF RESEARCH. PRACTICE GIVING SOLO AND GROUP PRESENTATIONS. PRACTICE GIVING CONSTRUCTIVE FEEDBACK.

**ASSESSMENT:** GROUP PRESENTATIONS AND SLIDES, SOLO PETCHA KUTCHAS, WRITTEN FEEDBACK FORMS, ORAL FEEDBACK, WRITTEN PEER REVIEWS,

## REQUIRED READINGS

Beer, D.F. & McMurrey D.A. (2019). Chapter 7: Constructing engineering tables and graphics. *A Guide to Writing As an Engineer*. Wiley.

Besser, L. (2021, October 21). Dead white man's clothes. Australian Broadcasting Corporation. <https://www.abc.net.au/news/2021-08-12/fast-fashion-turning-parts-ghana-into-toxic-landfill/100358702>

Milano, S., McGrane, J.A. & Leonelli, S. (2023). Large language models challenge the future of higher education. *Natural Machine Intelligence*, 5, 333–334. <https://doi.org/10.1038/s42256-023-00644-2>

Northey, M., Jewinski, J., and Trivett, A. (2021). Chapter 8: Writing summaries and abstracts. *Making Sense: Engineering and Physical Sciences: A Student's Guide to Research and Writing*. Oxford University Press.

Purdue University. (n.d.). Using Logic. Purdue Online Writing Lab. [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/logic\\_in\\_argumentative\\_writing/using\\_logic.html](https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/using_logic.html)

Roose, K. (2023, February 17). Bing's A.I. chat: 'I want to be alive'. *The New York Times*. <https://www.nytimes.com/2023/02/16/technology/bing-chatbot-transcript.html>

# SAMPLES OF LEARNING MATERIALS

## AUDIENCE ANALYSIS EXERCISE FOR TUTORIALS

1. Make personas for two very different types of audience.
2. Write a product description for each of the audience types, for one of the following items:
  - Model-T Ford
  - Gutenberg printing press
  - Satellite TV
  - Beeper
  - Aluminum foil
  - Original Pop-Rocks candy
3. Before writing your descriptions, be sure to research your audiences and product. Each product description should be a maximum of one paragraph long, and should persuade the audience to make, buy, or endorse the product.
4. After you have written the two product descriptions, write a brief paragraph to compare and contrast how and why your descriptions differ for the two audience types.

## I ASKED STUDENTS TO GUESS THE FALLACY THAT MATCHED THE TRUMPISM - REVEALING THEM ON THE SLIDES BELOW THROUGH AN ANIMATION

Post hoc  
ergo propter  
hoc/false  
cause

“Healthy young child goes to doctor, gets pumped with massive shot of many vaccines, doesn’t feel good and changes - AUTISM. Many such cases!”

— Trump, Twitter

(Alidina, 2014)

# SAMPLES OF LEARNING MATERIALS

Slippery slope

“This week it’s Robert E. Lee. I notice that Stonewall Jackson’s (statue is) coming down. I wonder is it George Washington next week, and is it Thomas Jefferson the week after?”

— Trump

(Altschuler, 2019)

Hasty generalization

“Windmills are the greatest threat in the US to both bald and golden eagles. Media claims fictional ‘global warming’ is worse.”

— Trump, Twitter

(Alidina, 2014)

# SAMPLES OF LEARNING MATERIALS

## IN-CLASS DEBATE ACTIVITY

1. In your recommendation report groups, take some time to discuss your topics. What is a possible problem you might solve? Choose a problem. Choose a possible solution.
2. Divide into two teams (within your group) to debate for and against the solution.
3. Each side (for and against) should prepare a two-minute opening statement. The premises of your argument should lead to the conclusion.
4. Debate! (15-minute time limit)
  - Pro position (3 minutes opening statement for the solution)
  - Con rebuttal (2 minutes)
  - Con position (3 minutes opening statement against the solution)
  - Pro rebuttal (2 minutes)
  - Both sides take turns asking the opposing side questions (3 minutes)
  - Closing remarks (each side gets 2 minutes)
5. Debrief. Were your arguments valid and strong? Is there a winner?

## RHETORICAL ANALYSIS ACTIVITY/OUTLINE FOR TUTORIALS

### PART ONE:

How does the author(s) use inductive reasoning?  
How does the author(s) use deductive reasoning?  
How does the author(s) use rhetorical appeals (logos, pathos, ethos)?  
What is the author(s) main claim/central argument?

What are three key premises of the article?  
Analyze three quotes/paraphrases from the article (1 per premise):  
Quote/paraphrase #1  
Analysis of quote/paraphrase #1  
Quote/paraphrase #2  
Analysis of quote/paraphrase #2  
Quote/paraphrase #3  
Analysis of quote/paraphrase #3

Do you agree with the author(s)' position on the issues? Why?  
Are there any fallacies present or aspects of the article that might lead to miscommunication? If so, please describe them and explain how they might negatively impact the audience. If not, please explain why you believe the author(s)' reasoning is valid/sound/strong/cogent.

### PART TWO

Make a point-form outline of the main points you will cover in your rhetorical analysis.  
Introduction  
Thesis Statement  
Body  
Conclusion

# SAMPLES OF LEARNING MATERIALS

## **ANNOTATED BIBLIOGRAPHY RUBRIC**

Annotated bibliographies were graded by TAs using the following rubric:

### **ANALYSIS - 30%**

**Relevance to topic:** annotated bibliography includes a brief introduction that explains the topic chosen for the recommendation report, and how the student's research fits into the big picture; each of the summaries of the three sources chosen also explains their relevance to the topic.

**Reasoning:** student clearly explains their rationale for selecting the source.

**Summaries:** provides background information about the source; summarizes the goal of the research and its significance and scope; identifies the thesis/hypothesis/research questions; briefly explains the research methods; states the results/findings and limitations.

### **STRUCTURE - 30%**

**Summary:** paragraphs are organized in a logical manner; each paragraph begins with a topic sentence and contains supporting evidence; and ends with a concluding sentence that sums up the paragraph.

**Document formatting:** the introduction and each one-two paragraph source review is a maximum of 200 words each (800 words total). The document has a title, the date, the course, and the student's name. It is written in 11- or 12-point plain font (e.g., Times New Roman); and contains minimal formatting errors.

### **LANGUAGE - 10%**

**Persuasion:** makes effective use of persuasive language.

**Usage:** is written in the third person; uses concise and precise language (avoids unnecessary language and wordiness); contains minimal errors in word choice and word order; maintains a formal, objective, academic tone.

### **GRAMMAR/SPELLING - 10%**

**Usage:** contains minimal grammar/spelling errors; avoids run-on sentences and comma splices; maintains a consistent verb tense; uses the correct plural or singular forms of words; correct use of articles ('the/an/a'), prepositions (e.g., 'in, on' etc.), and conjunctions (e.g., 'and, but'); uses punctuations where appropriate (e.g., commas, semicolons, etc.).

### **USE OF SOURCES - 20%**

**Quotes and paraphrasing:** effective use of direct quotes; other information is paraphrased in the student's own words.

**Citations:** (unlike other academic writing) the review of each source begins with the publishing information; each source is in alphabetical order and correctly and consistently formatted according to Concordia's APA style guidelines.

# SAMPLES OF LEARNING MATERIALS

## IN-CLASS TEST - SAMPLE OF TEST QUESTIONS

### Section One - Multiple choice and true or false

1)How may students use the text outputs of ChatGPT in composition courses at Concordia?  
(Select the best answer.)

- a)Edit a summary provided by ChatGPT; give an oral or written critique of the output and/or its perspective; fact-check an output; generate topics, discussion questions, or definitions for analysis; use as an example in larger discussions about AI.
- b)Fact-check an output; write a summary; edit a summary provided by ChatGPT; generate topics, discussion questions, or definitions for analysis; use as an example in larger discussions about AI; give an oral or written critique of the output and/or its perspective.
- c)Edit a summary provided by ChatGPT; give an oral or written critique of the output and/or its perspective; generate topics, discussion questions, or definitions for analysis; use as an example in larger discussions about AI.
- d)Give an oral or written critique of the output and/or its perspective; fact-check an output; generate topics, discussion questions, or definitions for analysis; use as an example in larger discussions about AI.

2)True or false? The following statement is a claim of policy. (Circle true or false.)  
Coal should be replaced with more sustainable energy sources.  
True/False

3)What does the acronym PEEL in the PEEL method stand for? (Select the best answer.)

- a)Point, evidence/examples, explain, lead.
- b)Point, evidence/examples, explain, link.
- c)Point, evidence/examples, explain, learn.
- d)Point, evidence/examples, explain, limit.

4)Is the following statement true or false? (Circle true or false.)

Quoting without citation, paraphrasing without citation, and using others' ideas without citation are the three main types of plagiarism.

True/False

9)True or false? The following argument is an enthymeme. (Circle true or false.)

Premise 1: All cats are felines.

Premise 2: All felines are mammals.

Premise 3: All mammals are vertebrate animals.

Conclusion: All cats are vertebrate animals.

# SAMPLES OF LEARNING MATERIALS

## IN-CLASS TEST QUESTIONS

### Section Two - Short answer

1) Describe one possible ethical and one possible unethical use of Generative AI in universities.

2) Write a two-sentence definition of the word "board" that includes the following elements: term, class, qualifier, extension.

4) Is the following an example of inductive or deductive reasoning? Why?

The results of the qualitative study conducted by Smith and Wong indicate that there may be a correlation between technology use and mental health.

6) Provide examples of "ethos," "logos," and "pathos" from the excerpt of the article "Dead White Man's Clothes" below. Include a brief explanation of why each quote is an appropriate example of the term. Include in-text citations for the quotes using the publishing information provided.

The work is far from lucrative — Iddrisu earns about \$4.50 a day. It's also notoriously hazardous; everyone seems to know a woman who has suffered a grave injury.

"Some of them get severely injured and they are sent back to the north because they can't do the job again," Iddrisu said. "When they get there, they're unable to do any work because of the injuries."

Still, Iddrisu credits the second-hand clothing industry with helping her find employment. And there are many who would agree. The local used-clothing dealers' association claims the industry has created 2.5 million jobs — a figure as plausible as it is impossible to verify.

Besser, L. (2021, October 21). Dead white man's clothes. Australian Broadcasting Corporation. <https://www.abc.net.au/news/2021-08-12/fast-fashion-turning-parts-ghana-into-toxic-landfill/100358702>

# SAMPLES OF LEARNING MATERIALS

This course just finished, so the results of the official course evaluations are not ready yet, but the charts below illustrate the results of an informal web evaluation conducted anonymously through Moodle. It was my first course. I believe the main area for improvement was my being nervous lecturing for the first time and explaining things too quickly or not as well as I might have. However, around half those surveyed still rated these areas highly. One of the main strengths, and the area I am most pleased with, was the course design seemed to go over well,

