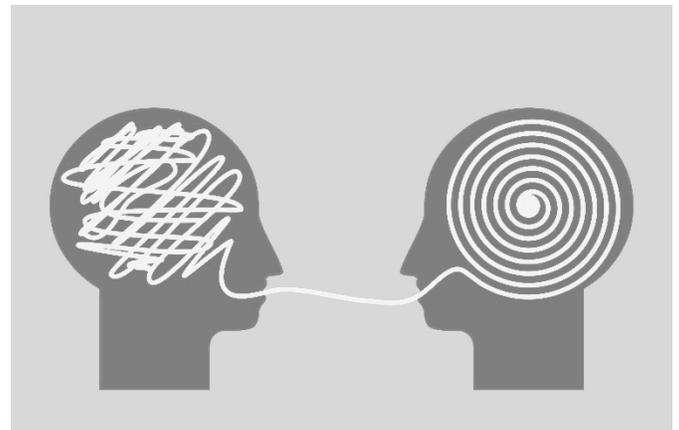
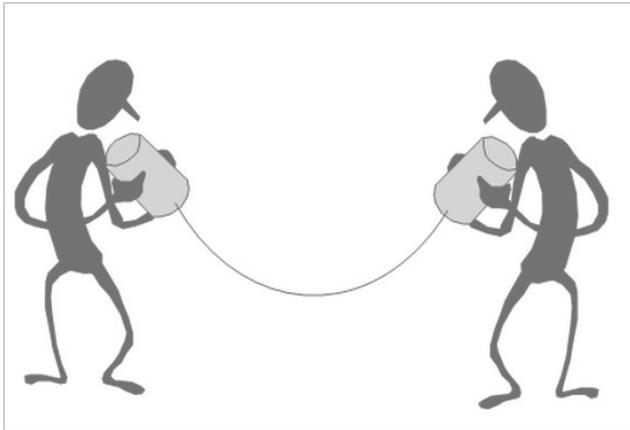


ENSTU 300: Critical Thinking & Communication in Environmental Studies
Fall 2017
Mondays and Wednesdays, 4:00-5:50 p.m.

We are drowning in information while starving for wisdom. The world henceforth will be run by synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely – E.O. Wilson



Instructor Office Hours

Dr. Tori Derr, Assistant Professor, Environmental Studies, School of Natural Science
Office Hours: Mondays and Wednesdays 12-1 p.m. OR BY APPOINTMENT**

Email: vderr@csumb.edu

Office: Chapman Science S307, phone: 831.582.4697

Cell Phone: 720.331.2706 – text or call for emergencies or meetings

**I understand busy schedules and have one myself, so office hours can be in person at my office, the library, Peets or Starbucks coffee, or another pre-determined place, or conducted over the phone or via Zoom. Please just set this up with me in advance. My regularly scheduled hours will be in my office, in Chapman S307.

Course Description

Welcome to ENSTU 300! This course will develop your critical thinking and communication skills and prepare you for your upper-division work in your major and future career. This course is a seminar and workshop: rather than being presented with information in a lecture format, you will participate in writing activities, workshops, and discussions. Central to your work this semester will be the identification and critical examination of a local issue that also has global significance (for example, while fracking is a local issue, it is also of global significance). The issue you select must also involve multiple stakeholders with different perspectives on the issue that you will respond to. Throughout the semester, you will develop and write a paper (a minimum of 3500 words in length) that presents and analyzes background information, the positions of different

stakeholders, policy options, and your own informed and justified recommendations for how to respond to the issue. Finally, in this course you will begin the development of an Eportfolio that will include your course paper as well as your reflections on critical thinking. You also will begin developing a statement describing your personal and professional goals, and write a professional cover letter and resume for a position of interest that reflects your career goals.

Some Thoughts on Communication: Thinking, Speaking, Writing, Revising

Thinking critically and effectively communicating these thoughts are essential for any profession. Many environmental problems are “wicked” problems – in that they are complex, multi-faceted, inter-connected with other problems, and therefore, hard to solve. Thus communication about them requires time, care, and a dedication to reflecting and revising – both our thinking and our words. To hone these skills we will practice. A lot. Reflecting, providing feedback, and revising our own work will help us become better communicators, better thinkers, and better problem solvers. For each written work we produce, we will submit a draft, receive in class feedback, and revise. We will practice oral communication in mini-presentations and small group discussions, prepare for interviews and formal presentations. And we will provide peer review throughout the course, for, in the words of author Steve Almond:

To look at the work of your peers, and learn how to explain with kindness and precision, the nature of their mistakes is, in fact, how you will learn to diagnose your own work.

Receiving feedback can be hard; many writers describe their work as a part of themselves. Thus, writing and providing feedback require an open-mind, thoughtful and kind words, and an understanding that through feedback, we grow – as thinkers, writers, communicators, and problem-solvers. As your instructor, I will provide structure and processes to support this growth. As students, I invite you to participate with an open mind and to stretch your thinking and growth.

Learning Outcomes

Successful completion of this course will lead to:

1. Advancement of critical thinking, oral and written communication skills
2. Ability to meet CSUMB’s Graduate Writing Assessment Requirement (GWAR)
3. Completion of a 12+ page paper that employs critical thinking about a complex environmental/social issue
4. More clearly defined professional goals
5. Creation of a professional Eportfolio

Graduation Writing Assessment Requirement (GWAR)

The California State University system requires that you pass a Graduate Writing Exam before you may graduate. Successful completion of ENSTU 300 with a grade of "C" fulfills GWAR. To fulfill GWAR, you must demonstrate competency in the following outcomes:

Outcome 1 – Comprehend and Interpret Multiple Perspectives: Students demonstrate the ability to understand information, ideas, and insights presented by diverse authors through written, oral, visual, and electronic means of communication and explain its significance at an advanced collegiate level.

Outcome 2 – Analyze Multiple Perspectives: Students demonstrate the ability to effectively and ethically analyze multiple perspectives in pursuit of sound decision making.

Outcome 3 – Evaluate Multiple Perspectives: Students demonstrate the ability to effectively and ethically evaluate multiple perspectives in pursuit of sound decision making.

Outcome 4 – Make and Justify Decisions: Students demonstrate the ability to integrate reason and communication in pursuit of sound decisions.

Outcome 5 – Communicate Orally and in Writing: Students demonstrate the ability to use written and oral communication ethically and effectively at an advanced collegiate level.

Course Materials

Required Materials

- Text: Layzer, Judith. A. 2016. *The Environmental Case: Translating Values into Policy*, 4th Edition. Sage Press.
- Budget for printing drafts – 50-100 pages for the semester

Recommended Materials

- William Strunk and E.B. White. *The Elements of Style*, 4th Edition. Pearson.
- Colored pen(s) for marking texts in class – can be any color except black
- Laptop or tablet for in-class assignments and writing (let me know if this is an issue for any of you)

Course Expectations

- Come to class prepared and ready to actively participate: this includes bringing all required materials as well as completing all readings and assignments **prior to class**
- Support a distraction-free environment. Technology can lead to many distractions and detract from your own learning environment and that of your peers. Therefore, I ask that computers be used only for designated purposes and cell phones be silenced or off during class time. Because this is important in creating a positive

learning environment for all, students using technology for non-learning purposes (texting, social media, other assignments, etc.) may be marked absent.

- Navigate the iLearn website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on iLearn.
- Follow course and university policies (as noted in the syllabus)
- Proactively communicate with the instructor about any difficulties or challenges. Life happens, every day and in many ways. Our challenge is to communicate so that we can arrive at the best strategies to help you success in times of challenge.

An average student expecting a B or B- in ENSTU 300 should plan to spend at least 12 hours per week on this course: 4 hours in class, writing workshops, or small group meetings and 8 hours outside of class working independently (e.g. doing readings, library research, conducting interviews, etc.). If reading and writing is a slow process for you, then you may need to allocate more than 12 hours/week to the class. Some weeks will require more effort than others, so work steadily and plan ahead.

Writing ability: Please spell-check, edit, read your work out loud and/or have others read your work PRIOR to submitting it. [The Cooperative Learning Center](#) at CSUMB (formerly ASAP) is here to help you with your writing skills. You will be completing a basic assessment of your writing mechanics skills at the beginning of the semester. Extra work may be suggested for you based on this assessment.

Late or incomplete work: If you miss a class, you may make-up the in-class participation assignments, as these are designed to support your learning and bigger assignments. However, because of the workshop format of many of our classes, we as a class rely on each other to come to class prepared. For this reason, late assignments and incomplete work will be penalized by one full letter grade per day late. If you are having difficulty meeting deadlines, please schedule an appointment with me so that we can strategize how to best be accountable to yourself and your peers.

Absences: Excused absences are for death, illness documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance.

Course Grading

1. Attendance and participation	20%
Attendance (3%)	
Participation Activities (7%)	
Layzer Assignments, 5 @ 2% each (10%)	
2. Paper Development	70%
4% Outline with Scientific Background*	
4% Position Statement*	
8% Interviews	
10% Policy Analysis Draft*	
9% Writer's Workshops	

20% Policy Analysis Final (passing grade required to pass the class)
 15% Oral presentation

3. E-Portfolio 10%

Assignments with an asterisk require submission of a draft for in-class review and a revision. Each of these assignments and associated grades will be broken into sub-units: 30% for the on-time draft submission, 10% for attendance for in-class review, and 60% for the revised draft.

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	59.99% or lower

[Detailed Schedule and Assignments](#)

This is my best effort at a detailed schedule, but it may be subject to change. Assignment deadlines are firm, but I may change readings or in class work as the semester progresses. I will give updates in class and on iLearn to any schedule changes.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
1 W, 8.23		Introduction to Course/Syllabus
2 M, 8.28	Writer of the Month on iLearn – Sherman Alexie Personal Reading Histories	Reader’s Apprentice Workshop Reading in your discipline
2 W, 8.30	Read “Classify Plastic Waste as Hazardous” from iLearn – what are the authors advocating? How are they doing this?	Mapping content to papers Write a draft “position” for an environmental topic
3 M, 9.4	No Class: Labor Day	
3 W, 9.6	Writer of the Month due on iLearn – Diane Glave Look at 2 example EPortfolios – identify what is done well and what could be stronger. Submit to iLearn	ePortfolio introduction: Personal Mission Statement

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
4 M, 9.11	Read Layzer, Chapter 1 Submit summary of key points, by chapter section	Read 2 short selections In-Class Discussion Begin identification of claim types Identifying Claim Types
4 W, 9.13	Read assigned sample paper Submit 3 potential topics for your paper – with draft normative claims for each	Paper Presentations World Café on topic selection
5 M, 9.18	Read Layzer, Chapter 3 Focus on introduction and background Submit written summary of introduction and background – key points covered in each paragraph	Review sample introductions and background sections Discuss components of background section – strengths and weaknesses Generate framework for model introduction
5 W, 9.20		Library Session I: Background
6 M., 9.25	Begin developing outline and preparation of assignment for next class	In Class: Review of peer sample papers – background
6 W, 9.27	Submit outline and detailed background paragraphs with 5 sources integrated	In class workshop: Peer review of background
7 M, 10.2	Complete a General Paper Outline Take on-line survey	Library Session II: Policy
7 W, 10.4	Research at least 2 policies for your paper – state or federal level and summarize them in 2 well-developed paragraphs Writer of the Month assignment due on iLearn – Barry Lopez Submit ePortfolio draft – must include personal statement and core competencies – by Saturday, 10.7	Peer review of policies ePortfolio session 2: core competencies Writer of the Month

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
8 M, 10.9	Flipped Classroom: Watch Wangari Maathai film, Taking Root, and complete stakeholder worksheet – submit on iLearn prior to class	Stakeholder Workshop Brainstorm stakeholders Introduce Interview Assignment
8 W, 10.11	Read Layzer Chapter 8, focus on stakeholders. Submit stakeholder worksheet prior to class.	Stakeholder Workshop, Part II – identifying and expanding stakeholders for your topic
9 M, 10.16	Read TNC article: <i>How Collaboration can save the CO River</i>	Interviewing Mini-Presentations Review Interview Assignments
9 W, 10.18	Detailed introduction, history, background, and policy due via iLearn. Must include at least 10 sources. Come to class and provide feedback to your peers.	Writers' workshop
10 M, 10.23	Read sample stakeholder section	Discuss stakeholder sections
10 W, 10.25		ePortfolio: Professional Statements and Resumes
11 M, 10.30	Interview 1 Due	Interviews revisited
11 W, 11.1	Read Layzer Chapter 5 Submit analysis of policy options and recommendations/analysis	Developing alternatives and policy options Review position statements
12 M, 11.6	Writer of the Month assignment due on iLearn – Allegra Goodman Read the Forest Guild position statement on the 2018 Farm Bill	Developing alternatives and policy options Draft and submit policy analysis table
12 W, 11.8	Interview 2 Due Submit position paper Read sample discussion section	Writer's Workshop

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
13 M, 11.13	Oral Presentations – Group 1 (see assignments on iLearn)	Peer Review of Oral Presentations
13 W, 11.15	Oral Presentations – Group 2 (see assignments on iLearn)	Peer Review of Oral Presentations
14 M, 11.20	No Class: Fall Break	
14 W, 11.22	No Class: Fall Break	
15 M, 11.27	Read Layzer, Chapter 17	Recommendations and Conclusions ePortfolio: Policy Reflection workshop and Professional statements
15 W, 11.29		Guest Speaker: Josh Madeira, Federal Policy Manager at Monterey Bay Aquarium
16 M, 12.4	First Draft Due	
16 W, 12.6	Peer Review Due	Writer’s Workshop Revising and Proofing of Paper
17 M, 12.11	2 Peer Reviews Due	Writer’s Workshop Revising and Proofing of Paper Anonymous Course/Instructor Evaluation
17 W, 12.13	Final EPortfolio Due	Revising and Proofing of Paper Plus/Delta Course Evaluation - Group
18 M, 12.18	Final Paper Due	

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. [Academic Integrity](#). Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold

and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to:
<http://policy.csumb.edu/site/x20830.xml>

To help you develop good writing skills, submit your assignments to Turnitin via iLearn for the draft and final policy papers. Turnitin.com is an electronic resource that compares your writing to internet sources and a comprehensive database of other papers (including other students' work). It creates an originality report identifying which parts of your work match other sources. If you submit your essays early, you can revise your work by adding appropriate sources or revise text to avoid using a different author's language. All work submitted to Turnitin.com will be retained as source documents in the Turnitin.com reference database and used solely for the purpose of detecting plagiarism in other papers.

2. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
3. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
4. **Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.

5. **Integration of Technology.** In keeping with the CSUMB vision statement, which says: “The University will invest in preparation for the future through integrated and experimental use of technologies,” this course will require the application of technology to solve problems and create material relevant to our discipline. It is the responsibility of each student to fully understand the required technology and how to use it to complete assignments for this course. There are a variety of campus resources provided to help students enhance their technology skills and you are encouraged to take advantage of these opportunities as needed. A summary of the required skills in this course is provided below:

Course Submission	Technology-Related Skills
Submit a policy analysis paper	Conduct research using multiple databases and search engines; generate text in the paper template format; insert appropriate supporting figures, images, and tables that are aligned and visually coherent
Prepare an oral presentation	Create a new presentation using a template; generate a cohesive design; identify relevant supporting images
Create an ePortfolio	Create a website using platform templates; generate a cohesive design on multiple pages; generate relevant visual and text content that can be revised and refined over time

For more information on technology support:

- Visit [Atomic Learning](#)
- Contact [Collaborative Learning Center Tutoring](#), Library 2nd floor, 582-4104, clc@csumb.edu
- Register for Atomic Learning via iLearn

6. **Center for Student Success (CSS).** CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
7. **Cooperative Learning Center (CLC).** CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent

learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.

8. **Personal Growth and Counseling Center.** The Personal Growth and Counseling Center promotes mental health of CSUMB to help you achieve student success. If you are struggling with personal issues that are interfering with your school, work, or life, please stop by the center (and please also communicate with me if you are having trouble meeting course requirements due to personal issues!) Counseling_center@csumb.edu or (831) 582-3969 or Health and Wellness Services Building (Building 80).
[Personal Growth and Counseling Center Online Screening Program](#)
[Personal Growth and Counseling Center Homepage](#)
9. **Collection of Student Work.** CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.