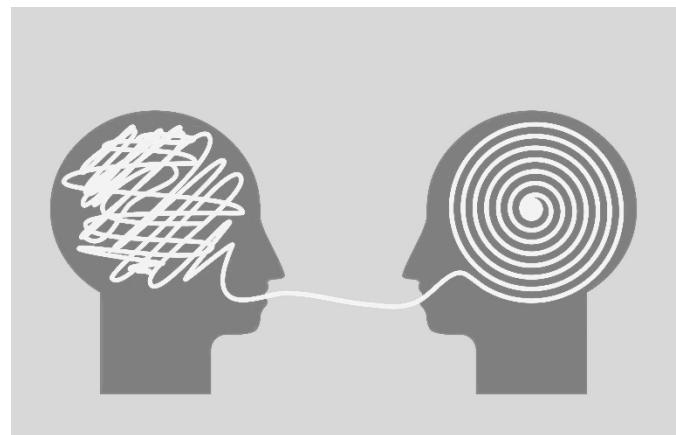
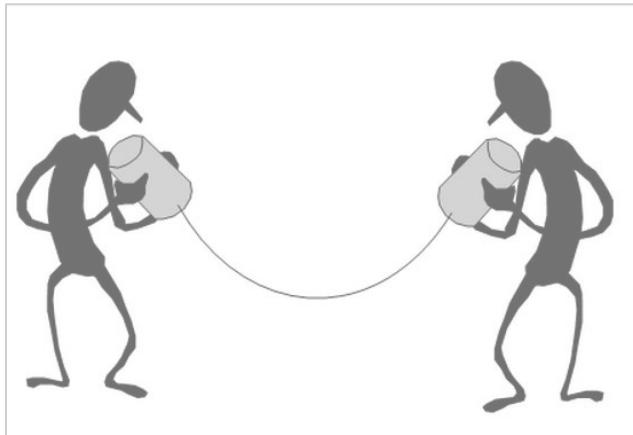


ENSTU 300: Critical Thinking & Communication in Environmental Studies

Fall 2019, Mondays and Wednesdays, 4:00 p.m. – 5:50 p.m.

Mondays meet in Chapman S119; Wednesdays meet in Chapman E105

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: Thursdays and Fridays 12-1 p.m. OR BY APPOINTMENT

Email: vderr@csumb.edu

Office: Chapman Science S307, phone: 831.582.4697

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 recommendation 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, a statement describing your personal and professional goals, and resume.

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

The ability to think critically and to effectively communicating these thoughts is 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. We will employ writing as a means of communicating ideas as well as for generating new knowledge. We will utilize oral communication in mini-presentations and small group discussions as well as formal presentations as a means to develop our thinking and writing. 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.

Course Catalog Description

Students develop critical thinking skills in conjunction with library research, reading, listening, and speaking skills needed to understand and analyze complex social and environmental controversies and promote societal awareness, engagement, and sound decision making. [(Prereq: (GE Area A1 and A2 and A3) and BIO 230 with a C- or better) and (Prereq or Coreq: ENSTU 280 or ENVS 284)]. 4 units.

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:

Reading

1. Adapt strategies for reading according to disciplinary purpose and context
2. Read to comprehend, analyze, and evaluate disciplinary texts

Writing

1. Adapt strategies for drafting, collaborating, and revising according to disciplinary purpose and context
2. Adapt content and style to audience, purpose, and context

3. Select and apply appropriate disciplinary genre conventions for content, development, structure, paragraphing, tone, and mechanics
4. Choose and use sources according to appropriate disciplinary criteria

In ENSTU 300, 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. Specific focus will be given to analyzing and evaluating multiple perspectives in pursuit of sound decision-making.

Strategies to Achieve Learning Outcomes

In order to achieve the GWAR outcomes, students in this course will:

- Learn research skills for identifying a variety of sources, including peer-reviewed journals in the social and natural sciences, primary and secondary sources of policy and policy analysis, and periodicals and trade publications that reflect stakeholder perspectives.
- Learn to read more difficult texts closely and critically and to use them as models for writing projects.
- Improve their ability to manage the writing process to suit the task and situation, including more advanced skills in planning, drafting, revising and editing.
- Improve their ability to frame and analyze a topic or problem, conduct independent research, evaluate sources, and interpret and integrate information and ideas appropriately from oral and written sources.

Course Assignments

Reading Summaries: To prepare you to read and evaluate disciplinary texts including peer-reviewed journal articles, policy analysis, and environmental and science media, you will generate a series of five 300-word reading summaries. These assignments also serve to develop writing summary skills.

Fact Sheets: A “Fact Sheet” is a short report that summarizes and synthesizes current scientific knowledge, policy, or perspectives on a topic. Government agencies, universities, and non-profit organizations in the environmental field produce fact sheets as a means of providing the general public with access to easily-accessible information about a topic. In this course, you will write Fact Sheets for two purposes: i) to become familiar with this form of disciplinary writing; and ii) to succinctly synthesize research on your chosen topic. These Fact Sheets will also prepare you to write your final paper. You will showcase fact sheets as well as your final paper on your ePortfolio. You will generate four fact sheets that will synthesize scientific background (750-1,000 words), relevant policy (500-750 words), stakeholder perspectives (750-1,000 words), and policy analysis (750-1,000 words) related to your final paper topic.

Oral Presentations: Oral presentations serve as a mechanism to clarify thinking about your paper topic and to receive feedback as you develop your final paper. Oral presentations also provide an opportunity to learn from others, and so your participation and thoughtful written feedback to all your peers counts as part of this assignment. You will prepare a draft presentation in class, practice it with peers, and revise it for formal presentation that you will present to class.

Final Paper: Your final paper will provide a critical examination of an environmental topic of your choosing. The paper will be a required minimum of 3,500 words in length that presents scientific background, relevant policy and policy analysis, stakeholder perspectives, and your own informed

and justified recommendation for how to respond to the issue. The paper will integrate, revise, and add to the content developed in fact sheets and policy option research. Your final paper must improve upon fact sheets and first drafts through a revision process. Failure to add to and revise previous work will result in a reduction in the final paper grade and possible failure to meet GWAR.

ePortfolio: Electronic student portfolios, or ePortfolios, are tools to document and reflect on your learning and to showcase yourself to prospective employers. Approximately 60% of colleges integrate ePortfolios into their curriculum, and many employers request ePortfolio links as part of their application processes. ePortfolios allow you to demonstrate more than a resume can. They allow you to provide a more comprehensive, and self-driven representation of who you are and who you wish to become as a professional. You will generate an ePortfolio in this class and will build future pages in the ENSTU capstone course series. In this course, you will generate a website platform and the following content: i) home page with a personal mission; ii) 2-3 core competency reflections; iii) a professional statement and goals; iv) a resume; and v) a page for your ENSTU 300 papers (3 fact sheets, final paper, and reflection). You may also create optional pages that represent extra-curricular or co-curricular work, create a blog page, showcase creative works, or present community-based or service-learning projects and/or research. You will complete ePortfolio development in the ENSTU capstone courses.

Course Materials

- *Strongly Recommended:* William Strunk and E.B. White. *The Elements of Style*, 4th Edition. Pearson.
- Budget for printing drafts – 50 pages for the semester
- Access to laptop or tablet for Wednesday courses in Chapman E105

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 succeed 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, 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. Outside assistance may be suggested for you based on this assessment.

Late or incomplete work: In-class and participation assignments are designed to support your learning, facilitate in-class activities, and improve your ability to do well on bigger assignments. However, because most of these are assignments that directly relate to a classroom activity or building towards another assignment, I do not accept late iLearn participation work. For all other assignments, late assignments and incomplete work will be accepted, with a reduction in grade by one full letter grade per day late. No late work will be accepted for a grade more than two weeks past the assignment deadline unless specific arrangements have been made due to extenuating circumstances. Due to the importance of timing at the end of semester, no late work will be accepted for the first full draft, peer reviews, and final papers without specific and compelling pre-approved reasons. If you are having difficulty meeting deadlines at any point in the semester, please schedule an appointment with me so that we can strategize how to best be accountable to yourself and the course. No late work will be accepted more than two weeks after the due date unless there is a verifiable, excused emergency. All deadlines during the final assessment week are firm; no late work accepted during this week.

Absences: Excused absences are for family death, illness or other medical event 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

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| 1. Attendance, Participation, Feedback | 20% |
| 8% Attendance and Participation (4% each) | |
| 12% Peer Reviews (3 at 4% each – oral presentation and two papers) | |
| 2. Formal Written Work | 60% |
| 10% Reading Summaries, 5 @ 2% each | |
| 20% Fact Sheets (4 @ 5% each) | |
| 10% Policy Analysis Draft | |
| 20% Policy Analysis Final (passing grade required to meet GWAR) | |
| 3. Oral Presentation | 10% |
| 4. e-Portfolio | 10% |

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

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in iLearn as they accrue. Missing or incorrect grades in iLearn should be reported immediately, and must be reported no later than the last day of classes.

Detailed Schedule and Assignments

All assignments and due dates are reflected in the detailed schedule below. I make every attempt to adhere to this schedule so that you can plan your own workload. However, the instructor reserves the right to change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline), or for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following four ways: i) a change to the master syllabus will be posted on iLearn; ii) the revised schedule will be announced via the course email list; iii) changes in the schedule will be made to any revised due dates, and iv) announcement will be made in class and on the daily power point slides.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work (R) = Reading outcomes (W) = Writing outcomes
1 8.26		Introduction to Course/Syllabus
1 8.28	Reading Summary 1 Due: Read Layzer, Chapter 1: Introduction to <i>The Environmental Case: Translating Values into Policy</i>	Identifying Claim Types (R) Introduce Paper Topics
2 9.2	Labor Day: No Class	
2 9.4	Read: One sample student paper. Submit iLearn responses to reading	Overview of paper sections and course structure (R, W) Researching sources for peer review, policy, and stakeholder viewpoints
3 9.9	Paper Topic: 3 Annotated Sources Due	Roundtables on topics Submit final sample paper on google sheet

3 9.11	Library Session 1: Scientific Background from Peer-Reviewed Journal Sources	Library Session I: Background By end of session: identify at least 3 relevant background sources (R, W)
4 9.16	Reading Summary 2 Due: Read Layzer, Chapter 3: The Love Canal in <i>The Environmental Case: Translating Values into Policy</i> Focus on introduction and background of reading	What makes a strong background section? (R, W) Review annotated exemplar(s) (W)
4 9.18		In class writing workshop (W)
5 9.23	Fact Sheet 1 Due. Bring 1 print copy.	Peer review: background (W) Introduce ePortfolios. Start home page with personal mission (iLearn participation submission) Read Barry Lopez's short essay "On the Purpose of Writing" and submit written response on iLearn (R) Look at 2 example EPortfolios – identify what is done well and what could be stronger. Submit to iLearn
5 9.25	Reading Summary 3 Due: "Native American Sovereignty" from <i>CQ Researcher</i> Take on-line survey (do NOT use any on-line sources – only your own knowledge to help us structure the library session)	Reading and writing about policy (R, W) Fact Sheet 2 Overview Review annotated exemplars (W)
6 9.30	Library Session II Submit ePortfolio first draft – must include personal statement and core competencies	Library Session II: Policy (R, W). Find at least 3 policies from local, state, federal, or international levels. Find 1 policy analysis
6 10.2	Fact Sheet 2 Research	Fact Sheet 2 Workshop (W) Writing about and citing policy
7 10.7	Fact Sheet 2 Due	Peer review: policy (W) ePortfolio session 2: core competencies (iLearn participation submission) (W)

7 10.9	Reading Summary 4 Due: Read Layzer Chapter 8: The Case of the Spotted Owl from <i>The Environmental Case: Translating Values into Policy</i> . Submit Summary to iLearn	Stakeholder Workshop – identifying stakeholder values and how they relate to policy and environmental action (R)
8 10.14	First Draft ePortfolio Due (Home page, personal mission, 2 core competencies)	Introduce Fact Sheet 3 Researching Stakeholders – In Class Review annotated exemplars (W) Identifying groups and collecting perspectives from a range of sources (W)
8 10.16	No Class Today: work on Fact Sheet 3	Workshop: Fact Sheet 3 (W)
9 10.21	Fact Sheet 3 Due	Peer review: stakeholders (W) Peer Review: ePortfolios ePortfolio: Professional Statements
9 10.23	Reading Summary 4: <i>TNC Saving Great Rivers</i>	Developing alternatives and policy options (R) Introduce Oral Presentations
10 10.28	Reading Summary 5 Due: Read <i>Classifying Plastic as Hazardous Waste</i> article on iLearn: Submit summary to iLearn	Developing alternatives and policy options (R)
10 10.30		Developing alternatives and policy options (W)
11 11.4	Oral Presentations – Group 1 (see assignments on iLearn)	Peer Review of Oral Presentations
11 11.6	Oral Presentations – Group 2 (see assignments on iLearn)	Peer Review of Oral Presentations
12 11.11	Veteran's Day Observed: No Class	
12 11.13	Fact Sheet 4 Due	Peer Review: policy options (W) Developing a full first draft: Introduction and Integrating fact sheets (W) Revisit Layzer Chapter 1 (R)

13 11.18		Developing a full first draft: Discussion and Recommendations (W)
14 11.25	Fall Break: No Class	Fall Break: No Class
14 11.27	Fall Break: No Class	Fall Break: No Class
15 12.2	First Draft Due	ePortfolio workshop; introduce peer review and policy reflection
15 12.4	Peer Review Due	
16 12.9	Peer Review Due	Revisions and polishing – getting your paper to final. (W)
16 12.11	Last Day of Classes	In class, course plus/delta Anonymous Course/Instructor Evaluation
17 12.16	No Class Session Final Paper Due	
17 12.17	No Class Session Final ePortfolio 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. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>
2. **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.

3. **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: Student Disability Resources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
4. **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.
5. **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.

6. **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
7. **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.
8. **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.
9. **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.

10. Wellness. CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.

11. Sexual Misconduct, Dating and Domestic Violence, and Stalking

CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

[Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies](#): 831-655-0268
Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

[For confidential support](#): Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

12. Veterans and Active Duty Military Personnel

Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.