

Environmental Communication Workshop
EST 493; Fall 2016
Monday/Wednesday/Friday 9:30-10:25am in 210 Walter Hall

Instructor: Professor Andrea Parker, 108a Marshall Hall, 315-470-6573, amparker@esf.edu, office hours: 10:30am – 11:30am Monday/Wednesday

Teaching Assistant: Cheryl Sandrow, office hours and location TBA

Course Description: A workshop format on a specified environmental program or issue(s) introduces the theories and skills of alternative dispute resolution approaches, public participation structures and dynamics, public policy decision making and implementation, risk communication, leadership styles, and small group dynamics.

Course Learning Outcomes: The goal of this class is to train students to effectively engage stakeholders in environmental and environmental justice issues, be it as a facilitator, government official, consultant or any other communication and outreach position. By the end of the semester, students will be able to: (1) make observations about communication styles, interpersonal group dynamics, and power dynamics in environmental decision-making; (2) demonstrate knowledge of basic communication skills including but not limited to listening, audience identification, summarization of content, public speaking, writing, and media applications; and (3) demonstrate an ability to apply knowledge and communication skills to an environmental situation to encourage effective and appropriate dialogue.

Program Learning Outcomes: EST 493 is a senior level course required for the Environment, Communication and Society Option within the Environmental Studies Program. The course is also available to other senior level students as a social science elective.

College Learning Outcomes: This course incorporates scientific reasoning; basic communication skills; technological and information literacy; values, ethics and diverse perspectives; and critical thinking into the curriculum.

Required Readings: All readings (i.e., book chapters, journal articles and handouts) will be distributed via Blackboard at least one week prior to the date of discussion.

Useful Resources

- The National Coalition for Dialogue & Deliberation (NCDD): <http://ncdd.org/>
- Facilitators Without Borders: <http://www.fwb.ca/>

Assignments

There are both in-class and out-of-class assignments. Late assignments ARE NOT accepted unless a valid excuse can be provided (i.e., death in the family or sick with a doctor's note). Failure to turn in an assignment on time results in an AUTOMATIC ZERO. Please note, all out-of-class written assignments:

- Must be submitted via Blackboard by assigned date and time.
- Must be formatted as Word documents, double-spaced with 12 pt. Times New Roman font.
- Must be submitted according to the APA Style Index (6th Ed.) - http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf
- Presentations formatted in Power Point or a similar program must be submitted via email by 7:00pm the night before the first presentation dates (2MB or less please).

Class Participation

In order to receive full participation points, you are expected to: (1) attend all classes with the exception of excused absences; (2) participate in all class activities and discussions; (3) come to class prepared including bringing your completed readings to class with you. One point will be deducted for each unexcused absence. More than six unexcused absences (equivalent to two weeks) will result in a full loss of participation points. This counts as 5% of your final grade.

In-Class Assignments

These assignments correspond to different in-class activities during the semester, some of which will be submitted as a group and some as individuals. These are graded assignments (5 total worth 4pts. each) and will count as 10% of your final grade.

Pop Quizzes

Pop quizzes will be given during the first 10 minutes of class (no time extensions given if late to class), and will address lecture and reading materials from class. Quizzes will be cumulative. There are a total of 4 quizzes (5pts. each); the combined quizzes count for 10% of your final grade.

Annotated Bibliography

You will write an annotated bibliography that will include paragraph summaries of scholarly journal articles relevant to your group's project. There should be a total of 4 journal articles represented. These summaries should include the full article citation information and be between 250 and 300 words in length each, not including the citation (1,000 to 1,200 words total without citations). Summary content should include: (1) a description of the article content; (2) conclusions made by the author(s); and (3) an explanation of why this article is useful for your group project. PLEASE NOTE: group members are not allowed to turn in any duplicate publications. To avoid this, group members can choose different areas of the project to focus on for their publication search. This assignment is due by class time on October 17th and will count as 20% of your final grade.

Group Presentations

Your group will give two 20-minute presentations on your semester-long project. There will be 10 minutes reserved for questions and discussion after each presentation. These presentations will serve as progress reports during the semester. The first presentation (Oct. 3rd-5th) should include a (1) description of the issue; and (2) background/context of the issue including social and biophysical aspects. The second presentation (Nov. 2nd-4th) should include (1) a brief recap of the issue; (2) identification of stakeholders and decision authority; and (3) explanation of the decision-making process and current place within the process. Both presentations should cite relevant literature in the presentation. Two copies of printed presentation slides or notes (one for me and one for the TA) should be submitted to me at class time. The combined presentations will count as 15% of your final grade.

Public Meeting Summary

You will attend a public meeting of your choice dealing with an environmental or environmental justice issue, and write a 500 to 750 word summary of the event. The summary should include: (1) the type of meeting attended; (2) the meeting topic and its significance; and (3) key points addressed during the meeting. The summary is due by class time on November 18th and will count for 15% of your final grade.

Group Paper

You, along with your group mates (four groups total) will write a research paper summarizing an environmental issue determined at the beginning of the semester. This paper will include: (1) a description of the issue; (2) background/context of the issue including social and biophysical aspects; (3) identification of stakeholders and decision authority; and (4) explanation of the decision-making process, including public engagement and involvement, and place within the process at the time of paper

submittal. Please be sure to label each section accordingly, and include a literature cited section. Sections written individually should include their name as part of the section title (put name in parentheses). Paper length should be between 4,000 and 4,500 words including references. All group members are also required to fill out group member evaluation forms (available on Blackboard) that will factor into individual's grades received for the paper. This assignment is due by 5:00pm on December 12th (during exams) and will count as 25% of your final grade for the semester.

Tentative Schedule with Readings and Assignments (could be subject to change)

Date	Topic	Readings	Activities	Assignments
Aug.29	Course syllabus	N/A	Review syllabus	N/A
Aug.31	Listening & observing	Konisky & Beierle 2011	Lecture – how to listen; Discuss reading	N/A
Sept.2	Listening & observing	Debate handout	Prep students for mock debate; Talk about potential project topics	N/A
Sept.5	Labor Day	N/A	N/A	N/A
Sept.7	Listening & observing	Your own materials for the debate	Climate change mock debate	In-class assignment
Sept.9	Audience identification	Corbett 2006 chapter 1	Lecture – what makes an audience & why it matters	N/A
Sept.12	Audience identification	Corbett 2006 chapter 2	Discuss Corbett readings; Pick project groups and topics	N/A
Sept.14	Stakeholder identification	Clarke 2008; Excerpts from Daniels & Walker 2001 chapter 3	Lecture – stakeholders; Discuss readings	N/A
Sept.16	Content summarization	Book review; Book summary handout	Lecture – summarizing	N/A
Sept.19	Content summarization	Observation handout	Discuss assignment for meeting summary & annotated bibliography	N/A
Sept.21	Content summarization	Cantrill 1993	Discuss reading	N/A
Sept.23	Content summarization	Parker et al. 2011	Part I: group review of Parker et al. 2011	N/A
Sept.26	Content summarization	N/A	Part II: group presentation & discussion of article key points	In-class assignment
Sept.28	Risk communication	NRC report on risk communication chapters 1-10	Lecture – risks & risk messaging	N/A
Sept.30	Risk communication	Baron 2010 chapter 8	Lecture cont. – risks & risk messaging	N/A
Oct.3	Group subjects	N/A	Group presentations	Presentations
Oct.5	Group subjects	N/A	Group presentations	Presentations
Oct.7	Public speaking & audiences	Baron 2010 chapter 10	Lecture – speaking to targeted audiences about risk	N/A
Oct.10	Public speaking & audiences	Kinsella 2004	Watch An Inconvenient Truth; Discuss movie	N/A
Oct.12	Writing – traditional texts	Feldpausch-Parker & Peterson 2014	Lecture – writing for info sharing &/or persuasion; Discuss reading	N/A

Oct.14	Writing – traditional texts	Peterson & Feldpausch 2010	Writing activity on sustainability	In-class assignment
Oct.17	Writing – traditional texts	Articles for annotated bibliography	Class discussion of annotated bibliography articles	Annotated bibliography
Oct.19	Writing – new media	http://www.350.org/ ; http://www.worldwildlife.org/home-full.html ; Thackeray & Hunter 2010	Lecture and discussion on the utility of websites and social networking sites	N/A
Oct.21	Writing – new media	N/A	Design a website front page using Weebly	In-class assignment
Oct.24	Writing – videos	Lowe et al. 2006	Watch Food Inc.	N/A
Oct.26	Writing – videos	N/A	Watch Food Inc.; Discuss the utility of videos	N/A
Oct.28	Campaigns	Corbett 2006 chapter 10	Lecture – environmental campaigns	N/A
Oct.31	Campaigns	N/A	Developing a slogan and talking points	In-class assignment
Nov.2	Group subjects	N/A	Group presentations	Presentations
Nov.4	Group subjects	N/A	Group presentations	Presentations
Nov.7	Group work	N/A	Group work time	N/A
Nov.9	Conflict and public participation	N/A	Lecture – environmental conflict and its management	N/A
Nov.11	Conflict and public participation	Peterson & Feldpausch-Parker 2013	Discuss reading	N/A
Nov.14	Conflict and public participation	Schlossberg & Shuford 2005	Lecture – Adirondack Park case study	N/A
Nov.16	Public engagement	Walker et al. 2006; Peterson et al. 2004	Discuss readings	N/A
Nov.18	Facilitation	http://www.fwb.ca	Lecture – facilitation; Discuss reading	Meeting summary
Nov.21	Thanksgiving	N/A	N/A	N/A
Nov.23	Thanksgiving	N/A	N/A	N/A
Nov.25	Thanksgiving	N/A	N/A	N/A
Nov.28	Facilitation – private issue	Activity handouts	Open Lands case study	N/A
Nov.30	Facilitation – private issue	N/A	Open Lands case study	N/A
Dec.2	Facilitation – private issue	N/A	Open Lands case study	N/A
Dec.5	Facilitation – public issue	http://earip.org/ ; Implementing Agreement for HCP	Edwards Aquifer case study	N/A
Dec.7	Facilitation	Daniels & Walker 1996	Discuss readings	
Dec.9	Discussion day	N/A	In-class group meetings	N/A
Dec.12	Course completion	N/A	N/A	Group papers

Grading

Assignment	Points	Grade Percentage
Class participation	10	5%
In-class assignments (5)	20	10%
Group presentations (2)	30	15%
Seminar summary	30	15%
Annotated bibliography	40	20%
Quizzes (4)	20	10%
Group paper	50	25%
Total	200	100%

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% or below

Re-Grading Policy

Requests for an assignment re-grade are allowed assuming valid cause is given (e.g., miscalculation or information overlooked). Potential outcomes of a re-grade can be as follows: grade increases, grade decreases or grade remains the same (i.e., equal points added and taken away or no change made). Such requests have to be made within one week (7 days) of receiving a grade or it will not be considered for re-grading.

Students with Learning and Physical Disabilities

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit <http://disabilityservices.syr.edu>. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Dishonesty

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).