

## Term Information

Effective Term Autumn 2014

## General Information

Course Bulletin Listing/Subject Area Communication  
Fiscal Unit/Academic Org School Of Communication - D0744  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3340  
Course Title Principles of Environmental Campaigns  
Transcript Abbreviation Prin Environ Comm  
Course Description This course is a seminar on the principles of strategic communication and campaigns around environmental and risk topics such as green marketing & advertising, environmental advocacy, social marketing, and environmental risk.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 09.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- Know the range of contexts in which scholarship from communication and environmental studies can be applied to environmental communication.
- Understand and be able to explain how foundational and emerging theories and methods of communication and environmental studies can be used to improve environmental outcomes.
- Effectively apply theory and research findings in environmental and strategic communication to a practical environmental concern.

### Content Topic List

- Public Campaigns and social marketing
- Green marketing and advertising
- Advocacy and sustainability campaigns
- Audience research and segmentation
- Message strategies
- Message channels
- Campaign evaluation

## Attachments

- enviro\_campaigns\_sample\_syllabus.doc: Revised Syllabus  
*(Syllabus. Owner: Hughes, Sarah)*

## Comments

- Beginning of syllabus must have instructor's name, office hours, contact info, etc., or, at least, placeholders that indicate the information will be supplied later. *(by Haddad, Deborah Moore on 09/17/2013 04:08 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hughes, Sarah	09/17/2013 01:47 PM	Submitted for Approval
Approved	McDonald, Daniel Gary	09/17/2013 03:53 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	09/17/2013 04:08 PM	College Approval
Submitted	Hughes, Sarah	09/17/2013 04:31 PM	Submitted for Approval
Approved	McDonald, Daniel Gary	09/17/2013 06:19 PM	Unit Approval
Approved	Haddad, Deborah Moore	09/17/2013 07:40 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Hogle, Danielle Nicole Jenkins, Mary Ellen Bigler Nolen, Dawn Vankeerbergen, Bernadette Chantal	09/17/2013 07:40 PM	ASCCAO Approval

# Communication 3340

## Principles of Environmental Campaigns

Instructor: TBD  
Office: Derby Hall  
Phone: 614-XXX-XXXX (office)  
Email: TBD  
Office hours: TBD

### Course Description

This course is a seminar on the principles of strategic communication and campaigns around environmental and risk topics such as green marketing & advertising, environmental advocacy, social marketing, and environmental risk. The course material will cover a wide range of topics including the psychological and sociological bases of environmental, sustainability communication, case studies, and exemplar campaigns, and the production of campaign plans and materials. By the end of the course students should be able to have a broad overview of theoretical approaches and applied practices of environmental and sustainability campaigns across a wide-range of policy, commercial, educational, and social contexts.

### Learning Goals

- Know the range of contexts in which scholarship from communication and environmental studies can be applied to environmental communication.
- Understand and be able to explain how foundational and emerging theories and methods of communication and environmental studies can be used to improve environmental outcomes.
- Effectively apply theory and research findings in environmental and strategic communication to a practical environmental concern.

### Required Texts/Readings

There are two required texts for this class:

1. Cox, J.R. (2012). *Environmental Communication and the Public Sphere Third Edition*. Thousand Oaks, CA: Sage Publications ISBN: 978-1412992091
2. Rice, R. & Atkin, C.K. (2012). *Public Communication Campaigns Fourth Edition*. Thousand Oaks, CA: Sage Publications ISBN: 978-1412987707

Readings not found in these books will be PDFs of selected book chapters and or peer-reviewed journal articles posted on Carmen for each class - refer to the course schedule/date in the "content" section of Carmen for each day's assigned readings. Students are expected to complete all readings **prior** to class so that they will be prepared to discuss the material in class and turn in all assignments on time. If any student is interested in additional readings on the assigned or related topics, please feel free to contact me and I can suggest additional resources.

### Course Requirements

<u>Grading/Assignments</u>	<u>% of Final Grade</u>
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Class Participation/ Attendance	10
Campaign Case Studies	30
In-class exams	30
Campaign Team Project	30
Total	100

**Class attendance/participation/ in-class activities:** A portion of your grade is based on your attendance, engagement, and participation in class, including reading and synthesizing the materials and actively participating in class discussion. In addition, there may be short pass/fail homework assignments related to library instruction that count toward your class participation/attendance. Attendance will be taken every class. Participation and class attendance is worth 10% of your grade.

During class we will focus heavily on publicly controversial issues. Students come from a variety of personal and academic backgrounds, so realize that your peers may look at these issues from different perspectives. Expect to disagree with what others say during class discussions. Debate is not just welcome, it is strongly encouraged. Your responsibility is to be civil to others and to opinions that differ from yours. Listening, questioning, and debate are encouraged; personal attacks are not. Consider the class as a forum to exchange ideas. Bottom line – be open-minded and mature during class discussion

### **Campaign Case Studies**

There will be 3 take-home assignments, each worth 10% of your grade, that ask you to critically review and analyze a specific environmental /sustainability campaign case study. Each case study assignment will require a 3-4 page essay.

### **In-Class Exams**

We will have two non-cumulative in-class exams on course material each worth 15% of your final grade (30% for both). The exams will be a combination of multiple choice and short answer/definitions.

### **Campaign Team Project**

At the beginning of the semester students will be randomly grouped into project teams of 2-3 students each. Each project team will be responsible for developing and designing a campaign concept, plan, and illustrative materials around an environmental/sustainability product, topic, issue, or concern. Each team will also prepare a 20 minute PowerPoint and/or multi-media presentation of their campaign concept and plan that they will present to the entire class. The campaign team project accounts for 30% of your final grade.

### **Extra Credit**

Extra credit for the course may be earned by enrolling and participating in the Communication Research Experience Program up to a maximum of 3% toward your final grade. More information on this opportunity will be provided during the 1<sup>st</sup> week of the semester.

### **Professor Use of Electronic Mail and Messaging**

There may be occasions where I will need to get in touch with you outside of regular class hours. Email will usually be the first means by which contact will be initiated. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account. For instructions on how to have your email forwarded, see [http://8help.osu.edu/forms/mail\\_forwarding.html](http://8help.osu.edu/forms/mail_forwarding.html).

### **Some Words About Academic Honesty**

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your TA or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

### **Special Accommodations**

If you need an accommodation based on the impact of a disability, you should contact the professor to arrange an appointment by the end of the second week of classes. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

## CLASS READING SCHEDULE

\*Indicates posted as PDF documents on the Carmen Website in the “Course Content” section for date designated

Week	DAY/TOPIC	Readings
<b>SECTION 1: INTRODUCTION TO ENVIRONMENTAL &amp; SUSTANABILITY CAMPAIGNS</b>		
1	Course Introduction	No Readings
	Introduction to Environmental Communication	Cox, Chapter 1
2	Introduction to Public Campaigns & Social Marketing	Rice and Atkin, Chapters 1 & 3
	Introduction to Public Campaigns & Social Marketing	*Chapter 1 in R.C. Lefebvre (2013) <i>Social Marketing and Social Change: Strategies and Tools For Improving Health, Well-Being, and the Environment</i> . San Francisco: John Wiley
3	Green Marketing & Advertising	Cox, Chapter 10
	Green Marketing & Advertising	*Palenchar, M.J. & Motta, B.H. (2012). Greenwashing to green advocacy: The environmental imperative in organizational rhetoric. In L. Ahern & D. Bortree, (Eds.). <i>Talking green: Exploring contemporary issues in environmental communication</i> . (pgs. 59-78) New York: Peter Lang
4	Green Marketing & Advertising	*Mazar, N. & Zhong, C. (2010). Do green products make us better people? <i>Psychological Science</i> . 21(4), 494-498
	Advocacy & Sustainability Campaigns	*Lindenfeld L.A., Hall D.M., McGreavy B., Silka L. & Hart, D. (2010). Creating a place for environmental communication research in sustainability science. <i>Environmental Communication: A Journal of Nature and Culture</i> . 6(1), 23-43
5	Advocacy & Sustainability Campaigns	Cox, Chapter 8
	Advocacy & Sustainability Campaigns	Cox, Chapter 9
6	Advocacy & Sustainability Campaigns	Rice and Atkin, Chapter 16; *Bates, C.H. (2010). Use of social marketing concepts to evaluate ocean sustainability campaigns. <i>Social Marketing Quarterly</i> . 16(1), 71-96
	Advocacy & Sustainability Campaigns	Bruille, R.J. (2010) From environmental campaigns to advancing the public dialog: Environmental communication for civic engagement. <i>Environmental Communication</i> . 4(1), 82-98
7	<b>IN-CLASS EXAM 1</b>	No Readings
<b>SECTION 2: ELEMENTS OF CAMPAIGN DESIGN</b>		
7	Audience Research & Segmentation	Rice and Atkin, Chapter 4; *Maibach, E.W., Leiserowitz, A. Roser-Renouf, & Mertz, C.K. (2011). Identifying like-minded audiences for global warming engagement campaigns: An audience segmentation analysis and tool development. <i>PLoS One</i> . 6(3) doi:10.1371/journal.pone.0017571
8	Message Strategies	Rice and Atkin, Chapter 9
	Message Strategies	Rice and Atkin, Chapter 11

9	Message Strategies	*Maibach, E.W., Roser-Renouf, C., & Leiserowitz, A. (2008). Communication and marketing as climate – intervention assets: A public health perspective. <i>American Journal of Preventive Medicine</i> . 35(5). 488-500; *Nisbet, M.C. (2009). Communicating climate change: Why frames matter for public engagement. <i>Environment: Science and Policy for Sustainable Development</i> . 51(2), 12-23
	Message Strategies	*Nisbet, M.C., Markowitz, E., & Kotcher, J. (2012). Winning the conversation: framing and moral messaging in environmental campaigns. In L. Ahern & D. Bortree, (Eds.). <i>Talking green: Exploring contemporary issues in environmental communication</i> . (pgs. 9-36) New York: Peter Lang
10	Message Channels: Mass Media	*Chapter 8 in Jacobson, S.K. (2009). <i>Communication Skills for Conservation Professionals</i> . Washington, DC: Island Press
	Message Channels: Mass Media	*Andrews, K.T. & Caren, N. (2010). Making the news: Movement organizations, media attention, and the public agenda. <i>American Sociological Review</i> . 75(6), 841-866
11	Message Channels: Social Media	*Chapter 11 in R.C. Lefebvre (2013) <i>Social Marketing and Social Change: Strategies and Tools For Improving Health, Well-Being, and the Environment</i> . San Francisco: John Wiley
	Message Channels: Social Media	Rice and Atkin, Chapter 19
12	Campaign Evaluation	Rice and Atkin, Chapter 6
	Campaign Evaluation	*Chapter 11 in Jacobson, S.K. (2009). <i>Communication Skills for Conservation Professionals</i> . Washington, DC: Island Press
13	Campaign Evaluation	Rice and Atkin, Chapter 7; McComas, K. (2004). When even the ‘best-laid’ plans go wrong. <i>EMBO reports</i> . 5, 61-65
	Campaign Project Presentations	No Readings
14	Campaign Project Presentations	No Readings
	<b>IN-CLASS EXAM 2</b>	No Readings
Finals Week	<b>Campaign Team Projects Due</b>	

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