

# Principles of Environmental Campaigns Autumn 2019

Course ID: Comm3340  
Course Title: Principles of Environmental Campaigns  
Class Meetings: WeFr 12:45PM - 2:05PM  
Classroom: University Hall 038

Professor: Graham Dixon  
Office: Derby Hall 3045A  
Office Hours: Wednesdays 2:00pm to 3:30 pm  
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## **Required Textbook**

Corbett, J. (2006). *Communicating nature: How we create and understand environmental messages*. Island Press

Additional readings are required.

## **Course Objectives and Outcomes**

Principles Environmental Campaigns is designed to equip you with theoretical and practical knowledge regarding the creation, dissemination, and evaluation of campaigns aimed at environmental issues. The course will introduce you to theories of science communication, environmental communication, psychological behavior change, as well as research methodology pertaining to campaign design, measurement, and evaluation. Upon successful completion of this course, students will (1) be able to identify and apply communication theories toward the development of a campaign aimed at a specific outcome (i.e., raising awareness or changing behavior), (2) construct measures of evaluation for campaign effectiveness using communication/psychological research methods, (3) demonstrate professional writing and oral skills for campaign clients, (4) critically evaluate issues pertaining to public understanding of science, risk communication, environmental communication, and mass media.

**Instruction:** The primary methods of instruction are lecture, in-class activities, discussion, and group work.

## Projects and Grading

Attendance/Participation	15%
Prospectus	10%
Conceptual Framework	10%
Methods	10%
Data Analysis/rec	10%
Executive Report	30%
Presentation	15%

## Grading Scale

**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+** = 67-69; **D** = 60-66; **F** = Below 60

## Course Requirements

1. Attendance/participation: Considering the course is upper division, attendance is mandatory for this course. Consideration might be given if there is documented hospitalization, family death, university-sponsored travel (documented in advance) or extended individual sickness. You can use two unexcused absences. After two, you will have 1% of your course grade taken off for each absence.

I expect students to exhibit professionalism while in class. Show respect to your peers, myself, and OSU by showing up to class on-time and not being disruptive.

I reserve the right to take points off your participation grade for disruptive behavior, disrespect of other students, reading the newspaper, listening to music, surfing the Internet, texting, and talking to other students during class time. This class requires group work. Please be courteous to your fellow group members by doing your fair share of the work.

\*\*\*As the instructor of this course, I will also respect you as students by preparing and delivering lectures in an organized and timely manner. I will try my best to get to know all of you and will always be available to meet during my office hours in case you need additional guidance\*\*\*

2. Campaign assignments: The bulk of your grade comes from your campaign project. As a group (4-5 students), you will work with a client in creating and evaluating a campaign that addresses a specific science/environmental communication goal. In some cases, the client will want you to enact a campaign to increase awareness; others want changes in behavior or attitudes. Using the client's requested goals, you will complete the following assignments:

- Prospectus - highlights the goals, preliminary campaign design, and methods for evaluation. The prospectus is not a concrete plan and can be adjusted as the semester continues.
- Conceptual framework - using communication/psychological theories taught in class, you will write a formal conceptual framework explaining the theoretical frameworks being applied in creating your campaign.
- Methods - after the conceptual framework you will design an experiment for testing the effectiveness of your campaign.

- Data analysis and recommendations – You will be required to collect human subjects data from your peers. Data will come in the form of surveys created from Qualtrics. IRB and ethical guidelines must always be followed. Once data has been collected by the due date, you will be tasked with using statistical analysis to determine your recommendations for your client.
- Executive Report and Presentations - The final part to the project is your executive report that combines the previous sections, but also includes an executive summary. The executive report will be presented to your client in paper and oral form at the end of the semester.

3. **Reflection pieces:** For each campaign group assignment, each student will turn in a reflection of their contribution to the respective assignment that (1) explains how you prepared for the assignment, (2) what role you played in the assignment, (3) what you learned from the assignment, and (4) what could do to improve your contribution. These reflection pieces should be no more than 2 pages double spaced. Each reflection piece amounts to 25% of the campaign assignment grade.

### Course Policies

**Mutual Respect.** Students in this class come from a variety of personal, political, and academic backgrounds, so realize that there will be different perspectives. Your responsibility is to be civil to others and to opinions that differ from yours.

**Technology use and General Politeness.** Technology (phones, laptops, etc) use for non-class related reasons can be very distracting for the professor and for classmates. You're paying a lot of money for this course, so don't waste it on Facebook and texting with friends that you'll see later in the day. The professor reserves the right to take off grade points for repeat offenders.

**Professor and Teaching Assistant's 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).

**Academic Misconduct.** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

All instances of cheating and plagiarism will be reported to COAM for a formal hearing. Please do not cheat or plagiarize. Maximum grade penalty is failing the entire course.

**Statement about disability services.** Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu).

**Diversity.** The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Course Schedule

Week	Date	Topic	Readings	Assignment
1	8/21 and 8/23	Introduction to Environmental Communication	For 8/23, <ul style="list-style-type: none"> <li>• Corbett pages 12-26</li> </ul>	
2	8/28 and 8/30	Environmental attitudes, behaviors, and disagreement	For 8/28, <ul style="list-style-type: none"> <li>• McCright &amp; Dunlap</li> <li>• Funk and Goo 2015</li> </ul> For 8/30, <ul style="list-style-type: none"> <li>• Corbett 26 - 56</li> </ul>	
3	9/04 and 9/06	Environment and Media	For 9/04, <ul style="list-style-type: none"> <li>• Bruggemann</li> </ul> For 9/06, <ul style="list-style-type: none"> <li>• Corbett pages 213- 246</li> </ul>	
4	9/11 and 9/13	Environmental Risk	For 9/11, <ul style="list-style-type: none"> <li>• Slovic, 1987</li> <li>• Loewenstein et al 2000</li> </ul>	

		And Client Presentation	For 9/13, <ul style="list-style-type: none"> <li>• Fischhoff 1995</li> <li>• Rickard et al</li> <li>• Lu et al</li> </ul>	
5	9/18 and 9/20	Communication challenges	For 9/18 <ul style="list-style-type: none"> <li>• Dixon and Hubner</li> <li>• Sander van der linden</li> </ul> For 9/20, <ul style="list-style-type: none"> <li>• Dixon et al 2017</li> <li>• Corbett pages 247-270.</li> </ul>	<b>Due September 18: Prospectus</b>
6	9/25 and 9/27	Campaign structure and Theories	For 9/25, <ul style="list-style-type: none"> <li>• Corbett pages 270-280</li> </ul> For 9/27, <ul style="list-style-type: none"> <li>• Dixon et al. 2015</li> </ul>	
7	10/2 and 10/4	Campaign structure and Theories	For 10/2, <ul style="list-style-type: none"> <li>• Corbett pages 68-84</li> </ul> For 10/4, <ul style="list-style-type: none"> <li>• Corbett pages 147 - 175</li> <li>• EPPM</li> </ul>	
8	10/9 and 10/11	Research Methods	For 10/09 <ul style="list-style-type: none"> <li>• “False Positive Psychology”</li> <li>•</li> </ul>	<b>Due 10/9: Conceptual Framework</b> No Class 10/11
9	10/16 and 10/18	Research methods	For 10/16 <ul style="list-style-type: none"> <li>• Kramer et al, 2014</li> </ul>	

			For 10/18, <ul style="list-style-type: none"> <li>Wimmer and Dominik pages 245-272</li> </ul>	
10	10/23 and 10/25	Research Methods		
11	10/30 and 11/1	Statistical analysis	For 10/30 <ul style="list-style-type: none"> <li>Wimmer and Dominik pages 273-296</li> </ul> For 11/01 <ul style="list-style-type: none"> <li>Wimmer and Dominik 296-338</li> </ul>	<b>Due October 30: Methods paper and group presentation</b>  <b>Due November 1: Upload all of your Survey items and materials to Qualtrics</b>
12	11/6 and 11/8	Statistical Analysis and in class data analysis		
13	11/13 and 11/15	In class work on recommendations and executive report		
14	11/20 and 11/22	In class work on executive report and prep for presentations		<b>Due November 20: Data analysis and recommendations</b>
15	11/27 and 11/29	Thanksgiving Break and Indigenous People's/Columbus Day		NO CLASS ALL WEEK
16	12/04	Research presentations		<b>Due December 4: Executive report</b>