Education and communication play an essential role in fostering sustainable behaviors. Effective communication skills are becoming a more important concept as natural resource managers, development officers, educators, politicians, regulators, and business leaders consider what it takes to educate the public about sustainability, with the ultimate goal of behavior change.

While it is important to understand environmental issues and solutions, that is not the purpose of this course. We will explore the theoretical foundation and application of using education and communication strategies in our collective efforts to nudge society toward a sustainable future. This course is geared toward those who will be working with various stakeholders and the general public in a variety of formal and nonformal settings, developing programs with goals relating to sustainability.

Contact instructor anytime via email or phone. Classes are held Tuesdays from 12:00 to 1:15 in DE-105 or from distance campuses (via IVC). Online discussions occur each Thursday.
Required Readings
- Additional readings will be posted online.

Course Goal
Link theories of human behavior and change to education and communication strategies designed to achieve sustainability.

Course Objectives
- Identify definitions, common misconceptions, and key principles of sustainability.
- Think critically about sustainable behavior, including the questions “Sustain what?” “For whom?” “For how long?” “At what cost?”
- Explain models or theoretical frameworks that can be used for analyzing the questions: “Why do people act the way they do?” “What are the barriers to environmental behavior?” “How can we motivate people to act environmentally?”
- Use theoretical frameworks and marketing techniques to design comprehensive communication strategies to change behavior.
- Identify and apply effective facilitation, conflict management, messaging, and negotiation strategies.
- Consult with a community partner to develop and implement a comprehensive sustainability plan.

Grading System:

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**Service Learning Project:**
Service-learning allows students to foster real-world change via application of course content. In this course, you will work in a group to 1) identify a local community partner, 2) determine key stakeholders involved, 3) design an effective educational communication campaign, and 4) craft a strategic plan for future sustainability efforts in collaboration with your community partner. All projects must be approved by Ros. Plenty more about the service-learning component of the course will be discussed in class.

**Grade:**

**In-Class Discussion & Weekly Group Meeting:** Class & weekly group meetings provide important peer bonding, learning and reflection time requiring both preparedness and participation. (10%, 12 total, 0.85%/8.5 points per discussion)

**Online Discussions:** Each week, you will respond to readings/videos through an online discussion and also provide responses to at least two of your peers. (20%, 15 discussions, 1.33%/15 points per discussion)

**Community Partner Introduction Presentation:** A video-recorded 3-5 minute presentation uploaded on canvas. (February 9, 5%/50 points)

**Community Partner Meetings:** At least 3 throughout the semester. Weeks of February 29, March 14, and at least 1 additional. (15%, 50 points per meeting)

**Service Learning Report Part 1:** This includes SWOT, sustainability aspects the group will focus on, barrier/benefit, and evaluation ideas (March 22, 15%/150 points)

**Newspaper Article:** Write and submit on what your group is doing for your service project. (March 29, 5%/50points)

**Presentation to Community Partner:** This is your final semester presentation, which you will record. (Week of April 25, 15%/150 points)

**Complete Service Learning Report:** Including revised Part 1, as well as specific accomplishments, evaluation/impact assessment, and recommendations for next steps. (Week of April 25, 15%/150 points).

**Optional Bonus:** Create a quality 1-3 minute promotional video about your project using components of Community-Based Social Marketing. (April 29, 3%/30 points)

Regular attendance, attentiveness (no texting, reading the newspaper, completing crossword puzzles, etc.), asking questions, completing assignments on time, and respecting others (including guest lecturers) is expected.

**Missed Assignments:** If you miss any in-class activities, you will receive a zero. If you miss a take-home assignment, your grade will go down one letter for each 24-hour period it is late, beginning the minute after it is due.

**Recorders & Cell Phones:** You can use digital recorders if you wish. Turn off cell phones prior to class or I will ask you to leave.

**Academic Integrity:** If I discover that someone has plagiarized all or part of a paper, or cheated on an exam, that person will receive zero points for that assignment, and they will be reported for an academic integrity violation. Additional sanctions may occur. The second infraction will result in a failing grade (F) for the course. To learn more about USU’s Honor System, see http://www.usu.edu/studentservices/studentcode/.

**Accommodations for Disabilities:** Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Please let Ros know the first week of class if you have any special needs. You can find more information about the DRC at http://www.usu.edu/drc/
Roslynn Brain is an Assistant Professor in Sustainable Communities. She uses conservation theory, communication techniques, and social marketing tools to foster a broad spectrum of environmental behaviors across the state. She developed and manages a statewide Extension Sustainability initiative (extensionsustainability.usu.edu) that provides tools and information for the general public to engage in sustainable behaviors. She also runs sustainability camps for youth as well as adult sustainability workshops and certification trainings.

Roslynn has a 75% extension appointment, so much of her time is spent traveling throughout the state helping the general public, Extension Agents and County Directors in sustainability. She is based out of USU Moab.

Roslynn has worked with the Canadian government on buy local initiatives and farmer direct programming, farmers’ co-operatives on best management practices, Cooperative Extension with sustainability and evaluation, national parks in interpretation, and whole food stores in product sourcing.

Her expertise lies in fostering environmental behavior change, measuring and predicting environmental behaviors, survey design, program implementation and evaluation, recycling, permaculture, and buy-local initiatives.

Lastly, she strongly feels each of you can become effective sustainability communication change agents and is willing to help you both inside and outside of the classroom to succeed in making a difference.