NR 572 STRATEGIC COMMUNICATIONS FOR CONSERVATION
COURSE SYLLABUS

*****The syllabus is subject to change--- I make changes as we go in Canvas, so use rubrics and descriptions in the Canvas modules as your most up-to-date guide!*****

INSTRUCTOR INFORMATION

Instructor: Jamie Dahl, PhD
Also available via Microsoft Teams (appointments are best)
Email: jdahl@colostate.edu (Responses typically within 24 hours during weekdays)

COURSE PREREQUISITES AND COREQUISITES

NR 569

COURSE DESCRIPTION AND OBJECTIVES

This course holistically teaches students concepts and practices for strategic communications planning and messaging for conservation organizations, programs, and campaigns. Students learn and apply frameworks for communications planning for educational, informational, and advocacy campaigns as well as other strategic programs. The course also explores concepts and practices for messaging directed toward conservation audiences. Through course topics and assignments, students will learn and develop conservation communications strategies, tactics, messages, media materials, and evaluations.

Upon completion of this course, you will be able to:

- Discuss, develop, and analyze strategic communications planning and implementation for conservation
- Evaluate case study examples of communications and public relations plans for conservation
- Compile goals and objectives as measures of achievement for conservation communications planning
- Identify conservation issues and challenges as problem statements through communications planning frameworks
- Develop messages that target key audiences for conservation campaigns and programs
- Apply business communications and marketing/branding techniques for conservation messaging
- Assess and implement different communications and action strategies for achieving conservation outcomes

- Develop communications tactics, including media materials, that achieve communications goals of conservation organizations
- Illustrate implementation and budgeting plans for strategy and message implementation
- Develop appropriate evaluation measures for conservation strategies and overall strategic communications plans
- Identify common shortcomings and information gaps toward achieving effective conservation communications programs and campaigns.

REQUIRED TEXTS

All required and supplemental reading and other course materials are available via Canvas and eReserves, and also listed, by module, via the Course Schedule.

PARTICIPATION EXPECTATIONS

This is a 2-credit course taught over an 8-week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

- 3 hours a week – weekly readings and taking notes
- 2 hours a week – reading/listening to presentations and taking notes
- 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines strategic communications and planning for conservation, with an emphasis on developing and implementing messages, communications strategies, and overall communications plans. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.

COURSE PRESENTATION AND PROCEDURES

Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated Powerpoint presentations, video presentations and podcasts with conservation communications professionals and managers, and graded assignments are provided. Each of these activities are organized in sequential order and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the weekly discussion posts and comments, and other class activities and assignments will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussion posts and comments (3 @ 30 points each)	90	16
Activity: Message Box	90	16
Activity: Conservation Communications Issue Outline	90	16
Activity: Communications Strategies Document: Messages, Strategies, Implementation, and Evaluation	150	26
Activity: Messaging Analysis	90	16
Activity: Decolonizing the Language of Conservation	60	10
Total:	570	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas.

GRADE DESCRIPTION

A+	96.67-100%
A	93.33-96.67%
A-	90-93.33%

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A+	96.67-100%
A	93.33-96.67%
B+	86.67-90%
B	83.33-86.67%
B-	80-83.33%
C+	76.67-80%
C	70-76.67%
D	60-70%
F	0-60%

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- Login for Canvas
- Canvas Support
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  - (970) 491-7276
  - help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

ASSIGNMENT DETAILS

DISCUSSION EXERCISE: DISCUSSION POSTS AND COMMENTS (3X30 POINTS EACH)

Students will be expected to post a short, written reflexive/synthesis report, as assigned on the relevant weeks. This is based on one of the discussion prompts provided throughout the weekly content. This discussion should be posted to your group's Canvas discussion forum. It can be posted directly onto Canvas or attached as a MS Word Document that is no more than 1 page double-spaced. If referencing from the weekly readings and other sources, correct APA style is expected. There will be a total of 5 discussion exercises (DE), with each (discussions and comments) worth 30 points.

Each discussion exercise (DE) is made up of two sections: a post and two comments. Each post is to be posted on the discussion group thread by **Friday 11:59pm (MST) of each week**, as listed in the course schedule. Students will then be expected to review and comment on a minimum of two DE posts from other students for the week. Students will have until **Sunday 11:59pm of the same week** to post their

comments. These comments should be posted directly to Canvas. A portion of the marks for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions. To understand how the marking is undertaken for each DE, please refer to the marking rubric.

NR 572 marking rubric for weekly discussion exercises

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Promptness and Initiative	**6 Points** Posts original contribution, responds to at least two peers postings, within the required timeframe.	**3 Points** A discussion is posted but the student does not meet the requirement of commenting on two peer postings.	**0 Points** No discussion is posted at all.
Mechanics of Writing	**6 Points** Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/ professional delivery	**3 Points** Few errors in spelling and grammar, yet overall format is clear and logical.	**0 Points** Poor spelling and grammar in posts; the format of the discussion is difficult to follow and would be deemed as unprofessional by common business standards.
Relevance of Post	**6 Points** Post is highly related to assigned topics; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.	**3 Points** Discussion post is short in length and offers no further insight into the topic; opinions and ideas are stated clearly but occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	**0 Points** Posts do not relate to the discussion; arguments made are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.
Creating Community	**6 Points** Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers' points with diplomacy, if applicable. Refers to peer	**3 Points** Displays an effort to become involved with group; interacts with others and acknowledges posts of others.	**0 Points** Argumentative or abrasive. No peer interaction.

	contributions. Creates community in discussion.		
Critical Thinking/Analysis	**6 Points** Interprets topic in accurate and insightful ways. Uses information thoughtfully, in ways that are factually relevant and accurate; postings show analysis, might offer alternatives or creative viewpoints based on concrete evidence.	**3 Points** Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.	**0 Points** Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.

ACTIVITY: MESSAGE BOX (90 POINTS)

Now that you have read about the Message Box and seen some examples, you will deploy it on your own for your first course activity.

Start by choosing a general conservation topic of interest and then venture forth through the steps of the Message Box framework covered in the workbook, identifying an audience (i.e., CSU undergraduates; northern Colorado residents; Gulf Coast fishing industry; etc.), issue, the problem, the "so what?," the solution, and the benefit.

The final outcome will be **a completed message box** matrix. Your work may not be as "science-y" as the examples in the workbook since I do not expect you to have your own primary research to draw on, but you should collect information and facts to substantiate what you are framing as problems, solutions, and benefits. The "trick" as with much of messaging is to be concise but relevant and accurate.

I am willing to accept hand-written or digital copies for this assignment but make sure your work and writing are legible. You can find blank templates on p. 25-27 in the Message Box workbook or you can paste the Message Box png file into a blank PowerPoint slide and insert text boxes for each section. (see Canvas).

In addition to the Message Box worksheet, you should also write a **brief summary** (150-250 words) explanation of your work as well as an analysis of the process. Did this framework feel useful? Did it take you to a surprising place in terms of the message you crafted?

You should also include a **references** page with sources where you gathered the facts and information cited in your work.

- Your work should be in 12-point font.
- References should be included using APA style.
- Please refer to the referencing page in the 'More Resources' tab on the Home page of the course.

This activity is due **Week 2**, Friday 11:59PM (MST). Please submit this as a Microsoft Word document in Canvas, and attach files or links for each message and media material.

NR 572 marking rubric: Message Box

Levels of Achievement			
Criteria	Exemplary	Proficient	Below Expectations
Clear, specific conservation topic and issue	10 Points Three appropriate sources/ messages	6 Points One or two appropriate sources	0 Points No appropriate content
Problem and "So What" – supported with details and facts	25 Points Clear, efficient overview of message components	15 Points	0 Points Poor or missing content

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	including audiences, values, emotions, norms, and implementation in media	Partial or incomplete effort to describe messages and components	
Solution and benefits – supported with details and facts	25 Points Clear and thoughtful feedback for revising messages, rooted in course concepts	5 Points Partial effort with limited attention to course concepts and materials	0 Points Missing or significantly lacking effort
Communication effectiveness/ Mechanics of writing	10 Points Submission is grammatically correct with no misspellings. Style is conventional; use of active voice, concise and clear writing, etc.	5 Points Few errors in spelling and grammar. Use of language is sometimes informal; some redundant or irrelevant material.	0 Points Poorly written; significant spelling, punctuation and grammar errors; unclear and abstract writing.
Format and References	10 Points Clean formatting and referencing following APA guidelines	3 Points Confusing or lacking formatting; partial attention to reference guidelines	0 Points No formatting to organize report; major errors in referencing.

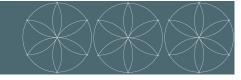## ACTIVITY: CONSERVATION COMMUNICATIONS ISSUE OUTLINE(120 POINTS)

This assignment involves crafting **a rough outline** of a **Conservation Communications Issue**. The outline will share communications situations, strategies, materials/tactics, messages, and the successes and shortcomings of these efforts and/or programs. [**NOTE:** your effort/research could also inform your upcoming Conservation Communication Strategy Plan; see week 6. It may be beneficial to connect both assignments to your current work or an issue that connects to a career goal. Also, if you are concurrently in NR 574 you are welcome to connect this work to assignments there; synergy is welcome!]. Your outline should include the following components:

Overview/Background: Explain the details of your issue or existing campaign; share the location (geographic area or target area)

Stakeholders: Highlight the different organizations, groups of people, and other publics related to this issue in the place you are examining. Share common traits, their stake in the issue, and any relevant attitudes, beliefs, knowledge, skills, or barriers.

History, Actions, and Communications: Explain the local history and actions to date. What actions and strategies are in place? List any clear goals or objectives. Share outcomes and progress. List communications strategies and tools in place; what are the key messages and materials?

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Accomplishments: Share any apparent successes. This may include documented changes in environmental/physical conditions and behavior and attitude changes (hopefully measurable) that demonstrate progress in addressing the issue.

Challenges: What constraints or barriers have impeded progress in meeting action objectives and overall goals of conservation programs developed to address the issue highlighted in your case study? Are there justice, equity, diversity, and inclusion (JEDI) implications?

Assessment and Recommendations: Have actions and communications programs been overall successful or not in forcing changes on this issue? What is your study area's near- and long-term prognosis for this problem or issue? What future actions do you recommend?

References and Resources: share news media, websites, research articles, reports, content, and communications material that informs your outline.

Submit this as a post so all classmates can see each other's work. **Please comment on at least two classmates' posts**.

NR 569 marking rubric: Conservation Communications Issue Outline→ see Canvas

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Ability to identify and describe relevant issue for case study (including summary and background)	**5 Points** The student has successfully identified and included relevant content.	**2.5 Points** The student has somewhat identified and included relevant content.	**0 Points** Content does not relate to topic area.
Ability to identify and analyse stakeholder groups and relation(s) to case study topic	**20 Points** The student has successfully identified and included relevant content.	**10 Points** The student has somewhat identified and included relevant content.	**0 Points** Content does not relate to topic area.
Ability to identify history and actions, including relevant messages and communications strategies	**20 Points** The student has successfully identified and included relevant content.	**10 Points** The student has somewhat identified and included relevant content.	**0 Points** Content does not relate to topic area.
Clear and insightful description of program accomplishments and challenges, with attention toward communications efforts and overall program/campaign	**20 Points** The student has successfully identified and included relevant content.	**10 Points** The student has somewhat identified and included relevant content.	**0 Points** Content does not relate to topic area.

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Ability to analyze communications and program success and make recommendations for future actions with stakeholders	20 Points The student has successfully identified and included relevant content.	10 Points The student has somewhat identified and included relevant content.	0 Points Content does not relate to topic area.
Communication effectiveness/ mechanics of writing/ references provided	5 Points Submission is grammatically correct with rare misspellings. Style is conventional, not informal; use of active voice, concise and clear writing; includes references	2.5 Points Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience.	0 Points Poorly written; significant spelling, punctuation and grammar errors; unclear and abstract writing; lacks references

ACTIVITY: MESSAGING ANALYSIS (90 POINTS)

Through this assignment, students will identify, assess, and provide feedback on conservation messages across various media, applying concepts and frameworks discussed through the course.

Students will identify, describe, and share two examples from different media, i.e., TV/film program; social media; exhibit/marker/kiosk (educational or interpretive); presentation (live or video), etc. For each material, students will identify its theme, message, target audience(s), strategies, and objectives and desired outcomes. Students will use course concepts, theories, and tools to analyze and "deconstruct" messages, identifying values, norms, and morals as well as emotions, beliefs, and other targeted variables. Students will then research how each message has been amplified through news and mass media coverage and other campaigns, programs, strategies, and activities, including coordinated materials. Finally, you will provide feedback and offer ideas and examples for how to improve each message and media material, drawing on course concepts and readings. When appropriate, include citations from research materials.

Reports for each message should be 250-500 words so your total written assignment will be 500-1,000 words (3-6 pages, double-spaced). Your work should be in 12-point font. References should be included using APA style. Please refer to the referencing page in the 'start here' module in the course.

This activity is due Week 5, Sunday 11:59PM (MST). Please submit as a Microsoft Word document in Canvas and include or attach files or links for each message and media material.

NR 572 marking rubric: Messaging Analysis

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	Levels of Achievement		
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Relevant message examples	**15 Points** Two appropriate sources/ messages	**10 Points** one appropriate source	**0 Points** No appropriate content
Messages analysis	**45 Points** Clear, efficient overview of message components including audiences, values, emotions, norms, and implementation in media	**35 Points** Partial or incomplete effort to describe messages and components	**0 Points** Poor or missing content
Feedback and Conclusion	**15 Points** Clear and thoughtful feedback for revising messages, rooted in course concepts	**10 Points** Partial effort with limited attention to course concepts and materials	**0 Points** Missing or significantly lacking effort
Communication effectiveness/ Mechanics of writing	**10 Points** Submission is grammatically correct with no misspellings. Style is conventional; use of active voice, concise and clear writing, etc.	**5 Points** Few errors in spelling and grammar. Use of language is sometimes informal; some redundant or irrelevant material.	**0 Points** Poorly written; significant spelling, punctuation and grammar errors; unclear and abstract writing.
Format and References	**5 Points** Clean formatting and referencing following APA guidelines	**3 Points** Confusing or lacking formatting; partial attention to reference guidelines	**0 Points** No formatting to organize report; major errors in referencing.

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ACTIVITY: CONSERVATION COMMUNICATIONS STRATEGIES DOCUMENT (150 POINTS)

For this assignment, you will develop messages, strategies, and implementation and evaluation programs for a conservation communications campaign on a relevant conservation issue. Students are encouraged to use the same topic from the case study and incorporate the findings but not required.

This report will clearly outline the messages your organization (this can be a real entity or one of your own invention) has developed for different audiences and how they will be used, distributed, or broadcasted via communications strategies and tactics you develop, and the channels you will use. This should include text that describes strategies and media/materials and explains messaging and implementation. You should also develop tables, charts, or other graphics that describe and illustrate your messages, strategies, and tactics; how they fulfill your objectives (and which ones); and which audiences are targeted through these strategic elements. You will develop an implementation plan, namely a timeline or action calendar that outlines the timing and order of the implementation of your strategies and messages. You will also develop an evaluation plan for assessing the effectiveness of your strategic efforts and overall plan.

This report should include:

A 2-3 paragraph **Executive Summary** that includes a description of your organization, its mission, and a title for your campaign; then, the messages you have developed for your audiences, with a brief explanation of why; a list or description of several strategies and tactics you have developed to deploy your messages to target publics, and an overview of important details regarding your implementation plans and timeline.

Messages, Strategies, and Tactics:

This section can be a table or tables, or other visual elements that clearly addresses each of these aspects (as separate columns): messages, target audience(s), target objective(s) to accomplish, strategies, JEDI elements, tactics, channels (for distributing or implementing your tactics and strategies), and costs of producing, developing distributing, etc. your tactics and strategies. This can be delivered in one or several visuals based on your preference, organization, and formatting of your communications plan. You can refer to course materials and case studies for ideas on how to organize and present this information.

Following your table(s) or graphic(s), you should provide a 1-2-page narrative explanation of the rationale behind your messages, strategies, and tactics, and channels you will use based on the research from your earlier plan work and course concepts. Identify theory, models and concepts covered in NR569 (if applicable) and NR572 to back up your messages.

An **Implementation Plan** will include a timeline or action calendar that orders the duration and timing of different strategies and tactics. This should account for which audiences you want or need to reach first and other aspects. For instance, if school administrators and teachers are a target audience, when would you want to reach them in order to influence decisions on curriculum or school activities. If you

want to recruit citizens to help monitor butterfly populations, when would you want to start that activity?

The **Evaluation Plan** will reiterate the measurable and quantifiable ways you will determine the effectiveness of your strategies and messages and overall plan. How will you define success for your plan and strategic actions? What steps and activities do you recommend for monitoring and improving the program? Finally, knowing what you know as you complete this effort, what would you focus more attention and time on or do differently in a revision? This final section should be about 500 words.

References: While I do not anticipate many references, you should include References/ Work Cited page for your work. You need to reference if you are referring to information that was taken from another source. Use APA style for all references. If you are unfamiliar with how to reference, please refer back to the 'Referencing' page under the Start Here module.

Reports should be double-spaced, and 12-point font. Writing should be professional, with the desired audience being an organization's executive-level management, senior staff, and board of directors. Avoid writing in first person, and heed other writing guidelines and practices.

This activity is due Week 8, Friday 11:59PM (MST). Please submit as a Microsoft Word document in Canvas.

NR 572 marking rubric: Communications Strategies Document

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Summary	**20 Points** Clear, efficient overview of your messages, strategies, tactics, and implementation and evaluation plans.	**14 Points** Partial or lacking brief review of analysis or findings	**0 Points** No summary
Messages	**30 Points** Inclusion of various messages with targeted audiences that use concepts and tools from course content	**24 Points** Section has gaps in content and explanations; partial references/attention to related course content	**0 Points** Limited to no content for section
Strategies and Tactics	**30 Points** Inclusion of various strategies and tactics with targeted audiences that use concepts and tools from course content	**24 Points** Section has gaps in content and explanations; partial references/attention to related course content	**0 Points** Limited to no content for section
Channels and Costs	**10 Points**	**7 Points**	**0 Points**

	Inclusion of various channels with attention toward course content and attention to costs of using channels and specific tactics	Section has gaps in content and explanations; partial references/attention to related course content	Limited to no content for section
Rationale	**25 Points** Strong, clear explanation and analysis of messages, strategies, tactics with reference to course content and concepts and plan research	**20 Points** Partially clear and effective explanation of choice of messages, strategies, tactics	**0 Points** Limited to no content for section.
Implementation Plan	**10 Points** Clear and well-organized plan and calendar/ timeline to implement strategies	**7 Points** Partial plan for implementation with gaps in timeline or poor attention to audiences	**0 Points** Limited to no content for section.
Evaluation Plan	**10 Points** Clear and well-organized evaluation plan referring to specific objectives and course content	**7 Points** Partial plan with some gaps in evaluation plans	**0 Points** Limited to no content for section..
Communication effectiveness/ Mechanics of writing	**10 Points** Submission is grammatically correct with rare misspellings. Style is conventional, not informal; use of active voice, concise and clear writing, etc. Content flows and demonstrates linkages among sections	**7 Points** Few errors in spelling and grammar. Use of language is sometimes inappropriate.	**0 Points** Poorly written; significant spelling, punctuation and grammar errors; unclear and abstract writing.
References	**5 Points** complete references list following APA guidelines	**4 Points** Partial list of references; not following APA	**0 Points** No references list

COVID-19

This is an online course and many protocols and planning related to COVID-19 campus operations and public-health practices should not impact our course. This said, your wellness and health matter to me as an instructor and I will do my best to communicate with you and to accommodate situations as they arise. There are also campus resources and support that may be available for you. For information and updates, visit the CSU COVID Information & Resources page (https://covid.colostate.edu/).

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."

Source: Writing Guides: Understanding and Avoiding Plagiarism. https://writing.colostate.edu/guides/guide.cfm?guideid=17, Accessed July 2, 2018.

If you plagiarize in your work you can lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism can result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog: https://catalog.colostate.edu/general-catalog/ A note about Artificial Intelligence (AI)→ submitting work as your own that was generated by AI is plagiarism. Any work written, developed, or inspired by generative AI does not lend itself to our learning goals and is a breach of ethical engagement and CSU's academic integrity policy (from *https://tilt.colostate.edu/ai-and-ai/*).

Academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community.

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UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: https://titleix.colostate.edu/.

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

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RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The Office for Inclusive Excellence: https://inclusiveexcellence.colostate.edu/ includes a comprehensive statement of CSU's commitment to diversity and inclusion. Diversity & Inclusion information specific to the Warner College of Natural Resources can also be found here warnercnr.colostate.edu/diversity/.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

For this course, it is recommended that you use Google Chrome as your web browser. This will ensure that the weekly content and pdf links function as designed. If you do not have Google Chrome, you will still be able to access the content for this course, however, you may have to download it as a pdf file.

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Furthermore, web links may need to be copied into your web browser as they may not be automatically linked.

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
    - o Download Adobe Reader.

- Canvas acting funny?
    - o Download the correct version of Java for Canvas.

- YouTube videos not playing?
    - o Download Flash Player.

- Videos not opening or playing on your Mac?
    - o Download Windows Media Components for QuickTime.

- Can't open content created with Microsoft Office Products? Download the following viewers:
    - o Word Viewer
    - o PowerPoint Viewer
    - o Excel Viewer
    - o Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats

- Still having issues:
    - o Call the **CSU Help Desk at 970-491-7276** or Email Help Desk Support

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- Google Apps for CSU—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- Open Office—an open source productivity suite

LIBRARY AND RESEARCH ASSISTANCE

https://lib.colostate.edu/
The CSU Libraries offers a variety of resources and services to support the campus community. The Libraries' 24/7 Chat service provides immediate help at any time. In-depth research questions may be

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directed to the Library Research Questions form, and they will be referred to the appropriate expert. See the Contact Us page for other ways you can reach the library.