NR 574: ADVANCED COMMUNICATIONS FOR CONSERVATION

COURSE SYLLABUS

The syllabus is subject to change--- I make changes as we go in Canvas, so use rubrics and descriptions <u>in the Canvas modules</u> 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

This course instructs students on a variety of applied approaches and practices for conservation engagement and planning and leadership communications. Content and assignments will provide knowledge and tools for learning about and developing conservation marketing programs, and strategies and skills for engaging in government and executive communications, including public speaking, presentations, and personal communications, and collaborative conservation programs. This course builds on practices and applications of theory and concepts introduced in NR 569. Students can take this course concurrently, learning about the relevant theories and concepts in NR 569 and then applying them in NR 574.

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

- Identify social marketing concepts and frameworks and their applications for conservation marketing and similar programs
- Develop communications strategies and materials based on conservation marketing and social marketing concepts and techniques
- Evaluate outcomes of conservation marketing and social marketing programs and compare with other strategic communications approaches for conservation
- Implement research-based practices and innovations for developing and delivering presentations and other public talks as well as "speed talks"
- Develop short and long-form digital presentations for diverse audiences using narrative storytelling techniques
- Identify and apply communications strategies and practices for government relations, namely interactions with Congressional leaders, committees, and staff
- Integrate best practices in government and executive communications for conservation into materials, including policy briefs, presentations, and lobbying and talking points memos

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- Assess collaborative conservation communications and management programs, including advantages and obstacles for collaborative conservation programs and public-private partnerships
- Describe foundational documents and guidance for establishing effective collaborative conservation partnerships
- Develop materials and strategies for internal and external audiences within collaborative conservation programs representing and addressing diverse stakeholders

REQUIRED TEXTS

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

Note: Students may choose to purchase *Fostering Sustainable Behaviors* (Third Edition) by Doug McKenzie-Mohr as a personal resource, but required chapters will be available through the course. All other required and supplemental reading and course materials are available via Canvas and electronic course reserves.

OTHER REQUIRED AND SUPPLEMENTAL MATERIALS

See Canvas and Course Reserves for all most up-to-date links or PDFs of materials

Module 1
- McKenzie-Mohr, D. (2011) "How to Use This Book" and "Fostering Sustainable Behaviors," Fostering Sustainable Behavior (Third Ed.) Gabriola Island, BC: New Society Publishers
- McKenzie-Mohr, D. (2011) "Step 1: Selecting Behaviors," Fostering Sustainable Behavior (Third Ed.) Gabriola Island, BC: New Society Publishers
- McKenzie-Mohr, D. (2011) "Step 2: Identifying Barriers and Benefits," Fostering Sustainable Behavior (Third Ed.) Gabriola Island, BC: New Society Publishers, pp. 21-39
- Sampson, T. (2018) "Checklists for CBSM Strategies," developed from *Fostering Sustainable Behavior*
- Billingsley, W. "The Check, Clean, Dry Campaign," Fostering Sustainable Behavior.

Module 2
- Wright, A. J. et al (2015), Competitive outreach in the 21st century: Why we need conservation marketing. Ocean & Coastal Management 115: 41-48
- Veríssimo, D. and E. McKinley (2016), Introducing conservation marketing: why should the devil have all the best tunes? Oryx 50(1): 14
- Veríssimo, D. et al (2018), Does It Work for Biodiversity? Experiences and Challenges in the Evaluation of Social Marketing Campaigns. Social Marketing Quarterly 24(1): 18-34
- Salazar, G. et al (2018), Qualitative Impact Evaluation of a Social Marketing Campaign for Conservation. Conservation Biology online: 1-33.

- Wallen, K.E. and E.F. Daut (2018), The challenge and opportunity of behaviour change methods and frameworks to reduce demand for illegal wildlife, Nature Conservation 26: 55-75
- Monbiot, G. (2017), Opinion: Forget 'the environment': we need new words to convey life's wonders. The Guardian. Accessed August 2019.
- Metcalf, A.L. et al. (2019), Microtargeting for conservation. Conservation Biology 33 (5): 1141-1150.

Module 3
- Rare: Origin of Rare Approach
- Rare: Pride Campaigns
- "Conservation on a Human Scale: The Rare Approach"
- Butler, P., K. Green, and D. Galvin (2013), The Principles of Pride: The science behind the mascots Arlington, VA: Rare. pp. 1-14
- Kamrowski, R.L. et al (2015), Balancing artificial light at night with turtle conservation? Coastal community engagement with light-glow reduction. *Environmental Conservation* 42(2): 171-181

Module 4
- Alley, M. (2013), Chapter 1, Introduction. The Craft of Scientific Presentations (2nd ed.) New York: Springer. pp. 1-13
- Alley, M. (2013), Chapter 3, Structure: The Strategy You Choose. The Craft of Scientific Presentation*s* (2nd ed.) New York: Springer. pp. 49-58
- Larkin, M. (2015), "How to give a dynamic scientific presentation," Elsevier Connect. Accessed 2018. (PDF also available)
- Ewers, R.M. (2018), Boring speakers talk for longer. Nature 561: 464
- Reubold, T. (2011), "Fight the Power(point)!" (PDF)
- Alley, M. (2013), Chapter 4, Visual Aids: Your Supporting Cast. The Craft of Scientific Presentations (2nd ed.) New York: Springer. pp. 105-128
- Yu, Alan (2014), Physicists, Generals and CEOs Agree: Ditch the PowerPoint, National Public Radio: All Tech Considered.
- Gallo, Carmine (2018), Jeff Bezos Banned PowerPoint in Meetings. His Replacement Is Brilliant. Inc.
- Alley, M. (2013), Common Error 7, Following the Defaults of PowerPoint. The Craft of Scientific Presentations (2nd ed.) New York: Springer. pp. 129-170

Module 5

- Olson, Randy (2018), Don't Be Such a Scientist (Second Edition). Washington, D.C.: Island Press (Chapter 1, Don't Be So Cerebral, pp. 19-51)
- "Tips for Writing Your Story," The Story Collider. Accessed 2018
- Barker, Erin (2016), "Story Notes #3: Use Just Enough Science," The Story Collider. Accessed 2018
- Podcast: Jacob, Aerin (2015), Lessons from the Man with a Machine Gun, The Story Collider (podcast; 18 minutes)
- Video: Thys, Tierney (2003), Swim with the giant sunfish, TED2003 (video; 17 minutes)

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- Nature's Good Neighbors, U.S. Fish and Wildlife Service
- Video: "Stealing from Then: How Simple Narrative Techniques Can Help Scientists Communicate Better," John Calderazzo, American Geophysical Union Chapman Conference on Communicating Climate Science: A Historic Look to the Future, 2013
- Video: "Science and Storytelling," Lucy Hawking, TEDxSalford, 2015
- Video: "'And, But, and Therefore:' Great Challenges: Storytelling," Randy Olson, TEDMED, 2013
- Dahlstrom, M.F. (2014), Using narratives and storytelling to communicate science with nonexpert audiences. Proceedings of the National Academy of Sciences 111: 13614-13620
- Borrell, James (2015), "The Best Conservation TED Talks"

Module 6

- Baron, Nancy (2010), Escape from the Ivory Tower, Washington, D.C.: Island Press (Chapter 13, Enter the Political Fray, pp. 183-195
- McGinn, Daniel (2018), How to Testify Before Congress. Harvard Business Review.
- Roubein, Rachel (2014), What It Takes to Testify Before Congress. The Atlantic/ National Journal
- Video: Jeff Corwin Testimony on the Endangered Species Act, Highlights, U.S. House Natural Resources Committee, July 2017
- Video: Sen. Cruz Questions Sierra Club President Aaron Mair on Climate Change, October 2015

Module 7

- Pezzullo, P.C. and Cox, R. (2018) Environmental Communication and the Public Sphere (5th ed.). Thousand Oaks, CA: Sage Publications (Ch. 12, Public Participation in Environmental Decisions, pp. 293-307 (partial chapter))
- Environmental Law Institute (2010), NEPA Success Stories: Celebrating 40 Years of Transparency and Open Government. Washington, DC: Environmental Law Institute
- U.S. Environmental Protection Agency. How Citizens Can Comment and Participate in the National Environmental Policy Act Process. Accessed May 2019.
- Cozby, Jordan (2018), Building Public Support for Land Conservation Ballot Measures, Conservation Finance Network. Accessed May 2019.
- Armsworth, P. and Sanchirico, J. (2015), The Successes and Unknowns of Conservation Ballot Initiatives, SNAP Magazine (via The Nature Conservancy). Accessed May 2019.
- Kroetz, K. et al. (2013) Benefits of the ballot box for species conservation. Ecology Letters 17 (3): 294-302.

Module 8

- Pezzullo, P.C. and Cox, R. (2018) Environmental Communication and the Public Sphere (5th ed.). Thousand Oaks, CA: Sage Publications (Ch. 13, Environmental Conflict Management and Collaboration, pp. 311-335)
- Web: It's All Yours
- It's All Yours Playbook and supporting materials

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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 weekly discussion posts and comments, and other class activities and assignments will be provided within 1-2 weeks of the due date. If the grading of your work takes longer, I will keep you informed and return your work with feedback as soon as I can.

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussion posts and comments (3 @ 30 points each)	90	15
Activity: Flagship a Species!	75	12.5
Activity: Conservation marketing case study & critique	120	20
Activity: Conservation presentation	90	15
Activity: Conservation story	75	12.5
Activity: Congressional packet: policy brief/ pitch/ memo	150	25
Total:	**600**	**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%
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 or 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.

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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 3 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 574 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	**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	**0 Points** Posts do not relate to the discussion; arguments made are not backed up by a reference; rehashes or summarizes other postings; unclear

	references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.	limited citations (from text, website, etc) for the community to reference.	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 contributions. Creates community in discussion.	**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.
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: FLAGSHIP A SPECIES! (75 POINTS)

In this activity, students will develop a branding/marketing memo in which you will "rebrand" two different threatened/ at-risk species or environments. Students can choose among plants, wildlife, insects, etc., ecosystems, biomes, etc. (you can pick one fish, one ecosystem; one animal, one plant; whatever you want and they do not have to be related.). Please feel free to draw on your professional experiences and interests.

Take guidance from the Wright et al. reading to craft names that sound engaging or interesting, regionally or locally significant, patriotic, and otherwise build pride and awareness and support toward your examples. Section 2.1 in particular has insight on flagship branding but review the complete article.

For each case, provide the common name, Latin name (if appropriate), your suggested name rebrand, and two messages each that should orient audiences toward identifying your species as a "flagship" and toward raising awareness, garnering attention, increasing public interest or concern, and achieving behavior-change outcomes.

Additionally, you should include a brief (1-2 paragraphs) justification statement that identifies:
- Target audience(s): no need for analysis; just demonstrate attention toward a definable segment
- One to two desired behaviors or actions from your rebrand (objectives)
- Elements of your rebrand/ new flagship name meant to appeal to and attract your audience(s). Include some reference to the conservation decision journey (via Wright et al.); i.e., are you trying to reach people at initial consideration or another point of cycle?

If you want to design icons or logos, go for it! I reward creativity! That said, this is not required.

This activity should be approx. 2-4 pages and organized as 1-2-page memos for each case and designed for presentation to an internal audience (i.e., your bosses). Text should be double spaced and 12-point font. References are not required but should you choose to include them use APA style. Please refer to the referencing page in the 'start here' module in the course.

This activity is due Week 2, Friday 11:59pm (MST). Please submit as a PDF or Microsoft Word document in Canvas.

NR 574 marking rubric: Flagship a Species!

Levels of Achievement			
Criteria	Exemplary	Proficient	Below Expectations
Two species or ecosystems	5 Points The student has successfully identified and included relevant content.	3 Points Some relevant content. Missing some Latin or common names	0 Points No content
Flagship names	10 Points	7 Points	0 Points

	Names demonstrate local or other significance, and engaging, patriotic, build pride	Names are somewhat confusing, lacking significance	No rebrand or flagship name
Messages	**20 Points** Messages are concise and clear, and raise awareness, interest, concern for target audience while orienting toward rebrand and flagship	**16 Points** Some messages raise awareness, etc.; others lack relevance to flagship	**0 Points** No messages; very unclear, long messages.
Justification statement	**30 Points** Content includes relevant, required details, with reference to conservation decision loop and conservation marketing principles	**24 Points** Some relevant content, based on course content. Some gaps in content	**0 Points** Content does not relate to topic area.
Design/Creativity	**10 Points** Document is well organized and formatted for each species	**7 Points** Lacking organization	**0 Points** Document is unformatted and un-organized

ACTIVITY: CONSERVATION MARKETING CASE STUDY & CRITIQUE (120 POINTS)

This assignment entails researching and writing a case study on a conservation marketing campaign, including a background overview of the situation, a detailed examination of the campaign, and a critique of the program's effectiveness and its implementation of social marketing methods. Students are encouraged to seek out your own examples and cases. However, you can also choose from Rare Pride campaigns (see Rare website, and project locations under Our Work tab); or to expand existing and update case studies shared through the Fostering Sustainable Behavior website (click Resources and the different icons to find their cases). *** If you choose a project under the FSB site please be cautious that the work and writing you submit is your own ***. Contact instructor if having problems finding a case.

The case study should be written in a narrative format and a popular or conventional register. It should include the following information along the way:

- Start with a "lead" section where you introduce your readers to a situation, stakeholder(s), or place that hooks us into reading your case study.

- What is the background/location? Where is the issue happening? Explain relevant local or global history for this issue/situation. Have there been previous campaigns or communications programs that tried to address the problem and to what ends? Did they meet objectives? (Can you include past communications strategies, media materials, and messages?)

- Show the different stakeholders – the organizations, including the planner, and the publics that are targeted through the program and otherwise related to this issue.

- Walk us through the campaign: What were the findings and actions in terms of identifying and selecting "end-state" behaviors, identifying benefits and barriers, and developing strategies? Did the campaign planners pilot their program before full implementation, and complete a proper evaluation? How did it all go? Bring us up-to-date on the situation now.

- Offer your informed critique: What accomplishments and successes came from this campaign? This should include documented changes in environmental/physical conditions and behavior changes that demonstrate progress in addressing the issue. Conversely, what failures or barriers impeded achieving goals and objectives? What responses have come from planners and external publics? Then, how closely did the campaign adhere to social-marketing concepts and practices? In your analysis, did decisions to stick to or deviate from the CBSM framework have any effects on outcomes or achieving goals and objectives?

- Finish with some sort of conclusion that includes your own recommendations for next steps and/or revisions, and also provides closure to your readers. From your research or interviews, can you share a prognosis for this situation or a preview of future actions?

Research for the project will draw on a variety of sources including journal articles, annual reports, websites, and personal interviews, depending on your case and its publicity and outreach.

This activity should be 1,200-1,500 words, double spaced, 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 3, Friday 11:59pm (MST). Please submit as a Microsoft Word document in Canvas.

NR 574 marking rubric: Conservation Marketing Case Study and Critique

Criteria	Exemplary	Proficient	Below Expectations
	Levels of Achievement		
Ability to identify appropriate conservation marketing case study	**10 Points** The student has successfully identified and included relevant content.	**7 Points** The student has somewhat included relevant content.	**0 Points** Content does not relate to topic area.
Lead/Introduction	**15 Points** The student has written a narrative lead/introduction to case study.	**10 Points** Introduction lacks narrative flow	**0 Points** Content does not relate to topic area.
Background/Location, Stakeholders, and History	**15 Points** Case study includes content on setting, stakeholder groups, including campaign planners, and history.	**10 Points** Some location, stakeholder, and history details with some gaps	**0 Points** Content does not relate to topic area.
Campaign information and research	**30 Points** Thorough overview of campaign, research, planning, implementation, and outcomes	**24 Points** Partial content and details on campaign	**0 Points** Content does not relate to topic area.
Critique	**20 Points** Informed critique and analysis of program and applied social marketing principles based on content	**16 Points** Lacking critique; minimal attention to concepts and practices from course	**0 Points** Content does not relate to topic area.
Conclusion and recommendations	**10 Points** The student finishes case study with conclusion that provides ending and recommendations	**7 Points** Lacking recommendations or sense of ending	**0 Points** Content does not relate to topic area.
Communication effectiveness/ Mechanics of writing	**15 Points** Submission is grammatically correct with rare misspellings. Style is conventional, not informal; use of active voice, concise and clear writing, etc.	**10 Points** Few errors in spelling and grammar. Awkward register.	**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/citations.

ACTIVITY: CONSERVATION PRESENTATION (90 PTS.)

Students will develop and execute a presentation for a public (non-specialized) audience, using presentation and/or multimedia software or platforms and apply concepts and practices from this class and other program courses. Presentations should be clearly focused on a specific, relevant topic and planned for 8 minutes. Your final, recorded version of the presentation should last 7-9 minutes; shorter or longer submissions will lose points. There are no strict requirements for number of slides or using particular presentation software, but that should be a consideration as you outline and develop your work.

For the assignment, each student will develop and submit a presentation, using Powerpoint, Prezi, or other presentation or multimedia software. As per instructions above, there are no requirements for number of slides (or even to use presentation slides) but you do need to have multimedia elements as an avenue for holding attention and raising awareness. Students should gather research and information on their topic and target audience (this will be facilitated through discussion exercise).

Your submission should include:

a) A presentation outline: This will be a brief and informal internal document that serves as a memo to guide you through your presentation. This should show organizational attention to your topic and may also note areas for emphasis or engagement within your talk. This document must clearly identify your presentation title and topic, a target audience, a proposed physical or virtual venue for your presentation, and your intended objectives and outcomes from your talk.

b) Presentation: This can be a Powerpoint, Prezi, or may use other presentation or multimedia software.

c) A recorded version of your presentation either as a video, audio or presentation file with voiceover

References: Use APA style for all references. If you are unfamiliar with how to reference, please refer back to the 'Referencing' page under the Orientation (Start here!) module.

This activity is due during Week 4, Friday 11:59PM (MST). Please submit outline as a Microsoft Word document, your presentation as a PowerPoint or PDF in Canvas. Video files should be uploaded as .wav files. Further instructions on recording and uploading videos can be found via Canvas.

NR 574 marking rubric: Conservation presentation

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Presentation outline	**5 Points**	**3 Points**	**0 Points**
	Clear, efficient summary of topic, theme, audience, and	Partial summary of presentation. Missing	No or extremely lacking outline

	organized overview of your presentation and content	details on theme, audience, etc.	
Introduction	**10 Points** Engaging opening to presentation that grabs audience attention and states theme clearly	**7 Points** Somewhat engaging opening; theme not clearly stated	**0 Points** No introduction/ background/ context for body content
Presentation body/ content	**25 Points** Well-organized and audience-relevant information that builds toward intended conclusion or buy-in. Content is accurate, detailed	**20 Points** Information is not organized, somewhat technical, overly broad, or has gaps in content	**0 Points** Major gaps in information; inaccurate or misleading; very poor organization
Conclusion/ call to action	**10 Points** Clear and impactful ending that delivers key takeaway information or call to action and re-engages audience	**7 Points** Lacking strong emphasis or impact; partially unclear conclusion or buy-in. Mostly repeated content	**0 Points** Limited or no conclusion
Presentation: timing	**5 Points** Appropriate length (7-9 minutes)	**3 Points** Presentation slightly long or short	**0 Points** Duration is very long or short
Communication effectiveness	**15 Points** Speaking style and tone and slide content are clear, concise, and flow through transitions	**12 Points** Tone and style are somewhat inconsistent; use of jargon or technical information for audience. Use of language is sometimes inappropriate.	**0 Points** Very unclear and abstract speaking and slides. No flow. Excessive use of jargon
Visual/multimedia elements	**15 Points** Visuals are relevant and engaging; do not distract from or strictly repeat spoken content. Slide design and content follow best practices	**12 Points** Somewhat limited visuals; somewhat technical images	**0 Points** Very limited or no use of visuals; overly technical images
References document	**5 Points** Clean and complete formatting and referencing following APA guidelines	**3 Points** Confusing or lacking formatting; partial attention to reference guidelines	**0 Points** Major errors in referencing

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ACTIVITY: CONSERVATION STORY (75 PTS.)

Students will develop and execute a narrative conservation story to be recorded and shared with the entire class for a virtual themed story night. (If possible, we will discuss presenting them via livestream but otherwise will share recorded versions through a discussion board.)

This semester's story theme is, **"Because I Said So,"** stories about authority, rules, following and breaking them, etc.

This should be a first-person, personal story related to conservation, nature, outdoor recreation, environmental science, etc. It can be from childhood, school and academia, career, or personal leisure. Your audience is a science pub talk at an outdoor gear store.

You will record this activity as a video file. This should be a single take, no edits, and you cannot use notes during the story. If it seems like your reading, you may lose points for delivery. You should not make use of presentation software, however, you can include/show a prop if it's relevant to your story.

Your final, recorded or shared version of the presentation should last 5-7 minutes; shorter or longer submissions will lose points.
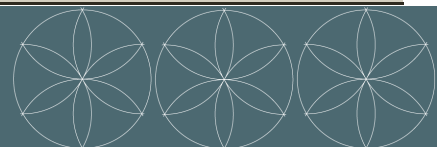
Your submission should include:

a) A story memo/outline: This can be a complete or partial script that you use to practice; a rough or formal outline, or simple notes; just something that demonstrates preparation and attention to narrative storytelling concepts covered in class and which demonstrates how you developed your story and plot, key points of inflection/conflict, epiphanies and takeaways.

b) A recorded version of your story as a video file with audio.

This activity is due during Week 5, Friday 11:59PM (MST). Submit outline as a Word document. Video should be uploaded as .wav files. Further instructions on recording and uploading videos are on Canvas.

NR 574 marking rubric: Conservation story

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Story memo/outline/ script	**5 Points** Document demonstrating story preparation and attention to character, plot, rising and falling action, narrative story elements	**3 Points** Document demonstrates partial/minimal preparation	**0 Points** No outline
Story/ narrative structure	**40 Points** Well-organized narrative, follows plot with characters, rising and falling action, climax, pithy/ponderous closing	**30 Points** Story lacks some narrative elements; more informational; lack cause and effect in content	**0 Points** Very poor organization; lacking plot; no narrative or story

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Story: timing	5 Points	3 Points	0 Points
	Appropriate length (5-7 minutes)	Presentation slightly long or short	Duration is very long or short
Delivery/ Communication effectiveness	25 Points	18 Points	0 Points
	Delivery is clear and engaging; No use of notes and one take; speaking style and tone and slide content are clear, minimal pauses and breaks	Story tone and style are somewhat inconsistent; use of jargon or technical information; or deliver like lecture or sales pitch instead of narrative	Very unclear and abstract speaking; no flow. Excessive jargon

ACTIVITY: CONGRESSIONAL PACKET: POLICY BRIEF, SPEED TALK & MEMO (150 PTS.)

For this activity, students will develop a package of materials, including a policy brief, speed talk, and memo for a Congressional office following guidelines, best practices, and protocols shared in class for government/leadership relations and for written, visual, and presentation communications. Your project will also draw on research you complete through a Discussion Exercise. (Students can contact me if they would like to choose an international or different governing/policymaking body.)

Your policy brief will highlight a specific bill, resolution, or existing law or regulation to educate, inform, and/or persuade a member of Congress to take action. Actions could include support for or opposition against existing or proposed legislation, regulation, or reform; an endorsement for legal protection or a related initiative; or related matters.

Each student will develop:

c) A background dossier: Use the research from the discussion exercise and make a 2-page background document on a member of Congress (if you want to target another individual/entity, contact the instructor). This should be written as an internal document (meant exclusively for your organization) and include biographical details, relevant legislation the lawmaker has sponsored, cosponsored, voted for/against, and related activities. You should use primary records (Library of Congress), news media accounts, and Congressional "scorecards" (compiled by interest and advocacy groups).

d) A policy brief: This should be a 1-2-page document that highlights key information targeted for your target audience. You should use concise text and stylistic elements that make this readable and engaging. Your writing should convey authority, professionalism, credibility, and confidence. This material should make limited but efficient use of images that complement text content.

e) Speed talk: This will be your actual 2-3-minute talk, recorded via webcam or smartphone, etc., and represents your pitch to a Congressional member or panel on your issue, your position, and your argument for support. Within the presentation, you should describe, with authority and enthusiasm: i) the opportunity or takeaway (law passage; budget authorization) (~45 seconds); ii) the need for the particular action/policy (~45 seconds); iii) how your own organization and/or stakeholders can help fulfill this opportunity and/or why it matters (~45 seconds); and iv) how your audience and their constituents can benefit from the opportunity (~45 seconds). Through the talk, you should address at least one relevant scientific element (explaining research, a technical concept or practice, etc.), at least one relevant policy or regulatory aspect, and conclude with (reiterating) your buy-in or "takeaway" message. Timing counts so your talk is expected to be precisely within the 2-3-minute window. Be concise, engaging, and professional. Do not use or include presentation slides, but you can refer to your policy brief and its content.

f) A talking points memo: This should be a brief (1-page, one-sided) document that would serve as a guide for follow-ups and additional talks with Congressional members, agency leadership, and/or staff on your topic. This should be completed as an internal document to enable you (or

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someone else) to prepare for and deliver testimony before Congress or a committee. As such, the memo should use bullets or brief text and mostly avoid visuals. Content should include key takeaway points to be impactfully iterated; key terms or definitions to clearly explain; useful examples, cases, analogies, metaphors, etc. to illustrate your topic and position; and partial responses to anticipated questions.

References: Use APA style for all references. If you are unfamiliar with how to reference, please refer back to the 'Referencing' page under the Orientation (Start here!) module.

This activity is due during Week 7, Friday 11:59PM (MST). Please submit text-based files as Microsoft Word documents in Canvas. Video should be uploaded as .wav files. Further instructions on recording and uploading videos can be found via Canvas.

NR 574 marking rubric: Congressional packet: Policy brief, speed talk and memo

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Background dossier	**40 Points** Thorough, clear, and information-based description and analysis of a specific target audience, including reference to census data and surveys, social research and studies, and other relevant details on public's key sociographic, socioeconomic, and demographic traits	**30 Points** Section has gaps in content and explanations; partial references/attention to related course content	**0 Points** Limited to no content for section
Policy brief	**40 Points** Concise, organized brief document that explains topic, background, position, and takeaways for target audience. Content has relevant information for audience. Targeted use of visuals as complement to text. Use of bullets, short text, breakout boxes	**30 Points** Content lacks some key information for audience. Some long sentences and paragraphs. Few visuals and lacking relevance for audience	**0 Points** Inappropriate length. Lacking stylistic elements and content has major gaps or errors
Speed talk: content and organization	**30 Points** Content includes issue explanation; your organization's role or stake; need for policy/action; and benefits from opportunity for	**24 Points** Some gaps in content areas; partial organization. Some jargon or limited omission of science or policy information	**0 Points** Poorly written; major gaps or omissions in content areas. Poor organization; confusing.

	audience and constituents; cover science and policy		
Speed talk: flow and timing	**5 Points** Appropriate length; no major pauses; no confusion between content	**3 Points** Slightly long (3-4 minutes), with some gaps or pauses within content delivery	**0 Points** Very long or short; lack of transitions between content areas or long/awkward passages in talk.
Talking points memo	**20 Points** Well-organized and relevant content; include key terms, figures, examples or analogies, responses; no technical language	**16 Points** Partial content, lacking brief, clear terms, useful figures or numbers; some technical language	**0 Points** Major gaps in content; very technical
Overall communication effectiveness	**10 Points** Submission materials are grammatically correct with no misspellings. Conventional-popular writing and speaking style and tone. Use of active voice. Writing and speed talk are concise and clear and content flows through transitions	**7 Points** Few errors in spelling and grammar. Use of language is sometimes inappropriate Tone and style are somewhat inconsistent; use of jargon or technical information for audience	**0 Points** Very unclear and abstract speaking and content. Poor writing; significant spelling and grammar errors. No flow. Excessive use of jargon
References document	**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.

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.

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.

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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.

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.

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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. 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?
  - Download Adobe Reader.

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

- YouTube videos not playing?
  - Download Flash Player.

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

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

- Still having issues:
  - 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 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.

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