USF UNIVERSITY OF SOUTH FLORIDA

Patel College of Global Sustainability
M.A. Program

IDS6238: Communicating the Value of Sustainability
Spring 2014, Thursdays 6:30-9:15pm

Carl G. Herndl
Office: CPR 335
CPR Office Hours: Tues 1:30-3, Thurs
   12:30-1:30
PCGS Office Hours: Wed 5-6 (specific
   location TBD)
Email: cgh@usf.edu

Lauren Cagle
Office: CPR 301K
Office Hours: Mon 11-12, Wed 12:30-
   2:30
Email: cagle@mail.usf.edu

Course Description
This course draws on research in rhetoric, environmental communication, and policy studies to provide 1) an understanding of the challenges and opportunities for communicating about sustainability; 2) a theoretical framework for analyzing communication challenges; and 3) practice at applying that knowledge to the production of written documents and digital artifacts. Improving your communication skills requires constant engagement and collaboration. It can be fun and very productive, but you have to be engaged with the material and with your classmates to take best advantage of the course.

The course is organized around three basic concepts that underpin the rhetoric of sustainability:

- **Understanding sustainability**. How can we best adapt complex or abstract knowledge for general, non-expert readers?
- **Making the Invisible Visible**. Sustainability is invisible because it concerns an as yet non-existent future, problems or conditions across the globe or issues that are so routine and mundane that they escape notice. How can we communicate sustainability by making the invisible visible?
- **Theories of motivation and change**. Facts alone, no matter how powerful, rarely if ever get people to change deeply held beliefs or habitual behaviors. What moves people to act? How can we use communication technologies to persuade and engage citizens, to build citizen participation, and organize support for policy change?

Learning Outcomes
After completing this course, the students should be able to:

1. Explain the science, economics, ethics and social dimensions of sustainability in accessible ways.
2. Construct arguments about sustainability that are appropriate to the genre and audience.

3. Use a range of technologies and tools (e.g. social media, data visualizations, etc.) to communicate about sustainability.
4. Apply basic concepts in rhetoric and communication to analyze communication situations and design appropriate artifacts.

Required Work

Major Projects

Over the course of the semester you'll complete four major projects in which you will demonstrate your mastery of the course learning outcomes. The major projects will be supported by skills developed by completing other course activities, including readings, discussions, and homework assignments. Some projects will be completed individually and others will be completed in teams of three to five students.

The four major course projects and their deliverables are:

- Project 1: Accommodating Scientific and Technical Information for Different Stakeholders
  - Individual Project
  - Deliverable 1: Deliberative Document
  - Deliverable 2: Epideictic Document
- Project 2: Overcoming Invisibility and Inaction to Promote Sustainable Behaviors
  - Individual Project
  - Deliverable 1: Proposal
  - Deliverable 2: Visual Argument (infographic)
  - Deliverable 3: Reflection Memo
- Project 3: Using Digital Media to Elicit Public Participation and Build an Emergent Coalition
  - Team Project
  - Deliverable: Social Media Campaign Analysis
- Project 4: Making Successful Arguments in Professional Documents
  - Team Project
  - Deliverable: Proposal Documents

For due dates and day-to-day information regarding these projects, please see the schedule PDF and the calendar on Canvas.

It is your responsibility to ensure you check the course regularly, read announcements, and check your email. Failure to do so may cause you to miss important information.

Minor Assignments

You will complete a number of minor assignments that support the major course projects. These minor assignments include participation in in-class discussion, written homework, and practice creating visuals.

To receive credit for these assignments, you must:

- Submit work on time
- Make substantive contributions, especially to discussions and drafting conferences
- Make contributions that are relevant and helpful

Please familiarize yourself with the following expectations for in-class participation and drafting conferences.

Participation and Attendance. In *Lives on the Boundary*, Mike Rose defines education as learning to use new words and concepts in the company of others. Further, standard pedagogy in the humanities and social sciences is built around open discussion with students; you need to talk through ideas, ask questions, engage with the others in the room. That kind of active participation increases learning and retention. And as professionals, you will be expected to speak in public and in meetings as a routine part of your job. It is best to become expert at it this sort of informal communication in class where the stakes are very low. Thus, we require that you attend every class and participate in class discussions.

We will lecture for part of every class, but we will also have a period of open discussion devoted to the assigned readings and the lecture material. And we both welcome questions and comments during the lecture. "Interruptions" are not rude or a problem. They are part of the process of working together.

After every class the two instructors will sit down and assign a participation grade for every member of the class for that day. These weekly assessments will be available to you on Canvas. We will assign grades according to the following scale: A = talked a lot, B = spoke in class, C = was present but did not speak. The participation grade is part of the 20 points allocated to "minor assignments" on the syllabus.

Drafting Conferences. Learning to communicate "takes a village." Throughout this course, you will be working in groups on projects and assisting each other in revising your individual documents. Professionals constantly work in teams in which the success of the team depends on the goodwill and collaboration of each team member. Further, one of the most powerful ways to improve your communication skills is to analyze other people's work and offer them careful, strategic advice. Professionals, whether they are faculty at the university or working in government, NGOs or business, learn a great deal from helping their colleagues design and revise documents and artifacts. This kind of cooperation and interaction is central to this course. It is required because it is essential. And coordinating the work of a whole class of people requires that we have a number of policies about things like due dates, collaboration and cooperation.

1. Because you will be working in groups, coordinating everyone's effort and keeping the course moving productively requires that you meet specific deadlines. When you have a draft of a document, visual or analysis due for group conference, you absolutely must meet that deadline. How do you conduct a group conference in which each person receives commentary and advice on their project if the projects do not come in on time? If people miss deadlines for distributing their drafts to the other members of their conference group, you get chaos and inefficiency.
2. Similarly, when you get a draft from another member of your working group, you have to read that draft and write thoughtful comments and suggestions on it before the drafting conference. Being prepared for conferences is like being prepared for important meetings; it makes everyone more efficient and productive.

3. The comments on colleagues' documents must also be substantive and carefully considered. We will model what revision comments should look like, but you all know the difference between comments that are tossed off trivial thoughts and comments that are insightful, substantive and helpful. Give your colleagues the respect of doing careful work.
4. Participation is required. People learn best by talking and engaging others. There really is no substitute.

If you fail to distribute the drafts of your documents when they are due, fail to read and make useful comments on colleagues' documents, fail to carry your weight in group projects, or fail to participate in online discussions, you short change yourself and your classmates.

We will conduct drafting conferences in each module to help you revise your major course projects. The drafting conferences will take during class the week before a final project is due.

Turning in a draft and making substantive comments on your classmates' drafts are worth 20 points each in the Minor Assignments grading category. Because drafting conferences only work if everyone meets the deadlines, no late work can be accepted. **If you fail to turn in your draft or to make comments on classmates' drafts by the deadline, you lose all 20 points.**
Laptops

We will occasionally do work in class for which you will need access to word processing software and online resources. Please bring a laptop or some other device to class, so you can complete this work.

Email Policy
Please send ALL emails to both Lauren Cagle and Dr. Herndl. If you send it to both of us, the one of us best prepared to answer the question can respond.

Academic Integrity
Plagiarism is literary theft. It is serious and there are consequences. It includes: unattributed quotes of the exact words of a published text, the unattributed borrowing of original ideas by paraphrase, or passing another person's work off as your own.

Sanctions depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, which shall be used to determine the final course grade. The instructor may assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.

All assignments submitted for this course, will be reviewed by plagiarism detection software. For additional information refer to Academic Integrity Tutorial: http://usfweb2.usf.edu/ethics/ai5/index.html.

Grades

Your course grade will be comprised of grades from five categories.

Assignments	% of Final Grade
Minor Assignments	20%
Project 1	20%
Project 2	20%
Project 3	20%
Project 4	20%

Grades are distributed on a 4-point scale with partial letter grades.

A+ (97–100) 4.00   B+ (87–89.9) 3.33   C+ (77–79.9) 2.33   D+ (67–69.9) 1.33
A (94–96.9) 4.00   B (84–86.9) 3.00   C (74–76.9) 2.00   D (64–66.9) 1.00
A– (90–93.9) 3.67   B– (80–83.9) 2.67   C– (70–73.9) 1.67   D– (60–63.9) 0.67

Readings

There are a number of required readings posted on Canvas for your convenience. There are no required books.

Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's your responsibility to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department Web sites, emails, and MoBull messages for important general information.

Academic Dishonesty and Disruption of Academic Process

Some behaviors are unacceptable in and outside the classroom. If any behaviors interfere with instruction, whether in the classroom or online, your instructor will then follow policies regarding your conduct from the USF Handbook.

Read USF's policies on academic dishonesty and disruption of the academic process (http://www.ugs.usf.edu/catalogs/0001/adadap.htm).

Disability Services

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Students may request accommodations at any point during the semester. As accommodations are retroactive, any grades earned before a student requests accommodations will stand. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services that is prerequisite for receiving accommodations. Accommodated

examinations through the Office of Student Disability Services require two weeks' notice. All course documents are available in alternate format if requested in the students' Memorandum of Accommodations (see faculty responsibilities [http://www.asasd.usf.edu/faculty.asp]).

IDS6238: Communicating the Value of Sustainability
Spring 2014 Schedule

Date	In-Class Overview	Homework (due on day listed)	Projects Due
Module 1			
Wk 1 **Jan. 9**	• Course Introduction • Personal Introductions • Diagnostic Essay • Lecture: Introduction to Accommodation • Introduce Sample Case Study: e-waste • Introduce Project 1		

Wk 2
 Jan. 16
	• Discuss HW readings
	 • Lecture: Accommodation in Module 1 Readings: Applying the Types of Rhetoric
	 • Review: branches of oratory chart and accommodation figure
	 • Review: Project 1 assignment sheet
		• Read:
		    ○ E-Waste (*Science of the Total Environment*)
		    ○ E-Waste (*National Geographic Magazine*)
		    ○ Policy Statement 527 (American Society of Civil Engineers)
		 • Write: Take notes to prepare for a discussion of how the *National Geographic* and policy statement pieces accommodate the science of e-waste.
		 • Complete: SMTN Ch. 2 homework	

Wk 3 **Jan. 23**	• Lecture: The Rhetorical Situation, the Rhetorical Appeals, and Genre • Guest speaker: Cynthia Barnett	• Read: Purdue OWL's rhetorical situation • Read: Miller - Genre as Social Action • Read: Friedman – The Age of Noah • Complete: SMTN Ch. 3	
Wk 4 **Jan. 30**	• Project 1 draft conferences	• Complete: Project 1 Draft • Complete: SMTN Ch. 4	Project 1 draft due in-class
Module 2			

Wk 5 **Feb. 6**	• Introduce Project 2 • Introduce Sample Case Study: home energy usage • Lecture: Structural Change vs. Individual Action • Lecture: Infographics • Activity: Infographic Critique	• Complete: Project 1 • Read: Making the Invisible Visible • Read: Why Infographics are so Successful	Project 1 due
Wk 6 **Feb. 13**	• Lecture: rationalist paradox, ethical paradox, appealing to pre-existing beliefs and values Lecture: four basic design principles • Activity: Creating an Infographic Using Piktochart • Project work time	• Complete: Project 2 Proposal • Read: Buchanan - Declaration by Design • Read: Shulevitz - This is How You Should Talk to a Climate-Change Denier: The Complicated Science of Discussing Risk • Complete: SMTN Ch. 5	Project 2 Proposal due
Wk 7 **Feb. 20**	• Lecture: colors and fonts • Activity: Introduction to Photoshop • Project work time	• Read: Pyschology of Color • Read: Colours in Cultures • Watch: Photoshop basix tutorials • Complete: SMTN Ch. 6	
Wk 8 **Feb. 27**	• Project 2 draft conferences	• Complete: Project 2 Visual Argument & Reflection Memo drafts • Complete: SMTN Ch. 7 HW	Project 2 draft due in-class
Module 3			
Wk 9 **Mar. 6**	• Introduce Project 3 • Introduce Sample Case Study: urban farming • Lecture: Introduction to Digital Campaigns • Lecture: Rhetorical Constructions of the Public • Discuss: Romero and Hauser • Activity: Analyzing Publics on urbanfarmonline.com	• Complete: Project 2 • Read: Romero - Enhancing Civic Engagement in the Digital Age • Read: Hauser – Civic Conversation	Project 2 due
Spring Break: No Class			
Wk 10 **Mr. 20**	• Guest Speaker: Louis Zunguze • Lecture: public participation • Discuss: Rheingold and Obar,	• Read: Rheingold - From the Screen to the Streets • Read: Collins and Evans – Third	

		Wave of Science Studies • Read: Fiorino - Citizen Participation • Read: Obar, Zube, and Lampe - Advocacy 2.0 • Skim: Imagine Hillsborough 2040 website • Complete: SMTN Ch. 8 HW	
	Zube, and Lampe • Activity: Analyzing Public Participation on urbanfarmonline.com		
Wk 11 **Mr. 27**	• Lecture: Gamification and Procedural Rhetorics • Discuss: Schell and McGonigal • Activity: Analyzing Procedural Rhetorics and Gamification on urbanfarmonline.com	• Watch: Schell - When Games Invade Reality • Read: McGonigal - Stronger Social Connectivity • Read: SMTN Ch. 9 HW	
Wk 12 **Apr. 3**	• Project 3 draft conferences	• Complete: Project 3 draft • Complete: SMTN Ch. 12 HW	Project 3 draft due in-class
Module 4			
Wk 13 **Apr. 10**	• Introduce Project 4: SGEF proposals • Lecture: Argumentation • Team Meetings: elect Project Managers and begin brainstorming proposal ideas	• Complete: Project 3 • Read: Toulmin - Introduction • Read: Toulmin - Layout of Arguments	Project 3 due
Wk 14 **Apr. 17**	• Discuss 4 proposals as examples of argumentation • Lecture: Style - Nominalization & Passive Voice • Team Meetings: work on SGEF proposal	• Read: four sample SGEF proposals • Write: research and writing assigned by project team	
Wk 15 **Apr. 24**	• Lecture: Style - Coherence • Project 4 draft conferences • Team Meetings: work on SGEF proposal	• Complete: Project 4 draft	Project 4 draft due in-class
FINALS WEEK: Project 4 due during scheduled final time (Thursday, 5:30-7:30pm)			