

JTC 419

FNR Issues Communication

Spring 2023 | T/Th 9:30-10:45am

ABOUT

Have you ever wondered how people come to believe what they do about food and natural resources (FNR) issues? Did you ever think about the role communication such as journalism, advertising, and PR plays in that information processing? This conceptual class in the Department of Journalism and Media Communication will help you understand how people form awareness and opinions about topics within the FNR domain, particularly those that are controversial. Then, we'll turn our attention to how to work within people's information processing and decision-making tendencies to shape their behavior to help protect the environment and/or enhance their health*.

**We will focus on health impacts stemming from food/nutrition and/or environmental causes of health issues rather than all health and medical issues.*

Learning Objectives

1. Demonstrate awareness of current hot topics in FNR
2. Examine underlying social-psychological contributors to information processing about FNR issues
3. Understand the effects of communication on public understanding and attitudes toward FNR issues
4. Analyze debates about FNR issues to identify drivers of controversy
5. Identify and describe the theoretical underpinnings of behavior change in for environmental and health-related causes
6. Critique social marketing efforts focused on health and/or conservation behaviors
7. Apply principles of behavior change to the development of a social marketing effort

Textbook

There is no required textbook for the class. All readings and other preparation materials will be posted to Canvas. You may need to access some of those links through the library though.



ASSESSMENT

25% Participation (10%), in-class activities, homework (15%)

12.5% FNR issue briefing

25% Exam

12.5% Scavenger hunt report

25% Social Marketing Pitch

INSTRUCTOR

Dr. Abrams | Clark C221
Schedule meeting or drop in during office hours. [See Calendly.](#)

Please email me with "419" in the subject line or use Canvas Inbox.

HOW WE'LL LEARN

Arrive Prepared

Complete all assigned required readings, videos, or podcasts, bring notes you took while reading, and ask questions. [Watch “Reading strategies for busy college students”](#) Also [read these 10 tips](#). They are to be completed before coming to class so you can be an active participant in discussion and/or do an activity at the start of class based on the assigned material, both of which are graded. The exam will include questions based on material contained within these assigned resources in addition to content/discussion from class meetings.

Participate in Class

When you're in class, I need you to be here completely. Yes, this means being physically present, but I'm hoping for more than just your body in class. I teach better when you are mentally present—listening, taking notes, mulling things over in your head, asking questions, occasionally nodding (when you understand), and sometimes looking surprised, confused, or amused (as the situation warrants). And yes, you may even look bored, if that's how you're feeling. I need that feedback, too. What I don't need—and find very discouraging—is having you in class but not really there. Don't kid yourself: I know when students are doing things with their devices or finishing homework for another class, looking up every now and then and pretending to listen. Trust me, feigning attention doesn't look anything like attentive listening. You'll make the course easier for me to teach and you to learn if you are present and engaged in what's happening in class.

Participate! There's no need to speak every day. Less is sometimes more. Speak when you've got something to say! Ask a thoughtful question, share a relevant experience, respond to another student's comment, or voice a different perspective—contributions like these make the class interesting for me and everyone else. And thanks in advance to those of you who voluntarily participate. You may also visit with me before class, during breaks, or after class if you don't feel comfortable asking or sharing something with the whole class. **And everyone can participate in this course by listening and paying attention.** Good listeners respond nonverbally with eye contact and facial expressions. They don't look close to comatose.

A class that's participating energizes my teaching. Your comments, questions, and responses feed me. Without your participation, I feel like I'm at a dinner table where all I do is serve the food and never get to eat it. I'd like to be sharing the meal with you instead.

Complete Assessments

Participation, in-class activities, & homework: Join discussion with question and value-added contributions, and complete in-class activities, quizzes, or homework based on assigned preparation and lectures. The lowest grade you'll earn for completing them is a 70%, meaning you cannot fail if you try!

Exam: This will be an open notes exam, meaning you can use any paper notes you wish to bring. You can only use the paper you bring. Opening other tabs or searching on a mobile device is prohibited. Currently, the exam is slated to be taken in person in our classroom. There will be 35 to 50 multiple choice questions with some matching questions within those.

FNR issue briefing: With a partner, you will identify and present a FNR issue for us to be thinking about as it relates to our lessons. It should be a hot topic related to food or natural resources that you research and then summarize for the class in a short presentation. The idea is to build awareness around current FNR issues.

Social marketing scavenger hunt report*: You'll go out in a small team seeking out examples of social marketing in action on campus or in our community. You'll then write a report showcasing photos of what you found with written explanations of the behavior change concepts you assess them to use.

Social marketing pitch*: You'll develop a social marketing approach pitch delivered via oral presentation.

*Collaboration: Students will collaborate in small teams on the social marketing assignments. There will be an attendance requirement to maintain your membership on a team. A self- and peer-assessment form will be used to assign differential grades, if warranted, at the end of the semester.

COURSE POLICIES & CSU RESOURCES

Flexibility

Attendance: This is an in-person class. As such, I will not accommodate students to join via Zoom without an SDC accommodations memo or medical documentation with dates required not to attend class in person. I may elect to run class on Zoom or offer instructional content on Canvas in the event of my own illness, lack of childcare, etc. All students regardless of the reason may request up to FOUR Echo 360 recordings within 2 days of missing a class.

Missed Participation Points: To account for absences or other circumstances in which you miss participation points, everyone's lowest THREE grades in this category are dropped. This is in lieu of a make-up policy regardless of the reason you may have missed the opportunity or deadline.

Late Work/Make-up Opportunities: Homework and participation points are NOT accepted late nor can be made up for any reason because the three lowest grades are dropped instead. If you cannot make your scheduled **issue briefing** date, regardless of the reason, you will have to instead write an 800-word report in APA style and submit it within 3 days of your original presentation. The **scavenger hunt report** is accepted up to 24 hours late for a 6% late penalty. See individual assignments in Canvas for additional information regarding other flexibility offered.

Extensions and opportunities to make-up participation points are only provided with a [CSU Case Management Office memo](#).

What about technology problems though? Due to the challenge of verifying tech-related issues, technology-related excuses are still penalized with the late deduction. Please work in advance of the final hours of the deadline to be able to troubleshoot or work around the most common technology issues. This is simply a pre-requisite of working professionals in 2023. You should be saving your work simultaneously to the cloud and your local computer. CSU provides students a sizable amount of cloud storage space on [Microsoft OneDrive with your CSU/Office 365 login](#). If you need help setting up your computer to work with the cloud, please contact [CSU IT](#).

If your home Internet goes out, you may use your cell phone as a mobile hotspot, go to a local library or business with public wifi (e.g., Wendys), or head to campus to use campus wifi at any hour, any day. Outages of CSU services (wifi, Canvas) or severe weather that takes out utilities is the only exception, but I will need some form of documentation. (CSU notifies faculty of wifi and Canvas outages.)

Fostering a Successful Learning Environment

The classroom environment is affected equally by student and professor. I ask for your participation in creating a comfortable and engaging environment for learning through encouraging each other's participation, taking all questions seriously, and treating everyone with respect. I approach my role as a knowledgeable facilitator, not the ultimate authority or arbiter of the literature. Any student who does not appear to be actively contributing to a supportive environment will be asked to leave the classroom and/or meet with the professor to discuss how they may both improve one another's experience in the classroom. If you fall asleep during class, you may have to complete in-class activities alone when pairing up is offered.

Digital Devices: I strongly encourage students to take written notes and not rely on a tablet or laptop. If you are accustomed to taking notes on a digital device, please ensure it is a "do not disturb" mode so you are not receiving notifications from emails, text messages, social media, or other apps. I also expect you to use the device for taking notes and referring to notes or readings. There will be sufficient opportunity for you to "scratch the Internet and text messaging itch" during breaks or periods of time in which you are waiting for discussion to resume. If I notice it is a problem for you to remain focused, I will ask you to switch to paper or move to a digital device zone should I notice you repeatedly distracted. If you decide a digital device zone is best for you, for in-class activities, you may have to work alone rather than with a peer to ensure you're not riding someone else's coattails.

Covid Reporting

All students are directed to report any COVID-19 symptoms to the university immediately, as well as exposures or positive test results from a medical provider or home test. For the latest information about the university's COVID resources and information, please visit the CSU [COVID-19 site](#).

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID (even with a home test), you are directed to fill out the [COVID Reporter](#).
- If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online [COVID Reporter](#). Do not ask your instructor to report for you.
- If you do not have internet access to fill out the online [COVID-19 Reporter](#), please call (970) 491-4600.
- You may also report concerns in your academic or living spaces regarding COVID exposures through the [COVID Reporter](#). You will not be penalized in any way for reporting.
- When you complete the [COVID Reporter](#) for any reason, the CSU Public Health Office is notified. Students who report symptoms or a positive antigen test through the [COVID Reporter](#) may be directed to get a PCR test through the CSU Health Network's medical services for students.

See specific directions and accommodations for this course if you have covid symptoms or test positive in the Critical Course Info module > FAQs page.

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

"In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions." ([Portnoy, 2014](#)) Also see [bias reporting website](#).

Academic Integrity

I will not tolerate academic dishonesty: any act of deception, plagiarism, making up or falsifying information, buying content and representing it as your work, or cheating. Violations of academic integrity also include using content generated by artificial intelligence (e.g., ChatGPT or others), buying/finding content for an assignment, or having someone else whether paid or not do the work for you and representing it as your own. Plagiarism is the unauthorized or unacknowledged use of another person's words. This includes using someone else's words verbatim (e.g., copy/paste) without quotation marks and accurate citation. It also includes writing in your own words about someone else's idea (paraphrasing) without citation or misrepresenting directly quoted content as paraphrased. 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." You will earn an automatic 0 on the assignment and it will be followed up with notifying your department and the university. Plagiarism

could result in expulsion from the university. Further information about Academic Integrity is available at CSU's [Academic Integrity – Student Resources](#).

Regarding Artificial Intelligence or AI (e.g., Chat GPT): Academic Integrity involves more than trying to steer clear of academic offences. But AI tools require your special attention to two aspects: attribution and facticity. As with your own work, you must take responsibility for both. This section defines the standards you must apply.

“Attribution. All ideas that are not originally one's own have a source and that source must be referenced. This applies to your work, but it also applies to the AI itself: since the AI does not have ideas of its own, you need to find and reference the original source that supports its assertions. An appropriate reference must have the required format, state the exact location of the referenced fact in the source, and include a working link to the source. If you quote the AI itself, label it as “synthesized communication” and reference it like the conventions for a “personal communication”. Note that this “synthesized communication” is not a valid source for facts, only for the conversation itself.

Facticity. Sometimes the AI makes mistakes. It happens that statements are eloquent and confident – but entirely false. In addition, the AI's statements may reflect biases in its training data. You need to check the facts, the references, the quotes, the logic – and document in an appendix what you did to validate the AI's assertions. Submitting factually wrong material is an academic offence, and whether the source of the error is you or the AI makes no difference.” ([The Sentient Syllabus Project](#), 2023)

Canvas Information and Technical Support

Canvas is where course content, grades, and communication will reside for this course. That includes updates to class policies, schedule, deadlines, and assigned work. Login: canvas.colostate.edu, Support: canvas.colostate.edu/support. For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#). Voice: (970) 491-7276, Email: help@colostate.edu

Universal Design for Learning/Accommodation of Needs

CSU is committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions should 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 your instructor to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from the [Student Disability Center](#) (SDC) may be required before any accommodation is provided. **I require the verifying memo be provided no later than February 10 if you have an existing need for accommodations.**

[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 pregnancy, epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, recurrent migraines, 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 accommodation's specialist in the SDC.

Student Case Management

[Student case management](#) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and your instructor discuss your situation, your instructor may request [verifiable documentation for class absences](#) from the SCM office if you request considerations for absences or missed coursework.

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work with you to find out which services are right for you.

[CSU counseling services](#)

[Student mental health and well-being resources](#)

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

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.

Food Insecurity

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

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: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#). If you feel that your rights have been compromised at CSU, several resources are available to assist: [Student Resolution Center](#), [Office of Equal Opportunity](#)

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.

Adult and Veteran Learner Support at CSU

CSU provides services and resources for students that self-identify as adult learners or military veterans. They provide free drop-in childcare and other resources for parents. They have a breakroom with microwave and refrigerator you can use to store and eat meals. They also provide career services such as resume reviews, advice for seeking jobs, and more by acting as a liaison with university services. Go to <https://alvs.colostate.edu/> for more information.

Student Parents/Guardians/Caregivers

CSU recognizes that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and we are committed to supporting those of you who are parents to achieve course learning outcomes. If you encounter challenges in meeting course expectations – for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care's illness, essential appointment, school closure, etc. – please contact your instructor as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). Work with your instructor to develop a plan for you to make up missed work. Also, please see the course syllabus for related course policies. If you need to bring your child or person you care for to class, for example because you're nursing or planned alternative care became unavailable, check with your instructor about whether you may do so if you believe it's feasible for you to participate in class and support your child or person in your care. Group work assignments should be designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to your instructor to devise a solution. Finally, know that [pregnant and parenting students are guaranteed equal educational opportunities by Title IX](#); know your rights, the protections provided, and how to advocate for yourself.

Please understand I am a parent to a young child and as such maintain boundaries on my time in the evenings and weekends/holidays. I also may have to adjust how and when I teach or conduct course communication for this reason.

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. Please see [CSU's Religious Observances Calendar](#). 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.

Conflict

If you have a conflict with another student in the course, I encourage you to use [CSU's free conflict coaching](#) for students. Please schedule a meeting with me for additional assistance on accommodating the parties in keeping peace or comfort. When [interpersonal violence](#) (assault, harassment, stalking, etc.) or [bias](#) is involved, please also pursue university reporting. If you have conflict with me over how I communicate any course changes or how I am conducting the course, please schedule a meeting to discuss. As a next step, the department chair may serve as a mediator.

Grade Disputes: Calculation errors do not require a detailed, written response. Simply send me an email identifying my error. At some point in this course, you may disagree with a grade on an assignment. There are rare cases in which I am inaccurate or did not explain fully my judgment and would be happy to hear your rationale. Failure to understand the assignment and/or read instructions or rubrics are not legitimate reasons to file a dispute. It is YOUR responsibility to clarify your understanding of assignments with me beforehand. You must take a *minimum of 24 hours* to think about your grade, review your assignment, review the rubric and instructions, and then file your dispute to me in writing. I will only review your grade if you provide me with a written response explaining your perspective and rationale concerning your grade. You may send this response via email. Your argument should be well-reasoned and based on evidence. It does not have to be long, but there should be a good rationale for why the grade should be changed along the lines of course concepts and the rubric/instructions. An argument that my expectations are too high is an insufficient reason. Your written argument must be submitted within 5 days of the time the work was returned to you or the grade was posted. After 5 days, no assignment grades will be considered for change. Schedule a meeting with me to further discuss your grade. I will need 2-3 days to consider your assignment and rationale before this meeting and may need another 48 hours after the meeting to deliberate further. I will not discuss disputes over email.

Tentative Course Schedule		
Date	Topic	Assignments Due This Week
T 1/17	Intro to FNR communication: Defining the field, history, and careers	Review Canvas site, syllabus
Th 1/19	Characteristics of controversy and transparency	Issue briefing presentation sign-up
T 1/24	No class: Dr. A speaking on a panel about science communication for President Biden's Advisory Council on Combating Antibiotic-Resistant Bacteria. Open to public if you want to check it out.	
Th 1/26	Sources of disagreement in FNR issues	ID sources of controversy
T 1/31	Cultural influences	Issue briefing presentations begin
Th 2/2	Food values	
T 2/7	Environmental values	
Th 2/9	Political ideologies	
T 2/14	Environmental psychology	
Th 2/16	Food psychology	
T 2/21	Case study: Antimicrobial resistance and animal agriculture	
Th 2/23	Case study: Antimicrobial resistance and animal agriculture	
T 2/28	No class: Time to study	
Th 3/2	Sources of Controversy Exam	Exam in class
T 3/7	Ann Gill Visiting Lecturer/Artist: Mónica Feliú-Mójer speaking on inclusive science communication	
Th 3/9	Intro to social marketing (<i>this is NOT social media marketing</i>) & behavior change theories	
3/14-16	SPRING BREAK	
T 3/21	Behavior change theories and principles, continued	
Th 3/23	Designing the approach	
T 3/28	Designing the approach	
Th 3/30	Case study: Encouraging campers to manage wildlife attractants	
T 4/4	Social marketing scavenger hunt	
Th 4/6	Social marketing scavenger hunt report	Social marketing scavenger hunt report
T 4/11	Case study: TBD	
Th 4/13	Case study: Encouraging people to keep distance from wildlife	
4/18-20	Social marketing pitch work week	
T 4/25	Peer presentation reviews	Draft pitch ready to present to peer group for feedback
Th 4/27	Social marketing pitch presentations	Social marketing pitch presentations
T 5/2	Social marketing pitch presentations	Social marketing pitch presentations
Th 5/4	Social marketing pitch presentations	Social marketing pitch presentations
NOTE	<i>Links to readings and other preparation material are in Canvas.</i>	<i>See Canvas for times/dates of deadlines; Light homework may be posted to Canvas as needed at least 5 days before due. In-class participation opportunities are NOT announced in advance in most cases.</i>

Syllabus Subject to Change: Topics, assignments, and deadlines are subject to change with sufficient notice relative to the scope of the assignment or required preparation. It is your responsibility to monitor Canvas announcements for changes required. I may need to alter assigned readings or add preparation homework, but I will usually provide at least 5 days' notice for smaller changes such as this. Policies are subject to change with notice posted to Canvas as well.