

## ABOUT

Apply the social marketing framework to conservation behaviors with a special focus on communication research and best practices

## INSTRUCTOR

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 [calendly.com/kabrams/officehours](https://calendly.com/kabrams/officehours)

**Meet with me on Zoom**



## Required Book

*Making Shift Happen:  
Designing for Successful  
Environmental Behavior  
Change*

# CONSERVATION MARKETING

## JTC 792E | 3-5:50PM, WEDNESDAYS

## LEARNING OBJECTIVES

- Describe the conservation marketing process
- Analyze ethical and situational challenges in conservation marketing
- Describe the theoretical underpinnings of behavior change in conservation marketing
- Analyze the practice and science of conservation marketing
- Apply effective formative and evaluative research techniques for conservation marketing efforts
- Design a conservation marketing plan

## ASSIGNMENTS AND PRACTICE

- 25%: Weekly participation and learning enrichment
- 20%: Conservation marketing case study presentation x2  
(Pick 2 dates)
- 25%: Behavioral drivers and audience segments presentation
- 30%: Conservation marketing plan

## FLEXIBILITY

This course will be taught in person to the extent feasible. If more than 2 people will be absent or I must be absent, I will adjust the teaching method for the week or adjust the course schedule. You may miss one class without penalty and without requiring any formal make-up work, regardless of the reason. Accommodations for additional missed classes and deadline extensions requires extenuating circumstances and appropriate documentation (e.g., screenshot of the CSU covid reporter submission, Case Management).

Tentative Schedule (Consult Canvas for most up to date)

Date	Topic, Preparation, and Assignments
1/19	Orientation Recommended refresher reading: Section 1, Ch. 1 + 6
1/26	Selecting Behaviors and Audiences (Initiate) Read: Section 1, Ch. 2 through page 68
2/2	University closure
2/9	Selecting Behaviors and Audiences (Initiate), continued Read: Section 1, Ch. 2, p. 69-98
2/16	Leverage Belonging, Activate Attachment Read: Section 2, Ch. 1 + 4 Case study presentations
2/23	Make It Easy Read: Section 2, Ch. 2 Case study presentations Intro to Behavioral Drivers (Uncover) Read: Section 1, Ch. 3, p. 99-128
3/2	Behavioral Drivers (Uncover) Read: Section 1, Ch. 3, p. 128-161
3/9	Behavioral Drivers and Audience Segments Field Day, TBD
3/16	Spring Break-----
3/23	Design the Process Read: Section 1, Ch. 4
3/30	Behavioral Drivers and Audience Segments Presentations
4/6	Cultivate Habits, Use Rewards Read: Section 2, Ch. 3 + 8 Case study presentations
4/13	Design it to be Vivid, Frame for Appropriate Associations Read: Section 2, Ch. 5 + 9 Case study presentations
4/20	Consistent Identity, Optimism Read: Section 2, Ch. 6-7 Case study presentations
4/27	Implement Read: Section 1, Ch. 5
5/4	Future potentials, issues, and questions in conservation marketing Read: TBD
5/11	Conservation marketing plan due-----

Additional or alternative preparation may be assigned. Additions and changes will be posted 6 days in advance of the class they are due on Canvas only.

## WHAT DOES IT MEAN TO PARTICIPATE?

Participation counts for **25% of your grade** in this course. Here are the **behaviors that count**: 1) asking questions, 2) answering questions, and 3) making comments (extra points for *comments* that relate to material in the text and for sharing relevant experiences). **Value-added behaviors**—these put your contributions over the top: 1) responding to something another student says (including answering a question asked by a student), and 2) constructively disagreeing with something in the readings or said in class by me or another student. **Behaviors to avoid**: 1) not listening, 2) pretending to be listening while partaking in a distracting behavior (e.g., browsing on mobile device or laptop, reading something unrelated to class, doodling, nodding off to sleep, etc.), 3) speaking without being recognized, or 4) making fun or otherwise berating something said by another person.

**May I call on you? Let me know.** My preference is to go with volunteers. Grading participation is necessarily subjective, but I will incorporate others' input as well. Generally, letter grades in this category of assessment are earned as follows: A - participates regularly without being called upon, integrates contributions from peers, professor, and/or speaker; B - participates occasionally without being called upon; C - rarely participates, or regularly makes unhelpful contributions; D - Absent 4 times; F - Absent 5 or more times

## ASSIGNMENTS

**Conservation marketing case study presentations:** Pick two dates (first come, first served) to present a case study that help exemplify the concepts for the week. Presentations must be 20-25 minutes. The example shared can be good or bad, either way, you must describe, interpret, and critique the example you're sharing. You are welcome to include more than one example to speak about different approaches. On case study presentation days, two students will be presenting.

**Behavioral Drivers and Audience Segments Field Day and Presentation:** I'm planning to take us on a field trip to examine a publicly observable behavior that needs to be created, changed, or stopped to mitigate an environmental problem. We will discuss plans the weeks prior so you can plan your team's evaluation effort in the field to better understand the current behavior, audience, environment, and management of the issue. The follow week, you'll present a summary of what you determined to be drivers or hinderances on the behavior a hypothetical social marketing approach would attempt to address.

**Conservation Marketing Plan:** Each student will create an abbreviated conservation marketing plan to demonstrate you can apply the technique and principles correctly, creatively, and within the confines of finite resources and environmental/system constraints. You can select a topic of interest to you or select from options I will provide.

Alternatively, students with more traditional scholarly goals may talk with me about writing a grant proposal or research proposal based within some aspect of conservation marketing. A topic related to my own ideas and work can be provided to you for this as well with the expectation that I would likely require authorship on any publications to arise from it.

## 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. I strongly encourage students to take written notes and not rely on a tablet or laptop. We'll discuss why the first day. However, we will have a "digital device zone" for those who require it for their class participation.

## 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](#))

## 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](https://canvas.colostate.edu)

Support: [canvas.colostate.edu/support](https://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](mailto:help@colostate.edu)

For info on using browsers, apps, and third-party tools with Canvas see [Canvas Support](#).

Further information about Academic Integrity is available at CSU's [Academic Integrity – Student Resources](#).

## 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 4 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 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.

## 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, 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.

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.

## 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 childcare 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.

## 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 together 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.

## COVID POLICY

Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.

All students are expected and required to report to the COVID Reporter (<https://covid.colostate.edu/reporter>) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and, even if your symptoms are mild. Consult [this CDC web page](#) for the most up-to-date list of symptoms.
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under "I believe I have been in close contact with someone who has COVID-19." This guidance will depend upon your individual circumstances.

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.



As your instructor I may not ask you about vaccination status or if you have COVID, but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements, and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University's COVID resources and information, including FAQs about the spring semester, please visit the CSU COVID-19 site <https://covid.colostate.edu>.

## 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. Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. 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.

## COPYRIGHTED COURSE MATERIALS

Copyright 2022 Katie Abrams as to this syllabus, all lectures, recordings, custom created resources/guides, and assignments. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. In addition, students in this class are not authorized to provide class notes or other class-related materials to any other person or entity, other than sharing them directly with another student taking the class for purposes of studying, without prior written permission from the professor teaching this course. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.



## GRADE DISPUTES

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. Here are some guidelines to follow in the case of a grade dispute:

You must take a minimum of 24 hours before responding 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 or bring it to class. 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 along with the graded assignment 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. I will not discuss disputes over email. Calculation errors do not require a detailed, written response. Simply send me an email identifying my error.

**Course policies are subject to change and will be communicated on Canvas.**