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### ENST 476.01A: Environmental Citizen SVC/LRN

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## **ENST/CCS 476 ENVIRONMENTAL CITIZENSHIP – SERVICE LEARNING**

Mon. 11:00 – 11:50 AM & Wed. 11:00 AM – 12:50 PM

CHEM 102

Spring 2019

*To improve is to change. To be perfect is to change often.*

— Winston Churchill

Instructor: Robin Saha

Office: JRH 018 (basement)

Office Hours: Tues. 11:30 AM-12:30 PM; Wed. 2:00-4:00 pm

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Phone: 243-6285

### **Course Description**

In this course, students investigate the role of citizenship in steering society down an environmentally, socially, and economically sustainable path. We will consider the necessary knowledge, attitudes, rights, duties and responsibilities, and virtues of environmental citizens as well as the skills for participating effectively, individually and collectively, as environmental citizens.

Learning in the course occurs primarily through the process of planning, carrying out, evaluating and reflecting on student-initiated environmental citizenship projects in partnership or close coordination with an on-campus or off-campus entity. Students will work in small teams or as an entire class on a project or projects that have tangible, achievable goals for the semester and involve directly engaging with the campus or wider Missoula community.

This class specifically encourages and supports students interested in helping UM achieve its climate change goals and the city of Missoula (with support from UM) achieve its municipal zero-waste goal. It also provides the opportunity to utilize and develop a variety of skills and latent abilities, including leadership skills and attitudes.

Projects will be informed by the principles and techniques of social marketing and/or environmental organizing. Social marketing involves using research and analysis of (perceived and actual) barriers to and benefits of participating in environmentally responsible behaviors to develop strategies such as communications campaigns or incentives programs to encourage lasting behavior change.

Environmental organizing includes identifying an environmental problem and developing a strategy to address it that typically involves marshaling insight, support and involvement of stakeholders and developing tactics to encourage those in a position to make needed changes to do so.

To support student success (and depending on the needs of the class) a number of practical skill-building trainings will be offered in topics such as audience and stakeholder assessment, team-building, running effective meetings, group decision making, designing effective communications, and using social media.

By the end of the course students will have:

- Developed an understanding and appreciation of citizenship roles and skills for working individually and collectively.

- Engaged in experiential learning through planning, carrying out, and evaluating a team project.
- Gained an understanding of the principles and techniques of social marketing and environmental organizing and the ability to plan a campaign informed by audience or stakeholder assessment.
- Developed or enhanced leadership skills such as running meetings; making group decisions; organizing, planning, and publicizing events; recruiting; framing and communicating messages; and preparing public education and outreach materials.
- Developed confidence as an active and effective environmental citizen and a personal commitment to continuing participation.

### **Expectations**

- Regular attendance and active participation in class, especially in leadership trainings.
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- Cooperative and productive team project work and availability to meet with your group outside of class with peers and instructor as needed.
- Initiative taking and follow through.
- A willingness to put yourself in unfamiliar or challenging situations – to step outside your comfort zone – to learn new skills and strengthen your existing ones.
- Flexibility and resilience to adapt to changing circumstances, new information and obstacles encountered.
- Openness to feedback and a willingness to work cooperatively with the instructor.
- Willing to revise and resubmit parts of assignments in a timely manner to help ensure project success.
- Respectful and professional class and project-related interactions with fellow students, instructor, and individuals in UM and Missoula communities.
- Willingness to provide honest and candid self-evaluation of your participation in the team project and the same for your team members.

If you have concerns about any of these expectations, please discuss your concerns with me as soon as possible.

### **Definition of Service Learning**

This course has the Service Learning designation. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the

community, as identified through collaboration with campus, community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

### **Class and Attendance**

The class format will be a mix of discussion, trainings, lectures, in-class writing exercises, guest speakers, small group activities, training sessions, and student presentations. A good deal of class time also will be devoted to planning and coordinating team projects.

*Class Attendance and Preparation:* Attendance and preparation are vitally important to your learning and the success of your team project and will count for a significant portion of your participation grade in the class. If you miss class or need to come late for whatever reason, you are expected to notify the instructor and your project team members beforehand or as soon as possible thereafter. Absence will not be accepted as an excuse for missed assignments. Make up assignments will generally not be offered.

*Email Communication:* You are expected to use your Grizmail account to communicate with the instructor. Please be sure to maintain your account so you can send and receive emails, and check it regularly so that you receive any course updates and announcements send out.

### **Drop Deadlines and Procedures**

You may drop the course on CyberBear and receive a refund and no W on your transcript until Jan. 31 at 5:00 pm with a refund. To drop the course from Feb. 1 to Mar. 15, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a W on your transcript. From Mar. 16 to Apr. 26, you must petition to drop and get the above signatures and the Dean's signature, and a WP or WF will appear on your transcript. You cannot drop the class during final's week. Click here for more info: [Spring 2019 Registration Deadlines](#).

### **Description of Assignments**

Short descriptions of the assignments are provided below. Additional instructions will be provided handouts and discussed in class.

1. *Group or Class Project(s):* The major work in this class will consist of planning and carrying out a project that uses the principles and techniques of social marketing or environmental organizing. Working in small groups on your project will provide an opportunity for you to develop your citizenship knowledge, skills, attitudes. Projects will be carried out in phases, each of which has a specific assignment and due date (see below): **(1) Background/Problem Description, Draft Project Goals and Approach; (2) Revised Goals, Approach and Audience/Stakeholder Assessment Plan; (3) Progress Report; and (4) Project Portfolio.** All materials to be publicly distributed or used publicly, such as interview questions, surveys and fliers, regardless of the media (print, radio, video, website materials, social media etc.), must be cleared by full project team and the instructor before their

release or use. Teams will conduct some project work in class, periodically give oral progress reports, and give a final report at the end of the term.

2. *Project Presentations:* At the end of the semester, teams (or the entire class if it works on one project together) will present their project to an appropriate audience(s) such as the Sustainable Campus Committee, UM Sustainability Coordinator, UM Recycling Oversight Committee, City of Missoula Energy Conservation Coordinator, or the Missoula Zero Waste Advisory Committee (ZWAC).
3. *Self-Reflection and Peer Evaluations:* an evaluation of your and your peers' contributions to your project and your project team, and a reflection your experience in light of the notion of environmental citizenship.

### **Grading and Evaluation**

Course grades will be based on:

- Class attendance and participation – 15%
- Project Background, Goals and Approach Report – 10%
- Revised Goals and Audience/Stakeholder Assessment Plan – 20%
- Progress Report – 10%
- Project Portfolio – 25%
- Project Presentation – 10%
- Peer Evaluations – 5%
- Self-Reflection – 5%

Class participation grade is based on attendance, including coming to class on time, class preparation, active participation in class, and your contributions to in-class team project work. Both the instructor's assessment of your contributions to the team project, your peers' evaluations and your self-evaluation will be considered.

### **Academic Integrity and Plagiarism**

Academic honesty and integrity requires that all work submitted is your own unless accurately attributed to verifiable sources. Plagiarism will not be tolerated. If you have any doubts about plagiarism, i.e., representing another person's work as your own, or citing of the work of others, please confer with the instructor or refer to the *Academic Policies and Procedures in the University Catalog*, which states *Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.*

### **Students with Disabilities**

If you are a student with a disability and wish to discuss accommodations for this course, contact me privately to discuss the specific modifications you wish to request. I may request that you provide a letter from Disability Services for Students. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://www.umontana.edu/dss/>.

## **Readings**

There are no required text books. All required readings will be posted on the course Moodle page and some resources will be put on Course Reserve at the Mansfield Library as announced in class.

## **Course Schedule and Topics**

The course schedule will be handed out in class and posted on Moodle for each week. Some adjustments to the course schedule and listed readings may be needed to suit the needs of the class. These are announced in class and/or posted on Moodle (please check Moodle regularly for updates, which are typically announced via email as well as needed).