Service Learning Course Designation Form

Use this form to request a Service Learning Course Designation for a new or existing course. Proposed course title should end with the following designation: /SvcLrn

<table>
<thead>
<tr>
<th>I. Service Learning Course</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Environmental Studies</td>
<td>Course Number</td>
</tr>
<tr>
<td>Subject</td>
<td></td>
<td>ENST 476 / CCS 485</td>
</tr>
<tr>
<td>Course Title (e.g. Addiction, Studies SvcLrn)</td>
<td>Environmental Citizenship/SvcLrn</td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Envl Citizenship/SvcLrn</td>
<td></td>
</tr>
<tr>
<td>Number of credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Instructor name</td>
<td>Robin Saha</td>
<td></td>
</tr>
<tr>
<td>Instructor phone and e-mail</td>
<td>243-6285; <a href="mailto:robin.saha@umontana.edu">robin.saha@umontana.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete this form and obtain signatures before submitting to Faculty Senate/Office.

<table>
<thead>
<tr>
<th>Please Type/Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requestor</td>
<td>[Signature]</td>
<td>10/2/14</td>
</tr>
<tr>
<td>Requestor phone and e-mail</td>
<td>243-6285</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>[Signature]</td>
<td>10/2/14</td>
</tr>
<tr>
<td>Chair/Director</td>
<td>[Signature]</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Other affected programs</td>
<td>Climate Change Studies</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Dean</td>
<td>[Signature]</td>
<td>10/14/14</td>
</tr>
</tbody>
</table>

III. UM Service Learning Definition:
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 community or tribal partners, while meeting instructional objectives through faculty structured service work and critical reflection meant to prepare students to be critically 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.
Dear Phil,

I am out of town and unable to sign, but I approve continuation of this crosslisted course's Service Learning designation

Thank you,

Nicky Phear

On Oct 2, 2014, at 2:08 PM, "Condon, Phil" <Phil.Condon@mso.umt.edu> wrote:

Hi Nicky, is there a time we can catch you for a quick signature on an ASCRC form due tomorrow for ENST 476—just for renewal of its Service Learning designation?

We need to get it to Dean, too, so today, if you're on campus would be ideal. Robin or Karen or I could run it by you if there's a good time? thanks, phil

Hi Phil,

It turns out the Service Learning forms are not through E-CURR but are hard copies, though they also get email to Camie Foos.

I've attached the form for ENST 476 and syllabus that needs to go with it. I decided to not resubmit 489 as a SL class at this time.

I'll be in Thursday AM and can print the signature sheet for you and me to sign. Can you look for this form in your mail box Thursday and return to me or Karen?

I'm trying to find out if any signatures are needed besides Dean Comer's since it is cross-listed with CCS. I'm hoping Camie can just message Nicky Phear for the thumbs up.

Hopefully Karen or I can get the form over to the Dean's Office Thursday afternoon sometime.

Thanks Phil.

- Robin
IV. Service Learning Course Criteria: The University of Montana-Missoula has established the following criteria for Service Learning courses. In order to receive the Service Learning course designation, a course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other non-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments and in-class time should be scheduled to do reflection—both should be clear on the syllabus. Reflection should incorporate discussion assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Service interactions in the community will recognize the needs of service recipients and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the nature and value of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students perform service activities in a professional manner and that vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
- In a 3-credit service learning course, students should be required to perform a minimum of 31.5 hours of community service per semester (i.e., 5 hours of service per academic credit). Service hours may include hours spent in training, preparation, and direct contact with clients.
- If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. Confirmation of Service Learning Course Criteria: Explain how this course meets all of the following criteria:

Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

Missoula has a large environmental non-profit community and the campus community also has a need for service in the environmental arena, for example, with the Sustainable Campus Committee, Kless Revolving Energy Loan Fund Committee, the UM Recycling Oversight Committee, Farm-to-College Program, Real Food Challenge and various ad hoc working groups, student groups and such. Student service experiences involve a wide range of professional settings in environmental affairs.
<table>
<thead>
<tr>
<th>Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service experiences provide opportunity to apply knowledge of behavior change and policy change using community-based social marketing techniques (environmental communications) and policy change frameworks taught in the class. Students develop: (1) the ability to conduct formative assessment of target audiences perceived benefits and barriers to participating in environmentally responsible behaviors, and (2) the ability to assess the current social, political, economic cultural contexts of environmental problem (conduct an issue assessment) to plan and carry out an effective policy campaign. These are primary skills taught in the class that are necessary to participate in service learning projects for the class. The service experience provides an opportunity to apply these analytic skills, leadership and project management skills for which instruction is provided to plan, carry out and evaluate student projects that support: (1) environmentally responsible (sustainable) choices and behaviors of individuals; or (2) sustainable policies or programs of the university, local government, or business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is facilitated by 2 writing assignments and in-class progress report presentations. Reflection on service begins with an environmental citizenship visioning essay for which students develop a person definition and short-term long-term goals for themselves at the beginning of the term. Service is an explicit component of the essays. At the end of term, students write a 4-5 page reflection essay on their service experience as related to their citizenship vision and development of citizenship knowledge, skills, attitudes and actions. Students discuss their projects and their group process, teambuilding and leadership experiences in class and reflect on their successes and challenges throughout the semester, for example, in preparing and presenting progress reports and obtaining feedback from their classmates and the instructor. Thus, reflection is integrated throughout the semester.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> What method(s) are used to assess the learning derived from the service experience?</td>
</tr>
<tr>
<td><strong>Reciprocity:</strong> How do community partner(s) provide advice and feedback on the nature and value of the service performed?</td>
</tr>
<tr>
<td><strong>Training:</strong> What training and preparation will be provided to assure that students perform their service activities in a professional manner and that vulnerable populations are not harmed?</td>
</tr>
<tr>
<td><strong>Service options:</strong> What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?</td>
</tr>
</tbody>
</table>
**Number of service hours required:** How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

More than 50% of work in the class is devoted to service projects that involve a variety of activities that change from semester to semester. Recent examples include: fund-raising to support part of UM’s Climate Action Plan goals; conducting campus outreach for adding a new garden space on campus for UM Dining, researching and proposing means of expanding student access to local foods (use of UMoney at the Farmers Market). Others include conducting a survey of campus departments on their paper purchasing, writing report and making a presentation to the Sustainable Campus Committee; developing a solar power project proposal for the UM Kless Revolving Energy Loan Fund; developing; conducting research and applying for grants for the UM Recycling Oversight Committee; and conducting and presenting research for the Missoula County Health Department on residential grey water systems to support a county ordinance.

**VI. Community Partner Information:** Provide information on the organization(s) that will provide service placements for students in this course.

<table>
<thead>
<tr>
<th>Name of Agency/Organization(s)</th>
<th>Sustainable Campus Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UM Recycling Oversight Committee</td>
</tr>
<tr>
<td></td>
<td>Kless Revolving Energy Loan Fund Committee</td>
</tr>
<tr>
<td></td>
<td>Missoula County Health Department</td>
</tr>
</tbody>
</table>

**Contact person name(s)**

| Chase Jones, Missoula Energy Grants Coordinator; Eva Rocke, UM Sustainability Coordinator; Vicki Watson, Chair of UM Recycling Oversight Committee; Chris Olsen (ASUM Sustainability Coordinators) for the Kless Revolving Energy Loan Fund; Rebecca Wade, UM Dining Director of Health, Safety and Nutrition Other contacts provided on request. |

**Contact person(s) phone and e-mail**

<table>
<thead>
<tr>
<th>Chase Jones 552-6389</th>
<th><a href="mailto:CJones@ci.missoula.mt.us">CJones@ci.missoula.mt.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Rocke, x6001 <a href="mailto:Eva.Rocke@mso.umt.edu">Eva.Rocke@mso.umt.edu</a></td>
<td>Vicki Watson x5153 <a href="mailto:Vicki.watson@umontana.edu">Vicki.watson@umontana.edu</a></td>
</tr>
<tr>
<td>Chris Olsen x4856 <a href="mailto:asum.sustain@mso.umt.edu">asum.sustain@mso.umt.edu</a></td>
<td>Rebecca Wade x2315 <a href="mailto:rebecca.wade@mso.umt.edu">rebecca.wade@mso.umt.edu</a></td>
</tr>
</tbody>
</table>

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus. The syllabus should also demonstrate how the above criteria are satisfied. For assistance in preparing a service learning course syllabus see https://www.compassarcelibrary.com/ for Andrea Wagner, Director of the Office for Civic Engagement and Service@umontana.edu

**See attached.**

**VIII. Copies and Electronic Submission:** Submit signed form, a copy, and electronic file to the Faculty Senate Office, UH 221, cafre@smsu.umt.edu
ENST 476 / CCS 485—Service Learning

ENVIRONMENTAL CITIZENSHIP

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

— Winston Churchill

Robin Saha
Office: JRH 018 (basement)
Office Hours: [Redacted]
Email: robin.saha@umontana.edu
Phone: 243-6285

Course Description

In this Service Learning course, students develop and work toward actualizing a personal vision of environmental citizenship. The course allows students to think deeply about citizenship aptitudes and attitudes to move society toward a more environmentally, socially, and economically sustainable path. We consider the virtues, duties, rights and responsibilities 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 experience of planning, carrying out, and reflecting on the process of developing student-initiated environmental citizenship projects and campaigns. Students will work in small teams and choose from two types of environmental citizenship projects that support: (1) environmentally responsible (sustainable) choices and behaviors of individuals; or (2) sustainable policies or programs of the university, local government, or business. Projects will be informed by the principles and techniques of community organizing as well as by social marketing techniques for fostering individual behavioral change and policy change. Social marketing is an approach that involves using research and analysis of (perceived and actual) barriers to and benefits of participating in environmentally responsible behaviors to develop strategies to encourage lasting behavior change.

Students are encouraged to work on campus sustainability projects. Due to the high degree of public salience and urgency of climate change, opportunities related to climate change will be encouraged and supported.

Although students will utilize their own research in developing their campaign and project plans, support is also provided through relevant readings, guest speakers, and feedback from the class and instructor on team plans and proposals. In order to develop leadership skills critical to effective citizenship, a number of practical skill-building trainings will be offered in topics such as team-building, running effective meetings, group decision making, citizen lobbying, event organizing, recruiting volunteers, power mapping and framing environmental messages. Others student-initiated topics may be added to provide further support for student projects.

By the end of the course students will have:

- Developed an understanding and appreciation of citizenship roles and skills for working individually and collectively.
- Developed a personal citizenship vision and pursued that vision by planning and reflecting on a team project or campaign.
- Gained experience and developed skills in conducting social marketing research and planning a social marketing campaign or similar project to encourage others to participate in sustainable behaviors or to influence environmental policy and institutional change.

- Developed or enhanced leadership skills such as running meetings; making group decisions; organizing, planning, and publicizing events; framing and communicating messages; and preparing public education materials.

- Developed confidence as an active and effective environmental citizen, a personal commitment to continuing participation, and a sense of civic entrepreneurship.

Requirements

Success in the course requires:

- Regular attendance and active participation in class, especially in leadership trainings.

- Cooperative and productive team project work and availability to meet with your group outside of class with peers and instructor as needed.

- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.

- A belief that self-examination and reflection can lead to personal and professional growth and a willingness to follow through on that belief.

- A willingness to put yourself in challenging situations to learn and grow.

- Effective participation in a social marketing campaign plan or another closely related team project, including being available to meet with your group outside of class.

- Completing all assignments including individual and group assignments, in-class exercises, a self-reflection of your participation in the team project, and your evaluation of your team members.

If you are unable to fulfill any of these requirements, please discuss your concerns with me as soon as you can.

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.

A Note on Class Attendance: Attendance is vitally important to your learning and the success of your team project and will count for a good portion of your participation grade in the class. If you miss class for whatever reason 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.

A Note on 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.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Feb. 14 at 5:00 pm. From Feb. 15 to Apr. 7, 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. After Apr. 7 and until May 9, 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. See: http://www.umt.edu/registrar/forms/pdf/Spring2014RegistrationDeadlineChart.pdf

Description of Assignments

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

1. Citizenship Vision Essay: The purpose of this assignment is to develop your personal environmental citizenship vision. This will include an inventory and assessment of the status of your environmental citizenship activities and experiences. You will also assess your leadership qualities, strengths, and weaknesses, and identify specific citizenship and leadership skills and areas of personal growth you would like to develop in this course and beyond.

2. Short Homework Assignments: Several short homework assignments involve using the assigned readings and preparing for in-class exercises and discussion.

3. Issue Assessment Homework: For this homework, you will identify a current issue that might form the basis for group projects and conduct a “quick and dirty” investigation into the issue, identify stakeholders, and assess progress to-date, obstacles to and opportunities for further progress.

4. Group Projects: This major assignment will consist of developing a campus/community project or campaign designed either to foster sustainable behavior in others or to advocate for or create policy or institutional change. You can choose from a wide range of projects and techniques, provided they have a research component and are informed by social marketing principles. Projects might include a: tool for citizen decision making; a grant proposal; social marketing materials; lobbying or advocacy campaign; policy forum to promote public education or dialogue; another special event you organize,
a rally, demonstration, or the like. Campaigns/projects may utilize a variety of media such as the print, Internet, radio, video, etc.

Campaign/projects are to be student-initiated. That means you and your peers are expected to develop project goals and objectives. Campaigns and projects will provide an opportunity to develop your citizenship skills and will be carried out in phases, each of which has a specific assignment and due date (see below): (1) Campaign /Project Draft Goals and Objectives; (2) Campaign Plans /Project Proposals; (3) Revised Campaign Plans /Project Proposals; (4) Progress Reports; and (5) Final Report and Presentation. All materials to be publicly distributed, such as surveys and fliers, regardless of the media (print, radio, video, etc.), must be cleared by the instructor before their release. Teams will conduct some project work in class, periodically give oral progress reports, and give a final report at the end of the term.

5. Campaign /Project Presentations: At the end of the semester teams will report to the rest of the class about your campaign/project.

6. Campaign /Project Portfolio: Also at the end of the semester, your team will assemble and submit all of the materials developed as part of your campaign or project, including your: (1) statement of goals and objectives; (2) project proposal; (3) revised proposal; (4) final report of accomplishment and an evaluation of the success and challenges of the campaign/project; and (5) documentation and supporting materials used and developed during your campaign/project.

7. Citizenship/Leadership Reflection Essay: For this individual assignment, you will reflect on the citizenship experiences of the semester, assess your leadership and contributions to your team project.

8. Peer Evaluation: For this assignment, you will evaluate the contributions of your peers to the group project.

Note Regarding Climate Change Studies Minor Students

Students wishing to use this course to count toward the climate studies minor, specifically the “solutions” requirement are expected to carry out a term project approved by the instructor that is explicitly related to climate change solutions such as an energy conservation campaign or a Kless Revolving Energy Loan Fund (KREL) grant proposal.

Grading and Evaluation

Course grades will be based on:

- Class participation – 10%
- Homework assignments – 10%
- Citizenship vision essay – 10%
- Issue assessment – 5%
- Campaign / Project – 40%
- Campaign /Project Portfolio – 10%
- Citizenship/Leadership Reflection Essay – 10%
- Peer Evaluation – 5%
Class participation grade is based on attendance, 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 and your peers’ evaluation will be heavily weighted.

Extra Credit

One extra credit opportunity will be offered that is worth up to an addition of 2.5% to your course grade: attend a public hearing before the Montana Legislature’s Energy and Telecommunications Interim Committee in Helena on Friday, March 21 (see: http://leg.mt.gov/css/Committees/Interim/2013-2014/Energy-and-Telecommunications/default.asp). To receive credit you must write up a reaction paper in which you summarize the experience and offer comments related to environmental citizenship in general and class projects. You may also be asked to share your experiences and thoughts about the meeting in class.

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 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 reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lomaxson 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://life.umt.edu/dss.

Readings

There is one required book, a copy of which will be on 4 hour reserve at the Mansfield Circulation Desk:


Other required readings will be available on E-Res through the Mansfield Library website (see: http://eres.lib.umt.edu/eres/default.aspx). The course password is: “ENST476.” Please bring all readings with you to class for the day they are assigned.

Course Schedule and Topics

Some adjustments to the course schedule may be needed to suit the needs of the class. These are announced in class. Students who are late, miss class, or leave early are responsible for finding out about updates.
WEEK 1
Mon. 1/27 – Course Introduction

Wed. 1/29 – Citizenship in an Age of Individualism and Cynicism

**Homework #1 Due**

Jensen, Derrick. 2009. “Forget Shorter Showers.” *Orion* (July/August)
http://www.orionmagazine.org/index.php/articles/article/4801/


WEEK 2
Mon. 2/3 – Citizenship and Civic Participation

**Citizenship Vision Essay Due**


Wed. 2/5 – Green Consumerism

**Homework #2 due**


Optional


WEEK 3
Mon. 2/10 – Confronting Climate Change at The University of Montana

**Homework #3 due**

Last Name A-L Read:

Peacock, Cherie and Erica Bloom. 2010. *The University of Montana Climate Action Plan*. The University of Montana, Missoula, Montana [Read Executive Summary and Sections 1, 5-7, pp. 1-9 and pp. 57-78]. Available at:

Last Name M-Z Read:

Wed. 2/12 – Issue Identification


WEEK 4
Mon. 2/17 – Presidents Day – No Class

Wed. 2/19 – Fundamentals of (Environmental) Organizing

Issue Assessment Assignment Due


WEEK 5
Mon. 2/24 – Introduction to Social Marketing

Fostering Sustainable Behavior – p. 1-39 (Fostering Sustainable Behavior; Steps 1 and 2 – Selecting Behaviors and Identifying Barriers and Benefits).


Wed. 2/26 – Social Marketing / Campaign Planning Workshop

Western Organization of Resource Councils. 1994. “How to ... Develop a Winning Strategy.” Billings, MT.

WEEK 6
Mon. 3/3 – Project / Campaign Goal-Setting

In-class exercise

Wed. 3/5 – Power Mapping / Force Field Exercise

Homework #4 Due

WEEK 7
Mon. 3/10 – Running Meetings / Group Decision Making

Campaign / Project Draft Goals and Objectives Due


Also see:
“5 Handy Tips to Facilitate Group Decision Making” http://www.psychologyafrica.com/2010/11/5-handy-tips-to-facilitate-group-decision-making/

Wed. 3/12 – Team-Building / Group Dynamics

Campaign Plans / Project Proposals Due (written proposals and presentations)

AmeriCorps*VISTA. 2006. “Building Cohesive Teams.” Corporation for National and Community Service. [Read p. 3-25]

Also see:

WEEK 8
Mon. 3/17 – Social Marketing (continued)

Fostering Sustainable Behavior – p. 41-92 (Step 3: Commitment, Social Norms, Social Diffusion, and Prompts)


Wed. 3/19 – Campaign Recruitment / Messaging


WEEK 9
Mon. 3/24 – Work Day

Wed. 3/26 – Presentations

Revised Campaign Plans /Project Proposals Due

--------------------------------------------------------------- SPRING BREAK ---------------------------------------------------------------

(no class 3/31 and 4/2)

ENST 476 / CCS 485 Environmental Citizenship / Page 8
**WEEK 10**
Mon. 4/7 – Topic To Be Announced

Wed. 4/9 – Lobbying


Recommended


**WEEK 11**
Mon. 4/14 – Leadership Styles

“Leadership Styles” (read all types)

http://changingminds.org/disciplines/leadership/styles/leadership_styles.htm

Wed. 4/16 – Campaign / Project Progress Reports (class presentations)

**WEEK 12**
Mon. 4/21 – Campaign / Project Progress Reports (class presentations)

Wed. 4/23 – Communications / Media Outreach Workshop


Additional reading to be assigned.

**WEEK 13**
Mon. 4/28 – Team Project In-Class Work Day

Wed. 4/30 – Team Project In-Class Work Day

**WEEK 14**
Mon. 5/5 – Campaign / Project Reports (class presentations)

Wed. 5/7 – Campaign / Project Reports (class presentations)

**FINALS WEEK**
Mon. 5/12 – Class meets 8:00 AM – 10:00 AM – Campaign / Project Reports (class presentations)
# Schedule of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Type</th>
<th>Grp. / Indiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework #1</td>
<td>Wed. 1/29</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Citizenship Vision Essay</td>
<td>Mon. 2/3</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Homework #2</td>
<td>Wed. 2/5</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Homework #3</td>
<td>Mon. 2/10</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Issue Assessment Homework</td>
<td>Wed. 2/19</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Homework #4</td>
<td>Wed. 3/5</td>
<td>Written</td>
<td>Individual</td>
</tr>
<tr>
<td>Campaign/Project Draft Goals &amp; Objectives</td>
<td>Mon. 3/10</td>
<td>Written / Class Presentation</td>
<td>Group</td>
</tr>
<tr>
<td>Issue Backgrounds and Campaign Plans / Project Proposals</td>
<td>Wed. 3/12</td>
<td>Written / Class Presentation</td>
<td>Group</td>
</tr>
<tr>
<td>Revised Campaign Plans / Project Proposals</td>
<td>Wed. 3/26</td>
<td>Written</td>
<td>Group</td>
</tr>
<tr>
<td>Campaign/Project Progress Reports</td>
<td>Mon. 4/21</td>
<td>Class Presentations</td>
<td>Group</td>
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<td>Wed. 4/23</td>
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<td>Team Project Reports</td>
<td>Mon. 5/5</td>
<td>Class Presentations</td>
<td>Group</td>
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<td>Wed. 5/7</td>
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<td>Mon. 5/12</td>
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<td>Citizenship/Leadership Reflection Essay</td>
<td>Wed. 5/14</td>
<td>Written</td>
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<td>Team Project Portfolio/Final Report</td>
<td>Fri. 5/16</td>
<td>Written</td>
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<td>Peer Evaluations</td>
<td>Fri. 5/16</td>
<td>Written</td>
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