ENGL 3536, Winter 2020: Environmental Communication
Tue 1-2:30 & Thu 2:30-4, SE-209

Contact Information

Instructor:	Dr. Philippa Spoel	Office:	L711
Email:	pspoel@laurentian.ca	Telephone:	675-1151, ext. 4345

Course Description:
This course explores contemporary environmental communication in a range of contexts and genres such as public and media discourse on environmental issues, environmental justice and activism, environmental advocacy campaigns, corporate environmentalism, green marketing, and environmentalism in popular culture. The course draws on principles of rhetorical theory to engage students in both the critical analysis of environmental communication and the creation of student-crafted environmental communication projects.

Text:
Pezzullo, P. C. & Cox, R. (2019). *Environmental communication and the public sphere*, 5th ed. Sage.

Course Outcomes: By the end of this course, students should have
- Learnt about some of the diverse contexts, genres, and media of environmental communication.
- Learnt some of the ways of analyzing this communication from rhetorical perspectives.
- Applied this knowledge to the critical analysis of environmental communication artifacts.
- Applied this knowledge to the creation of their own environmental communication projects.
- Gained experience in working collaboratively.

Method of Evaluation:
- Reading comprehension tests (3 @ 10%)   30%
- Environmental communication artifacts & short analyses (2 @ 10%)   20%
- Reading & responding to peer artifacts & analyses   05%
- Team Project:
  - i)   Environmental campaign communication plan   15%
  - ii)   Sample environmental communication artifact   15%
  - iii)   Final class presentation/exhibit of plan & artifact (exam period)   10%
- Participation & attendance for team project   05%

_____

ENGL 3536, WINTER 2020 – COURSE SCHEDULE

DATE	CLASS ACTIVITIES	HOMEWORK / READINGS (to be completed *before* class)
Tue Jan 07	Introduction to course What is rhetoric/rhetorical criticism?	
Thu Jan 09	What is rhetoric/rhetorical criticism? Studying environmental communication	Read Pezzullo & Cox - Introduction (1-8) & Chap 1 (11-27)
Tue Jan 14	Contested meanings of environment	Read Pezzullo & Cox - Chap 2 (29-50)
Thu Jan 16	Symbolic constructions of "environment"	Read Pezzullo & Cox - Chap 3 (51-65)
Tue Jan 21	Symbolic constructions of "environment"	**Group 1 - Artifact & Analysis 1 (post by 6pm Sun)** Review & respond to Group 1 postings
Thu Jan 23	Environment in/of Visual & Popular Culture	Read Pezzullo & Cox – Chap 4 (67-88) **Group 2 – Artifact & Analysis 1 (post by 6pm Tue)** Review & respond to Group 2 postings
Tue Jan 28	**Reading Quiz #1 (Intro & Chaps 1, 2, 3)** Environment in/of Visual & Popular Culture	
Thu Jan 30	Environmental Journalism	Read Pezzullo & Cox – Chap 5 (91-111) **Group 3 – Artifact & Analysis 1 (post by 6pm Tue)** Review & respond to Group 3 postings
Tue Feb 04	Environmental Journalism	**Group 4 – Artifact & Analysis 1 (post by 6pm Sun)** Review & respond to Group 4 postings
Thu Feb 06	Green consumerism, corporate communication, & campus sustainability	Read Pezzullo & Cox – Chap 5 (111-117) **Group 5 – Artifact & Analysis 1 (post by 6pm Tue)** Review & respond to Group 5 postings
Tue Feb 11	Green consumerism, corporate communication, & campus sustainability	Read Pezzullo & Cox – Chap 8 (177-200) **Group 1 – Artifact & Analysis 2 (post by 6pm Sun)** Review & respond to Group 1 postings
Thu Feb 13	**Reading Quiz #2 (Chaps 4, 5, 8)** Team projects: Guidelines, teams, & local issues brainstorming	
Feb 17-21	STUDY WEEK	Read Chaps 9, 10, & 11 Research local environmental issues for team project
Tue Feb 25	Environmental organizations & advocacy campaigns Review team project guidelines & select issues	Read Pezzullo & Cox – Chap 9 (203-228) **Group 2 – Artifact & Analysis 2 (post by 6pm Sun)** Review & respond to Group 2 postings

ENGL 3536, WINTER 2020 – COURSE SCHEDULE

Thu Feb 27	Environmental organizations & advocacy campaigns	**Group 3 – Artifact & Analysis 2 (post by 6pm Tue)** Review & respond to Group 3 postings Work on team project outside class time
Tue Mar 03	Environmental Justice & Climate Justice	Read Pezzullo & Cox – Chap 11 (265-282) **Group 4 – Artifact & Analysis 2 (post by 6pm Sun)** Review & respond to Group 4 postings Work on team project outside class time
Thu Mar 05	Digital media & environmental activism	Read Pezzullo & Cox – Chap 10 (231-255) **Group 5 – Artifact & Analysis 2 (post by 6pm Tue)** Review & respond to Group 5 postings Work on team project outside class time
Tue Mar 10	**Reading Quiz #3 (Chaps 9, 10, 11)** Digital media & environmental activism	Study for test
Thu Mar 12	Developing your own environmental campaign communication plan (in-class team work)	Work on team project outside class time
Tue Mar 17	Developing your own environmental campaign communication plan (in-class team work)	Work on team project outside class time
Thu Mar 19	**Peer-exchange Workshop** - campaign communication plans	Bring 2 paper copies of draft plan to class and also post it on D2L before class.
Tue Mar 24	Creating a sample campaign artifact (in-class team work)	Work on team project outside class time
Thu Mar 26	Creating a sample campaign artifact (in-class team work)	Final campaign plans due – bring paper copy to class and post on D2L before class
Tue Mar 30	Presentations of sample artifacts (for class feedback)	Work on team project outside class time
Thu Apr 02	Presentations of sample artifacts (for class feedback)	Work on team project outside class time
Exam Date	Campaign Plan & Artifact Class Exhibit	Exhibit a summary poster of your campaign plan and your final artifact to the rest of the class

1. **Reading Comprehension Quizzes (3 @ 10%):**
   Reading and understanding the assigned chapters in the textbook is an essential, substantive part of the work in this course. To ensure that you are accurately understanding key concepts and information from the textbook, there will be three short reading comprehension quizzes:
   - **Tue Jan 28:** Reading Quiz #1 (Intro & Chaps 1, 2, 3)
   - **Thu Feb 13:** Reading Quiz #2 (Chaps 4, 5, 8)
   - **Tue Mar 10:** Reading Quiz #3 (Chaps 9, 10, 11)

2. **Environmental Communication Artifacts & Short Analyses (2 @ 10%):**
   Twice during the course, you must find and share with the rest of the class a short environmental communication <u>artifact</u> that relates to the topic/reading assigned for that class (or for that week) along with a short rhetorical <u>analysis</u> of the artifact. I will provide guidelines for doing the analysis.

   <u>Length</u>: approximately 500 words

   <u>Due Date</u>: You must post your artifact and analysis on D2L according to the course schedule.
   - Each one will be due by either <u>6 pm on Sunday</u> or <u>6 pm on Tuesday</u>.
   - Submitting them on time is <u>mandatory</u> so that the rest of the class has time to read and respond to them before our next class.
   - I will deduct 50% for late submissions.

   The class will be divided into 5 groups for this assignment (see list posted on D2L for which group you belong to).

   If your artifact is three-dimensional (e.g. an object or space), please post a photo of it and then bring it to class (if it's easy to transport!).

3. **Reading and Responding to Artifacts & Short Analyses (5%)**
   This assignment involves reviewing and responding to <u>each set of artifacts and analyses</u> posted on D2L according to the class schedule:
   - Artifacts & analyses posted by Sunday evening should be reviewed before Tuesday's class.
   - Artifacts & analyses posted by Tuesday evening should be reviewed before Thursday's class.
   To receive a grade of B or higher for this assignment, you must contribute at least <u>10</u> <u>substantive responses</u> to your peers' artifacts and analyses during the semester, spread out across at least <u>five different sets of artifacts</u>.

4.   **Team Project**
- **Environmental Campaign Communication Plan (document)   15%**
- **Sample Environmental Communication Artifact   15%**
- **Final Class Presentation/Exhibit (Campaign Plan Poster & Artifact)   10%**

During the 2nd half of the course, you will work in groups of 3-4 to create your own Environmental Campaign Communication Plan and a Sample Communication Artifact for that Plan. The purpose of this project is not to have you actually carry out your proposed environmental campaign but rather to have you learn about how to plan a successful (and manageable) campaign, and to provide an initial "taste" of the kind of communication materials and strategies you envision for the campaign.

Final grades for the Campaign Communication Plan and the Sample Artifact will be the same for all members of a team unless there are compelling reasons for me to assign different grades.

The team project involves the following main stages:

1.   Select a specific and locally-relevant aspect of an environmental problem/situation that you know and care about (eg, if you select climate crisis as your overall topic, you will need to identify one very specific, locally-situated aspect of this globally massive problem to address).

2.   Develop a plan for conducting a campaign to address that specific problem-situation which will include an explanation of the different types of communication materials and strategies that the campaign will include. (Your textbook and I will provide you with guidelines for developing this plan.)

3.   Create one sample communication artifact for that campaign (e.g. a poster, a press release, a brochure, an infographic, a very short video or radio ad, a facebook page, a blog site, a mini-podcast, a set of memes, a shirt, a bookmark, a mug, etc.), applying what you have learnt in the first part of the course about how to craft persuasive environmental communication.

4.   Create a summary poster of your campaign plan to present along with your final sample artifact to the class during the final exam exhibit.

Project timeline and due dates:

Feb 13:	Form teams and brainstorm possible local issues
Feb 17-21:	Research possible local issues
Feb 25:	Select issue
Feb 25-Mar 12:	Work on project outside class time
Mar 12 & 17:	In-class team work on plans & consultation with me
Mar 19:	Class workshop on DRAFT PLANS (required but not graded)*

Mar 24 & 26:	In-class work on sample artifacts
Mar 26:	Final Campaign Communication Plan due (written document)
Mar 30 & Apr 02:	Present DRAFT ARTIFACT to class for feedback (required but not graded)*
Exam Date:	Class Exhibit: Summary Poster of Plan and Final Communication Artifact

* I will not be grading these drafts directly; however, if your team is not adequately prepared to present your draft material in a professional, well-organized way, up to 10 marks will be deducted from your final assignments.

5.   **Attendance and Participation for Team Projects (5%)**
During the 2nd half of the course, I will take attendance and monitor your participation in the Team Projects. This includes contributing responsibly and effectively to your own team's project and also providing constructive feedback to other teams on their projects.