SYLLABUS
ENR 7430
Sustainability Psychology
Spring 2024 (full term)
3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Nicole Sintov, Ph.D.
Email address: sintov.2@osu.edu (preferred contact method)
Phone number: 614.688.3015
Office hours: by appointment

Class Meeting Time

Time: W 11:10am-1:55pm Eastern

Class Meeting Location

Kottman Hall 333C (KH 333C)

Content Topic List

Sustainability psychology, environmental psychology, conservation psychology, human behavior, behavior change, behavior modification, decision-making, intervention, sustainability

Course description

Welcome to Sustainability Psychology! Addressing environmental problems will require individuals to change their behavior. When considering the scale of response needed to address current and future environmental challenges, these behavioral changes will be
difficult. Sustainability Psychology is an applied field that uses psychological principles, theories, and methods to understand and attempt to address societal issues. The goal of this class is to explore the applicability of these concepts to understanding and addressing a range of environmental problems.

This course is organized based on the notion that theory and application inform one another. We will experiment with this concept as the overarching premise of the course. The content of the course is organized such that each week, we focus on a different set of theoretical frameworks that can be applied as solutions to environmental problems. However, in the real world (and in academia) you will often encounter the opposite sequence, whereby one begins with a problem and must find the appropriate solution. Therefore, many of the assignments are structured in this latter fashion to help you develop these skills.

Based on your prior research and/or coursework, you should be starting this course with a baseline understanding of factors that influence how humans interact with the environment. In this course, you will extend your knowledge through directed exploration of theories of behavior change, and by practicing applying these theories to real-world environmental problems.

**Prerequisites**

Graduate standing plus any ONE of the following:

- Any undergraduate- or graduate-level psychology course
- ENR 3400
- ENR 5400
- Instructor permission

**Course learning outcomes**

*By the end of this course, students should be able to:*

1. Demonstrate increased understanding of evidence-based practices for successful environmental behavior change programs
2. Evaluate the effectiveness of environmental behavior change programs
3. Advocate for environmental behavior change programs
4. Demonstrate an appreciation for how theory can inform practice and vice versa

**HOW THIS COURSE WORKS**

**Mode of delivery:** This course is in person. We will meet in the assigned classroom for class sessions, unless the instructor indicates otherwise. The style of the course is a
discussion/seminar format with lectures and group activities; students are expected to come to class prepared to actively participate in class discussions.

**Credit hours and work expectations:** This is a 3-credit-hour course. According to Ohio State policy [go.osu.edu/credithours](go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Student attendance and participation requirements**

Your participation is based on your participating in classroom activities and discussions. Participation very important for your success in this course.

The following is a summary of students’ expected participation:

- **Attendance:** **REQUIRED**
  To do well in this course, you are expected to attend every session in person, unless otherwise stated by instructor. Every student gets 1 excused absence with no notification or documentation required. Beyond your 1 excused absence, if you have an emergency or severe illness that might cause you to miss a live session, please notify me of your absence prior to class or as soon as possible. Remember to get notes from a classmate and make up any work that you missed.

- **Note:** If the instructor does not show up immediately to a class session, you are expected to wait for 15 minutes. If the instructor does not show up after this time, class will be cancelled for the day, and online activities via Carmen may be scheduled in lieu of that day’s session.

- **Office hours:** **OPTIONAL**
  My office hours are optional.

**COURSE MATERIALS AND TECHNOLOGIES**

**Readings**

There is no required textbook for this course. All required readings will be made available online through Carmen/Canvas. The weekly readings are a critical part of this course.

**Other fees or requirements**

None.

**Course technology**

Last updated: 1.10.24
Technology support

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings – video and audio (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

Recommended equipment

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- CarmenZoom. All Ohio State students are now eligible for free CarmenZoom. Full instructions for downloading and installation can be found at https://osu.zoom.us/.

Carmen access
You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

**GRADING AND FACULTY RESPONSE**

**How your grade is calculated**

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>PERCENTAGE OF FINAL GRADE (POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15% (75 pts)</td>
</tr>
<tr>
<td>Key takeaways</td>
<td>10% (50 pts)</td>
</tr>
<tr>
<td>Discussion facilitation</td>
<td>20% (100 pts)</td>
</tr>
<tr>
<td>Paper</td>
<td>20% (100 pts)</td>
</tr>
<tr>
<td>Peer critiques</td>
<td>5% (25 pts)</td>
</tr>
<tr>
<td>Final Project</td>
<td>30% (150 pts)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100% (500 pts)</strong></td>
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*See course schedule, below, for due dates.*

**Descriptions of major course assignments**
PARTICIPATION

This class is designed to be an interactive exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings, including those added by article discussion leaders, before class. Participation scores will be based on participation in classroom discussions. Regular attendance is a necessary, but insufficient, condition for a passing grade in participation. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Offer ideas that link material across readings, lectures, and across weeks. Ask questions about things you don’t understand. Students will have opportunities to add to class discussions throughout the semester, including: answering questions, responding to other students’ ideas, asking questions, and in-class group work. You may also post to the discussion board for a given week – you must do so by Sunday of a given week for it to count towards your participation grade that week. Note: Reading and thinking about the assigned reading before class are critical for classroom participation.

Submission: For most weeks, there is no formal/physical “deliverable” for this assignment. Rather, you must be present in class (or on zoom for virtual synchronous days) to contribute verbally to in-class discussions and activities. You may also contribute to the class discussion board on Carmen. Note that Week 5, your discussion board activity alone constitutes your participation grade for that week.

DISCUSSION FACILITATION

Each student will be responsible for assisting the instructor in facilitating discussion on 2 class dates. Eligible weeks are 3-4 and 6-13. You will sign up for dates during the first week of class. On your assigned days, you will work in tandem with the instructor and possibly another student to cultivate a lively and productive class discussion. You will also be responsible for the following:

1. Develop an integrative synthesis of all assigned readings (What are the key concepts? How do they relate to each other?), no more than 2 pages in length. Note: the task here is to synthesize ideas across readings. It is not to draft a serial summary of them.

2. Pose at least 9 discussion questions based on the week’s readings.

3. Generate a weekly takeaway that synthesizes what you deem to be key elements of the class discussion and your peers’ individual takeaways in no more than 200 words.
**Deadlines and Submission:** Items 1 and 2 above are due 24 hours (1 day) prior to class (i.e., by 12-noon, on the Tuesday preceding the class). **Upload these items to the Carmen discussion board for the appropriate week.**

Item 3 is due 48 hours after class (by 3pm the Friday following class). **Upload this item to the Carmen discussion board for the appropriate week.** If there are multiple Discussion Leaders in a given week, only one person needs to post item 3.

**Academic integrity and collaboration:** If you and another student(s) are assigned to serve as discussion facilitator on the same week, you each must complete items 1 and 2 independently. You may, however, work together to plan the verbal portion of the discussion for the live class session for your week. You should also collaborate on Item 3.

**KEY TAKEAWAYS**

The readings are selected to stimulate thought about individual-level behavior change. Each week will include at least one of each of the following types of readings that pertain to the weekly theme: review paper, mental model, intervention. The purpose of key takeaways is to help you synthesize what you have read and discussed. The readings are selected to stimulate thought. Although no single reading or combination thereof is definitive, together they can offer a perspective or frame for understanding INDIVIDUAL-LEVEL BEHAVIOR CHANGE. A major task of the course is to synthesize and distill findings from across various authors and theoretical / disciplinary perspectives. To facilitate this, in addition to discussing the readings as a group each week, each of you will write one key takeaway based on that week's readings.

Key takeaways should not simply be descriptive summaries, nor should they be vague responses. They should instead be causal statements in which you take a clear stance and commit yourself to a specific response. **The short-term objective of this assignment is to explore, be creative, and synthesize your thoughts. The bigger-picture, longer-term objective is to be able to evaluate the benefits and limitations of the various perspectives that we cover in class.**

As for formatting, your goal is to write a succinct, well-written takeaway that is easy to follow yet insightful. A few thoughtful sentences should be your target, and the word limit is 150 words. This will be hard! **Key Takeaways that exceed 150 words will incur penalties.**

You will post your takeaway on Carmen by 10am each class meeting day. If you submit it thereafter, it will be subject to the late policy. You will have an opportunity to edit your takeaway after each class following our class discussion of the readings. However, on weeks that you are discussion facilitator, you are **not** responsible for producing an individual takeaway prior to class.

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Last updated: 1.10.24
**Submission**: Carmen.

**Academic integrity and collaboration**: This assignment is intended to stimulate your independent thinking. It must be a result of your own independent work. Collaboration is prohibited. Be certain that you are 100% finished with your Takeaway before you go to post it, to minimize the possibility that viewing your peers’ takeaways will influence your thinking. We will discuss all takeaways as a group during class and you will have an opportunity to edit your takeaway following this group discussion.

**PAPER**

You will write paper in which you theoretically analyze a target behavior of your choice and propose a solution for a sustainable alternative behavior. **Papers are limited to 4,000 words, excluding bibliography.** Exceeding the word limit will result in a penalty. The main objective of this paper is to demonstrate that you understand the processes of behavior change that could be expected to occur, based on the theoretical and empirical literature, as a result of your intervention. You will begin by describing a specific environmental problem. List various human behaviors contributing to the problem, and hone in on one that you propose to change, including a justification for why you are selecting that behavior. Then, in response to the problem behaviors, select one target behavior. The target behavior can be a behavior that is harmful to the environment that you will aim to decrease, or an alternate behavior that is better for the environment that you will aim to increase. Next, in a theoretical analysis, you will dissect your target behavior from the perspectives of theories we cover in the course. You will also review relevant intervention tools. You will identify a key behavioral antecedent, and design an intervention program targeting that antecedent with the goal of promoting your target behavior.

A minimum of **10 peer-reviewed outside sources** (i.e., not discussed in class, not government or non-profit reports, not Wikipedia) are required for the final paper. **In addition**, students must cite relevant course readings where appropriate. Information must be properly attributed and cited; presenting information from other sources without proper attribution is not acceptable. Paper **must** be formatted in the style of the American Psychological Association (APA), including in-text citations and bibliography. **Additional guidance on papers will be provided in class and available on Carmen/Canvas.**

**Submission**: Carmen online assignment submission.

**Academic integrity and collaboration**: There is an option to work independently or on a team for this assignment. If you choose to work in a team, you are expected to work with your group member(s) to complete this assignment. You and your group members may also seek input on ideas from others, but the deliverables you submit must be your group’s own work. If social loafing or other unproductive group dynamics occur, please contact me as soon as
possible so we can work towards a solution. Additional details will be provided in an assignment sheet. Due dates below.

PEER CRITIQUES

You will read 1-2 of your peers’ research papers and provide a thorough and thoughtful written critique to each. You will have the opportunity to discuss your feedback during class time as well. The goal is to provide input on the decisions, assumptions, and approaches used in your colleagues’ work in service of strengthening her/his final product. In that spirit, feedback should be constructive – it will not help your peer if you fail to question nor make suggestions for change. Samples from real manuscript reviews will be provided to help guide you. We will have opportunities to practice delivering this type of feedback in class. More details on this assignment are available in the assignment sheet and will be shared in class.

This assignment is graded pass/no pass.

Submission: Carmen discussion board.

Academic integrity and collaboration: The written assignment must be your own independent work. Collaboration is prohibited.

FINAL PROJECT

You and a classmate will be matched with one of several community field partners who present an issue they are facing that would benefit from a behaviorally-focused solution. You and your partner will develop a theoretically-informed project in response. Partners may or may not have explicit formulations of research questions, objectives, etc., and/or initial formulations of projects may lend themselves to low levels of theoretical novelty (projects that you may initially see as “lemons”). Hence, one of the objectives of this assignment is for you to hone your “lemonade skills” - to help shape your field partner’s ideas and guide the project focus so you can simultaneously explore theoretically rich research questions while addressing your partner’s practical goals.

This assignment has four components: (1) 12-minute preliminary presentation to the class; (2) 15-20 minute final “pitch” to your field partner and the class outlining your proposed project; (3) 1-2 page (single spaced) Executive Summary to accompany your final pitches that you will present to your field partner; (4) Peer evaluation.

On presentation days, when you are in the audience, you will be actively participating and providing constructive feedback to your classmates to help them strengthen their projects. More details on this assignment will be shared in class.
Submission: Carmen online assignment submission.

Academic integrity and collaboration: You are encouraged to use your class paper as a starting point for this assignment. In other words, you can build on the ideas presented in your paper to shape your final project. You are expected to work with your group member(s) to complete this assignment. You and your group members may also seek input on ideas from others, but the deliverables you submit must be your group’s own work. If social loafing or other unproductive group dynamics occur, please contact me as soon as possible so we can work towards a solution. Additional details will be provided in an assignment sheet. Due dates below.

Late assignments

Unless otherwise stated, you must submit assignments online via Carmen by the stated due date, by the time that class begins, if not before, for your assignment to be considered on time. Assignments turned in after the deadline will be considered late. Assignments that are turned in late are subject to a minimum penalty of 25% for each 24-hour period or fraction thereof that the assignment is late. Exceptions may be made in the event of a “good excuse” (e.g., severe illness). You will be asked to provide documentation of the event.

Grading scale

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93–100</td>
<td>A</td>
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<tr>
<td>90–92.9</td>
<td>A-</td>
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<tr>
<td>87–89.9</td>
<td>B+</td>
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<tr>
<td>83–86.9</td>
<td>B</td>
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<tr>
<td>80–82.9</td>
<td>B-</td>
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<tr>
<td>77–79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73–76.9</td>
<td>C</td>
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<tr>
<td>70 –72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67 –69.9</td>
<td>D+</td>
</tr>
<tr>
<td>60 –66.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>E</td>
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Instructor feedback and response time

Please use email (sintov.2@osu.edu) to contact the instructor.

I am providing the following to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

• **Grading and feedback:** You can generally expect feedback on assignments in 7-10 days.

Last updated: 1.10.24
• **E-mail:** In general, I will reply to e-mails within **72 hours on school days** (Monday-Friday, excluding holidays).

• **Office hours:** Feel free to stop by office or make an appointment to talk about your questions, concerns, experiences in the course, course material, career paths, or anything else.

**Academic integrity policy**

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

For all written assignments in this course, you may not cut and paste passages of text from the original article; this will be reported as plagiarism per OSU’s Policy on Academic Integrity. Brief quotes are acceptable for your issue analysis paper, but you are to focus on summarizing key points in your own words.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your mental health: counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Land acknowledgement statement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and stolen through forced removal of tribal nations as part of the Indian Removal Act of 1830. I honor and respect the diverse Indigenous peoples who have, do, and will steward this land. I recognize the
historical and contemporary contexts that have and continue to affect these Indigenous peoples, as well as the work I must do for social, economic, racial, and environmental justice.

**Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency, if travel to campus is not feasible, OSU leadership may announce an electronic means for instructors to teach students remotely using a combination of Carmen, teleconferencing, and/or other technologies.

University Escort Service: 614.292.3322. Service available after 6 PM.

**Commitment to a diverse and inclusive learning environment**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, andremedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.
This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://studentlife.osu.edu/bias/report-a-bias-incident.aspx.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and may incorporate additional online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
• Collaborative course tools

OTHER COURSE POLICIES AND IMPORTANT TOPICS

• **Changes to Syllabus:** This course syllabus (including the breakdown of assignments and points), schedule, and assigned readings are subject to change and may be modified at my discretion. I will announce any changes during class or via email.

• **Written assignments:** Your written assignments should be your own original work. Nobody else should revise or rewrite your work. In formal assignments, you must follow **APA style** to cite the ideas and words of your research sources to get full credit.

• **Participation:** This course is delivered in person. It is designed to be a live, interactive exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings before class. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Ask questions about things you don’t understand. Being an active class participant also requires that you are mentally engaged in the class (see class decorum below).

• **In-class presentations:** Some assignments (e.g., Discussion Facilitation) include live, in-class presentation elements. Some presentation dates will be determined with your input, whereas others (i.e., for the final project) are fixed for the entire class. After a presentation date is scheduled, you may not change it, except in the event of a “good excuse” (e.g., severe illness or emergency). You will be asked to provide documentation of the event. Your presentation may be rescheduled, or you may be asked to record your presentation and post it to Carmen, and/or facilitate discussion on a Carmen message board, depending on the course schedule. Failure to follow these rules will result in a penalty to your assignment grade.

• **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you’ve explored in previous courses, please discuss the situation with me.

• **Collaboration and informal peer-review:** The course includes many opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you’re unsure about a particular situation, please ask the instructor.
• **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using proper grammar, spelling, and punctuation in all written work.

• **Class Decorum**: You or others may hold strong opinions about topics we may discuss in class. We will practice the art of being respectful to other people’s academic ideas, opinions, and values, regardless of whether we agree or disagree. The art of being respectful also includes being mentally engaged and not being disruptive. Please refrain from: talking to your peers during class (if you have a question, feel free to ask me), using cell phones, text messaging, and using laptops for non-course related material (e.g., checking facebook).

## COURSE SCHEDULE

### Tentative Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</table>

**Optional pre-reads relevant to all your classes!**

In class: Icebreaker, time for Key Takeaways

*Due 1.12.24: Complete discussion facilitation topic choice survey: [https://forms.gle/95G3U1c9TDSFXwff6](https://forms.gle/95G3U1c9TDSFXwff6)*

<p>| <strong>Week 2</strong> | | |
| | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</table>
|       | In class: Community partner presentations  
Dr. Ash Gillis, ICF  
| Week 3 |  
|       | In class: Target behavior selection  
| Week 4 |  
|       | In class: Build intervention I  
| Week 5 |  
| 2.7.24 | Social influence | *Due to the SPSP Annual Convention, we will not meet in person this week. Instead, the instructor will post overview slides on Carmen. Students are to: 1) review slides; 2) post Key Takeaways as usual; 3) comment on at least 3 of their peers’ Key Takeaways on Carmen by 2/9.*  
<table>
<thead>
<tr>
<th>Week 6</th>
<th>2.14.24</th>
<th>Appealing to morals and values</th>
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<tr>
<td></td>
<td>Class is virtual and synchronous today. Use this zoom link to join: <a href="https://osu.zoom.us/j/8700834300?pwd=YmFUN0hYNkNMczFI0VpwMDI3S1VUZz09">https://osu.zoom.us/j/8700834300?pwd=YmFUN0hYNkNMczFI0VpwMDI3S1VUZz09</a> Meeting ID: 870 083 4300 Password: 349986</td>
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<td>In class: Build intervention II</td>
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<tr>
<th>Week 7</th>
<th>2.21.24</th>
<th>Persuasion</th>
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<td>Class is virtual and synchronous today. Use this zoom link to join: <a href="https://osu.zoom.us/j/8700834300?pwd=YmFUN0hYNkNMczFI0VpwMDI3S1VUZz09">https://osu.zoom.us/j/8700834300?pwd=YmFUN0hYNkNMczFI0VpwMDI3S1VUZz09</a> Meeting ID: 870 083 4300 Password: 349986</td>
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<td>In class: Concept mapping phase 1</td>
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Last updated: 1.10.24
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td></td>
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<td><strong>Week 9</strong></td>
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<td><strong>Spring Break: 3/11-3/15</strong></td>
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<td><strong>Week 10</strong></td>
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<td><strong>Week 11</strong></td>
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<tr>
<td>In class:</td>
<td>TBD</td>
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<td>Week 12</td>
<td>Getting the most from your intervention: Spillover</td>
<td><strong>Final project: preliminary presentations due on 4.3.24 in class</strong></td>
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<td>• Review Week 9 reading: Baca-Motes et al (Week 12 discussion leaders need not include this paper in their write-ups)</td>
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<td>In class:</td>
<td>Preliminary presentations</td>
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<td>Week 13</td>
<td>Moral licensing</td>
<td><strong>Optional reads re SEIs relevant to all your classes:</strong></td>
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<td><strong>Optional reads</strong></td>
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<td>4.17.24</td>
<td>Final project: final pitches and executive summaries due on 4.17.24 in class</td>
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<td>Final pitches to partners</td>
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<td>No readings</td>
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In class: Concept mapping phase 2

**Week 14**