

The Professor

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Online Office Hours via Zoom appointment: Zoom address: <https://siue.zoom.us/j/5890752027>

PLEASE READ THIS RIGHT AWAY: Welcome to Psychology of Sustainable Behavior! Before the class opens, you need to **watch the video overview of me covering the syllabus**. Nothing else will open for you if you don't first watch that. I recommend reading the syllabus thoroughly first, and then watching the video. **There will be a five-point bonus quiz covering the syllabus due the first Wednesday (8th) of class.**

Welcome: Welcome to this class! Environmental issues and sustainable behaviors are a passion of mine and are relevant and important to virtually any student in any discipline. I am excited to be sharing this information with you and facilitating a greater appreciation and understanding of such timely and critical issues.

Teaching Philosophy: My style is very interactive, and I encourage student engagement and interaction through the way I teach, the activities I develop, and the required assignments. I also expect students to "own" their education and as such, assume students are following the schedule, listening to lectures, keeping up with readings and assignments, and asking questions as necessary. I provide video-recorded lectures and Powerpoint summaries of the material, which students have reported they found very helpful and engaging. For the outside readings, I also provide a video-recorded lecture/discussion. But, all I can do is facilitate your learning. **The motivation to learn and ultimately your learning must come from you.**

Communicating with the professor: You may reach me by email at cdaus@siue.edu. With few exceptions, I will respond within 24 hours. Please identify yourself by name and course name in your email to me. Do not email me with a critical question about an assignment less than 24 hours before it is due. **You need to plan to check your SIUE email regularly as I will communicate critical course information via the announcements feature in Blackboard which automatically uses your SIUE email. Also DO NOT PLAN TO USE THE Blackboard App as your primary way of accessing this course, and staying up-to-date.** The app misses things.

About the Course

Course description (3 credit hours): This is an introduction to the psychological study of sustainable human behavior. Effective solutions to environmental problems require that we understand and address the behaviors that lead to them. In this course, we will use psychological principles, theories, and methods to examine the reciprocal relationship between human beings and the natural world. We will discuss the complex nature of environmental problems and review important psychological and social factors that underlie a range of sustainable and non-sustainable behaviors. We will cover approaches that encourage sustainable actions and apply these approaches in two class projects: a self-change project, and an organizational-benchmarking project.

Prerequisite knowledge and credit hours: The only prerequisite for this course is Introductory Psychology (numbered PSYC 111 at SIUE).

Course goals and objectives: The course will provide an overview of the basic knowledge, theories, and research methods that characterize the field of psychology as it pertains to sustainability. Course goals include:

- Demonstrate awareness of psychology perspectives on global environmental issues, particularly climate change
- Describe psychological, social, and real-world factors that lead people to engage in sustainable behavior
- Describe the main theories and approaches guiding psychological research pertaining to sustainability
- Develop critical analytical skills
- Demonstrate college-level writing
- Recognize and describe the practical implications and limitations of psychological theory with real-world testing and application of course material
- Engage in reflection upon personal values and lifestyle choices

Course textbook and (required and supplemental) readings:

Scott, B.A., Amel, E.L., Koger, S.M. and Manning, C.M. (2021). *Psychology for Sustainability (5th ed.)*. New York, NY: Taylor & Francis. (Rental option is available through Textbook services <http://www.siu.edu/muc/textbooks.shtml>)

The following additional readings will also be posted on Blackboard:

1. Neal, D. T., Wood, W., & Quinn, J. M. (2006). Habits – A repeat performance. *Current Directions in Psychological Science, 15*(4), 198-202. – During Week 1
2. Sussman, R., Greeno, M., Gifford, R., & Scannell, L. (2013). The effectiveness of models and prompts on waste diversion: A field experiment on composting by cafeteria patrons. *Journal of Applied Social Psychology, 43*(1), 24-34. – During Week 2
3. Scarabis, M., Florack, A., & Gosejohann, S. (2006). When consumers follow their feelings: The impact of affective or cognitive focus on the basis of consumers' choice. *Psychology & Marketing, 23*(12), 1015-1034. – During Week 2
4. Thomas, T. E., & Lamm, E. (2012). Legitimacy and organizational sustainability. *Journal of Business Ethics, 110*(2), 191-203. – During Week 3
5. Smith, P. A. (2011). Elements of organizational sustainability. *The Learning Organization, 18*(1), 5-9. – During Week 3
6. Rusinko, C. A. (2005). Using quality management as a bridge to environmental sustainability in organizations. *SAM Advanced Management Journal, 70*(4), 54. – During Week 3.
7. Fenwick, T. (2007). Developing organizational practices of ecological sustainability: A learning perspective. *Leadership & Organization Development Journal, 28*(7), 632-645. – During Week 3.

Course requirements

Grading (each assessment detailed below):

1. **Online quizzes over readings/lectures/videos** – One per chapter in book (11); 4 others over readings posted on Blackboard or lecture only; 5 points each = 15 x 5 = **75 points**
2. **Online quizzes over recorded lectures and supplemental lectures** – For TEN of the recorded lectures (over the chapters, and the supplemental recordings as well), there will be a 3-pt. quiz. 3 pts. each = 10 x 3 = **30 points**.
3. **Discussion Board Weekly Question/Issue** – Five per week (3 weeks); 2 points each = 15 x 2 = **30 points**
4. Discussion Board Provide insight/suggestion to another's post – Five per week; 3 pts each = 3 x 15 = 45 points
5. Individual Sustainable Behavior Change Paper – 100 points – broken up into two parts.
6. Group Organizational Benchmarking Paper/Prezi Presentation – 100 points
7. **Short Activities** – five total; 10 points each = **50 points**

Grading scale:

A = 385 – 430 points B = 384 – 342 points C = 341 – 299 points D = 298 – 256 points F = below 256 points

Course activities/assessments:

1. Online quizzes (readings):

For **each chapter in the book**, and for the later readings over sustainability in organizations, there will be a short, 5-point online quiz in Blackboard. Thus, **you will have five per week – all due Saturdays at 11:59**. You will only have 15 minutes to complete them once you have opened the link. **The lectures and associated videos accompanying the text and readings will not be accessible until after you have completed the quiz** (except for one quiz at end which is only over lecture material). You may, however, work ahead and do quizzes before the Saturday or Sunday due date, which I *strongly* encourage.

2. Online quizzes (lectures):

For TEN of the recorded lectures (over the chapters, and the supplemental recordings as well), there will be a three-point quiz either embedded in the lecture or which will open up immediately after watching/reviewing the video. You will not know in advance which ones will have a quiz associated with it. Any quizzes associated with a certain week's lectures will be due on **Saturday at 11:59 of that week**.

3. Discussion questions – Post your name at the beginning of your question:

You will be using discussion boards on Blackboard for this course. You can access Blackboard "Discussions" on the left-hand column. **Each week you are required to submit a total of five discussion questions – one for every weekday (M – F), by 11:59pm**. If you do not post a question for the material, **you will lose the points for that day as well as lose the ability to comment on someone else's post and those associated points**. If you are more than one day late posting discussion questions, you will lose the points for that discussion post (late penalty is different for these). You will be creating your own discussion thread and you will not be able to see anyone else's thread until you create your own for that day. This discussion question should be some question you have or problem/issue you have thought of from the current day's material. You will then have the benefit of someone else responding to your questions. You will not be allowed to comment on anyone else's question/s until you have posted your own. You will be graded based on having posted acceptable questions. "Acceptable" means the question actually could invoke a "discussion" during class and that the answer is not a simple "fact." See rubric below.

4. Discussion participation and commenting on others' posts - Post your name and to whom you are replying at the beginning of your response/comment:

Discussion is a very important part of this class. You must respond to five discussion questions per week, the day after they are due, providing a thoughtful response, suggested solution, etc. You may even want to Google some information to help out your colleague! You may not respond to someone who has already been responded to. **You are expected to post your responses/comments by Tuesday - Saturday at 11:59 pm (following the original post deadlines of Monday – Friday at 11:59 pm)**.

*****PLEASE IDENTIFY WHOSE POST YOU ARE RESPONDING TO IN THE OPENING OF YOUR RESPONSE...! This is the most common reason people have missed points in the past. Something like, "I am responding to Cathy Daus' question about why parking lots have taken over green spaces." NOTE: You will not be able to respond to anyone else's post until you have posted your own question.**

Discussion Etiquette and Rubric for Grading:

Be careful when using humor (or sarcasm) online. Please remember that other people cannot read your facial expression. Using emoticons appropriately may help convey the emotional tone of your post 😊. TYPING EVERYTHING IN CAPS IS CONSIDERED SHOUTING ONLINE. Please visit <http://www.albion.com/netiquette/corerules.html> for appropriate Netiquette. These explanations offer a set of general guidelines for cyberspace behavior. It may not cover all circumstances; however, it covers some basic principles that you may use.

Rubric for Grading Discussion Board Posts (Questions and Comments):

Original Post	2 points	1 point	.5 points
	Thoughtful question that relates to the topic and is clearly written	Good question with good writing	Only statement, not question, posted or not well written or connected to material
Comment on Colleague's Post	3 points	2 points	1 point
	Extremely thoughtful, answered thoroughly, well written, helpful and interesting	Somewhat thoughtful, answered well, well written, helpful and interesting	Minimal effort appeared to be put into answer; not well-written

5. Individual sustainable behavior change paper:

Part 1 Due Week 1 – Sunday (May 12) by 11:59 pm; Part 2 Due Week 2 – Sunday (May 19th) by 11:59pm, submitted via Blackboard Turnitin assignment feature. This project is intended for you to reflect on, and then develop a plan to impact a personal behavior related to sustainability. It is easy to underestimate how difficult behavior change can be when thinking about it in the abstract or when focusing on other peoples' behavior. To help you understand some of the challenges that arise when attempting to change a behavior, and the thought patterns that accompany these challenges, you will choose two personal behaviors (that have damaging environmental consequences to a larger environmental issue) and develop a plan to change them. A detailed description of the assignment and associated grading rubric are available on Blackboard. The following two readings might help you organize your thoughts related to this project. I will be happy to discuss the articles during online office hours or by discussion thread.

Helpful Readings:

- Nevin, J. A. (2006). The inertia of affluence. *Behavior and Social Issues*, 14(1), 7-20.
- Verplanken, B., Walker, I., Davis, A., & Jurasek, M. (2008). Context change and travel mode choice: Combining the habit discontinuity and self-activation hypotheses. *Journal of Environmental Psychology*, 28(2), 121-127.

6. Group organizational benchmarking analysis:

Prezi presentation is due the last day of class, Sunday, 5/26 by 11:59pm, link submitted via email. You will be assigned to a group on the first day of class. This project is a 'benchmarking' analysis/review of the literature regarding organizational sustainability. You are to identify what new, innovative things some company/ies are out there doing regarding organizational sustainability. You should try and identify company 'best practices' as well as mistakes some companies have made. You should identify best practices from several organizations (from a literature review as well as searching on the internet); **you will then choose two comparison companies that you highlight in more detail.** Your goal is to establish a set of standards for what 'good or top companies' in organizational sustainability are doing and compare (grade, evaluate) these two organizations to those standards, making final recommendations for how they could improve. For helpful information on benchmarking, see <http://en.wikipedia.org/wiki/Benchmarking>. Your final 'product' is a **Prezi** presentation emailed to me. As well, your individual grade will be partly determined by peer evaluations. **A description of the assignment and associated detailed grading rubric are available on Blackboard.**

7. *Short activities* (all submitted via Blackboard):

These assignments will be no longer than two pages (double-spaced, 12pt font, one-inch margins), and in some cases, will be one page. There is material in the chapters, readings, and sometimes in my lectures relevant to these papers/activities. **These are all due on the Saturdays of the respective weeks** (see course schedule).

- Fill out an eco-footprint calculator and play around with the settings. Write a one-page summary of your results with any insights you have discovered as a result. These calculators are easy to find via Google (and there is one referenced in the textbook). Minimally, at least answer the following

questions: **Were you surprised by your results? What did this make you feel and think? Does it motivate you in any way?**

- b. Make a list of 10 environmentally-relevant habits you notice around you (your own, your friends', others'; these may be good or poor habits). Choose two of these habits and describe the situational characteristics (**antecedents and consequences – see text and lecture for these terms and concepts**) that support them in a one-two page paper (include your list before your discussion). How could you change these situational characteristics (if they are poor habits) to support better habits? How can you ensure these situational characteristics (if they are good habits) continue?
- c. View **three** 'bleak' climate commercials and **discuss your emotional reactions** in a one-two page summary. Please note that some of these utilize sarcasm; and they are difficult to watch...How did they make you feel? What did you think? Do you feel as if they were effective? The following is a list of suggestions:
 - "Bedtime Stories" – <https://www.youtube.com/watch?v=ZkPQU3UDBM0>
 - "Train" - <https://www.youtube.com/watch?v=dwKDxHM88HY>
 - "Animals Suicide" - <https://www.youtube.com/watch?v=PXvpDoGrRGU>
 - "Child Dream, Copenhagen Climate Change" - https://www.youtube.com/watch?v=jzSuP_TMfTk
 - "Polar Bears Falling from Sky" - <https://www.youtube.com/watch?v=fxis7Y1iKIQ>
 - "Tick" – NYC Global Warming Ad - <https://www.youtube.com/watch?v=00uGKCH79M0>
- d. Watch the "Fun Theory" videos (https://www.google.com/search?ei=x1EVXMDxAZCQjgTNgpfgCA&q=fun+theory+videos+environment&og=fun+theory+videos+environment&gs_l=psy-ab.3..33i160.13968.18120..18785...1.0..0.179.1376.9j4.....0....1..gws-wiz.....0i71j0i22i30j33i22i29i30.iVb_OcGLBIA) and explain one that was used **regarding some environmental issue** (behavior, attitude). Be careful, there are several Fun Theory videos – make sure to pick an environmentally-focused one. Do you think this would be or was effective? One-page summary.
- e. Watch Ray Anderson's "The Business Logic of Sustainability" TED talk and write a one page summary/response (https://www.youtube.com/watch?v=iP9QF_IBOyA). What stuck out for you? What did you learn? What do you think about him and his situation?

Submitting work: All work will be submitted via Blackboard either through the assignment feature, or a Turnitin assignment link, unless otherwise noted (like the final group Prezi project due via email).

Technology requirements:

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free): <http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siu.edu>

Technology capabilities:

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class

- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Course and University policies

The Psychology Department's policy on plagiarism:

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

To avoid accusations of academic dishonesty, please submit final individual project/paper to Turnitin before finalizing what you submit for evaluation; your paper should have under 10% similarity (note your similarity score on your final document). More on Turnitin at http://www.siu.edu/its/turnitin/student_blackboard.shtml

Academic misconduct:

Any academic misconduct will be handled in accordance with University policy – (<http://www.siu.edu/policies/3c2.shtml>). Academic misconduct as described in this policy includes plagiarism, cheating, falsifying or manufacturing scientific data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts. Academic misconduct may lead to sanctions ranging from a failing grade on an assignment to separation from the University.

The following is the withdrawal timeline established by the university:

Timeline and Deadlines:

- **May 6:** Maymester Begins
- **May 9:** Deadline to Drop and Receive 100% Credit of Tuition and Fees
 - Charges will not be reduced when dropping after this date
 - **May 17:** Last Day to Drop and Receive W on Transcript - Instructor approval not required
 - **May 24:** Instructor Approval Required to Drop Maymester Course - WP or WF assigned by instructor
- **May 26:** Maymester Ends

The Psychology Department's policy on incomplete grades and withdrawal:

When students discontinue attending class and do not withdraw from a course, they may receive a grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course

requirements is an F. The grade of UW is calculated as an F in the student's grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Accommodation and Support:

It is the policy and practice of both me and Southern Illinois University Edwardsville to try to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—please notify me as soon as possible. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

The Psychology Department's writing policy:

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- Clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- Verb tense consistency;
- Clear and unambiguous sentence ideas;
- Writing that is free of typos, spelling errors, and major grammatical errors;
- Properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the Writing Center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet basic

writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you. You will then have the option to resubmit the work within no later than one week, which will then be graded out of a maximum of **half of the normally available points**.

Feedback and grading timeline:

Discussion board grades with comments will be posted within 72 hours of the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course.

Late or missed assignments: Late assignments – including discussion board posts – will receive 20% off per day, including weekends, that they are late, barring any University-approved emergency.

Additional Support

Academic and Other Student Services:

As an enrolled SIUE student, you have a variety of services and support available to you, including:

- Library Resources - <http://www.siu.edu/lovejoylibrary/>
- Academic Success Sessions - <http://www.siu.edu/retention/sass/index.shtml>
- The Writing Center - <http://www.siu.edu/lss/writing/index.shtml>
- Advising - <http://www.siu.edu/advising/>
- Financial Aid - <https://www.siu.edu/financialaid/>
- Campus Events - <http://www.siu.edu/events/>
- Counseling - <https://www.siu.edu/counseling/>

Technical Support:

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS with any technical concerns at 618-650-5500. For online resources and tutorials, view the ITS Knowledge Base at <http://kb.siu.edu>

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

FOR GRADUATE STUDENTS ENROLLED IN PSYC 411

Additional Requirements (and Grading Adjustments) for Graduate Students

For graduate students enrolled in this course, there are two additional requirements. *First*, graduate students must write an Environmental Issues/Sustainable Behavior Research Paper. *Second*, graduate students must participate in a 10-minute telephone presentation (or internet chat) with Dr. Daus.

Expanded Literature Review from Individual Sustainable Behavior Change Paper: For this paper, you will expand upon the research/literature that you drew from for your Individual Sustainable Behavior Change Paper. In that individual paper, you were to include at least three outside, academic references in your introduction/literature review of the

topic. In this paper, you are to do a complete academic literature review of the chosen topic, including at least 12 outside, academic references. A grading rubric is available via Blackboard.

Here are the goals of the paper:

- Develop skills in **using PsycINFO**
- Learn how to summarize research in your own words
- Write without plagiarism
- Write **without quoting** the research studies
- Synthesize academic research on a focused topic
- Develop library skills
- Follow professional writing guidelines and instructions for this paper
- Format of the Paper
- 10-12 TYPED PAGES, not including cover page and references.
- The paper should be SINGLE-SPACED, AND DOUBLE-SIDED PRINTED.
- 12-POINT TIMES NEW ROMAN font with 1-INCH MARGINS.
- You must use either **APA or MLA STYLE** in your writing
- Use several **SUBHEADINGS**, so it is easy to differentiate each section

Grading and Tips for Writing:

- Write as if you will submit it to a professional **PSYCHOLOGY JOURNAL**
- **RARELY USE QUOTES**, if ever, from the research studies
- **NEVER USE PERSONAL** descriptions of yourself (e.g., “I”, “me” etc...)
- **DO NOT USE CONTRACTIONS** (e.g., can’t) in the paper at all
- See “Course Policies” for **LATE ASSIGNMENTS**
- You will be **GRADED** on: a) the above guidelines, b) content, c) grammar, spelling, and punctuation, and d) turning the paper in on time

Graduate students will also participate in a 10-minute web-based live chat with Dr. Daus regarding their Expanded Literature Review. During the first 5 minutes, student will give a brief summary of the main ‘take-home,’ points from their review, and during the last 5 minutes Dr. Daus will ask questions. **These are both due by the last day of class, May 26th (you must schedule the chat with Dr. Daus).**

Grading System (for graduate students)

Final grades are as follows:

1. Online Quizzes (75 +30 = 105 points)	474-530 points (90-100%)	= A
2. Discussion Initial Posts (30 points)	421-473 points (80-89%)	= B
3. Discussion – Answering/Commenting (45 points)	368-420 points (70-79%)	= C
4. Individual Sustainable Behavior Change Paper (100 pts)	315-367 points (60-69%)	= D
5. Group Organizational Benchmarking Project (100 points)		
6. Short Activities (50 points)		
6. Expanded Literature Review of Individual Sustainable Behavior Change Paper (75 points)		
7. Zoom chat (25 points)		

Tentative Course Schedule (It is students' responsibility to keep abreast of changes made via Blackboard announcements):

Week	Content and Tasks (with due dates, all by 11:59 pm CST of the date listed)
Week 1 May 6 – May 12	Content: <ul style="list-style-type: none"> • Introduction to syllabus, class • Introduction to course topic Prologue and Chapter 1 (What on Earth are we doing?). • How did we get here? – Chapter 2 • Where do we go from here? – Chapter 3 • Psychology can help save the planet – Chapter 4 • Contexts for sustainability – Power of the situation – Chapter 5 • Blackboard reading 1 – Neal, Wood, Quinn – relevant to short activity and paper
Week 1 May 6 – May 12	Tasks: <ul style="list-style-type: none"> • Bonus quiz over syllabus lecture/discussion (Wed, May 8) • Quiz 1 – reading (Sat, May 11) • Post Discussion – Question/Issue for self – Ch. 1 (Mon, May 6) • Post Discussion - Comment on colleague’s post – Ch. 1 (Tues, May 7) • Short Activity 1 – Eco Footprint calculator (Sat, May 11) • Quiz 2- reading (Sat, May 11) • Post Discussion – Question/Issue for self – Ch. 2 (Tues, May 7) • Post Discussion - Comment on colleague’s post – Ch. 2 (Wed, May 8) • Quiz 3- reading (Sat, May 11) • Post Discussion – Question/Issue for self – Ch. 3 (Wed, May 8) • Post Discussion - Comment on colleague’s post – Ch. 3 (Thur, May 9) • Quiz 4- reading (Sat, May 11) • Post Discussion – Question/Issue for self – Ch. 4 (Thur, May 9) • Post Discussion - Comment on colleague’s post – Ch. 4 (Fri, May 10) • Quiz 5- reading (Sat, May 11) • Post Discussion – Question/Issue for self – Ch. 5 (Fri, May 10) • Post Discussion - Comment on colleague’s post – Ch. 5 (Sat, May 11) • Short Activity 2 – Environmental habits (Sat, May 11) • Individual Sustainable Behavior Change Paper-Pt 1 (Sun, May 12) • Any quizzes over recorded lectures from this week (Sat, May 11)
Week 2 May 13 – May 19	Content: <ul style="list-style-type: none"> • Cognitive change – (It’s not easy thinking green) Chapter 6 • BB reading 2 – Sussman et al. – relevant to individual behavior change project/paper • Identity – (Putting the “I” in Environment) Chapter 7 • Motivation – Chapter 8 • BB reading 3 – Scarabis, et al., for short activity/paper • Health costs of unsustainable living – Chapter 9 • Healing the split – Chapter 10

<p>Week 2</p> <p>May 13 – May 19</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • Quiz 6- reading (Sat, May 18) • Post Discussion – Question/Issue for self – Ch. 6 (Mon, May 13) • Post Discussion - Comment on colleague’s post – Ch. 6 (Tue, May 14) • Quiz 7- reading (Sat, May 18) • Post Discussion – Question/Issue for self – Ch.7 (Tue, May 14) • Post Discussion - Comment on colleague’s post – Ch. 7 (Wed, May 15) • Quiz 8- reading (Sat, May 18) • Post Discussion – Question/Issue for self – Ch.8 (Wed, May 15) • Short Activity 3 – ‘bleak’ commercials (Sat, May 16) • Post Discussion - Comment on colleague’s post – Ch. 8 (Thurs, May 16) • Quiz 9- reading (Sat, May 18) • Post Discussion – Question/Issue for self – Ch. 9 (Thurs, May 16) • Post Discussion - Comment on colleague’s post – Ch. 9 (Fri, May 17) • Quiz 10- reading (Sat, May 18) • Post Discussion – Question/Issue for self – Ch. 10 (Fri, May 17) • Post Discussion - Comment on colleague’s post – Ch. 10 (Sat, May 18) • Short Activity 4 – “Fun theory” videos (Sat, May 18) • Individual Sustainable Behavior Change Paper-Pt 2 (Sun, May 19) • Any quizzes over recorded lectures from this week (Sat, May 18)
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<p>Week 3</p> <p>May 20 - May 26</p>	<p>Content:</p> <ul style="list-style-type: none"> • Being the change we want to see: Going get tough and Getting psyched for sustainability – Chapters 11& 12 • Organizational sustainability – Blackboard reading 4 (Thomas & Lamm) and reading 5 (Smith) • Organizational sustainability – Blackboard reading 6 (Ruskino) • Blackboard reading 7 (Fenwick) • Lecture only (no reading) <p>Tasks:</p> <ul style="list-style-type: none"> • Quiz 11 – reading, over chapters 11 & 12 (Sat, May 25) • Post Discussion – Question/Issue for self – Ch. 11 (Mon, May 20) • Post Discussion - Comment on colleague’s post – Ch. 11 (Tues, May 21) • Quiz 12 - over Blackboard readings 4 & 5 (Sat, May 25) • Post Discussion – Question/Issue for self – readings 4 & 5 (Tues, May 21) • Post Discussion - Comment on colleague’s post – readings 4 & 5 (Wed, May 22) • Quiz 13 (over Blackboard reading 6) (Sat, May 25) • Post Discussion – Question/Issue for self – reading 6 (Wed, May 22) • Short Activity 5 – TED talk (Sat, May 25) • Post Discussion - Comment on colleague’s post – read. 6 (Thurs, May 23) • Quiz 14, over Blackboard reading 7 (Sat, May 25) • Post Discussion – Question/Issue for self – reading 7 (Thurs, May 23) • Post Discussion - Comment on colleague’s post – read. 7 (Fri, May 24) • Quiz 15, over lecture only (Sat, May 25) • Post Discussion - Question/Issue for self – lecture (Fri, May 24) • Post Discussion - Comment on colleague’s post – lecture (Sat, May 25) • Group Prezi link (Sun, May 26) • Peer evaluations (Sun, May 26) • Any quizzes over recorded lectures from this week (Sat, May 25)
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Subject to change notice:

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the professor, review the course site regularly, and check your SIUE email for course announcements.