

SOS 498-594: Enterprise-based Sustainability Education

This syllabus is a preview for reference only.

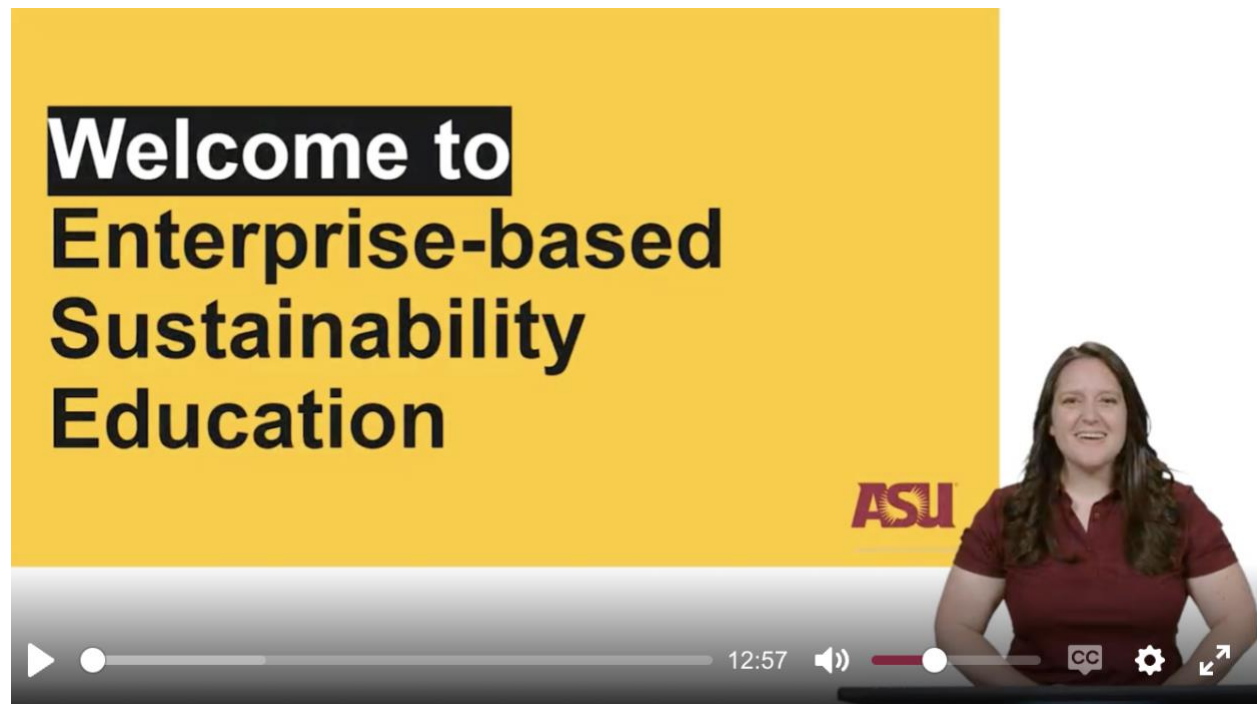
Credit Hours: 3

Course Description

SOS 498/594 Enterprise-based Sustainability Education offers an introduction to sustainability education and communication beyond classroom settings. In this course, we explore how companies build a culture of sustainability and probe real-world challenges of practicing environmental transparency, fostering cultural responsiveness, and minimizing greenwashing. The course materials and activities offer a critical perspective of different approaches to creating and disseminating sustainability-oriented educational materials.

Copy and paste this link into your browser to view a short course introduction video [12:57]

<https://mediaplus.asu.edu/embedded?id=8e52890e-c4a0-45d7-a419-89359d30085d&siteId=61e0606e-415d-4001-8206-ffde48430c64>



Detailed Description

The sustainability challenges we face call on us to broaden our view of where and how education addresses the cascading crises of environmental degradation, climate change, and systemic oppression. In order to explore an educational setting beyond classrooms, this course questions how sustainability education takes shape in larger companies that practice varying degrees of environmental transparency. The overall objective of SOS 498/594 Enterprise-based Sustainability Education is to engage undergraduate and graduate students in designing relevant and responsive curriculum for enterprise-based sustainability education while offering valuable experiences working with clients in industry. This is a project-intensive course which requires accountable teamwork. Students will apply their project management skills as they co-construct inclusive, relevant sustainability education materials for the client. Students will interview the client at the beginning of the course and present their final deliverable to the client at the end of the course. The final deliverable includes a script for a human resources onboarding video that will be used to engage all employees in reflection on their role in the bigger picture of environmental responsibility. In addition to practical experience developing curriculum, students will confront questions about how to practice environmental transparency and avoid greenwashing. This course requires students to think critically about how to create and disseminate relevant educational materials to a broad audience. We will also explore strategies to monitor and evaluate the effectiveness of enterprise-based sustainability educational materials.

Prerequisite(s): 498: School of Sustainability undergraduate student; ENG 101, 105 or 107 with C or better. 594: degree- or non degree-seeking graduate student.

Course Outcomes

Students enrolled in SOS 498/594 must have excellent time management and teamwork skills to accomplish the project task and group work. Students with a critical eye who are curious about how to improve education are encouraged to engage in this course.

Upon completion of this course, students will be able to:

Course Learning Outcomes	Expectations
Ascertain the needs of an industry client, summarize how these needs fit into a nested systems context, and develop a high-quality project deliverable report	Students will be able to: 1.1 Identify how the partner/client practices environmental transparency (M1) 1.2 Construct a coherent interview protocol

<p>which addresses the client's needs and concerns about the proposed work.</p> <p>[CO1]</p>	<p>appropriate to the interview time and audience (M2)</p> <p>1.3 Conduct an interview to better understand their client's goals (M3)</p>
<p>Distinguish how enterprise-based sustainability education is positioned within the field of education more broadly. Produce and assess multiple educational paths.</p> <p>[CO 2]</p>	<p>Students will be able to:</p> <p>2.1 Characterize environmental transparency across a spectrum (M1)</p> <p>2.2 Analyze the quality of existing online educational materials (M1)</p> <p>2.3 Understand how to identify and minimize greenwashing (M1)</p>
<p>Articulate the role of sustainability education in enterprise-based settings for engaging distinct, far-reaching audiences. Develop a problem statement and co-created vision, identify an intervention point, and prescribe a theory of change.</p> <p>[CO 3]</p>	<p>Students will be able to:</p> <p>3.1 Evaluate the effectiveness of existing materials (M1)</p> <p>3.2 Differentiate the needs of different audiences among the client's learner group (M4)</p> <p>3.3 Employ strategies to ensure deliverable materials are relevant to the intended audiences (M2)</p>
<p>Model inclusive and equitable educational practices by constructing culturally-relevant educational materials. Gather, synthesize and apply relevant sustainability information, frameworks, and perspectives to the proposed curriculum.</p> <p>[CO 4]</p>	<p>Students will be able to:</p> <p>4.1 Develop relevant learning outcomes (M4)</p> <p>4.2 Create engaging materials that are responsive to diverse learning styles and abilities (M3, M5)</p> <p>4.3 Predict how client will receive curriculum using speculative evaluation techniques (M7)</p>
<p>Demonstrate strong communication skills via various media by communicating important aspects of the work (such as project scope, goals, implementation plans, completion status, and resource needs) to a variety of audiences.</p>	<p>Students will be able to:</p> <p>5.1 Present coherent overview of project deliverable to client (M7)</p> <p>5.2 Produce a concise and effective script meant to be developed into educational materials (M6)</p>

[CO 5]	
Create and implement protocols for team collaboration and communication. [CO 6]	Students will be able to: 6.1 Communicate effectively with their teams (M1-7) 6.2 Demonstrate leadership and project management skills at a variety of scales (M1-7)

Course Modality

This is a 7-week online workshop delivered via Canvas and Zoom. Course content will be delivered in Canvas through video lectures, readings and viewings, discussion boards, individual and group activities, Zoom check-ins, and assessments. Course content and assignments will be accessed online in Canvas, which can be accessed through My ASU (my.asu.edu).

Course Assignments

A brief description of the course assignments is listed below. Specific details for each assignment will be located in the online course materials.

Assignment and Description	Course Outcomes Addressed
Discussion Posts, Reflections, Replies (20%) These assignments require the students to post to the Canvas discussion board. Topics may include: a self-introduction video, reading reflections, and reflections on the client interview process.	1, 2, 3, 4, 5, 6
Assignments (30%)* These will be assignments submitted to Canvas as document uploads. Topics may include: client interview protocol(s), learning outcomes for educational materials, a curriculum outline, the evaluation of the final deliverable materials, and the final course reflection assignment. <i>*Literacy component</i>	2, 3, 4, 5

<p>Interactions with the client (10%)* Students will interact with the partner/client team on two occasions throughout the course. In the beginning, they will interview the team to seek clarification from the client about the desired deliverable. At the conclusion of the course, students will present their deliverable to the client.</p> <p><i>*Literacy component</i></p>	<p>1, 3, 4, 5</p>
<p>Instructor Check-In Meetings (10%) Students are expected to check in with the instructor via Zoom 3 times over the course of the semester to monitor their progress and seek feedback on their work. Optional weekly Zoom meetings and office hours by appointment will be available throughout the course.</p>	<p>2, 3, 4, 6</p>
<p>Final Deliverable Script (30%)* The final deliverable for this course will be submitted as a group project. Students will develop a script for a 3-4-minute educational explainer video that the partner/client could use to develop a professional video for sustainability education to take place as a part of Human Resources onboarding for all new The partner/client employees.</p> <p>If the class enrollment exceeds 10 students, students will also develop a 4-module outline for a larger sustainability course which would use what was learned in SOS 498/594 to create responsive educational materials based on the client's indicated goals and needs.</p> <p><i>*Literacy component</i></p>	<p>1, 2, 3, 4, 5</p>

Assessment Weights

Assignment	% of Grade
------------	------------

Discussions	20%
Assignments	30%
Interactions with Client	10%
Instructor Check-In Meetings	10%
Final Project	30%
Total	100%

Course Deliverables

The main assignments in this course provide direct evidence of student achievement and progress. These assignments are intended to assess important skills and abilities and to identify areas of strength and challenge; they are meant to be cumulative and to help instructors review a student's progress towards the course outcomes. Our culminating client deliverable also serves as a component of the program assessment. All assignments will be submitted via Canvas. The deliverable will be presented to the client in a Zoom meeting in the final week of class.

In order to engage with the question of how sustainability education takes shape in larger companies that practice varying degrees of environmental transparency, the main deliverable for this course will be the creation and evaluation of a single educational script that the client can use to create an HR onboarding video for all new employees. Additionally, groups will create an outline for a 4-module sustainability educational non-degree course.

Course Reading Materials

Course Textbook

There are no required textbooks. All readings and viewings are provided in Canvas.

498 and 594 Differentiation

Students in 594, who are taking the course for graduate credit, may have a few additional leadership responsibilities which will be denoted in assignment descriptions on Canvas. Students with an inclination to advance their project management skills will

be asked to take on a leadership role in group work. While this may mean that graduate students take the lead, undergraduate students will not be excluded from taking on leadership roles. Some readings that may be required of graduate students will be listed as optional for undergraduate students.

General Topic Schedule *(Subject to change: see syllabus disclaimer)*

Important: Please search sign your Student Agreement with the partner/client.

- Course Readiness Confirmation
- Student Honor Code

Module 1

- Bio and Photo
- Self-Introduction Video
- Availability Survey

Module 2

- Client Interview Protocol
- Instructor Check-in Meeting

Module 3

- Synthesis Paper
- Client Interview
- Reflection on Client Interview

Module 4

- Learning Outcomes for Educational Materials

Module 5

- Instructor Check-In Meetings
- Course Curriculum Outline

Module 6

- Educational Video - Script
- Educational Video - Recording

Module 7

- Final, Formatted Materials
- Final Presentation to the client
- Final Synthesis Paper
- Reflection on Group Work

Instructor(s) - Names and Contact Information

Instructor
Name: Janna Goebel
Email: Janna.Goebel@asu.edu
Office: WCPH 372B
Office Hours: by appointment

Direct all communication through the Canvas Inbox. See Course Communication Policy on the syllabus.

Course Policies & Procedures

This preview syllabus does not include our course policies and procedures. Reference your syllabus upon enrollment.

Inclusion Statement

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

We welcome and respect individuals with all kinds of visible and non-visible differences. We highly value the strengths and benefits of the diversity that students bring with them.

[The topics that we're covering in this class are sometimes socially challenging or politically charged. I challenge you to base the discussions on the disciplinary content in the course instead of your personal political/religious/spiritual beliefs, to ensure the conversations are useful to the instructional goals. I ask that you engage in discussion with respect, care and empathy for the other members in the classroom.]

- [The ASU Indigenous Land Acknowledgement](#)
- [Why pronouns matter](#)

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- **3 credit hours = 135 total hours**
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours
- 6 credit hours = 270 total hours

ASU courses range in length from 6 weeks to 15 weeks.

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.

THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.