



<http://www.csuci.edu/ira/index.htm>

**Application**  
**Instructionally Related Activities Funds Request**  
**2013-2014 Academic Year**

**DEADLINES: Application Submitted to AVP:  
 Fall and Academic Year 2013-14: 03/01/13  
 Spring 2014 deadline: 10/01/13**

**Activity Title: Sustainability at CI**

Project Sponsor/Staff (Name/Phone): Simone Aloisio/8999  
 Sean Anderson/8984  
 John Griffin/2766  
 Don Rodriguez/8494  
 Dan Wakelee/8542

Activity/Event Date(s):

Ongoing 2013/14 AY

Date Funding Needed By:

Start of 2013/14 AY

*\*\*Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2013 and for Spring Requests early January 2014.*

Previously Funded?  YES  NO If Yes, what Semester/Year? Proposal(s) # Fall 2012 (#500)

**\*If previously funded, please attach copy of post-event IRA Report**

Report submitted for previously Funded Activity?:  YES  NO

Academic Program or Center Name: Chemistry/ESRM

Estimated total Course Fee revenue: \$0

Amount Requested from IRA: \$24,000 (Should match "Total Requested from IRA" on Page 5)

Estimated Number of Students Participating: 100

## Conditions and Considerations

Please check if any of the following apply to your IRA:

**Artist/Performer/Speaker Fees & Honoraria-** On the Activity Budget, please indicate whether the vendor's price was set by you / CI representative, or is a fee that was set by the vendor themselves.

**Large Event-** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.

**Equipment Purchase-** If requesting large equipment purchase -over \$200, or will be a fixture installed on campus- Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

**Field Trip-** Sponsor must comply with all policies found at <http://www.csuci.edu/hr/AcademicFieldTripGuidelinesandForms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

**Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval.** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects – from simple surveys to complex biomedical procedures – must be reviewed and approved by the IRB *prior to* starting the research. Data for “Public Dissemination” indicates interviews/surveys that result in a journal/poster session/newsletter, etc.

**Exempt from IRB Approval** –If your project is exempt from IRB review, include copies of correspondence with IRB Board. It is the Project Sponsor's responsibility to inquire with the IRB **prior** to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed.

**IT Requirements-** If your activity has IT requirements, your application requires proof of correspondence and approval from IT Administration.

**International Travel-** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application.

**Risk Management Consultation-**Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.

**Space/OPC Requirements, Infrastructure/Remodel-**Requires proof of correspondence with OPC Administration.

**Late Submission** - Requires explanation for emergency funding.

**Other** – Specific projects are student directed. We will work closely with OPC to develop and implement projects that involve large equipment or infrastructure on campus.

**Application**  
**Instructionally Related Activities Funds Request**  
**2013-2014 Academic Year**

**Requirements and Signatures**

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

The request is for funding for sustainability related projects or events on campus, in effect establishing a sustainability fund for a group of classes. Students will work with faculty and staff to identify areas in which they increase the sustainability of our campus, increase awareness for sustainability issues on our campus, or extend our campus' sustainability activities to a larger population. Examples that were funded and implemented in AY2012/2013 are water bottle refilling stations, a pilot green roof project, a sustainability information media channel to increase student awareness of sustainability activities on campus, and improvements to make CI more bicycle friendly. Decisions will be made by students on how funds are to be spent, in conjunction with faculty and OPC. Students will design, plan, implement, and assess the projects. As part of their coursework, students will also determine the sustainability related impacts they have on our campus and community.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.
  - a. Please list all classes that directly relate to the proposed activity.
  - b. For each class listed in #2a, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent.

The students administering the sustainability fund will be students enrolled in sustainability focused courses during the Fall and Spring of the 2013/14 academic year. These courses will be taught by the faculty named on this application, who will integrate the planning, implementation, and assessment of these projects into the curriculum of these courses. The courses are: CHEM 101 (Chemistry and the Environment), ESRM 200 (Principles of Resource Management, Conservation and Stewardship), MKT 310 (Principles of Marketing), ESRM 490 (Special Topics – Sustainability at CI). The sustainability projects are central to these courses.

**3. Learning Outcomes.** List all expected learning outcomes, as connected specifically with each course listed in #2.

For CHEM 101, this is connected to 4 of the 6 learning objectives (the other two are related to the scientific method and science):

- Relate contemporary environmental issues to fundamental principles.
- Discuss solutions to designed to limit negative impact on the environment.
- To analyze human impact on the environment that come from some everyday decisions we make.
- Apply scientific principles to the environmental problems concerning energy, air quality, the global atmosphere, water quality, and waste management.

For MKT-310 the relevant learning outcomes are:

- Identify, conceptualize, and develop solutions for the complex and critical decisions management must face before a product or service is advertised or sold
- Explore the importance of environmental sustainability as it relates to marketing

For ESRM-200, the relevant learning outcomes are:

- Demonstrate a working knowledge of the history, principles and philosophy of sustainability and resource management as it is practiced in the U.S. and abroad;
- Develop the ability to analyze practices of sustainability from an ethical viewpoint;
- Identify, conceptualize, and develop solutions for the complex and critical decisions organization leaders face in an era of diminishing natural resources and higher costs for energy;
- Understand the use of new and traditional approaches to resource management in dealing with internal and external threats to business organizations;
- Gain an appreciation for the roles of business, government, and non-governmental organizations (NGOs) and their influence on societal sustainability;
- Distinguish between sustainable practices associated with water usage, energy use, waste streams, and more traditional approaches employed on the CI campus, and; Construct a project plan related to a sustainable practice on the CI campus.

**4. Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note that a report will be due at the end of the semester.**

An interim report of 2012-2013 projects that are currently underway has been provided for the committee's information. IRA will be provided with a detailed report on each funded project. This will include how the funds are spent. Assessment of the sustainability of each project, and whether each project is meeting its goals, will also be done as part of the coursework; and will be made available to the campus community. If any projects in the coming year involve the collection of data from individuals IRB approval will be obtained in advance.

**5. Activity Budget.** Please enclose a complete detailed budget of the entire activity. **Bold** specific items that you are requesting IRA to fund (Page 6).

**\$24,000 – Sustainability Fund – funding for student initiated and implemented projects that make CI more sustainable.**

**6. International Trips.** If your event is an international trip submitted through the

Center for International Affairs, you must include a copy of the program budget as submitted to CIA (to ensure congruency between the two budgets), as well as a copy of the course syllabus.

7. **Sources of Activity Support.** Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity.
8. **Audience/ Marketing/Promotions.** Who is your intended target audience? How will your event be advertised to students?
9. **Sustainability.** If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.

One of the goals of this project is to promote student involvement in sustainability activities, and to promote sustainability at CI.

10. **Images.** For previously funded IRA activities, include copies of images from past IRA activity or activities, demonstrating student participation and levels of students served.
11. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations herein.



Proposal # 500 (Fall2012)
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***Instructionally Related Activities Report Form***

SPONSOR	DEPARTMENT
Aloisio, Anderson, Griffin, Wakelee	Chemistry/ESRM/Business

ACTIVITY TITLE	DATE (S) OF ACTIVITY
Sustainability at CI	Ongoing AY2012/13

**SUPPORTING DOCUMENTATION**

Attach:

- 1) Student evaluations or assessments
- 2) A list of attendees complete with each student major and expected graduation date, and
- 3) Images demonstrating student participation (up to 6 images)
- 4) A summary of expenses

E-mail to the IRA Coordinator at [lisa.ayre-smith@csuci.edu](mailto:lisa.ayre-smith@csuci.edu) within 30 days after the activity.

*Thank you for your commitment to engaging our students!!*

**PLEASE ANSWER THE FOLLOWING QUESTIONS:**

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
- (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
- (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
- (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
- (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
- (6) WHAT DID YOU LEARN FROM THE PROCESS?

**THIS IS AN INTERIM REPORT – EACH PROJECT IS CURRENTLY BEING IMPLEMENTED AND WILL BE COMPLETE BY THE END OF SPRING 2013.**

**DURING THE FALL 2012 SEMESTER, STUDENTS IN THREE CLASSES; CHEM 101, ESRM 200, AND MKT 310; RESEARCHED AND PROPOSED SUSTAINABILITY PROJECTS TO BE IMPLEMENTED AT CI. EACH CLASS TOOK A DIFFERENT APPROACH IN PROPOSING AND SELECTING WHICH PROJECTS TO FUND. THERE WERE OVER 30 PROJECTS PROPOSED, SOME THAT OVERLAPPED WITH EACH OTHER IN SCOPE. OUT OF THESE, SIX PROJECTS ARE BEING IMPLEMENTED. A SPECIAL TOPICS COURSE, ESRM 490, IS OVERSEEING THE IMPLEMENTATION OF SEVERAL PROJECTS. OTHER PROJECTS ARE BEING IMPLEMENTED BY OPC AND ACADEMIC AFFAIRS. A SUMMARY OF THE PROJECTS AND THEIR OBJECTIVES ARE GIVEN BELOW, ALONG WITH THE APPROXIMATE AMOUNT BUDGETED FOR EACH PROJECT.**



California State  
University

**INSTRUCTIONALLY  
RELATED  
ACTIVITIES**

**C H A N N E L  
I S L A N D S**

**GREEN SCREEN/WEBSITE – SUSTAINABILITY RELATED INFORMATION CAMPAIGN TO INFORM CI STUDENTS ABOUT CAMPUS OPPURTUNITIES AND INITIATIVES.**

**TRI-CI – INTEGRATED TRANSPORTATION PLANNING TO FACILITATE BICYCLING AND ALTERNATIVE FORMS OF TRANSPORTATION ON CAMPUS.**

**WATER BOTTLE REFILLING STATIONS – PURCHASE OF UNITS TO BE PLACED AROUND CAMPUS SO STUDENTS CAN USE REFILLABLE WATER BOTTLES FOR FREE INSTEAD OF PURCHASING PLASTIC WATER BOTTLES.**

**HOUSING EDUCATION – REDUCE WATER AND ENERGY USAGE IN STUDENT HOUSING THROUGH EDUCATION AND INCENTIVE PROGRAM.**

**GREEN ROOF – EXPERIMENTAL VEGETATION AND GROWING BEDS THAT HAVE THE POTENTIAL TO BE USED AS ROOFING IN WEST HALL, REDUCING ENERGY USE.**

**RAIN BARRELS – BARRELS TO COLLECT RAINWATER OFF OF BUILDINGS AND USE FOR IRRIGATION.**

**NATIVE PLANT GROW UP FACILITY – DEVELOPMENT OF A FACILITY, TO BE OPERATED IN CONJUNCTION WITH THE NEW CAMPUS GREENHOUSE, TO ALLOW THE CAMPUS TO GROW ITS OWN NATIVE PLANTS FOR PLANTING AROUND THE CAMPUS.**



**ONE OF THE DEMONSTRATION FILTERED WATER STATIONS TESTED DURING SPRING 2013**

**CHEM 101 – Chemistry and the Environment**  
**Fall 2012**

Homework VI            Sustainability Final Proposal  
Due electronically on December 3<sup>rd</sup>, 2012 before class (Noon)

You have made an initial sustainability proposal and presented it to the class. At each step, you have received feedback from your classmates and from me. Now, you will write a final proposal that includes elements of your presentation, your initial proposal, and some new information.

You should be in a group of two people, and you will do one proposal for this part and turn in one version electronically (by email). Copy your partner if you are the one submitting the proposal.

Title page (No more than 1 page): Title your proposal. Put your names on the title page. Write an executive summary of your proposal in one paragraph. Include the following information: exactly what you are proposing, who will be primarily responsible for executing the proposal, and how much your proposal will cost.

Main Body of your Proposal (~5 pages, 3 parts):

*Narrative.* In detail, describe what you are proposing to do. Be specific. Exactly what are you proposing be done. Include a budget table. Who is going to be responsible for implementing the proposal in Spring 2013? Who will be responsible for it after that? Remember that your proposal needs to be student driven. Include a timeline with key goals and dates. Include times when we can assess your proposal to see if it is working (making CI more sustainable). If your plan includes something new on campus, in what locations exactly? If it includes an event, where and when will that be?

*Justification.* Why is your proposal sustainable in the environmental sense? How does it promote sustainability? How does it make CI more sustainable specifically? Is there something we can measure to prove this (less trash, less energy, less water)? Is this something visible that CI students will know is going on? How can you make it more visible? Why is this an effective or ineffective use of your fees? Who will benefit?

*Reflection.* In class, you have heard the other proposal presentations. You have also heard the questions and reactions of others to your proposal. Take a look at the average rubric scores for your proposal that are available on CI Learn. Reflect on your proposal and presentations a bit. What was the reaction to your proposal? What are some of the obstacles you need to overcome to make your proposal successful in making CI more sustainable?

Appendix: This will contain your action plan contacts (you did this for your initial proposal). It may also contain supplementary information, diagrams, maps, tables, data.



# IRA Activity Budget



Activity Title: Sustainability at CI  
 Name of sponsor: AIOISIO, Anderson, GRITIN, Rodriguez, Wakelee

Account	Operating Expenses	Amount	Comments/Notes
<b>A. Artist/ Performer/Speaker</b>			
601801	Special Consultants (existing CI employee)		
613801	Professional Svcs/ Speaker Fees (Price set by vendor)		
613802	Honoraria (Price set by CI)		
613001	Other consultants/ staff		
	Other		
	<b>Artist/Performer/Speaker/Consultant TOTALS</b>	0	
<b>B.. Supplies &amp; Services- Other</b>			
660831	Copier Chargeback		
660002	Printing (Not Promotional)		
660833	Promotional Items		
660017	Publications		
660890	Registration- Conferences & Meetings		
660009	Workshops with a Training Component		
	Equipment Rental or Purchase		
660090	Event Signage (wayfinding on day of event)		
660835	Event or Parking-related Staffing		
660003	Supplies & Services- Other		
660003	Supplies & Services- Other		
	<b>E. Other (please specify)</b>	24000	Sustainability Fund – TBD
	<b>Supplies &amp; Services- Other TOTALS</b>	0	
	<b>TOTAL EXPENSES</b>	24000	

	2. Revenue	Amount	Comments/Notes
	A. Course Fees		
	B. Ticket Sales		
	C. Additional Sources of Funding		
	<b>TOTAL REVENUE</b>	0	
	<b>E. TOTAL REQUESTED FROM IRA</b>	24000	

## Other Expenses

660832	OPC Chargebacks & Facility Use Fees		
	Other		
	Parking (please describe)		
660017	Advertising & Promotions		
	<b>TOTAL OF OTHER EXPENSES</b>	0	

**Chemistry and the Environment**  
**CHEM 101**  
**Fall 2012**

**Instructor:** Simone Aloisio  
207 Aliso Hall  
Phone: (805) 437-8999  
E-Mail: simone.aloisio@csuci.edu

**Course Time:**  
Monday and Wednesday      Noon - 1:20 PM

**Place:** Del Norte 2550

**Office Hours:**  
Monday and Wednesday 11AM - Noon AL 207, or by appointment.

**Course Description:**

Relates the fundamentals of chemistry to contemporary environmental issues. Introduction to environmental chemistry without assuming any prior knowledge of chemistry and mathematics. Applies scientific principles to environmental problems concerning energy, air quality, the atmosphere and climate, water quality, and waste management. Essential foundational science needed to understand these problems are also discussed.

**Reading:** There is no required textbook, but there is going to be required reading. These will be made available, online if possible. Reading and classroom discussion material are considered "fair game" for quizzes.

**Channel Islands Disabilities Statement:**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. *Students with physical, learning, or other disabilities are encouraged to contact the Disability Resource Programs at Bell Tower 1541. Email- [accommodations@csuci.edu](mailto:accommodations@csuci.edu), phone- (805) 437-3331, for personal assistance and accommodations.*

**Adjustments to this Syllabus:**

*Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor*

## CHEM 101

### Learning Objectives:

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

- Describe the scientific method
- Recognize conclusions that are derived from the scientific process
- Discuss solutions designed to limit negative impact on the environment
- To analyze human impact on the environment that come from some everyday decisions we make
- Apply scientific principles to the environmental problems concerning energy, air quality, the global atmosphere, water quality, and waste management.

<b>Grading:</b>	Quizzes	40%
	Presentations/Written Assignments	40%
	Engagement/Discussion/Participation	20%

Final grades may be normalized a bit.

Individual quiz or assignment grades are not normalized.

Grades for this class may include the +/- system.

Typical grade cut-offs:

A	90% +
B	80% – 90%
C	70% – 80%
D	60% – 70%
F	Below 60%

**Quizzes:** There will be between three and six quizzes during the semester. Exact dates will be announced in class. The last quiz may be during Finals' week. Basic subject matter presented in the students' presentations may be included on quizzes. Reading assignments and handouts will also be included.

**Assignments:** There will be presentation and writing assignments during the semester. Each class member will be responsible for these. Some will require reading material.

**Engagement:** Regular class attendance is expected. Participation in class discussion, asking questions during presentations, and such is a graded element of this class.

**Dishonesty:** Anyone suspected of academic dishonesty will be penalized according to CSUCI policy. Penalties can include failing the class.

## CHEM 101

### Tentative Course Outline:

<u>Week</u>	<u>Topic</u>
Week 1 (Aug 27 <sup>th</sup> )	Background
Week 2 (Sep 5 <sup>th</sup> )	Background
Week 3 (Sep 10 <sup>th</sup> )	Energy
Week 4 (Sep 17 <sup>th</sup> )	Energy
Week 5 (Sep 24 <sup>th</sup> )	Air Pollution
Week 6 (Oct 1 <sup>st</sup> )	Air Pollution
Week 7 (Oct 8 <sup>th</sup> )	Climate Change
Week 8 (Oct 15 <sup>th</sup> )	Climate Change
Week 9 (Oct 22 <sup>nd</sup> )	Climate Change
Week 10 (Oct 29 <sup>th</sup> )	Climate Change
Week 11 (Nov 5 <sup>th</sup> )	Water Pollution
Week 12 (Nov 14 <sup>th</sup> )	Water Pollution
Week 13 (Nov 19 <sup>th</sup> )	Waste
Week 14 (Nov 26 <sup>th</sup> )	Waste
Week 15 (Dec 3 <sup>rd</sup> )	Waste

### Final Exam Time:

December 10<sup>th</sup> (Mon) at 1:00 PM

## **ESRM 200: Principles of Resource Management and Sustainability Fall 2012**

Lecture Section I:T: 12:00pm-1:50pm Room: BT 2704  
Activity: TH: 12:00pm-1:50pm Room: BT 2704  
Instructor: Dr. Don Rodriguez  
Office: 1176 Bell Tower  
Office Hours: MW 10:00-11:00am, TH 11-12 pm (other times arranged on request)

### **Co-INSTRUCTORS:**

Dr. Sean Anderson, Assoc. Professor ESRM ([sean.anderson@csuci.edu](mailto:sean.anderson@csuci.edu)); Dave Chakraborty VP for CI Operations Planning and Construction ([Dave.Chakraborty@csuci.edu](mailto:Dave.Chakraborty@csuci.edu)); Dr Chris Cogan Asst. Professor ESRM ([Chris.Cogan@csuci.edu](mailto:Chris.Cogan@csuci.edu)); John Griffin, Lecturer Business and Computer Science ([John.Griffin@csuci.edu](mailto:John.Griffin@csuci.edu)); Dr. Linda Ohirok, Lecturer ESRM ([Linda.OHirok@csuci.edu](mailto:Linda.OHirok@csuci.edu)); Dr. Dan Wakelee, Asst. Provost and Assoc. Professor of Political Science ([Dan.Wakelee@csuci.edu](mailto:Dan.Wakelee@csuci.edu)).

### **TEXTS:**

Chiras, Daniel P., and Reganold John P. Natural Resource Conservation 10<sup>th</sup> edition. Pearson Prentice Hall, Saddle River N.J.  
McDonough, William, and Braungart, Michael. Cradle to Cradle. North Point Press, New York  
Electronic course readings will be provided on CI Learn (course website).

### **COURSE DESCRIPTION**

This course will be divided into two distinct sections. The first section will focus exclusively on the science of sustainability and its implementation locally, regionally, nationally, and globally. Complex topics such as sustainability resist simplistic, reductionist analyses and, instead, require sophisticated, interdisciplinary thinking and creativity. As a result, we have assembled a group of faculty that will contribute to this course from a variety of perspectives. Each faculty member will address a specific area associated with sustainability here at CI and in our local community. This “tag team” approach allows for a more robust examination of the topic related to each faculty member’s strengths and interests. The last few weeks of the course will be dedicated to a cursory examination of traditional resource management topics. These last few weeks of the course will provide a broad but comprehensive understanding of the issues confronted by a variety of resource professionals, and the techniques and tools managers apply to their solution.

### **COURSE OBJECTIVES** Upon successful completion of this course students will:

- Demonstrate a working knowledge of the history, principles and philosophy of sustainability and resource management as it is practiced in the U.S. and abroad.
- Develop the ability to analyze practices of sustainability and resource management from an ethical viewpoint
- Distinguish between sustainable practices associated with water usage, energy use, waste streams, and more traditional approaches employed on the CI campus.
- Understand the use of new and traditional approaches to resource management in dealing with external and internal threats to resource conservation and stewardship
- Gain an appreciation for the roles of Non-Governmental Organizations (NGOs), such as the Nature Conservancy, Santa Monica Mountains Conservancy, Trout Unlimited, and their influence in resource management.

### **LEARNING OUTCOMES** Upon completion of this course students will:

- Students will construct a project plan related to sustainable practice on the CI campus to be used for teaching a lay/introductory-level student audience to do ethical analyses
- Define environmental problems from the perspective of both environmental science and resource management.

### **CLASS FORMAT**

This class will include a variety of educational techniques including lecture, group discussion, panel

presentations, and service learning experiences in large and small groups to facilitate student interaction. The instructor(s) will provide a variety of delivery techniques including traditional lectures, videos, slide shows, and computer-assisted presentations to enhance class discussions.

This interactive teaching style requires students to attend and actively participate in class. Since class participation and discussion will be evaluated as part of your final grade, regular attendance is advised. Also the course schedule is tentative and it is the student's responsibility to keep track of changes announced in class and on Blackboard.

**TESTING AND GRADING**

• <b>1 Midterm Exam</b>	@ 50 points	=	<b>100</b>
• <b>1 Final Exam</b>	@ 50 points	=	<b>100</b>
• <b>5 In class/field exercises</b>	@ 10 points.	=	<b>50</b>
• <b>Sustainability Concept Plan</b>	@ 50 points	=	<b>50</b>
• <b>Restoration Project</b>	@ 25 points	=	<b>25</b>
	<b>Total</b>	=	<b>325</b>

**SUSTAINABILITY CONCEPT PLAN (50 points)**

One required element for the ESRM 200 course is a sustainability concept plan and class presentation. This plan will address a particular sustainability topic of your choosing. Students will work in small groups (3 students per group), and will prepare a presentation and final final paper related to their plan. The paper will be a minimum of 20 typed pages that highlights the pertinent research associated with the concept plan (brief literature review), a detailed summary of the associated costs related to the plan, and an implementation strategy for the project. References and citations in the body of the text using American Psychological Association format i.e. (Rodriguez, 2012) will be the standard.

At the end of the semester (see course outline) students will be expected to give a detailed presentation (20 minutes) on your concept plan. This presentation will count for 25% of the paper grade and should be well thought out and rehearsed to be to the point, and compelling for the faculty judges. There will be a class competition to determine the outstanding concept plan (as judged by course instructors), for the class. The project team presenting the most outstanding concept plan will be excused from the final exam.

Some examples of possible topics include:

**LANDSCAPING PROGRAMS**

1. Outdoor Places: An audit of campus landscape to survey how outdoor places are used, unveil opportunities to increase function of existing spaces and create new places for teaching, learning and socializing.
2. Curriculum enrichment: Create a program to increase use of landscaping to support learning. Landscape courtyards according to learning themes (use volunteers to increase the sense of ownership).
3. Accessibility Program: Study circulation into and between campus buildings and outdoor spaces. Create a plan to ensure that every outdoor place and building is accessible to everyone.
4. Materials program: Study campus paving, furniture and materials to assess the condition and longevity and replacement costs of these materials. Develop a program to implement natural, renewable, local and reclaimed materials to enhance campus character and improve campus aesthetics.
5. Evaluate fertilizer use – which is better and more sustainable: organic or inorganic fertilizer.

**WATER CONSERVATION**

1. Water conservation: An audit of existing campus plants and irrigation system to compare actual water needs with irrigation schedule. Develop landscaping opportunities to control surface run-off.

2. Domestic Water Use: Evaluate existing fixtures in buildings and study options on how to reduce water uses and wastage (study availability, costs and user satisfaction for low-flow showerheads, ultra low-flow toilets, ultra low-flow faucets).
3. Health benefits and economics of bottled water vs. tap water – is bottled water healthier than tap water? What are the economics and sustainability costs of bottled water (production, transportation, landfilling).
4. Sustainability performance of drinking water bottle filling stations.
5. Rainwater harvesting – how much rainwater can be harvested, where will you store it, cost of cisterns / tanks

### WASTE MINIMIZATION

1. Waste audit / management program: Conduct an audit of sources and types of campus waste. This is the first step in developing a successful waste management program.
2. Waste minimization program: recycling and waste destinations, and develop a program to reduce, divert and re-use waste on campus.
3. Composting program: Evaluate feasibility of establishing a composting program on campus.
4. Promote reusable water bottles: Evaluate how single-use water bottle use can be minimized.
5. Lab waste reduction: Develop a program to reduce waste generated by labs (glassware, catalogs, chemicals).
6. Hazardous waste reduction: Develop a program to reduce hazardous waste from labs.
7. Green Cleaning Program: Evaluate custodial cleaning practices and develop a green cleaning program.
8. Recycling campaign – develop and implement a recycling campaign to promote recycling.
9. Source reduction – study how products are delivered to the campus (boxes). Pick 1-2 products and evaluate how the products could be delivered by generating minimum amount of packaging wastes.
10. Build a human-powered can crusher.
11. Electric hand dryer vs paper towels – evaluate the economics and sustainability costs of each product.
12. Plastic bags – how much and how can you reduce plastic bag waste?
13. Plastic water bottles – promoting use of reusable water bottles.

### LAB CHEMICALS

1. Chemical tracking. Develop a tracking system to follow one or more chemicals from purchase to use to disposal. Use physical measurements, interviews, observations. Analyze data to see if chemical is being handled and disposed of in a proper, safe manner.
2. Microscale. Look for opportunities to convert lab-course experiments from conventional-scale to microscale (using tiny quantities of chemicals). Work on converting a single experiment or as many as possible from an entire course. Document the savings in purchasing and disposal costs, and the impact on the wastewater system.
3. Chemical exchange. Develop or improve the exchange of chemicals, solvents and other lab materials among labs on campus. Possibly design a web-based inventory so researchers can easily scan it for the chemicals they need.

### TRANSPORTATION

1. Alternative transportation: Map how people walk or bike through campus, and create a plan to develop opportunities for recreation, walking, biking, car-pooling and public transit as alternatives to cars. Map nearby resources for everyday need and create a program to lobby for public transit systems.
2. Ride-sharing program: Promote ride-sharing programs and biking on campus.

### DINING SERVICES PROGRAMS

1. Healthy Foods program: Map where campus foods come from and document opportunities to get food from local and sustainable sources. Track the actual farms and feedlots that supply the vendors who bring food to your campus. If possible, visit those places. Display labels, signs and educational materials in the cafeteria to share what you learn.

2. **Locally-grown meal.** Work with Islands Cafe to plan a meal made from as much locally-produced food as possible. Milk, meat, cheese, vegetables, beans, root crops, and more should all be available within an hour's drive of campus. Use this opportunity to connect campus food-buyers with small, local growers. Create accompanying educational materials to go with the meal.
3. **Food economics.** Where does a food-service dollar go? Does most of it go to brokers and suppliers, with little left for the farmer? Can you find ways to add higher-priced organic foods to the menu while cutting costs elsewhere to keep budgets the same?
4. **Consume less food.** Encourage dining services to make it easy and economical for diners to take only what they care to eat. Taking samples of new foods and getting smaller portions but being able to go back for seconds are two possibilities. This will cut the amount of food wasted.
5. **Dining Service Waste Characterization Studies:** Study waste streams and identify opportunities to reduce waste from dining areas (and also from other areas of campus).

### PURCHASING

1. **Purchasing & Procurement:** Develop specifications for products, and procure recycled and local materials; reduce waste at source.
2. **Printing program:** Develop a program to reduce printing on paper, procure chlorine-free, recycled paper for printing.
3. **Recycled Paper.** Recycled paper may damage some printing equipment because contamination in the recycled fiber. Test paper with varying post-consumer waste

### ENERGY CONSERVATION

1. **Energy Audits:** Document how energy is used on campus; optimize operation of existing control systems; monitor and report energy wastage.
  - a. **Exit signs.** Calculate amounts of electricity needed and costs for current exit signs in one building or across campus. Include ongoing costs for replacement bulbs and maintenance. Calculate cost to replace signs with efficient LED units, along with savings in electricity and labor.
  - b. **De-lamping light fixtures.** Use a foot-candle meter to measure light levels in hallways, building lobbies or offices, and calculate electricity and costs required. Make sure fixtures can operate properly with one or more bulbs missing, and test different configurations of bulb removal. Make sure permanent changes conform to legal light levels and building occupant needs.
  - c. **Outdoor lighting.** Analyze outdoor lighting practices on campus and find lights that could be eliminated, or replaced with more efficient fixtures. Calculate savings before and after (OPC has completed this project).
  - d. **Office machine management.** Use a wattage line-logger to measure electricity used over time for photocopiers, computers, fax machines, printers, other machines. Re-set machines to take full advantage of built-in energy-savings features (like BIOS settings, Energy Star, machine standby). Use line-logger to measure savings attributed to the changes. Post educational notices explaining the changes and savings.
  - e. **Screensaver.** Did you know that those moving, 3-dimensional computer monitor screen savers use more electricity than when the computer is in normal operating mode? Set screen savers to either a blank screen or an electricity-saving option. Calculate savings (this project is complete).
  - f. **Lights off.** Survey a department or building for unnecessary lighting, and document wasteful practices. Work with occupants on a "lights off" campaign, observe changes in behavior and light-switching habits, and calculate approximate savings.
  - g. **Daylighting.** Find places where the use of natural light can be increased, and the need for electric lights decreased.
  - h. **Classroom Electronic Devices Audit:** How much electricity (in KWH), \$ and CO<sub>2</sub> is wasted by not turning off computers, monitors and lights when not in use.



2. Changing Energy Use Habits: Develop education programs to reduce energy use, develop competitions between buildings and dorm units.
3. Develop Building Conservation Contact Program: Develop a team of volunteer “building conservation contacts” who will monitor energy use, identify waste reduction opportunities, etc.

### CAMPUS GREENING PROGRAMS

1. LEED Assessment of Existing Buildings: Assess campus buildings per LEED EB program and identify areas of improvement.
2. Communication Program: Develop a program to improve sustainability awareness amongst the students, staff and faculty.
3. Greening Commencement and Other Major Events: Evaluate waste and energy usage reduction opportunities during campus events.
4. Benchmarks of Success: Establish measurable benchmarks of success for evaluating environmental stewardship and sustainability performance.

Student groups will be required to obtain approval of their topic by the end of week 4 in the semester (September 20)

### LONG GRADE CREEK RESTORATION PROJECT(25 points)

Each student will participate in the Long Grade Creek Restoration demonstration project on Saturday Oct. 12 (9–12 pm). This will be a group project designed to provide a small demonstration area to interpret the importance of riparian habitat in the southern California coastal biome. Students will work collectively to create a riparian corridor at the new University entrance to help articulate the intention of the University regarding resource stewardship and creating a live learn laboratory for the campus and community.

### WORKING DEFINITIONS OF SUSTAINABILITY

- ❖ **a:** of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged <*sustainable techniques*> <*sustainable agriculture*>**b :** of or relating to a lifestyle involving the use of sustainable methods <*sustainable society*>
- ❖ the capacity to endure. For humans, sustainability is the long-term maintenance of responsibility, which has environmental, economic, and social dimensions, and encompasses the concept of stewardship (the responsible management of resource use).
- ❖ The ability of the Earth’s various systems, including human cultural systems and economies, to survive and adapt to changing environmental conditions.

### WORKING DEFINITION OF SUSTAINABILITY SCIENCE

*Sustainability science* is an informed operational philosophy of stewardship that combines (1) science—the framework of understanding and explaining the physical world through testable knowledge; (2) technology—the framework of modifying and utilizing the physical world through and economically effective design, and (3) ethics—the framework of considering actions through justice, autonomy, beneficence, non-maleficence and responsibility. Sustainability science employs mindful understanding to evaluate and guide actions that modify and utilize the physical world. It seeks to provide a framework for evidence-based reasoning to enable evaluation of benefits and consequences of human actions. An overarching goal is to encourage individual and collective actions that are informed by awareness of spatial literacy, temporal literacy, environmental literacy, capacity, scale, and systems.

## TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>Topic/Course Readings</u>
T 8/28	<b>Introductions/Course Logistics:</b> Brief overview of the class, introductions of course co-instructors, and discussion of course elements. <b>Reading:</b>
TH 8/30	<b>Sustainable Co-Evolution on the CI Campus:</b> A campus tour and discussion related to the connection between humanity and the life support systems of the planet. <b>Reading:</b> Cairns, John Jr. (2007) Sustainable Co-evolution. International Journal of Sustainable Development and World Ecology, Feb. pp. 103-108.
T 9/4	<b>The Rights of Nature:</b> Ethical Framework for understanding human relationship with nature Dr. Chris Cogan <b>Reading:</b> Nash, Roderick, Ethical Extension and Radical Environmentalism, pp. 3-12
TH 9/6	<b>Deep Ecology:</b> Ethical Framework for understanding human relationship with nature Dr. Chris Cogan <b>Readings:</b> Harding, Stephan, What is Deep Ecology; Drengson, Alan, Deep Ecology Movement; Capra, Frijof, Deep Ecology A New Paradigm.
T 9/11	<b>Design for Disassembly:</b> Waste stream concerns related to sustainability. Dr. Sean Anderson. <b>Reading:</b> McDonough, William and Michael Braungart (2002) From Cradle to Cradle: Remaking the Way we Make Things. Northpoint Press, New York.
TH 9/13	<b>Design for Disassembly:</b> Waste stream concerns related to sustainability. Dr. Sean Anderson. <b>Reading:</b> McDonough, William and Michael Braungart (2002) From Cradle to Cradle: Remaking the Way we Make Things. Northpoint Press, New York.
T 9/18	<b>History of Sustainability:</b> Examining the Historical Roots of Sustainability. Is it a New Paradigm for the 21 <sup>st</sup> century? <b>Readings:</b> Warde, Paul (2011) The Invention of Sustainability. Adams, W.M. (2006) The Future of Sustainability: Re-Thinking Environment and Development in the 21 <sup>st</sup> Century.
TH 9/20	Group Project Discussion and planning
T 9/25	<b>Use of Energy and the Built Environment:</b> Dave Chakraborty. Exploring the role of energy efficient design in addressing sustainability concerns. <b>Readings:</b> TBD.

## TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>Topic/Course Readings</u>
TH 9/27	<b>Integrated Approaches for Improving Energy Efficiency:</b> Dave Chakraborty. Examining the Energy Star Program, the role of building occupants, and the role of Federal Agencies. Field: Campus Tour. <i>Readings:</i> TBD.
T 10/2	<b>The Role of Technology in Promoting Sustainable Futures</b> John Griffin. Examining the role technology might play in addressing sustainability questions (carbon sequestration machines, terraforming, etc.) <i>Reading:</i> TBD.
TH 10/4	<b>The Role of Technology in Promoting Sustainable Futures</b> John Griffin. Examining the role technology might play in addressing sustainability questions (carbon sequestration machines, terraforming, etc.) <i>Reading:</i> TBD.
T 10/9	<b>Water Resources, Inventory and Sustainability.</b> Dr. Linda OHirok. <i>Reading:</i> Cech (2010) Principles of Water resources: History, Development, Management, and Policy, John Wiley and Sons, Inc. Chapter 2 Hydrologic, Climate, and Weather pgs 24-41 and 64-70
TH 10/11	<b>Stream Conservation, Planning, and Restoration –</b> Dr. OHirok. <i>Reading:</i> Riley (1998). Restoring Streams in Cities: A Guide for Planners, Policymakers, and Citizens, Island Press. Introduction xvii-xxii, Chapter 1 Basics on Streams pgs 1-33
SA 10/12	<b>FIELD:</b> Long Grade Creek Group Restoration Effort (9am – 12 pm)
SU 10/14	<b>FIELD:</b> Potential AASHE Conference Field Trip (optional)
T 10/16	Group project planning (in class)
TH 10/18	<b>CSU Channel Islands institutional response to the sustainability challenge.</b> Dr. Wakelee. <i>Reading:</i> TBD.
T 10/23	Midterm Course Evaluation and Exam Review
TH 10/25	Midterm Exam (in class)

## TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>Topic/Course Readings</u>
T 10/30	<b>Parks and Protected Areas in the U.S. and throughout the world</b> Overview of Current Trends in parks and protected areas in the U.S. and worldwide. <b>Reading: CI Learn:</b> <i>Halvorson, William L. (1996). Changes in Landscape Values and Expectations: What Do We Want and How Do We Measure It?</i>
TH 11/1	<b>ESRM Career Development Day</b> (John Spoor Broome Library)
T 11/6	<b>Wildlife Management in the U.S.:</b> Wildlife management techniques, regulating wildlife populations, non-game wildlife species, hunting controversies in the U.S. (Santa Rosa Island). Island Fox case study. <b>Reading: Chiras and Reganold (2010) Chapter 6 pp 429-455 AND Endangered Species Management and Habitat Protection.</b> <i>Chiras and Reganold (2010) Chapter 15 pp 406-428.</i>
TH 11/8	<b>FIELD:</b> Ormond Beach Colleen Mehlberg US Fish and Wildlife Service.
T 11/13	<b>Midterm Exam Review &amp; Wilderness Management:</b> Understanding the U.S. Wilderness Preservation System. Why value wilderness? Threats to wilderness areas in the U.S. <b>Reading: CI Learn:</b> <i>Price, Tom (2004) The Poor Man's Wilderness: How the Wilderness Movement got its start.</i>
TH 11/15	<b>Sustainable Agriculture</b> - Guest Lecture: Rose Hayden Smith U.C. Cooperative Extension.
T 11/20	Independent preparation for student presentation
TH 11/22	<b>THANKSGIVING HOLIDAY</b>
T 11/27	<b>STUDENT PRESENTATIONS</b> – Sustainability Concept Plan
TH 11/29	<b>STUDENT PRESENTATIONS</b> - Sustainability Concept Plan
T 12/4	<b>STUDENT PRESENTATIONS</b> - Sustainability Concept Plan
TH 12/6	<b>STUDENT PRESENTATIONS</b> - Sustainability Concept Plan
T 12/11	<b>FINAL EXAM</b> 10:30-12:30 pm BT 2704

## Syllabus for Principles of Resource Management and Sustainability (ESRM-200)

### Instructor

John J. Griffin, J.D., M.B.A.

Office: Sage Hall, Room 2016

Mobile: 805.338.6036

Office Hours: Fri from noon to 5:00pm, or by appointment

eMail: [john.griffin@csuci.edu](mailto:john.griffin@csuci.edu)

### Course Description

This course presents and analyzes the fundamental principles, methods, and procedures concerning organizational sustainability. Topics include the history of the sustainability movement, the underlying causes for the depletion of natural resources; and, current thinking for the need for environmentally sustainable considerations in organizational strategic planning.

### Course Objectives and Learning Outcomes

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

- Demonstrate a working knowledge of the history, principles and philosophy of sustainability and resource management as it is practiced in the U.S. and abroad;
- Develop the ability to analyze practices of sustainability from an ethical viewpoint;
- Identify, conceptualize, and develop solutions for the complex and critical decisions organization leaders face in an era of diminishing natural resources and higher costs for energy;
- Understand the use of new and traditional approaches to resource management in dealing with internal and external threats to business organizations;
- Gain an appreciation for the roles of business, government, and non-governmental organizations (NGOs) and their influence on societal sustainability;
- Distinguish between sustainable practices associated with water usage, energy use, waste streams, and more traditional approaches employed on the CI campus, and;
- Construct a project plan related to a sustainable practice on the CI campus.

### Required Text

***The Sustainable Business Case Book, v. 1.0***

by Ross Gittell, Matt Magnusson, and Michael Merenda

Flat World Knowledge, August 2012

eISBN: 978-1-4533-4677-8

available at: <http://catalog.flatworldknowledge.com/catalog/editions/b3157>

**Electronic course readings will be provided on CI Learn (course website)**

### Course Approach

The course is divided into two distinct sections. The first few weeks are devoted to gaining an understanding for the need and the challenges that organizations face in order to operate in an environmentally sustainable manner. In the second half of the course we examine how some business organizations have crafted sophisticated, creative and interdisciplinary oriented solutions for managing resource constraints and waste to become more profitable and more sustainable. During this time we take a close look at what our campus is doing to develop sustainable practices and an environmentally responsible culture.

The PowerPoint slides, course hand-outs, and study notes can be found on the course CI-Learn (BlackBoard) site. These materials are intended to supplement, not replace, the textbook. Each class will start with a short discussion of a current event or two relevant to the course subject matter.

## Course Policies

Your attendance each meeting is essential to your success in the course. If it becomes necessary for you to be absent, please send the instructor an email. Please see the Student Guidebook at:

[www.csuci.edu/students/publication/guidebook](http://www.csuci.edu/students/publication/guidebook)

and the CSU-CI Policies webpage at:

<http://www.csuci.edu/policies.htm>

for campus-wide policies applicable to this and all CSU-CI courses including policies on academic dishonesty and accommodations available for students having disabilities.

## Evaluation Method

The final grade for this course will be based on a total of 100 points, as follows:

Points	Date	Description
40	Mar 12 May 14	<b>Tests.</b> Two tests will be offered throughout the session with each test worth 20 points (or 20% of your grade); the midterm will consist of multiple choice and short essay questions; the final will be an oral test.
20	Apr 30	<b>Group Project.</b> The course project will consist of developing a project plan for our campus that will realize the benefits of becoming more environmentally sustainable.
24	As noted on the Schedule	<b>Class Prep Quizzes.</b> Eight (8) online quizzes will be assigned for selected chapters of our textbook. Each quiz is worth four (4) points and will consist of eight (8) questions taken from the reading material. Quizzes are open-book. Quizzes are to be completed before the class when due and are timed for 20 minutes. The two (2) lowest quiz scores will be dropped.
8	Mar 12 Apr 9	<b>Primary Research.</b> Each student team will prepare a consumer research survey on SurveyMonkey.com, distribute the survey to friends, family, or other students in the class, and prepare an analysis of the results. A grading rubric can be found with the Assignments on CI-Learn (BlackBoard).
8	Throughout semester	<b>Class Participation.</b> Points will be awarded for participation in presentations and in-class team assignments.

## Course Team Project

During the course you and your team will prepare a sustainability concept plan and present that plan to the class. This plan will address a particular sustainability topic of your choosing. Students will work in small groups (3 students per group), and will prepare a presentation and final paper related to their plan. The paper will be a minimum of 20 typed pages that highlights the pertinent research associated with the concept plan (brief literature review), a detailed summary of the associated costs related to the plan, and an implementation strategy for the project. References and citations in the body of the text using American Psychological Association format i.e. (Rodriguez, 2012) will be the standard. We will spend time during our first session to discuss the project, form groups, and develop a strategy for the successful completion of the project.

There will be a class competition to determine the outstanding concept plan (as judged by a team of instructors), for the class. The project team presenting the most outstanding concept plan will be excused from the final exam.

### Readings and Assessments Schedule

The table that follows presents a schedule of course assignments, subject to change with notice. Additional reading materials for each week are posted on CI-Learn (BlackBoard) in the weekly reading item. An announcement will notify of the materials posted.

Week	Week	Topic	Textbook Reading	Assessment
1	22-Jan-13	Introduction	Course Overview and Teams	
2	29-Jan-13	Sustainability	Ch-01: Introduction and Porter	
3	5-Feb-13	Energy and Society	Ch-02: Science	Quiz-01
4	12-Feb-13	The Commons	Ch-03: Public Policy	Quiz-02
5	19-Feb-13	Sustainability Metrics	Ch-04: Transparency	Quiz-03
6	26-Feb-13	Innovation	Ch-05: Entrepreneurship	Quiz-04
7	5-Mar-13	Sustainable Marketing	Ch-06: Sustainable Business	
8	12-Mar-13	Higher Education and Midterm		<b>Midterm</b>
9	19-Mar-13	Spring Break		
10	26-Mar-13	CI Infrastructure	Ch-07: Case - Simply Green Biofuels	Quiz-05
11	2-Apr-13	CI Marketing	Ch-08: Case - Seventh Generation	Quiz-06
12	9-Apr-13	CI Research	Ch-09: Case - Green Mountain Coffee	Quiz-07
13	16-Apr-13	CI Technology	Ch-10: Case - Oakhurst Dairy	Quiz-08
14	23-Apr-13	CI Procurement	Ch-11: Case - Timberland	
15	30-Apr-13	Urban environmental policy	Ch-12: Case - Pax World	
16	7-May-13	Change management	Ch-13: Case - Stonyfield Yogurt	Project Presentation
17	14-May-13	Final	10:30a to 12:30p	<b>Final</b>

## Syllabus for Principles of Marketing (MKT-310)

### Instructor

John J. Griffin, J.D., M.B.A.

Office: Sage Hall, Room 2016

Mobile: 805.338.6036

Office Hours: Fri from noon to 5:00pm, or by appointment

eMail: [john.griffin@csuci.edu](mailto:john.griffin@csuci.edu)

### Course Description

This course presents and analyzes the fundamental principles, methods and procedures in modern marketing: planning, pricing, distribution, and promotion. Topics include creating customer value and satisfaction, strategic planning, marketing process and environment, research and information systems, consumer markets and consumer buyer behavior, business markets and business buyer behavior, segmentation, product and services strategy, new-product development and product life cycle strategies, pricing, communications, direct and on-line marketing, and social responsibility and marketing ethics. We view these topics through the emerging business trends of globalization, social responsibility, environmental sustainability, and managerial ethics.

### Learning Outcomes

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

- Discuss the fundamentals of marketing and its importance to all organizations, public and private
- Write comprehensive Marketing Plans and Marketing Strategies
- Formulate and execute strategies businesses employ to both attract new customers and keep existing ones
- Identify, conceptualize, and develop solutions for the complex and critical decisions management must face before a product or service is advertised or sold
- Communicate logical, reasoned business information to support conclusions about marketing processes and business ethics through discussion, writing and oral presentations

### Required Text

***Marketing: An Introduction (10th Edition)***

by Gary Armstrong and Philip Kotler

Prentice Hall; 10th edition (January 24, 2010)

Print ISBN-10: 0136102433 or ISBN-13: 978-0136102434

You must have ready access to a copy of the book in order to do well in the course.

### Course Approach

The class will be conducted as a blended learning course consisting of class discussions of current topics in marketing, business cases, and in-class group workshops. Lectures will be limited to summaries of the textbook materials and suggestions for approaching the material. Students are encouraged to ask questions and actively participate in class. It is expected that students will come to class having read the assigned reading materials. Students will frequently work in teams to give deeper meaning to the reading material.

The PowerPoint slides, course hand-outs, and study notes can be found on the course CI-Learn (BlackBoard) site. These materials are intended to supplement, not replace, the textbook.

Each class will start with a short discussion of a current event or two that bears some relevance to the course subject matter.



## Course Policies

Your attendance each meeting is essential to your success in the course. If it becomes necessary for you to be absent, please send the instructor an email. Please see the Student Guidebook at:

[www.csuci.edu/students/publication/guidebook](http://www.csuci.edu/students/publication/guidebook)

and the CSU-CI Policies webpage at:

<http://www.csuci.edu/policies.htm>

for campus-wide policies applicable to this and all CSU-CI courses including policies on academic dishonesty and accommodations available for students having disabilities.

## Evaluation Method

The final grade for this course will be based on a total of 100 points, as follows:

Points	Date	Description
40	Feb 26 Apr 9 May 14	<b>Tests.</b> Three tests will be offered throughout the session with each test worth 20 points (or 20% of your grade); the lowest test score of the three will be dropped. Tests will consist of multiple choice and short essay questions.
20	Apr 30	<b>Group Project.</b> The course project will consist of a written Marketing Plan document and a class presentation. A more detailed description of the Marketing Plan project is presented below. A grading rubric can be found with the Assignments on CI-Learn (BlackBoard).
8	Various	<b>Case Presentation.</b> Each student team will be responsible for presenting a marketing business case. The schedule for these presentations is shown below. A grading rubric can be found with the Assignments on CI-Learn (BlackBoard).
8	Feb 19 Mar 12	<b>Market Research.</b> Each student team will prepare a market research survey on SurveyMonkey.com, distribute the survey to friends, family, or other students in the class, and prepare an analysis of the results. A grading rubric can be found with the Assignments on CI-Learn (BlackBoard).
16	As noted on the Schedule	<b>Class Prep Quizzes.</b> Ten (10) online quizzes will be assigned for selected chapters. Each quiz will consist of eight (8) questions taken from the reading material. Quizzes are open-book. Each quiz is to be completed before the class when due as is timed for 20 minutes. Your lowest two (2) quiz scores will be dropped in calculating the points.
8	Throughout semester	<b>Class Participation.</b> Points will be awarded for participation in presentations and in-class team assignments.

## Course Team Project

During the course you and your team will prepare a marketing plan for a new product or service. A sample Marketing Plan is available as a sample in Appendix 1 of the textbook. We will spend time during our first session to discuss the project, form groups, and develop a strategy for the successful completion the project. The project write-up will be due on April 30, 2013. Reports are required to follow the APA guidelines (e.g. double-spaced, 1-inch margins, 12-point font, and include a list of all references). Each group will give a presentation of their Marketing Plan to the class during our last class session.

## Reading and Assessment Assignments

The table that follows presents a schedule of course assignments, subject to change with notice. If your team is not presenting, your active interaction with the presenting team will improve your class participation score.

Week	Week	Textbook Assignment	Assessment	Case Study
1	22-Jan-13	1 - Marketing: Creating and Capturing Customer Value, and 16 - Marketing Ethics and Social Responsibility	Merchants of Cool Quiz-01: Ch16	
2	29-Jan-13	2 - Company and Marketing Strategy: Partnering to Build Customer Relationships	Quiz-02: Ch02	Hulu Case Study
3	5-Feb-13	3 - Analyzing the Marketing Environment	Quiz-03: Ch03	Team A: Trap-Ease Team B: Target
4	12-Feb-13	4 - Managing Marketing Information to Gain Customer Insights	Quiz-04: Ch04	Team C: Enterprise Team D: ZipCar
5	19-Feb-13	5 - Understanding Consumer and Business Buyer Behavior	Survey Questions Quiz-05: Ch05	Team E: Starbucks Team F: Las Vegas
6	26-Feb-13	6 - Customer-Driven Marketing Strategy: Creating Value for Target Customers	<b>Test 1 (Ch 1 - 5)</b>	
7	5-Mar-13	7 - Products, Services, and Brands: Building Customer Value	Quiz-06: Ch07	Team G: Nintendo Team H: Payless Shoes
8	12-Mar-13	8 - Developing New Products and the Product Life-Cycle	Survey Presentations	
9	19-Mar-13	Spring Break		
10	26-Mar-13	9 - Pricing: Understanding and Capturing Customer Value	Quiz-07: Ch09	Team I: Zara Team J: Whole Foods
11	2-Apr-13	10 - Marketing Channels: Delivering Customer Value	<b>Survey Due</b>	
12	9-Apr-13	11 - Retailing and Wholesaling	<b>Test 2 (Ch 6 - 10)</b> Quiz-08: Ch11	Team K: CocaCola Team L: LearCorp
13	16-Apr-13	12 - Communicating Customer Value: Advertising and Public Relations	Quiz-09: Ch12	Team M: eBay Team N: Nokia
14	23-Apr-13	13 - Personal Selling and Sales Promotion	Quiz-10: Ch13	Team O: Int'l Paper
15	30-Apr-13	14 - Direct and Online Marketing: Building Direct Customer Relationships	Marketing Plan Presentations	
16	7-May-13	15 - The Global Marketplace	Marketing Plan Presentations	
17	14-May-13		<b>Test 3 (Chap 11 - 16)</b>	