

PTRM 391

Wildland Messaging and Communication

Spring 2022 / 3 Credits

Stone Hall 217

Mondays and Wednesdays 2:30 – 3:50 PM



A sign posted in Great Smoky Mountains National Park, 1959

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1. Introduction

Influencing visitors to engage in responsible recreation is a persistent need for park and protected area managers. Whether encouraging visitors to stay on trails, keep an appropriate distance from wildlife, or engage in other Leave No Trace behaviors, effective in situ communication to visitors proves essential. Therefore, the design of messaging is critical in influencing behavior. In the case of signage, this is determined by: 1) how well the visual quality and content of the graphics capture visitors' attention, 2) how effectively the messaging targets visitors' attitudes and values, and 3) where the messaging is deployed.

As parks continue to go through profound changes in demographics, economies, culture, and environment, their need for visual communication is ever increasing as they work to promote, educate, and preserve America's land & heritage across all communication platforms, across all landscapes: local, global, digital, analog, virtual, and in-person. The ability of parks to share information within the park and outside the park via imagery and graphics is easier, cheaper and more accessible than ever before. However, the skills necessary to visualize the messages or the access to skills, and the ability to create compelling communication, is often not accessible. Therefore, this course seeks to provide students with the skills required to meet this presently unmet demand by land management agencies. By designing messaging and signage, deploying that signage, and testing the efficacy of the signage, students will gain the skills to design and test the efficacy of wildland messaging based on social science data.

2. Course Objectives

Students successfully completing this course should:

- Be able to define the differences between the central and peripheral routes to persuasion, weighing the pros and cons of each.
- Be able to define how social norms can be harnessed to influence human behavior.
- Be able to define and deploy messaging based on the "authority of the resource."
- Be able to read, process, and teach others about major research findings concerning wildland messaging.
- Be able to explain the importance of transdisciplinary research.
- Be able to design a sampling schedule for observational field research.
- Be able to collect and organize field data.
- Be able to design wildland messaging targeted at modifying visitor behavior.
- Be able to explain the cognitive hierarchy and its various components.
- Be able to summarize and present research findings.

3. Course Structure

This is a highly experiential course. Class time will be divided between lectures, discussions, and field experiences. Students are expected to complete readings prior to the class meeting to which they are assigned and be prepared to participate in class discussions. As a result, participation will be tracked and is mandatory.

Please understand that the COVID-19 pandemic requires us to remain highly flexible, and thus the meeting locations and class formats listed in the syllabus are tentative and may change. **Please check your email and Moodle before leaving for class each day.**

4. Course Texts and Media

There is no required textbook for this course. We will be using online class readings and media selections during class. Students are expected to have read the required readings before class *and* to bring them to class (when assigned). These readings and media selections are REQUIRED, if you fail to stay current, you will fall behind in class as well as on the assignments.

5. Grading

Grades will be based on the design brief, five guest speaker prep assignments, your individual research article presentation, your individual data collection, your group's dataset and final presentation to the class, and your class participation/attendance. If you do not attend class, do not expect a good grade.

Extra credit opportunities will be given throughout the semester.

Grades will be determined as follows:

Design Brief	20 pts.	Final Grade = % of total points (130)	
5 Guest Speaker Prep Assignments @ 2 points	10 pts.	Percentage	Grade
Research Article Presentation	20 pts.	>93%	A
6 Two-hour Data Collection Outings	30 pts.	90-93%	A-
Final Group Dataset	20 pts.	88-89%	B+
Participation/Attendance	30 pts.	83-87%	B
		80-82%	B-
Total Points	130 pts.	78-79%	C+
		73-77%	C
		70-72%	C-
		68-69%	D+
		63-67%	D
		60-62%	D-
		Below 60%	Let's Chat

6. Assignments and other Graded Work

Design Brief (20 points) Due: 2/23

A two-page, single-spaced document containing the following should be presented to the graphic design students at the University of Kansas on February 23rd: 1) A summary of the management issue at hand, 2) the developed message(s), 3) a rationale for the developed message(s) (i.e., what values does the messaging target, what previous research findings informed the creation of this messaging, what behaviors will the messaging be targeting, where will this messaging be deployed in the study area, etc.), and 4) any considerations or constraints for the graphic design of the signage.

Guest Speaker Prep Assignments (10 points) Due: See Moodle

Prior to a guest speaker coming to class, students must submit four questions for the speaker that are either related to the assigned reading for that day or the class project. These questions must be well-crafted and given serious thought.

Research Article Presentation (20 points) Due: See Moodle

Each student is required to craft and present an 8-minute presentation of a research article examining the use of messaging to manage visitors in wildlands. A full rubric for these presentations will be provided, however each should contain a description of the study setting, management issue, research approach, and major findings. The presentations will be given via PowerPoint and will include a question and answer session with the presenter. A list of eligible articles will be posted to Moodle.

6 Two-hour Data Collection Outings (30 points total) Due: See Moodle

To test the efficacy of your messaging and graphic design approaches, you will be spending six two-hour sessions doing data collection at your respective field sites in the North Hills. You must upload your data to Moodle following each data collection session.

Final Group Dataset

(20 points total)

Due: See Moodle

Your group must compile your individual session datasets into one, complete dataset at the completion of data collection.

Participation

(30 points)

Students are expected to attend and participate in class. **Attendance is mandatory!** Notes will not be posted on Moodle or any other internet forum, therefore students are expected to take notes and participate in class and small group discussion. Being present at class, but not participating will result in a low participation score. Use of cell phones and disruptive electronic devices is your decision but such use is discouraged while in class – if you are noticeably unengaged in class your participation score will be impacted.

7. Course Policies

- Students are responsible for attending all classes (or viewing content via Moodle), taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
- Students are responsible for their own education. The instructor will not be monitoring or policing how you choose to allocate your mental bandwidth during class. Use of laptops and cell phones will not be monitored unless they interfere with class participation. That said, if you choose to use your laptop to partake in activities beyond taking lecture notes, please sit in the back of the classroom to avoid distracting others.
- Plagiarism and cheating on exams will be taken very seriously and will be disciplined with consultation with the PTRM program chair and academic integrity officer. If students plagiarize or cheat the instructor reserves the right to give them a zero on the assignment or exam and/or fail them for the course. It is the student's responsibility to make sure they are familiar with University policies governing academic integrity.
- Please orient yourself with Moodle page. The course site contains course materials (readings) and will be used to communicate updates and announcements. Students should check their email and the Moodle page regularly.
- Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
- Behaviors that disrupt other students' learning are not acceptable (arriving consistently late, social conversation during class, leaving consistently early)
- Late assignments policy: All assignments (other than In-class/take-home assignments that count toward the participation grade) must be submitted before the class period begins on the due date. Due dates are as stated on the individual assignment descriptions as posted on Moodle and/or in this syllabus.
 - If an assignment is submitted within 48-hours of the original due date and time, 10% will automatically be deducted;
 - After the 48-hour period, late assignments submitted up to 7 days from the original due date and time will have 50% automatically deducted;
 - Beyond 7 days from the original due date and time, a 0 will be assigned to the missing assignment.
- Exams and in-class activities/assignments must be completed in the classroom on the dates they are assigned. Failure to attend class on these dates will result in a zero for that particular assignment (unless excused through proper documentation – see below). Students who arrive late to class on these days will not be given extra time to complete these requirements.
- Requests for taking exams or submitting assignments after the due dates require official documentation of such events such as illness, family emergency or a University-sanctioned activity.
- Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related University activities, or other University activities. In the case of an absence due to a University-sanctioned event, students should make prior arrangements to miss class, assignments, and exams by emailing the instructor, Will Rice

(will.rice@mso.umt.edu) at least one week in advance to document their absence. For University sanctioned events, official University documentation must be provided with this request in order to make up a missed exam or assignment. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

- Keep all copies of returned assignments.
- Students are responsible for monitoring their grades.

Note: I will always find time to assist students outside of class regarding assignments, course material, advising, grades, or any other matter related to class or UM. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, etc. I check my email throughout the day, so please feel free to do so whenever you have a question. Don't wait until the end of the semester, or the day an assignment is due to see me if you're having difficulties early on.

8. Tentative Schedule

Week	Date	Topic	Readings/Videos/Podcasts
1	W 1/19	Course introduction	The New Norm – Invisibilia
2	M 1/24	Introduction to Signage Graphic Design (Guest Lecture: Jeremy Shellhorn)	
	W 1/26	Introduction to the Management Problem (Guest Lecture: City of Missoula Conservation Lands Managers)	
3	M 1/31	Introduction to Wildland Messaging	Ham et al. (2009) - Introduction to Persuasive Communication Theory
	W 2/2	Soundscape-related Messaging (Guest Lecture: Dr. Derrick Taff)	
4	M 2/7	Fundamentals of Wildland Messaging	Winter (2007) - Communicating with Recreation Visitors: A Brief Synthesis of Findings
	W 2/9	Wildlife-related Messaging (Guest Lecture: Stephanie Freeman)	
5	M 2/14	<i>North Hills Field Visit</i>	
	W 2/16	Group Work: Messaging Workshopping	Stern (2018) - Theories of motivation, cognition, and reasoning (pages 26-34)
6	M 2/21	Group Work: Finalize Design Briefs	Snooki and the Handbag – Hidden Brain
	W 2/23	<i>Present Design Briefs to KU Students</i>	
7	M 2/28	Research Paper Presentations	
	W 3/2	Leave No Trace-related Messaging (Guest Lecture: Ben Lawhon)	
8	M 3/7	<i>KU Students Present Initial Designs to UM Students</i>	
	W 3/9	Research Paper Presentations	
9	M 3/14	Group Work: Create Signage Placement Maps and Justifications	
	W 3/16	Group Work: Create Sampling Schedule	
10	M 3/21	<i>Spring Break – no class</i>	
	W 3/23	<i>Spring Break – no class</i>	
11	M 3/28	<i>KU Students Present Revised Designs to UM Students</i>	
	W 3/30	North Hills Field Visit 2 – Data Collection Prep	
12	M 4/4	<i>KU Students Present Final Designs</i>	

	W 4/6	TBD Data Collection	
13	M 4/11	TBD Data Collection	
	W 4/13	TBD Data Collection	
14	M 4/18	TBD Data Collection	
	W 4/20	TBD Data Collection	
15	M 4/25	TBD Data Collection	
	W 4/27	TBD Data Collection	
16	M 5/2	TBD Data Collection	
	W 5/4	Course Wrap-Up	

9. Course Resources and University Policies

COVID-19 Policies (per the Office of the Provost):

- **Mask use is required within the classroom**
- **Not wearing a mask in classrooms is a violation of the Student Code of Conduct**
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If a you require a COVID-related accommodation in order to safely attend, you should contact the Office of Disability Equity (ODE) (formerly Disability Services for Students). ODE will work with you and your advisor.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.

Statement on safety: I expect that students, TAs, and I will follow all UM safety protocols (including disinfecting their workspace and equipment, using hand sanitizers, and using masks properly for all inside and outside class activities). Please contact Office of Disability Equity for either an accommodation to be completely remote for the semester or for any safety protocol modification you may need (*depending on the needs we may or may not be able to accommodate the modification without requesting that you complete the class remotely*). **If students decide not to follow all safety protocols, I will immediately adjust our F2F activities and transition towards full remote learning for the entire class.**

This is for your safety, the TA's safety, as well as mine to minimize any risk of transmission. Secondary contacts of asymptomatic people will likely occur for all of us whether through work, socializing, or school. Working to reduce transmission increases the probability that we all stay healthy, be able to maintain all F2F activities planned, and the better the class will be for all. That said, I will be prepared to have all assignments able to be completed remotely if needed, so if you are feeling sick or have been exposed please follow the UM Policy. Please let me know and I will excuse or allow you to make up any participation points or any points from F2F activities.

If you feel uncomfortable with any proposed activity or as UM cases increase, please reach out and we can accommodate more remote learning through the rest of the semester. Again, this is a novel and ever changing landscape so mutual respect, honest and early communication, and flexibility is needed for us to have a successful semester.

Students with Disabilities: Access is a civil right. Programs at the University must be readily accessible to and usable by people with disabilities. The University is not barrier-free. However, reasonable modifications will be made to guarantee program access. All modifications' requests will be given due process and consideration. Students can file a grievance when they have been denied or have limited participation in the benefits of any program based solely on a disability.

Students are encouraged to discuss their concerns with their Office of Disability Equity coordinator or with the director. If the grievance is not resolved informally or a student wishes to pursue a formal complaint or grievance, the following options are available:

- **Report barriers by using the [online barrier report](#).** This method does not constitute a formal complaint or grievance. The University will attempt to follow up in a timely manner as the information provided permits.
- **Contact the [Americans with Disabilities Act \(ADA\) Team](#).** Bernadine Gantert (Co-Chair) at 406.243.5306 and Lucy France (Interim Co-Chair) at 406.243.6786.

University Standards for Academic Conduct:

(for a full list of regulations and procedures please see the [Student Conduct Code](#))

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Penalties for academic misconduct

Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties:

1. **Academic Penalty(ies) by the Course Instructor:** The student may receive a failing or reduced grade in an academic exercise, examination, or course, and/or be assigned additional work which may include re-examination.
2. **University Sanction(s):** The University may also impose a sanction that exceeds the academic penalty. Sanctions (c) through (f) require administrative review and approval by the Provost and Vice Provost for Academic Affairs:
 - a. **Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.
 - b. **Disciplinary Probation:** The student is warned that further misconduct may result in suspension or expulsion. Conditions may be placed on continued enrollment for a specified period of time.
 - c. **Suspension:** The student is separated from the University for a specified period of time and may also be excluded from participation in any University-sponsored activity.
 - d. **Expulsion:** The student is permanently separated from the University and may also be excluded from any University-owned and/or -controlled property or events.
 - e. **Denial of a Degree:** A degree is not awarded.
 - f. **Revocation of a Degree:** A previously awarded degree is rescinded.

Behavioral Policies: Faculty members at the University of Montana have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment and/or safety and well-being of others in the classroom.

1. If circumstances warrant dismissal from a class session for behavior reasons, the faculty member should contact the Student Conduct Officer immediately following the class to discuss the situation and make a determination about whether Student Conduct Code charges will be initiated.
2. The student remains eligible to return to the next class session.
3. The faculty member maintains the authority to remove the student from any future class session during which the student is disruptive.
4. The student may be suspended permanently from a class upon recommendation of the Dean of the college or school offering the class in accordance with the disciplinary procedures outlined in the "General Conduct" section of this Code.

This syllabus is subject to change. We will follow the schedule outlined in this document to the best of our ability, but adjustments may have to be made due to unforeseen factors, including weather. Remaining in the course after reading this syllabus will signify that you accept the possibility of changes and responsibility for being aware of these changes. These changes, should they occur, will be discussed during class periods, and sent out via email or Moodle.

Notes or Important Changes:
