

**AEC 6300**  
**Methodology of Planned Change**  
**Spring 2018, section 0633; 3 Credits**

**Instructor:**

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**Office Hours:** by appointment

**Course Time and Location:** Monday, period 6-8, 306 Rolfs Hall

**Course Description:**

This course will demonstrate to students the broad scope of planned change approaches, theories, and methods. A diverse set of readings will lead you to think critically about the goals, assumptions and strategies by which we create and foster social change. The readings are chosen to stimulate a wide-ranging discussion on the issues that are important in your field or from your experience. Using a case study approach in the literature and in the practicum, we will also learn how to study and implement these ideas about planned change.

**Objectives:**

Upon completion of this course, students will be able to demonstrate knowledge of the most common theories and approaches to planned change and will begin to develop competencies in the methods of researching and designing change interventions. A core principle in this class is that we must understand what individuals are currently doing and why they do it before we can begin implementing change. We do this through formative research. In addition, you will be able to relate this knowledge and practice to your own research and future careers as change agents, whether it is in academia, community development, technology adoption, resiliency, sustainability, economic viability or regulatory compliance.

**Course Organization:**

Students are expected to come to class prepared to discuss and analyze the assigned text readings and engage in the exercises that demonstrate research methods. Students will work in pairs to read and prepare a discussion of one additional journal article and continue that discussion online. All students will be expected to contribute to online discussion of the journal articles and any additional case studies (usually videos) that will be posted by the instructor. Students will also be assigned to small groups to conduct a practicum project that provides them with a behavior change case study. These groups will have to arrange for their own meeting times although some time will be devoted in class to these projects.

**Required Textbook and Readings:**

Students are expected to purchase the texts (available at the University of Florida Bookstores or at online providers):

- Barbara Lee and William Kotler. 2016. *Social Marketing: Changing Behaviors for Good*. Fifth Edition. Thousand Oaks, CA: SAGE Publications.
- Richard Thaler and Cass Sunstein. 2008. *Nudge: Improving Decisions About Health, Wealth and Happiness*. New Haven: Yale University Press.
- Everett Rogers. 2003. *The Diffusion of Innovations*, 5<sup>th</sup> edition. New York: Free Press.

Supplementary readings (journal articles) will be assigned. An electronic copy or web address will be provided on the AEC 6300 Canvas page.

### Draft Schedule of class meetings

Week/date	Topics	Readings (journal articles TBA)	Assignment Due
1. January 8	Introduction to course Group Norms Reading review	Lee and Kotler Ch. 2&3	
2. January 15 (no class meeting)	Online discussion of Social Marketing	Lee and Kotler Ch. 4,5,6	
3. January 22	Readings review Skills building: listening Practicum groups	Lee and Kotler Ch. 7,8,9	
4. January 29	Readings review Skills building: Observation exercise	Lee and Kotler Ch. 10,11,12	
5. February 5	Skills building: Focus groups (1) Article review (students)	Lee and Kotler Ch. 14 CRED guide for climate change communication	Practicum worksheets
6. February 12	Skills building: Focus groups (2) Readings review Article review (students)	Theory of Planned Behavior (TPB)	
7. February 19	Readings review Article review (students)	Social norms	Practicum worksheets
8. February 26	<b>Mid-term exam</b>		
<b>March 5- no class</b>	<b>Spring</b>	<b>Break</b>	
9. March 12	Skills building: Framing exercise Practicum discussion	Thaler & Sunstein Ch. 1-5	Theory matrix First draft
10. March 19	Skills building: Timeline exercise Article review (students)	Rogers Ch. 1&2	
11. March 26	Reading review	Rogers Ch. 5&6	Practicum worksheets
12. April 2	Practicum discussion	Rogers Ch. 7&8	
13. April 9		Rogers Ch. 9	
14. April 16	Review and catch up		Theory matrix Final
15. April 23	Practicum presentations		Practicum worksheets
16. May 3	<b>FINAL EXAM</b>		

### Grades and assignments

Participation in discussion	Due weekly	250
Theory matrix	3/12 and 4/16	100
Midterm	2/26	100
Practicum worksheets & report	See schedule	250
Class presentations of journal articles	See schedule	100
Final exam	5/3	200
<b>Total Points</b>		<b>1000</b>

### Course Grading Scale

<b>A</b> 950-1000	<b>A-</b> 900-949	<b>B+</b> 860-899
<b>B</b> 830-859	<b>B-</b> 800-829	<b>C+</b> 760-799
<b>C</b> 730-759	<b>C-</b> 700-729	<b>D+</b> 660-699
<b>D</b> 630-659	<b>D-</b> 600-629	<b>E</b> 599 or less

## Course Assignments

**I. Participation in discussion.** This is an important part of learning in this class and thus makes up a large portion of the grade. This means students will have to come to class prepared to show they have done the reading and understood it and that they have thought about the implications, critiques and insights into how it is relevant to their own lives and careers. Discussion questions for the readings will be posted on Canvas and will be discussed online and in-class. The discussion of these ideas among your colleagues is important to fully understanding them. Weekly topics will be supplemented on the Canvas page with news articles, weblinks, case studies or just interesting items for discussion about social change, human behaviors and the diffusion of innovations. Students are encouraged to find the topics that interest them and research them more deeply or critically. Participation grades will be based on your engagement in class, preparation of assigned readings, and your contributions online.

**II. Theory Matrix.** This assignment will be turned in as a draft on March 12 and as a final version for the grade on April 16. I will give you feedback on the draft version. This matrix is a graphic representation of the different theories discussed in this course. It is designed to be a reference guide and a study aide. I will post examples from other classes. For each of the theories covered, you will provide key authors, descriptions, applications and critiques. Your grade will be based on how well you capture the theories, whether it is comprehensive, its stated relevance to your own work and writing clarity.

**III. Exams.** There is a mid-term and a final exam, completed in class. Exam questions will be short answer and longer essays. All of the readings assigned in class are potential topics for the exam questions. They are similar questions to qualifying exams that evaluate your broad grasp of the ideas and issues covered in the class while showing how you would apply them, evaluate their usefulness and think about how they are related. Complete references are not required but the quality of the writing will be part of the grade.

**IV. Practicum projects (worksheets and final report).** You will work in small groups to apply what you are learning in class to a local non-profit organization devoted to the behavioral and social changes associated with home energy conservation. The Community Weatherization Coalition (<https://www.facebook.com/communityweatherizationcoalition/>) is partnering with AEC 6300 and will provide a real-life experience for students as they in turn provide their insights and expertise in planned change for the organization. The executive director of the CWC will come to the class three times over the semester, initially to introduce the program and the issues, to check on our progress mid-term and to see your final presentations. Your group will be provided with an extensive information packet with background on the CWC, focus group transcripts, and journal articles on energy conservation, climate change and social inequality.

As a guide to researching and recommending behavior change approaches to the CWC, your groups will use the Social Marketing Worksheets from Lee and Kotler (2016). You will turn in the completed sheets individually for part of the grade and use them in the group to collaboratively design an intervention or planned change. While participation in CWC activities outside of class will not be required, you should see it as a unique opportunity to meet with local communities, collect information and think about programming, theory and approaches to planned change. The final class period will be used to make presentations to the CWC, justify your conclusions, and potentially impact behavior change in your community. Your group will produce a final report to be given to the organization.

**V. Class presentations of journal articles.** You will work in assigned teams to read and present a journal article related to behavior change theory. You should meet and discuss it with your partner and decide on the highlights. In class, begin with a summary (in layman's terms) about what the article is saying, what are the innovative findings or critiques, and what difficulties you may have with the

concepts. Try to make sure everyone is on the same page. You have to decide what parts to leave out (some of the readings are overly technical). You can present this in a few powerpoint slides, a handout, or in an online link to a related tool or video (such as a relevant TED talk).

This presentation will be followed by a facilitated discussion or a creative (and fun) exercise based on the content of the article. You could divide the class into groups with guided questions or create a hypothetical case study that uses the article as a guideline for discussion. You could choose music to go with it, have a panel debate, act it out, make a competitive game out of it, anything you want. You will have just 45 minutes for each article presentation. You will also moderate a discussion about the article on Canvas. I will meet with you and your partner to discuss what you plan to do in class. I am available to help you summarize the article, clarify the main points or to come up with ideas for the interactive exercise.

### **A note about written reports:**

Cite all references using APA style format. APA (American Psychological Association) has a reference manual available at the University of Florida Library and they have information about writing and references on their website, which is <http://www.apa.org/>. The format to be used for papers is double-spacing; one-inch margins, and typed in 12-point font, unless otherwise noted. A consistent style is used for grading written papers. Primarily, show that you have learned and are able to apply the course material through your writing. In grading, the instructor looks for student's cognitive understanding and application of theories, principles, concepts, ideas, approaches that have been covered in readings and the course.

### **Grades and Grade Points**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Absences and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Academic Honesty**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

## Campus Helping Resources

- Health and Wellness
  - **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
  - **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392- 1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
  - **Sexual Assault Recovery Services (SARS)** Student Health Care Center, 392-1161.
  - **University Police Department**, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>.
  
- Academic Resources
  - **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
  - **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>.
  - **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
  - **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>.
  - **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>.

## Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## Disclaimer about syllabus:

Serious effort and consideration were used in formulating the syllabus presented by the instructor. While viewed as an educational contract between the instructor and student, unforeseen events may cause changes to the scheduling of assignments, readings, etc. The instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by University rules and regulations.