



**UNSW**  
A U S T R A L I A

**School of the Arts and Media**

**Faculty of Arts and Social Sciences**

ARTS3096

Media and Climate Change

Session 2, 2016

## Course Outline

### Staff Contact Details

Position	Name	Email	Availability	Location	Phone
	Andrew Murphie	a.murphie@unsw.edu.au	appointments via email	Robert Webster 311H	

### Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

Website: <https://sam.arts.unsw.edu.au>

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### Essential Information

All SAM students must make a serious attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Media and climate change have had a long, entangled relationship. Media play key roles in the sciences of climate change themselves. For example, climate change sciences use computer modelling extensively, and also rely on global media networks that both circulate environmental data and allow for collaboration and discussion among scientists. Media also play a role in bringing climate change science to the public. In the process, media help frame the way climate change is discussed. Media thus play a fascinating if often conflicted series of roles in setting key social and political agendas with regard to climate change. On the other hand, dealing with climate change has challenged the way that media work. The mainstream media has had to change its approach to what counts as news, and to the way it sets agendas. Journalists have had to grapple with complex science in new ways. At the same time, newer media technologies such as social media and blogging platforms have augmented and often by-passed more traditional media platforms. This has transformed communications around environmental issues such as climate change. All this has created an increasingly complex setting both for the communication of science and for political communication around issues such as climate change. You will gain insight into the history, present and future of the increasingly important relations between media and climate change. You will explore the ways in which climate change issues are taken up in media and communications theory, in everyday and working life, and in practices such as journalism, science, documentary making, online discussion and political communication.

### At the conclusion of this course the student will be able to

1. describe their understanding of issues at the junction of media, communications and climate change, and discriminate between the different played by media with regard to climate change.
2. practise their own critical engagement with issues at the meeting place of media and climate change.
3. employ independent learning and self-directed research activity and reporting in a rigorous manner on media and communications' roles in climate change issues.
4. engage in collaborative research and discussion in a way that reflects both the complexities of the issue of climate change and the contemporary state of media and communications.

### Teaching Strategies

Students will explore the increasingly important junction of media and climate change, in part through self-directed learning, in part through intensive engagement with course materials (flipped lecture materials provided online, plus online and study kit materials for tutorials, all provided through the course Moodle site), and in part through group discussion, both in flipped lectures on campus and in tutorials. The lecture and tutorial material will be in the form of both video/audio lectures and an engagement with various learning objects, such as interviews, readings, examples, and organised materials for student investigations week by week.

The personal course archive will provide students with a disciplined and regular opportunity in which to explore key issues that they find most interesting and valuable for eight weeks of the course. They also provide the opportunities for tutors and the course convenor to monitor their learning throughout the course. The practical exercise involving the group production, presentation and discussion of visual materials, will put students in a not dissimilar position to those involved in more professional work at the junction of media and communications and also allow them to grapple with an climate change issue in some depth. The final assignment, involving some research extending out from the course materials into an example involving media, communications and the environment will allow students to develop their independent learning and to explore an issue of their own choosing with some rigour.

The use of contemporary media technologies in learning, the flipped lecture, and engagement with key thinking in the area, will also enable students both the flexibility that depth they need in their learning processes.

This course is designed to allow student to build on their foundational concepts in gateway courses and on their previous development of skills in collaboration and research at level 2. Students will develop both their collaborative and their self-directed and independent learning to higher levels, along with a theoretical and practical understanding of media and climate change.

The basis for all this is that students learn best when provided with high level, flexible and detailed guidance in the form of lecture materials and course materials, while at the same time being able to follow their own interests through with some rigour in groupwork and self-directed learning.

## Assessment

Please see the Course Moodle Site, which should be active from July 20, for more information.

### Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Personal Course Archive and Reflections	40%	See Moodle Course Site for details	Before the relevant tutorials for eight weeks of the course—see Moodle Course site for details.	These reflections must be done using the Moodle Blogging platform on the Moodle Course site.
Group Presentation	20%	15 minutes	Given Weeks 11 and 12 in class	null
Essay	40%	2500-3000 words or equivalent	5pm November 3, 2016	submit via Turnitin on the Moodle Course site.

### Assessment Details

#### Assessment 1: Personal Course Archive and Reflections

**Details:** Students will engage via a blog, using text, video, audio or images, with week-by-week course materials. They will need to complete 8 blog entries during the course. Length for the whole assignment should be around 2400-3200 words or equivalent. The Personal Course Archives will be assessed at two moments in the course. At the first moment students will receive a marking sheet with written comments. At the second, students will receive a numerical mark and a grade.

**Turnitin setting:** This is not a Turnitin assignment

#### Learning outcomes:

- describe their understanding of issues at the junction of media, communications and climate change, and discriminate between the different played by media with regard to climate change.
- practise their own critical engagement with issues at the meeting place of media and climate change.
- employ independent learning and self-directed research activity and reporting in a rigorous manner on media and communications' roles in climate change issues.

#### Assessment 2: Group Presentation

**Details:** Students in groups will prepare and present a presentation to classes, dealing with an aspect of a climate change issue and the way that media and communications played a role in that issue. Students will also have an opportunity to comment critically on the presentations of others. The latter will also form part of the assessment. A marking sheet with written comments that assesses the work of the group will be provided.

**Turnitin setting:** This is not a Turnitin assignment

#### Learning outcomes:

- describe their understanding of issues at the junction of media, communications and climate change, and discriminate between the different played by media with regard to climate change.
- practise their own critical engagement with issues at the meeting place of media and climate change.
- engage in collaborative research and discussion in a way that reflects both the complexities of the issue of climate change and the contemporary state of media and communications.

#### Assessment 3: Essay

**Details:** A final essay will be required, based on research that extends out from the course materials into student's own investigation of a specific aspect of the relations between media and climate change. This is the final assessment for the course. Students will receive a numerical mark and a grade.

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

**Learning outcomes:**

- describe their understanding of issues at the junction of media, communications and climate change, and discriminate between the different played by media with regard to climate change.
- practise their own critical engagement with issues at the meeting place of media and climate change.
- employ independent learning and self-directed research activity and reporting in a rigorous manner on media and communications' roles in climate change issues.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

## **Academic Honesty and Plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

# Course Schedule

## Timetable

Date	Type	Content
Week 1: 25 - 29 July	Lecture in Lecture Theatre (will also be online); No tutorials this week.	Introduction to the Course
	Please note that all readings and other materials are accessible from the course Moodle site that will be online from July 20	
Week 2: 1 - 5 August	Lectures are now online. There are no more lectures in the lecture theatre on Fridays. However, there is opportunity for open discussion for students who wish to attend. This will be on the same day as the tutorials, that is Wednesdays 4-5/5:30pm (room to be announced). You must engage with the lectures online (they will be online by the Monday mornings of the relevant week, if not before). Engagement online counts as lecture attendance. Attendance at the open discussion is optional. Topic for this week for Lecture and Tutorials	What is Climate Change? How do we know? What are its effects?
Week 3: 8 - 12 August	Lecture and Tutorials	Climate Change, Media and Communication
Week 4: 15 - 19 August	Lecture and Tutorials	Rethinking Media and Communication in the Light of Climate Change
Week 5: 22 - 26 August	Lecture and Tutorials	Climate Change Responses and Solutions and Media's Roles
Week 6: 29 August - 2 September	Lecture and Tutorials	Climate Change Denialism and Media
Week 7: 5 - 9 September	Lecture and Tutorials	Climate Science(s), Science and Media
Week 8: 12 - 16 September	Lecture and Tutorials	Media, Climate Change and the Everyday
Week 9: 19 - 23 September	Lecture and Tutorials	Climate Change Activism and Political Communication
Week 10: 4 - 7 October	Lecture and Tutorials	Documentaries
Week 11: 10 - 14 October	Lecture (online)	Climate Change from a humanities perspective (theory, politics, events)
	Tutorials	Tutorial Presentations and discussion of theory, politics, events
Week 12: 17 - 21 October	Lecture (online)	Climate Change from a humanities perspective (theory, politics, events)
	Tutorials	Tutorial Presentations and discussion of theory, politics, events
Week 13: 24 - 28 October	(no lecture): Tutorials	Futures



## **Resources**

### **Prescribed Resources**

- All materials and information will be available on or linked from the Course Moodle site.
- This outline is only a summary. You need to go directly to the Course Moodle site to guide your engagement with the course.

### **Recommended Resources**

Details of recommended resources will be provided on the Course Moodle site.

### **Course Evaluation and Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.