



Australia's  
Global  
University



## **IEST5005**

Environmental Communication: Discourse & Ecocultural  
Meaning Systems

Term Three // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Tema Milstein	tema.milstein@unsw.edu.au	During consultation hours (Wednesdays, 11 a.m. - 12 p.m.) by appointment	Morven Brown 364 (or online via Teams due to distance learning or Covid)	

#### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

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

## **Course Details**

**Credit Points 6**

### **Summary of the Course**

This course explores communicative ways humans produce and transform environmental and cultural knowledges and relations. You will focus on local and global manifestations of discourses – or shared ways of making meaning, framing issues, and forming knowledge – and examine their interrelated environmental and sociocultural reverberations at everyday and structural scales. The course situates “the environment” both as actively socially constructed through communication and as deeply materially experienced through more-than-human relations. In gaining a deeper understanding of the roles of communication, or discourse, in shaping contemporary environmental orientations, you will also focus on restorative communicative ways forward.

### **Course Learning Outcomes**

1. Identify the challenges of defining and communicating complex environmental problems to a wide audience.
2. Critically reflect on communication and cultural processes and contexts that construct, reproduce, and transform environmental perceptions and actions.
3. Explain ecocultural theories of communication.
4. Use communication and ecocultural research to deconstruct, critically investigate, and reenvision environmental relations.

### **Teaching Strategies**

Learning in this course emphasizes instructor-facilitated and student-driven critical and creative seminar-based exploration, as well as out-of-classroom experiences. This sort of learning requires active individual and group participation. You will deeply engage with the readings before class meetings in order to actively participate in discussion, exercises, assignments, and experiential field studies and engagements.

## Assessment

A correctly used scholarly referencing system is compulsory (APA referencing system is preferred). If you are unfamiliar with academic convention with citations, ensure you consult UNSW guidelines: <https://student.unsw.edu.au/how-do-i-cite-electronic-sources>

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Weekly Reading Assessment	40%	Not Applicable	1,2,3
Field studies and field study reflection paper	60%	Please see additional details below.	1,2,3

### Assessment Details

#### Assessment 1: Weekly Reading Assessment

**Start date:** Not Applicable

**Details:**

Nine weekly reading reflections (approximately 3,000 words in total) to evaluate and support understanding of weekly reading material. Individual marking to reflect comprehension level.

**Additional details:**

Instructions on Moodle site and some specifics given in class.

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

#### Assessment 2: Field studies and field study reflection paper

**Start date:** Not Applicable

**Details:**

Complete the class field study options. Turned-in material is in two parts. Part 1 (approximately 1,000 words): Field study notes, responses to field question guides, and salient reading passages. Part 2 (approximately 2,000 words): Research-informed reflection paper that puts field observations into conversation and creatively and analytically reflects on course themes and concepts as they relate to the field research.

In-class discussion and rubric-based written feedback.

**Additional details:**

Field Study Reports due: 6 October, 27 October, 17 November.

Field Study Reflection Paper due 30 November.

See class Moodle for instructions and expectations.

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

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
O Week: 8 September - 9 September	Online Activity	Throughout the term, students will engage in online reflection activities. In O Week, your online activity is to prepare yourself for the start of the course by thoroughly reading the online course Moodle and all materials posted there (except for the week-by-week reading assignments, which you are welcome, but not required, to start on if you wish).
Week 1: 14 September - 18 September	Seminar	Introduction to Course, Key Concepts, and Each Other
Week 2: 21 September - 25 September	Seminar	Environmental Knowledges/Ecoculture and Discourse
Week 3: 28 September - 2 October	Seminar	Theories and Frameworks of Environmental/Ecocultural Communication
Week 4: 5 October - 9 October	Seminar	Media, Popculture, and “the Environment” (and in-class debrief on De-tech Field Study)
Week 5: 12 October - 16 October	Seminar	Communicating Environmental Justice
Week 6: 19 October - 23 October	Seminar	Flipping Environmental Relations: Sensing, and Being Made Sensible
Week 7: 26 October - 30 October	Seminar	Ecoculture Jamming & Strategic Interventions (and in-class debrief on “Wild” Field Study)
Week 8: 2 November - 6 November	Seminar	Ecoculture Jamming & Strategic Interventions continued
Week 9: 9 November - 13 November	Seminar	Ecoculture Jamming & Strategic Interventions workshopping
Week 10: 16 November - 20 November	Seminar	Ecocultural Communication Transformation (also, in-class debrief on Life Change Field Study, and presentation of your ecoculture jams)

## **Resources**

### **Prescribed Resources**

All course readings and additional resources will be freely accessible via class Moodle site.

### **Recommended Resources**

N/A

### **Course Evaluation and Development**

MyExperience will be used for evaluation at the end of the course. Student feedback each year has actively shaped this course to be what it is today.

## **Submission of Assessment Tasks**

### **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, assessment tasks 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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>



## 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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**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 (<http://www.lc.unsw.edu.au/>). 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.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

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## **CRICOS**

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## **Acknowledgement of Country**

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.