



Australia's  
Global  
University



# ARTS3096

## Media and Climate Change

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Don Sillence	d.sillence@unsw.edu.au	Appointments by arrangement via email	N/A	N/A

### School 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>

The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Media, Culture and Technology*

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 bypassed 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.

### Course Learning Outcomes

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 (online lecture materials provided online, plus online materials for tutorials, all provided through the course Moodle site), and in part through group discussion. The lecture and tutorial material will be in the form of both 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 most of the weeks of the course. 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.

## Assessment

Please see the Course Moodle Site for more information.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Personal Course Archive and Reflections	50%	Not Applicable	1,2,3,4
Final Essay	50%	09/08/2019 05:00 PM	1,2,3

### Assessment Details

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

**Start date:** Not Applicable

**Length:** 6 x 400 word blog posts or equivalent (see Moodle course site for more details)

**Details:** 6 x 400 word blog posts on Moodle, assessed twice, once early with formative feedback.

**Additional details:**

Submission notes: You need to submit blog posts for week 1 (after the tutorial for that week) and week 3 (before the tutorial for that week). You then need to choose four weeks from weeks 4 to 9 to submit blog posts, always before the tutorial for the week involved. You must use the blog software provided on Moodle to post.

Please see the course Moodle site for more details.

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

#### Assessment 2: Final Essay

**Start date:** Not Applicable

**Details:** 3000 words, rubric only feedback.

**Additional details:**

Please see the course Moodle site for more details.

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

## Attendance Requirements

### Attendance Requirements

- **You must engage with all the lecture and other tutorial preparations online, and you must have done this before the tutorials for that week. Not engaging with more than two weeks' lecture and tutorial preparations online will result in the award of a fail grade.** We monitor this via Moodle. In lectures you will actively engage with core course content that will enable you to attain course learning outcomes 1-4.
- The lectures will be online. You must engage with these online.
- Tutorials begin in week one. There is preparation required for these tutorials. Please note that with the shift to trimesters we really do begin working from the beginning of week one.
- **You cannot miss more than two tutorials. Unexcused absence (you may be required to provide documentation of illness or misadventure) from more than two tutorials will result in the award of a fail grade.** In tutorials you will actively engage with core course content that will enable you to attain course learning outcomes 1-4.
- Please note that "I had to work" is not regarded as an excuse for missing tutorials.
- ***Please contact the Convenor (Don) if you are having difficulties in this or any other respect when it comes to your engagement with the course.***

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Blended	Introduction to the course: what is climate change and what are its known effects?
Week 2: 10 June - 14 June	Reading	This is a reading week and there will be no tutorials, for this course, this week. Please see the Course Moodle site for more details.
Week 3: 17 June - 21 June	Blended	The roles of media and communications in climate change: playing our part, rethinking our 'roles'.
Week 4: 24 June - 28 June	Blended	The roles of media and communication in denialism and resistance: hearing 'the other side'.
Week 5: 1 July - 5 July	Blended	Responses and solutions from the field of climate science.
Week 6: 8 July - 12 July	Blended	Affect and activism: crucial acts of 'mediation' into community, culture and world.
Week 7: 15 July - 19 July	Blended	Other 'other worlds': communicating climate change in documentary and fiction, writing and art.
Week 8: 22 July - 26 July	Blended	Climate change, theory and alternative thoughts: part one (metaphors and milestones).
Week 9: 29 July - 2 August	Blended	Climate change, theory and alternative thoughts: part two (modulations and mutations).
Week 10: 5 August - 9 August	Blended	Our present future: options and non-options.

## **Resources**

### **Prescribed Resources**

See Course Moodle site for resources. There is no Course Reader for this course. All readings and other materials, or links to these, can be found on the Course Moodle site.

### **Recommended Resources**

Please see course Moodle site for details.

### **Course Evaluation and Development**

The course this year is being designed and convened by a different convenor, Dr. Don Sillence. Further course feedback will be gathered this trimester via discussion and observation during classes, via assignment work, and via the MyExperience surveys.

## **Submission of Assessment Tasks**

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### **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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