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## Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
**General Information**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Convenor</td>
</tr>
<tr>
<td>Usha Harris</td>
</tr>
<tr>
<td><a href="mailto:usha.harris@mq.edu.au">usha.harris@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via Email</td>
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<tr>
<td>Y3A165I</td>
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<td>Thursday 11am-12pm</td>
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<th>Credit points</th>
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<tr>
<th>Prerequisites</th>
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<tr>
<td>Admission to MIntComm or MIntCommMIntRel or MBiotech or MEnv or MIntBusMIntComm</td>
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<th>Unit description</th>
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<tr>
<td>The field of environmental communication is growing rapidly as scientists, governments, the media, corporations, NGOs, and local communities recognise the crucial role of effective communication about critical environmental concerns that are affecting all species on earth. This unit engages in key themes such as climate change, environmental sustainability, biodiversity, genetically modified foods, and how different interest groups have used multiple forms of communication to influence society globally. Lectures and readings explore the current issues, debates, and scholarship in environmental communication supported by a variety of case studies.</td>
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**Important Academic Dates**

Information about important academic dates including deadlines for withdrawing from units are available at [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

**Learning Outcomes**

1. Discuss the emergence and significance of environmental communication and track its history and development.
2. Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
3. Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.

4. Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.

5. Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Seminar and Synoptic Paper</td>
<td>20%</td>
<td>Weeks 3 to 10</td>
</tr>
<tr>
<td>News Framing Analysis</td>
<td>40%</td>
<td>10 April</td>
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<tr>
<td>Communication Plan</td>
<td>40%</td>
<td>Week 12 and 13</td>
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**Seminar and Synoptic Paper**

*Due: Weeks 3 to 10*

*Weighting: 20%*

Students will team up in groups of two and select a week to lead seminar-style discussions. Teams find one academic reading (book chapter or journal article) and a relevant case study around which to lead the discussion. All academic readings and case studies are to be sent to the convenor two weeks prior to the presentation date so that these can be posted on iLearn for other students to read. You are expected to think of creative ways of inviting class participation to draw out your peers’ views about environmental issues. Each student must demonstrate his or her contribution. The grade will reflect individual input and performance. Each group will be responsible for approximately 50 minutes of tutorial time.

*Written Submission:* Submit one 800 word synoptic paper summarising central points in the readings, brief description of case study, class activity, a list of keywords and tutorial questions, and a reference list. Distribute several copies of the synopsis to your peers to assist with the class activity, and one copy to the convenor.

*Method of Assessment Submission:* Turnitin on your presentation date.

*Marking rubric is available on iLearn.*

This Assessment Task relates to the following Learning Outcomes:
• Discuss the emergence and significance of environmental communication and track its history and development.
• Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
• Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

News Framing Analysis
Due: 10 April
Weighting: 40%

This assignment assesses your ability to critique news reporting of an environment issue in the news media. Identify an issue of either global, regional or national concern. Carry out a content analysis focusing on the specific issue. Your discussion should be supported by course readings and other literature. From the data gathered write an analysis of news coverage. You may use tables and charts to demonstrate your findings.

Do the following:

1. Develop a research question e.g. what is the dominant news frame in your chosen media.

2. Over a three-week period gather relevant news stories. Analysis can focus on the way each news outlet reports news stories by looking at the following:
   a. News agenda– What is the placement of the story e.g. is it in the top five stories listed?
   b. News values - What are the dominant news values?
   c. News elements – headlines, photos, leads, words and phrasing.
   d. Sources - who are the experts quoted.

Marking rubric is available on iLearn.

Method of Assessment Submission: Turnitin on or before 10th April.

This Assessment Task relates to the following Learning Outcomes:
• Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
• Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Communication Plan

Due: **Week 12 and 13**
Weighting: **40%**

Develop an environmental communication plan with a partner based either in Australia or internationally. Students will be assisted in finding partners, but are also encouraged to find an organization of their choice. Teams will plan at least three meetings with their partners either face to face or using Skype. They will make their final presentation to the partner in weeks 12 and 13 and submit a written communication plan (report format - details on iLear). All sections will be collated and submitted as one report clearly identifying the author(s) of each section. Word count: Approximately 1500 words per student.

Partners may include: **Governments, Corporations, Scientists, NGOs, community groups, educational institutions.**

Marking rubric is available on iLear.

Method of Assessment Submission: Turnitin of written report in Week 13

This Assessment Task relates to the following Learning Outcomes:

• Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.

• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Delivery and Resources

Delivery

There are no examinations in this unit. Group collaboration is an essential part of assessments, and those not contributing to the group process will be severely marked down. Absence from more than two tutorials without adequate documentary evidence (medical certificate) could lead to exclusion from the unit and an automatic fail grade.

You are expected to present yourself for all group assessments at the time and place designated. The only exception to not participating at the designated time is because of documented illness or unavoidable disruption.

Resources

Recommended reading list is available online and through iLear.

Recommended text book is available from Co-op Bookshop:

**Unit Schedule**

Weekly Topics

- Introducing Environmental Communication – key themes, actors, frameworks.
- Environmental Communication within the field of communication theory and practice.
- Challenges of communicating the science to society – a scientist's perspective.
- Influence of culture, politics and geography in EC practice.
- The role of (private and public) media in reporting key environmental issues in different societies.
- Communicating the environment through visual media
- Ethics of Environmental Communication
- Designing environmental campaigns
- Participation and community representation
- Environment and corporate social responsibility
- Environmental activism - role of NGOs and activists

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs). Students should be aware of the following policies in particular with regard to Learning and Teaching:


The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the [Learning and Teaching Category](https://students.mq.edu.au/support/student_conduct/) of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)
Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/

When using the University’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Discuss the emergence and significance of environmental communication and track its history and development.
- Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
- Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.
- Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Assessment tasks

- Seminar and Synoptic Paper
- News Framing Analysis
- Communication Plan

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
- Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.
Assessment tasks

• Seminar and Synoptic Paper
• News Framing Analysis

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

• Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Assessment task

• Communication Plan

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

• Discuss the emergence and significance of environmental communication and track its history and development.
• Examine the debates in relation to environmental communication in politics, the public sphere, science, and multilateral organisations.
• Critique a range of texts (news, book reviews, advertising, literature, film, TV, web-based media) and determine who the intended audience is, and evaluate their effectiveness.
• Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Assessment tasks

• Seminar and Synoptic Paper
• News Framing Analysis
• Communication Plan

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

Assessment task

• Communication Plan

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

• Develop creative responses to engage mainstream audiences on environmental related issues such as climate change, genetically modified foods, environmental sustainability etc.
• Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.

**Assessment task**

• Communication Plan

**Changes from Previous Offering**

MECO805 Environmental Communication is a new unit being offered for the first time this semester within the International Communication degree.