



MECO805

Environmental Communication

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr. Usha Harris

usha.harris@mq.edu.au

Contact via Email

Y3A165I

By appointment

Credit points

4

Prerequisites

Admission to MIntComm or MIntCommMIntRel or MBiotech or MEnv or MIntBusMIntComm or MConsBiol or GradDipConsBiol or MPH or MPlan or MMarScMgt or MCreIndMMedia

Corequisites

Co-badged status

Unit description

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.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify key theories and concepts and relate their significance to the field of environmental communication.

Examine the debates in relation to environmental communication in the public sphere,

politics, science, and civil society.

Critique a range of texts (scholarly articles, news, advertising, literature, visual and web-based media) and determine who the intended audience is, and evaluate their effectiveness.

Develop creative responses to engage mainstream audiences on environmental 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.

Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Participate in team work and contribute towards peer to peer learning in class.

General Assessment Information

There are no examinations in this unit.

All written assignments must be submitted into Turnitin.

Class Participation Policy

As participation in team activity during class is linked to and underpins the unit Learning Outcomes, you will need to either apply for Special Consideration to cover any missed seminar (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed seminar (if less than three consecutive days). Group collaboration is an essential part of the final project. You are expected to present yourself for all group meetings and the final in-class presentation at the time and place designated.

Late Submissions / Special Consideration

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Feedback

Feedback in this unit is available in multiple forms: informal feedback through the 'announcement' function in iLearn, if there are points of relevance to the whole class; in email communication with individual students by the convenor in response to questions related to unit activities; in personal consultations by phone or face to face as requested by appointment; as general comment, rubric and in-text comments attached to assignments marked in Turnitin.

Examples

Examples of assessments will be discussed in lectures.

ASSESSMENT GRADES AND STATUS

Assessment standards in this unit align with the University's grade descriptors, as follows:

Grade HD Range 85-100 Status 'Standard Grade' in AMIS: Pass

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.

Grade D Range 75-84 Status 'Standard Grade' in AMIS: Pass

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

Grade C Range 65-74 Status 'Standard Grade' in AMIS: Pass

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.

Grade P Range 50-64 Status 'Standard Grade' in AMIS: Pass

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Grade F Range 0-49 Status 'Standard Grade' in AMIS: Fail

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar and Synoptic Paper	30%	No	Weeks 4 to 10
Critical Essay	30%	No	16 April 11.59pm
Campaign Plan	40%	No	Week 12 and 13

Seminar and Synoptic Paper

Due: **Weeks 4 to 10**

Weighting: **30%**

Students will team up in groups of 3-4 and select a week to lead seminar-style discussions.

Each student must demonstrate his or her contribution. The grade will reflect individual input and performance. Each group will be responsible for approximately 30 minutes of tutorial time.

Written Submission: Submit an outline of the seminar plan which provides a brief description of the case study, the class activity, a list of keywords and a reference list. Individual team members will attach 500 word discussion of a relevant key concept covered in the reading or lecture, or choose from a list provided in iLearn. The seminar is worth 15% and the synoptic paper is worth 15%

Method of Assessment Submission: Submit the individual synopsis to Turnitin on the day of the presentation clearly identifying the topic and week of presentation. Provide a hardcopy of the seminar outline to the convenor and your peers to assist with the class activity.

Assessment criteria

Students will be assessed on their ability to: Demonstrate knowledge and understanding of key ideas and concepts in Environmental Communication; Evaluate the effectiveness of community-based action using specific case studies; Evaluate the effectiveness of environmental responses; Engaging in peer to peer learning by attending at least 80% of the classes.

This assessment task relates to the following learning outcomes:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Critique a range of texts (scholarly articles, news reports, advertising, literature, visual and 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.
- Participate in team work and contribute towards peer to peer learning in class.

Marking rubric is available on iLearn.

On successful completion you will be able to:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and 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.
- Participate in team work and contribute towards peer to peer learning in class.

Critical Essay

Due: **16 April 11.59pm**

Weighting: **30%**

Write an essay on any one of the topics provided in iLearn under Assignment 2. The essay should include a critical review of literature on the topic followed by a discussion using 2-3 examples. Word count: 1500

Assessment criteria

Students will be assessed on their ability to: Gather and analyse relevant texts; Identify appropriate framework; Relate key theories and concepts; Examine debates in the public sphere.

This assessment task relates to the following learning outcomes:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Critique a range of texts (scholarly research, news reports, visual and web-based media)
- Consider the importance, relevance and function of cultural environments, geography and social relations in communicating about the environment.
- Examine the debates in relation to environmental communication in politics, the public sphere, science, and civil society.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Marking rubric is available on iLearn.

Method of Assessment Submission: Turnitin on or before 7th April.

On successful completion you will be able to:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Campaign Plan

Due: **Week 12 and 13**

Weighting: **40%**

Develop an environmental campaign plan using the framework provided. It is highly recommended that students work on a real project with a partner based either in Australia or internationally. The group presentation is worth 20% and the individual written component is worth 20%. The group presentation grade reflects your team's ability to gather resources, find solutions, design a plan and present it to the class and the partner. The written grade will be based on individual member's ability to write a section of the report which is well researched, supports the objective of the campaign and produced at a professional level. All sections will be collated and submitted as one report clearly identifying the author(s) of each section. Word count: Approximately 1200 words per student.

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

Assessment criteria

Students will be assessed on their ability to: Develop innovative solutions in response to environmental challenges ; Identify appropriate audience; Relate key theories and concepts; Examine the socio cultural context, Engage in team work and peer to peer learning.

This assessment task relates to the following learning outcomes:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and web-

based media) and determine who the intended audience is, and evaluate their effectiveness.

- Develop creative responses to engage mainstream audiences on environmental 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.
- Participate in team work and contribute towards peer to peer learning in class.

Marking rubric is available on iLearn.

Method of Assessment Submission: Turnitin and class presentation. Written reports are due in Week 13.

On successful completion you will be able to:

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and web-based media) and determine who the intended audience is, and evaluate their effectiveness.
- Develop creative responses to engage mainstream audiences on environmental 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.
- Participate in team work and contribute towards peer to peer learning in class.

Delivery and Resources

Delivery

Lectures begin in week 1 and tutorial classes begin in week 2.

Resources

Recommended reading list is available via library online Reserve and iLearn

Pezullo, P. & Cox, R. (2016). *Environmental Communication and the Public Sphere Fourth Edition*, Thousand Oaks: London: Sage.

Cox, Robert, (2013). *Environmental Communication and the Public Sphere Third Edition*, Thousand Oaks: London: Sage.

Hansen, Anders; Cox, Robert (2015). *The Routledge Handbook of Environment and Communication*. Retrieved from <http://www.ebib.com>

Environmental Communication A Journal of Nature and Culture, Abingdon : Routledge, 2007
Online access

A selection of journal articles are listed under weekly readings in iLearn.

Unit Schedule

Weekly Topics (full descriptions in iLearn)

- Introduction to the Unit
- Introducing Environmental Communication – key themes, actors, frameworks
- Environmental Communication within the field of communication theory and practice.
- Influence of culture, politics and geography in EC practice
- The role of (private and public) media in reporting key environmental issues in different societies
- Environmental activism - social movements and the role of civil society
- Challenges of communicating the science to society
- Designing environmental campaigns
- Environment and corporate social responsibility
- Participatory media and community representation
- Communicating the environment through visual media

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note: The Special Consideration Policy is effective from 4**

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 Services and 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.

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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 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.
- Participate in team work and contribute towards peer to peer learning in class.

Assessment task

- Campaign Plan

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

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.

- Critique a range of texts (scholarly articles, news, advertising, literature, visual and 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Assessment tasks

- Seminar and Synoptic Paper
- Critical Essay
- Campaign 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

- Identify key theories and concepts and relate their significance to the field of environmental communication.
- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Assessment tasks

- Seminar and Synoptic Paper
- Critical Essay
- Campaign Plan

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

- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.
- Develop creative responses to engage mainstream audiences on environmental 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.
- Apply advanced research skills, including the ability to gather data and analyse the findings within a relevant framework.

Assessment tasks

- Seminar and Synoptic Paper
- Critical Essay
- Campaign 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

- Examine the debates in relation to environmental communication in the public sphere, politics, science, and civil society.
- Critique a range of texts (scholarly articles, news, advertising, literature, visual and web-based media) and determine who the intended audience is, and evaluate their effectiveness.
- Develop creative responses to engage mainstream audiences on environmental 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.

- Participate in team work and contribute towards peer to peer learning in class.

Assessment tasks

- Seminar and Synoptic Paper
- Critical Essay
- Campaign 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 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.
- Participate in team work and contribute towards peer to peer learning in class.

Assessment tasks

- Seminar and Synoptic Paper
- Campaign Plan

Changes from Previous Offering

Assessment tasks 1 and 2 have been revised.