

# **FYSM 1000-04: science & environmental communication**



**University of Colorado-Boulder**

**Fall 2017**

**Thursday, December 7<sup>th</sup>**

# today's class



**(1) housekeeping**

**(2) composition #2 in-class work time**

- **finishing LOCC conversation 3**
- **review additional rough cuts**

**(3) co-facilitation (Chris Tyren, David Oonk, Max Boykoff)**

# housekeeping/logistics



FYSM 1000-04  
T/H 2-3:15pm

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## **FYSM Science and Environmental Communication final project portfolio**

From this collaborative work, each of you will assemble a *Project Portfolio* containing three+one=four items:

- (1) A description of process behind **each** of your two *Compositions*, and the research that went into them (approximately 1000 words total for each, approximately 2000 words total)
- (2) A recounting and interpretation of responses to your two *Compositions* from fellow participants in the class in 'pitch & feedback' and elsewhere (approximately 500 words each, 1000 words total)
- (3) Release forms for anyone who is featured in your compositions, even yourself (we will discuss this in class), please label what composition the release applies to and give a brief description when necessary (ex. young woman in yellow shirt in composition entitled "El Verde")

**+ONE:** You will need to deliver documentation/recordings of each of the two compositions to course assistant David Oonk to place on our hard drive. More details to follow. To receive a final grade for the course, your compositions must be on this drive, clearly marked 'composition\_[x]\_[title]\_[lastname(s)]'.

The same general criteria for assessment of these *Final Project Portfolios* will be those used for the *Compositions* (see Appendix II).

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## **Appendix I: Composition Description**

1. Title of composition:
2. What did you do to prepare/research for this composition?
3. How did you 'knock down your blocks' at least once while preparing this composition?
4. Why are you doing what you are doing?
5. Why did you choose this form to express this content?
6. How does this composition advance you in developing as a climate communicator?

# composition #2



## Colorado snow pack, water resources and agriculture

Conor Reichert

John Glawe

Lucas Nahass



Angevine Middle School (Lafayette)  
= group #2 *Colorado snow pack*

## Wildfires: mountain pine beetle, wildland-urban interface

Julia Gustafson

Gwen Raes

Cole Bender



Casey Middle School (Boulder)  
*Wildfires and climate change*

## Green energy & climate change: Colorado's energy system

Ben Brown

Zhi 'Frank' Liu

Cale O'Neal



Westminster High School = group  
#1 *family and jobs*

## Extreme weather events in Colorado (e.g. floods, drought)

Jassim Almazidi

Ryan Golz

Chris Tyren



Whittier K8 (middle-school,  
Denver) *extreme events in  
Colorado*

## Environmental change and Colorado's wildlife

Kim Polley

Matthew Weeks



Angevine Middle School (Lafayette)  
= group #1 *migrations/wildlife*

## Environmental impacts on Colorado's economy

Connor Thompson

Derrick Rasser



Westminster High School = group  
#2 *Colorado economy &  
environmental impacts*

# composition #2 tips for your success



- **read the rubric carefully – make it easy for reviewers to fill out the criteria favorably**
- If possible, scope out the location before the interview so you know what to expect with sound, lighting, etc.
- Make sure you pause for a few seconds before asking the next question and also ask the interviewer to pause a few seconds before answering questions.
- Get plenty of B roll before or after your main interview. Ideally it would be related to your subject's field of study or background. Pre-visualize the story you want to tell.
- Use "Rule of Thirds"
- Make sure you ask your subject to answer your questions by starting their answer with part of the question (i.e. "My name is...", "My research focuses on...", "I am concerned because...").
- Make sure batteries are fully charged!
- Leave room for graphics.
- Offload the footage ASAP onto TWO backup drives.
- Google "creative commons" for free to use footage or images.
- Anything provided by NASA is free to use (NASA's YouTube channel is a good resource).
- Bring water and snack
- Turn off cell phones (not in use) during the shoot!

# composition #2



## Appendix II: Rubric for Grading Compositions [scaled to 3 pts each = 15 pts]

Compositions will be assessed using the following essential criteria [developed by Liz Lerman]:

- Was something revealed?
- Was it fully committed?
- Did the creator know why they were doing what they were doing?
- Did the content and the form work together towards effective communication?

1	2	3	4	5	6	7	8	9	10	
Little evidence of careful planning, <u>research</u> , or creative consideration				←--→	Lots of evidence of careful planning, research and creative consideration					

1	2	3	4	5	6	7	8	9	10	
Little care taken for professional <u>quality</u> , memorization, rehearsed...				←--→	Very professional, good sound, memorized, rehearsed					

1	2	3	4	5	6	7	8	9	10	
Reveals very little about <u>topic</u> , idea or issue				←---→	Reveals a great deal about topic, idea or issue					

1	2	3	4	5	6	7	8	9	10	
Seems minimally committed				←---→	Seems highly committed					

1	2	3	4	5	6	7	8	9	10	
Content and form did <u>not</u> work well together				←----→	Content and form worked together effectively					