

FYSM 1000-04: science & environmental communication



University of Colorado-Boulder

Fall 2017

Thursday, October 5th

today's class



(1) **housekeeping**

(2) composition #1 **debrief**, revisit discussions of wider Inside the Greenhouse project

(3) **co-facilitation #4** (Kim + Gwen)

Reading:

Cox, R. and Pezzullo, P. (2016) *Environmental Communication and the Public Sphere* Sage Publications, Thousand Oaks California – 4th edition, Chapter 5

(4) **introduction of composition #2**: discussion of audiences and collaborators

composition #2



- collaboration with Anne Gold, Lesley Smith, Erin Leckey and David from the Lens on Climate Change (LOCC) project
- organize into teams of 3 and then connect with a LOCC middle school team located in Front Range schools (students are ages 10-13 and will be working in groups of 6-8)
- LOCC students also work with a Science Mentor
- The *Completed Draft* compositions are limited to 2-3 mins
- They are due in class on Thursday, December 14th, with hard copies of *Composition Description* and a *Confidential Peer Assessment*.

In March 2018, FYSM films will be shown alongside the LOCC films and FYSM students can meet the LOCC students in person: before the Spring 2018 event, FYSM students will be invited to that screening event by Course Assistant David Oonk

composition #2



In class on **Tuesday, October 10**, FYSM teams will form groups

The FYSM teams will then work to interpret and plan to communicate the aspect of climate change assigned to them in up-to-3-minute videos.

FYSM teams will then 'storyboard' their ideas and then participate in a 'pitch & feedback' session on **Tuesday, October 17**, charting a path forward with composition #2. Based on feedback from the class, teams will then continue to improve their films.

Before the **Thursday, December 14** presentation deadline, there will be three designated check-in periods over the course of the interim six weeks:

- **conversation 1 (short video/vlog): Tuesday, October 31.** In this first exchange, students from LOCC groups post, introducing themselves and briefly discussing where they are from and their idea. FYSM students view this in class and then post a response.
- **conversation 2 (picture/video/vlog): Tuesday, November 14.** In this second swap, FYSM and LOCC students will simultaneously post a picture/screenshot with a caption or a short video/interview/vlog of both groups talking about their production, what they have learned so far and how their idea has evolved/developed/changed.
- **conversation 3 (video/rough cut): Tuesday, December 5.** In this third conversation, FYSM students share their rough cut and LOCC students provide feedback. LOCC students share their storyboards, or visual outline, of their film and FYSM provide feedback. FYSM take feedback and make changes before final due date

composition #2



composition #2 choices

1. environmental justice/just sustainabilities in Colorado cities/towns
2. Colorado snow pack, water resources and agriculture
3. wildfires: mountain pine beetle, wildland-urban interface
4. coop housing and carbon footprints in the Front Range
5. green energy and climate change: Colorado's energy system
6. extreme weather events in Colorado (e.g. floods, drought)
7. personal responsibility and the environment: how (much) do our personal actions and commitments matter?
8. environmental change and Colorado's wildlife
9. environmental impacts on Colorado's economy