

Program	BS Media & Development Communication	Course Code	MDC 484	Credit Hours	3
Course Title	CLIMATE CHANGE REPORTING & PUBLIC ENGAGEMENT				
Course Introduction					
This course examines the role of media and communication in reporting on climate change and engaging the public. Students will learn about the challenges of climate change communication and develop strategies for effective public engagement.					
Learning Outcomes					
By the end of this course, students will be able to:					
1 Understand the principles and challenges of climate change reporting.					
2 Develop strategies for effective communication and public engagement on climate change issues.					
3 Evaluate the impact of climate change communication on public awareness and action.					
Course Content				Assignments/Readings	
Week 1	1	Climate change communication and public engagement			
Week 2	2	Big data, everyday life and environmental sustainability			
Week 3	3	Smart' technologies as tools for change			
Week 4	4	Intelligent/sustainable transport and mobility			
Week 5	5	Visual communication of environment/climate change			
Week 6	6	Human-animal relations and specialism			
Week 7	7	Popular culture, media and environment			
Week 8	8	Ethical subjectivities in the Anthropogenic			
Week 9	9	Climate activism and climate justice			
Week 10	10	Art, creativity and climate change			
Week 11	11	Youth engagement with environmental and climate change			
Week 12	12	Participatory and creative methods for engagement			
Week 13	13	Sustainable food production and consumption			
	14	(Anti) consumerism			
Week 14	15	Celebrity and climate change			
Week 16	16	Sustainable ways of living			
Textbooks and Reading Material					
1 Wibeck, V. (2014). Enhancing learning, communication and public engagement about climate change—some lessons from recent literature. <i>Environmental Education Research</i> , 20(3), 387-411.					
2 Hackett, R. A., Forde, S., Gunster, S., & Foxwell-Norton, K. (2017). <i>Journalism and climate crisis: Public engagement, media alternatives</i> . Taylor & Francis.					
3 Moser, S. C. (2014). Communicating adaptation to climate change: the art and science of public engagement when climate change comes home. <i>Wiley Interdisciplinary Reviews: Climate Change</i> , 5(3), 337-358.					

- 4 Kolhe, M. L., Labhasetwar, P. K., & Suryawanshi, H. M. (Eds.). (2019). Smart Technologies for Energy, Environment and Sustainable Development: Select Proceedings of ICSTEESD 2018. Springer.
- 5 Jeffreys, E., & Allatson, P. (2015). Celebrity philanthropy. Intellect Books.
- 6 Viljoen, A., & Wiskerke, J. S. (Eds.). (2012). Sustainable food planning: evolving theory and practice.
- 7 Burgess, J., & Gold, J. R. (Eds.). (2015). Geography, the media and popular culture. Routledge.
- 8 Japp, P. M., & Meister, M. (2002). Enviropop: Studies in environmental rhetoric and popular culture. Greenwood publishing group.

Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

Assignments: Types and Number with Calendar

Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.