Journalism and Society: Earth Beat: Reporting the Environment in Australia

Class code
JOUR-UA 9503; ENVST-UA 9TBA

Instructor Details
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Available for personal consultation at NYU Sydney from 1-2pm Mondays by prior arrangement

Class Details
Earth Beat: Reporting the Environment in Australia
Mondays 10am-1pm
Room 304
NYU Sydney Academic Centre

Prerequisites
None

Class Description
In this hybrid reading / writing class, we will explore environmental journalism from an Australian perspective. Each week we will read and discuss work that explores this journalistic tradition, its forms and its themes and the place it takes in the new media world. Drawing our inspiration from great writers, we will find our own stories, our own voices and learn to tell our own tales.

We will meet for a weekly seminar except for two weeks during the session set aside for field trips; (one full Friday, in lieu of Armidale trip) - plus one half-session when we will make a research trip to the State Library of NSW.

We will also create a class blog and each student will work on a feature story for publication.

Each seminar will explore three key areas. We will:
(1) discuss the assigned readings around an environmental theme
(2) explore the environment beat across various media and
(3) work on techniques and processes to help us create our own work in this genre.

Some stories from the ancient continent of Australia started more than 80 million years ago, from before the super-continent of Gondwana fractured into many, from before the extinction of megafauna, from before a succession of human invasions began perhaps 40 thousand years ago.

Today, the devastating impact of humans on this fragile continent and on the world beyond looms large in a million stories waiting to be told.

What form does the environmental conversation take in Australia?

Our big local issues include water scarcity and the battle over inland rivers, dryland salinity, land clearing, the felling of old-growth forests, combating exotic animals and plants, preserving the Wild, marine conservation and the Reef, uranium and other mining, pollution, urban encroachment into
food supply spaces - and the tension between indigenous rights and environmental aims.

Of course, Australia is also a part of the global environmental conversation. As a big coal and uranium miner, this country plays an important part in debates around climate change and nuclear issues and ocean and air quality.

Australia is a developed nation, but inequality runs deep. A perennial tension exists between the interests of the wealthy and powerful - and the needs of the poor, whose jobs and affordable housing are held up as sacrificial lambs on the environmental altar.

At a time when traditional media is in crisis, new media has opened up spaces and opportunities that we are still scrambling to understand.

What signposts can we use to navigate this new world?

We will grapple with the debates around environmental advocacy, ethics and objectivity - and techniques to help us wade through the quicksand of scientific proof and funding agendas.

And each week, we will explore writing strategies and storytelling methods designed to unleash our inner journalist.

**Collaborative work**

There will likely be more students enrolled in this class, than there are seminar topics set; some seminar topics lend themselves well to a shared presentation by two people.

Students should aim to contribute equally to the presentation and each should each bring a separate contemporary media story for discussion. Each will be given the same mark for their joint presentation however will be marked individually on their media story discussion and their blog post.

**Assignments**

This is a hybrid reading/writing class with fieldwork.

**Attendance** and Enthusiastic Participation: (15%) As described. Some of our greatest writers and thinkers are shy people who do not thrive under a spotlight. The enthusiasm with which you participate through your writing in our group exercises – such as comments on your fellow students’ blog posts – will also count significantly here.

**Seminar**: (25%) You will present one academic seminar which engages our class in the topic exploring the assigned readings for that week.

You will also select and bring a piece of contemporary journalism about your topic, which the class will all read and discuss. Please come to class with 14 paper copies of your chosen piece, or alert me beforehand if you wish to use a video or audio feature. Early in semester, we will assess everyone’s preferred reading method. If students prefer on-screen readers, this may be an alternative to lots of printouts.

The article you choose for your critique should be: a) on an environmental topic, b) written for a broad, non-specialized audience by a professional journalist (not an amateur blogger whose main job is something outside of journalism), c) between 500 and 2,000 words long (or three to ten minutes long for video or audio).

**Seminar Blog Post**: (10%) Within two days from the conclusion of your seminar, you will write a blog post of at least 300 words – and your fellow students will gain ‘enthusiastic participation’ credit
through commenting thoughtfully by the following week.

**Session Blog Post:** (10%) You will file another blog post of 300 words by Week 9, which may use a Field Trip or be on another suitable topic of your choice.

**Story Pitches:** (10%) Part-way through the course, we will start our regular news conference which will run for 4 weeks. You will make at least two story pitches in Weeks 5, 7 and 8, of 300 words each, and participate in the discussion of your classmates’ pitches. If time allows, students can pitch more than two ideas; if so, as with Olympic weightlifting, your best two pitches will count towards your grade!

**Feature Story:** (30%) Prepare a feature story of 1200 words to draft stage by Week 10.

All assignments should be written in Microsoft Word (.doc or .docx files), so I can edit them and send them back to you with comments. If you need to use some other word-processing program, it’s your responsibility to make sure it’s a program I can use. Unless I tell you otherwise, you should email all of your assignments as attached Word files to fran.molloy@nyu.edu. I’m keen to edit some drafts live in class – please volunteer yours if you are game!

We will probably use NYU Wiki and NYU Classes (Blackboard) for this class – to be confirmed. It’s important that you check email daily to make sure you are aware of changes to assignments and deadlines. Please make sure you give me an email address that you check at least once a day.

**Desired Outcomes**

By the end of this course, students will be able to demonstrate:

1. Informed engagement with the ‘environmental conversation’ in Australia and its placement in the global context – and an understanding of how global issues translate into a local story
2. Analytical skills in discussion of current environmental stories and an understanding of their processes and agendas
3. Research skills in the development of their own story idea about an environmental topic, developing sources, pitching a story idea and critiquing a colleague’s story pitch to fit its audience
4. Expertise in blogging – from writing a blog post based on a research seminar, to commenting and exploring ideas on another’s blog, to writing an observational and experiential-based blog post.
5. Practical application of journalism techniques, exploring feature writing from research to pitch to interview, using observation and construction, from preparing a draft to editing a final version, and the translation of a story idea into a written article of a standard ready for publication, through their own writing and through peer editing of their colleagues’ work.

**Assessment Components**

- Attendance and Enthusiastic Participation: 15%
- Seminar: (25%) Present a ten to fifteen minute seminar on one of the texts, lead ensuing discussion AND present a piece of contemporary environmental journalism for class discussion.
- Seminar Blog Post: (10%) 300 words
- Session Blog Post: (10%) 300 words
• Two Story Pitches: (10%) 300 words

• Feature Story: (30%) 1200 words

Failure to submit or fulfill any required course component results in failure of the class.

**Assessment Expectations**

**Grade A:** Performance to an exceptional standard. The student has a thorough knowledge and understanding of the topics of the course; the student has participated in all of the activities of the course with enthusiasm and contributed generously to the work of their fellow students; all of the student’s work includes clear, logical explanations, insight, and original thought and reasoning; the student has produced journalistic work that is suitable for publication or that shows a passionate engagement with the course material and its academic basis.

**Grade B:** Performance to a good standard. The student shows a good knowledge and understanding of the topics of the course; the student has participated in most of the activities of the course with enthusiasm and contributed toward the work of their fellow students; all of the student’s work includes coherent explanations showing some independent thought and reasoning; the student has contributed towards journalistic work that is suitable for publication or that shows a superior standard.

**Grade C:** Performance to a satisfactory standard. The student shows a broad understanding of the explanation and reasoning and has participated in most of the activities of the course when required and engaged with the work of their fellow students. The student’s work is original and shows an understanding of the course on a basic level. Written work is of an acceptable standard.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; participation in class activities has been lacklustre at times; work lacks satisfactory insight, analysis or reasoned explanations. Written work is of a basic standard.

**Grade F:** Unsatisfactory performance in all assessed criteria. Written work is weak, unfinished or unsubmitted.

**NYU Sydney uses the following scale of numerical equivalents to letter grades:**

- A=94-100
- A-=90-93
- B+=87-89
- B=84-86
- B-=80-83
- C+=77-79
- C=74-76
- C-=70-73
- D+=67-69
- D=65-66
- F=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the midpoint of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).
Grading Policy

NYU Sydney aims to have grading standards and results similar to those that prevail at Washington Square. At the College of Arts and Sciences, roughly 39% of all final grades are in the B+ to B- range, and 50% in the A/A- range.

We have therefore adopted the following grading guideline: in any non-Stern course, class teachers should try to insure that no more than 50% of the class receives an A or A-. (Stern has a different grading policy that we follow in all Stern courses).

A guideline is not a curve. A guideline is just that: it gives an ideal benchmark for the distribution of grades towards which we work.

Attendance Policy

NYU Sydney has a strict policy about course attendance for students. Faculty will not give students permission to be absent for any reason. Students should contact their instructors to catch up on missed work but should not approach them for excused absences.

All non-medical absence requests must be presented by the student to the Assistant Director, Academic Programs. Non-medical requests should be made in advance of the intended absence. All medical-based absence requests MUST be presented to the Student Life Coordinator. In the case of illness, the student should contact the Student Life Coordinator within three days of the absence or as soon as practicable and provide medical documentation. Faculty will be informed of excused absences by the Student Life staff and Assistant Director, Academic Programs. Any absences of which faculty have not been informed by the NYU Sydney staff will be presumed to be unexcused.

Students are expected to arrive to class promptly both at the start of class and after breaks. Arriving more than 10 minutes late or leaving more than 10 minutes early will be considered an unexcused absence.

This attendance policy also applies for classes involving a field trip or other off-campus visit. It is the student’s responsibility to arrive at the agreed meeting point on time.

The faculty will report all unexcused absences to the Assistant Director, Academic Programs, and students’ final grades will be negatively impacted by each such absence. Each unexcused absence will result in the deduction of 3 percentage points from the final grade. More than two unexcused absences will result in failure of the course.

There will be no adjustment of attendance records after the end of the semester. If you wish to contest an unexcused absence, you must do so before you leave Sydney. Contact the Assistant Director, Academic Programs to discuss the attendance record as soon as you think there may be a discrepancy about your attendance in class on a given day.

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. **This is for the holiday only and does not include the days of travel that may come before and/or after the holiday**

Students must notify their professor and the Assistant Director, Academic Programs in writing via email one week in advance before being absent for this purpose.
Late Submission of Work

Written work due in class must be submitted during class time to your instructor. Late work should be submitted in person to the Assistant Director, Academic Programs during regular office hours (9:30-5:00, Monday-Friday). You must also submit an electronic copy of late written work to the Assistant Director, Academic Programs – megan.carrigy@nyu.edu for submission to Turn-it-in.

The Assistant Director, Academic Programs will mark down the date and time of submission in the presence of the student. In the absence of the Assistant Director, Academic Programs, another member of the administrative staff can accept the work in person, following the same protocol.

Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale for each day the work is late.

Written work submitted beyond five (5) weekdays after the submission date without an agreed extension fails and is given a zero.

Plagiarism Policy

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

Any coursework must be submitted as a hard copy AND in electronic form. All students must submit an electronic copy of each piece of written work to www.turnitin.com. Instructions will be provided to you in class.

Penalties for confirmed cases of plagiarism are severe and are dealt with by the Director, NYU Sydney, not your instructor. Your home school will be notified and you will be dealt with according to the standards of that school. The codes of conduct and academic standards for NYU’s various schools and colleges are outlined in the respective school’s academic resources.

Required Text(s)

No single text to purchase.
Set weekly readings are compulsory.
There will be three compulsory field trips.

Supplemental Texts (not required to purchase as copies are in NYU-L Library)

You are advised to read widely on environmental issues.

Local newspapers recommended:
The Sydney Morning Herald www.smh.com.au
The Australian (Paywall; try Library Press Display)
The Daily Telegraph
Australian Financial Review

Online:
ABC Environment: http://www.abc.net.au/environment/
The Conversation http://theconversation.edu.au/pages/environment
The Global Mail http://www.theglobalmail.org/features/in/environment/

Twitter:
@abcenvironment
@bencubby (SMH environment editor)
@juliemacken (Greenpeace Australia)
@franmolloy (me!)
(... more to come ...)
**Internet Research Guidelines**

You will be expected to familiarise yourself with basic newspaper databases such as Factiva and Library Press Display.

Students are encouraged to explore the resources available to them at the State Library of NSW in Macquarie St, Sydney. In Week 2 we have arranged a Library Tour.

**Additional Required Equipment**

If you have a laptop or smartphone with wifi internet access, bring it to class so that we can use it at the appropriate time. Classroom etiquette assumes that, as senior students, you will switch off cell phones and pay the live humans in your class respectful attention, using web access only at the times relevant to this seminar.

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**Session 1**

### Introduction: Environmental Journalism in Context – and Creating a Web Presence

**August 27**

Students should prepare to introduce themselves and talk about their expectations of this subject, the background skills and knowledge they bring to this subject, what they can contribute and what they hope to gain.

We will begin with a writing exercise to help us get to know each other and get up to date on the resources, speakers and field trips available to us.

We will take some time to reflect on the syllabus. You will have a chance to choose several student-led tutorial topics that appeal to you; then we will negotiate topic allocation in today’s class.

Most topics will have two presenters. Note that this Syllabus includes allocated topics for just nine of the fourteen weeks, with other weeks taken up with There is no presentation in the first or final weeks, while two weeks mid-session, details to be confirmed, will involve a field trip relevant to environmental journalism.

Today we will also explore some of the outlets for the publication of environmental journalism and discuss our internet presence and each student’s participation in the creation, administration of and content for our class blog.

Do you have photography, video, sound engineering or web design skills? What shall we call our blog? We can create a Twitter and/or Facebook identity – will that be useful?

In preparation for next week’s Library trip, all students can register online for a State Library card: http://www.sl.nsw.gov.au/system/forms/selfreg.html

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### Questions for consideration

- What are the ‘big issues’ in the environmental conversation in Australia?
- How do these issues translate to your own regional experience?
- How do we engage in a new media environment as cultural producers?
- How does our ease of production / technical engagement affect mainstream news media?
- How can literary journalism help us to think about the environment in Australia and the world?
Assessment

Details and criteria for participation and presentation assessment items discussed
Presentation topics and weeks allocated
Story Pitch dates allocated: Two each, choose Week 5, Week 7 & Week 8 (ten slots each week)
Choose a tentative date for your additional blog post – (these dates will be online & can be changed)

Session 2

September 3

Library Tour: Meet at State Library of NSW at 09:30am

PLUS:
Tracing the environment movement from global to local, from bush to city

Readings:
Thoreau, Henry David (1854), *Walden or Life in the Woods*, Ch 1 & 2, Project Gutenburg (online)


Questions to consider:
How did Thoreau, Carson, Blainey and Rolls bring stories about the environment to life?

What was the major theme for each of these readings?

These writers were at the edge of their game in the last two centuries. How much of these themes wove their way into acceptance?

Do we now take certain environmental themes as self-evident? What challenges did these writers have overcome?

Journalism Practice: Research – Beyond Google:

En route from the Library, let’s talk about leaving the computer, walking to a source document, picking a phone. Are these research methods still valid? What gaps do databases have? Are libraries irrelevant?

Back in class—if we have time—let’s explore: how will you use this resource to inform your stories?

Assessment: Our first presenter/s will enter the first assessable blog post. Be sure to engage, discuss, comment online before next class!

Session 3

September 10

The Great Battles - the Australian environment movement

Readings:
Hutton, Drew and Connors, Libby (1999) *A History of the Australian Environment Movement*
Introduction, pp 1-16   Cambridge, UK: Cambridge University Press


Questions to consider:

1. Thinking about the environmental movement in Australia – how does it differ, and how does it resemble, the movement in the US?
2. Doyle talks about “the myth of the common goal;” Does environmental journalism reflect / reinforce this myth or stereotype of ‘one’ environment movement?
3. How have we moved on? Where do young environment activists fit into this history? Are they ‘standing on the shoulders of giants’? Or do they speak a whole new language?
4. Does environmental engagement NEED a big, visible cause to get attention? E.g. wilderness / forest / Franklin Dam / ?

Journalism Practice Part 1: Objectivity, Fair reporting and advocacy

[Readings to be posted in Blackboard]

Can you be an activist – and a journalist?
Is objectivity a myth?
How can a Labor journalist (Democrat) report Liberal viewpoints (Republican) fairly?

In-class writing exercise: Uncovering our biases

Journalism Practice Part 2: Starting to find our stories. What will happen at our first news conference next week.

Assessment: Blog post / blog comment. Preparing your story pitch

Session 4
September 17

NO CLASS: NYU sessions in Armidale, northern NSW
Make up session for this class: FRIDAY OCT 26: Kurnell peninsular field trip

Session 5
September 24

Feral invaders - from people to rabbits

Film: Cane Toads: An Unnatural History

Readings:
Introduction (pages xix-xxv) and ‘Chapter 10: When Beauty is the Beast’ (pp 72-80) Ringwood, Victoria: Penguin Books ISBN 0140298258


Water, rivers and dryland salinity

Questions to consider:

1. Is it possible to quarantine an island continent?
2. Are exotic invaders just proving Darwin right? Are they better adapted – and so deserve to win?
3. Is a feral invader OK if we can eat it?

Journalism Practice Part 1: News writing versus feature writing
[Readings to be posted in Blackboard]

In-class writing exercise: short news story – Let’s write a lead!

Journalism Practice Part 2: *** FIRST NEWS CONFERENCE – TEN STORY PITCHES PLEASE
You will have the opportunity to pitch your two stories in Weeks 5, 7 and 8.

SEMESTER BREAK OCTOBER 1-5

Session 6

October 8

FIELD TRIP

Barangaroo – Briefing and site visit

Meet in class at 10am. Background & discussion.
10:40 am - Walk to Barangaroo Delivery Authority
Level 21, 201 Kent Street, Sydney
Presentation – followed by Site briefing

“You will meet the people responsible for delivering a major piece of Sydney’s future development, and one of the world’s leading sustainable urban communities. Hear their views on the management of key sustainability issues associated with the project and take a virtual site tour. The field trip venue also provides a superb overview of the site itself.”

Session 7

October 15

A new conversation: urban sprawl, cities, NIMBYs and the changing urban landscape

Readings:


Also: Look up the writing of Jane Jacobs!

Questions to consider:
1. Should humans keep right out of the wild?
2. Are skyscrapers environmentally friendly?
3. What are NIMBYs and BANANAs? Do they all have the same arguments?
4. Is the urban sprawl argument used by developers to maximise profits by building high-rise?
5. Is urban sprawl eating our food baskets?

**Journalism Practice Part 1:** Feature writing – Show not tell

[Readings to be posted in Blackboard]

In-class writing exercise: feature story – write two paragraphs from anywhere in a feature! We will use descriptive writing to show, rather than tell, a point.

**Journalism Practice Part 2:** ***SECOND NEWS CONFERENCE – TEN STORY PITCHES PLEASE***

**Assessment:** Blog post / blog comment.

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### Session 8

October 22

**Felling Forests, land-clearing, trees v food**

**Readings:**


Also: Look up Bill Mollison!

1. What does an environmentalist look like?
2. How did journalism change Anna Krien?
3. Can you research a story like hers, from Google?
4. Is permaculture promoting exotic invaders? Can we make a new kind of forest?

**TO BE CONFIRMED: SKYPE IN A FOREST ACTIVIST!!!**

**Journalism Practice Part 1: Let’s write a blog post!**


Interview practical: Readings will be available in Blackboard.
Journalism Practice Part 2: *** THIRD NEWS CONFERENCE – TEN STORY PITCHES PLEASE
/ TIME TO TALK ABOUT STORY PROBLEMS!!

Assessment:  Blog post / blog comment.
NOTE: YOUR SESSION BLOG POST IS DUE NEXT MONDAY

Get ready for Kurnell. There will be readings in NYU Classes.

FIELD TRIP

KURNELL PENINSULAR:
Is the site of Cook’s landing a stinking mess?

October 26
Full day to Kurnell peninsular (8:30 to 5:30pm)

Our guide: Principal, NSW Department of Education Botany Bay Field Studies Centre, John Atkins

Readings: In NYU Classes

AIM: explore:

- Kurnell National Park – Botany Bay Field Studies Centre
- Towra Point Wetlands (protected area, will apply for permission to tour)
- Caltex oil refinery – recently announced closure (drive past & stop for photos)
- Controversial desalination plant to turn seawater into drinking water (drive & stop)
- Breen Holdings - sandmining underground - discuss the alternatives / before and after
- Australand site for 400+ homes under development in sensitive dune rehabilitation area (will try to get an Australand rep to talk to us)
- Cronulla Fisheries – marine research centre, about to close but challenging state government plan in the NSW Parliament in October
- New urban centre at Sharks football ground on old tip – planning proposal under consideration

Relevant to topics:

- Feral invaders (eg rabbits, foxes and Caelurpa taxifolia invasion of Peninsula coast)
- Water (desalination plant)
- Preserving wild spaces in an urban environment – sanddunes, Towra wetlands
- Urban sprawl versus town centres, development in sensitive areas
- Indigenous history
- Water: Cronulla Fisheries – NSW Parliament proposal to close and move to north coast; all administration currently done from inland centre

Draft Timetable:

8:30 am - bus leaves NYU
9:50 am – Stop to view Desal plant, refinery
11:30–12:30 View Towra Point Wetlands
12:30-1 Australand / Breen sites
1-2 – Lunch. (Wanda café?)
2-3 Possible visit to Cronulla Fisheries
3:30-4 Brief overview of Sharks development site
4pm – return drive to NYU
5:30 pm – arrive back
Session 9

October 29

**Water, Rivers and Dryland Salinity**

**Readings:**


**Questions for Discussion:**

1. Food versus environment: who wins? Should it be a choice?
2. One salinity remediation involves planting salt-tolerant flora. What’s the problem with this?
3. Are farmers custodians—or land rapers?
4. How can you report this issue with balance? How can you declare your bias so you can report fairly?

**Journalism Practice Part 1:** Let’s write a Kurnell blog post!

Field trip de-brief—can you write your way out?

In-class writing exercise: Write at least two paragraphs about the Kurnell field trip.

Who do you want to re-interview? What questions do you want to ask them?

**Journalism Practice Part 2:**

*** 4th NEWS CONFERENCE – WORKSHOPPING OUR STORY PROBLEMS

Let’s get ready to write these features. We’ll be talking about OUTLETS and AUDIENCE, RESEARCH AND SOURCES

**Assessment:** Session Blog Post Due Today
Blog post / blog comment for presenters & class.

**This week:** Write your first draft—DUE NEXT MONDAY
It can be as sketchy as anything, we will workshop (volunteers only) next week!

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Session 10

November 5

**Mining, Climate change: and the big picture**


Wilkinson, Marian and Cohen, Janine ‘Gina Rinehart: The Power of One ‘ ABC TV Four Corners Watch online OR read transcript: [http://www.abc.net.au/4corners/stories/2012/06/20/3529598.htm](http://www.abc.net.au/4corners/stories/2012/06/20/3529598.htm)
Questions for Discussion:

1. IF climate change is so widely accepted—do we need to present both sides of the story?
2. What will happen if Gina Rinehart gets control of Fairfax?
3. Are powerful mining/polluting interests losing control of the debate?

Journalism Practice: Story structure

We will talk through decisions about where to put your story parts.

*** DRAFT WORKSHOPPING

Assessment: Blog post / blog comment.

FEEDBACK—constructive feedback welcome!

This week: ReWrite Time

Act on your feedback!

*** DRAFT FEATURE TO BE SUBMITTED ELECTRONICALLY—to be worked on in class

Session 11

November 12

Green washers, SLAPP suits and secret agendas

Readings:
Hager, Nicky and Burton, Bob (1999), Introduction, Secrets and Lies: How Shandwick PR Tried to Destroy the Rainforests of New Zealand, pp. 11-16

Summary at PR Watch: http://www.prwatch.org/prwissues/2000Q1/secrets.html

Schapiro, Mark (2009) Reporting on the Environment: A study of science or power?

http://newmatilda.com/2010/02/05/gunns-backs-down

Mooney, Chris (2004), ‘Blinded by Science,’ Columbia Journalism Review

Questions for Discussion:

1. Who might try to shut your story down?
2. What would your response to a threat be?
3. How does free speech in Australia & UK differ from US? Does a Bill of Rights protect you against wealthy silencers?
Journalism Practice:

*** DRAFT WORKSHOPPING part 2

**Assessment:** Blog post / blog comment.

**FEEDBACK** – constructive feedback welcome!

**This week:** Re-Write Time

Act on your feedback!

**Session 12**

| Following the money - green and deluded? Uncovering dodgy science |
| November 19 |

Readings:

Wahlquist, Asa (2010), Deans Lecture, Melbourne University, 'Communicating complex science in the era of Masterchef'. As a Wahlquist site: [http://asawahlquist.com/content/view/41/11/](http://asawahlquist.com/content/view/41/11/)

Further readings to be advised.

**Session 13**

| Hijacking the Indigenous Agenda: Wild Rivers and other dodgy deals |
| November 26 |

Readings:


*** FINAL ASSIGNMENT DUE

**Session 14**

| Global issues, local stories |
| December 3 |


**Classroom Etiquette**

This is a seminar subject and requires active participation. It also requires respectful and engaged discussion, including listening to and respecting other points of view. There will be a short stretch-break half-way through class; students are expected to stick to the time
Students are encouraged to engage with the course online and may bring tablets, smartphones and laptops to class to help them do so; however during session it is expected that these must be turned off unless used for a class activity. Texting during class is regarded as rude and disrespectful.

### Required Co-curricular Activities

**Field Trips – x 3**

1. State Library of NSW (Week 2 – before & during class)
2. Barangaroo (Week 6 – during class)
3. Kurnell Peninsular (Week 8 – Friday – full day trip)

### Suggested Co-curricular Activities

**Your Instructor**

Fran Molloy

Hello, I’m looking forward to working with NYU students for the inaugural session of the Sydney campus.

I hold a BA from the University of Sydney, a Grad Cert from Charles Sturt University in Bathurst and a Masters in Journalism from the University of Technology as well as photography qualifications from Hammersmith College, UK.

I teach journalism at Southern Cross University, Lismore and have previously tutored and lectured in online, feature and news journalism at UTS and UNSW and through Open Colleges over the last decade or so. I also do some corporate media training.

For the last ten years or so, I have worked as a freelance journalist, for places like the Sydney Morning Herald, ABC Health and Science Online, G Magazine, and for many other Australian and international publications.

In the past I have also worked as a reporter for several newspapers, a producer for Sydney radio station 2GB, as a researcher for ABC TV and as an editor for several magazines. I was Manager of the Australian Centre for Independent Journalism for a couple of years and have spoken to the current Director, Professor Tom Morton, who welcomes a connection between NYU students and the Centre, and its online magazine, Reportage.