

**HPSC2002 Science in the Mass Media  
Course Syllabus**

2012-13 session | Dr. Emily Dawson | [emily.dawson@ucl.ac.uk](mailto:emily.dawson@ucl.ac.uk)

**Course Information**

**Basic course information**

This course combines elements of media studies with science and technology studies to examine the question, what is the social role of science in the mass media? Relationships between the different types of media, different publics and different aspects of science are far from simple. Drawing on theories and research about media effects, public engagement with science and science in society this course explores science in the news, in newspapers, online, documentaries, film & advertising. Throughout this course we will draw on original research and critically reflect on that research, helping students to become critical readers of both the media and research about the media.

Moodle Web site:	<a href="http://moodle.ucl.ac.uk/course/view.php?id=8542">moodle.ucl.ac.uk/course/view.php?id=8542</a> or search 'HPS2002'
Assessment:	One Media Assessment Project and one essay (25% each); one exam (3 hours) (50%)
Timetable:	<a href="http://www.ucl.ac.uk/sts/hpsc">www.ucl.ac.uk/sts/hpsc</a>
Prerequisites:	No prerequisites
Required texts:	All essential readings are required for this course
Course tutor(s):	Dr Emily Dawson
Contact:	<a href="mailto:Emily.dawson@ucl.ac.uk">Emily.dawson@ucl.ac.uk</a>   t: 0207 679 2959
Web:	
Office location:	22 Gordon Square, Room B14
Office hours:	Fridays from the 11 <sup>th</sup> of January until the 22 <sup>nd</sup> of March: 1-2pm and Tuesdays during the same period, 11-12am via moodle discussion or skype.

## Schedule

UCL	Topic	Date	Readings & activities
20	Introduction: Science 'in public'	11 January	<b>Read:</b> Lewenstein, B. V. (2011) and Bauer, M. (2009).
21	Science in the 'News'	18 January	<b>Read:</b> Priest, S. H. (2001) and Scheufele, D. A., & Tewksbury, D.
22	Framing science in news media	25 January	<b>Read:</b> Nisbet, M. C., & Scheufele, D. A. (2009) and Kitcher, P. (2010).
23	Science journalism & 'selling science'	1 February	<b>Read:</b> Fjaestad, B. (2007). <b>Activity:</b> Bring in Assignment 1 materials so far for workshop
24	Science online: Science in the 'digital age'	8 February	<b>Read:</b> Trench, B. (2007). <b>Activity:</b> New science online experience
<b>25</b>	<b>Reading Week</b>	<b>15 February</b>	
26	Science & identity	22 February	<b>Submit:</b> Assignment 1 [20 <sup>th</sup> Feb] <b>Read:</b> Mendick, H., & Moreau, M.-P. (2012) and Chimba, M., & Kitzinger, J.
27	'Popular' science media: Science on screen	1 March	<b>Read:</b> Dingwall, R., & Aldridge, M. (2006)
28	Advertising science: Science, the consumer & communication models	8 March	<b>Read:</b> Pitrelli, N., Manzoli, F., & Montolli, B. (2006) and Scott, T., Stanford, N., & Thompson, D. R. (2004). <b>Activity:</b> Bring advert with science example to class to discuss
29	Scientists and the mass media	15 March	<b>Read:</b> Bauer, M., & Jensen, P. (2011) and Davies, S. (2008).
30	Publics & the social roles of science in the mass media	22 March	<b>Read:</b> Stern, S. R. (2005) and Hornig Priest, S. (2009).
			<b>Submit:</b> Assignment 2 [27 <sup>th</sup> March]

## Assessments

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### Summary

	Description	Deadline	Word limit
<b>Assignment 1</b>	Media Analysis Project	11.59 pm 20 <sup>th</sup> February	1250 + materials folder
<b>Assignment 2</b>	Essay	11.59pm 27 <sup>th</sup> March	2000
	Exam	Summer Term tbc	3 hours

### Assignments

For this course you will have two assignments and an exam. The assignments are worth 25% of your mark each and the exam is worth 50%. It is up to you to make sure you follow STS Department rules about assignments, for details, please see the Important Policy Information section at the end of this document. Check which subjects will be covered in which classes and plan your assignments accordingly. The course has been designed to support you doing the Media Analysis project first and the essay second. The deadlines for assignment submission are in the table above.

#### Assignment 1: Media Analysis Project

The Media Analysis Project is designed to give you a concrete experience analysing science in the mass media.

The Media Analysis project has two components. The first is a physical folder of newspaper or magazine cuttings, webpage printouts, blog posts, original research papers, tweets, photographs or other material that are related to a particular science news story that you have followed in detail. In other words, it's a scrapbook of all the primary evidence you could gather on a science news story. You will be expected to follow a science story or science issue in depth and breadth. This means you will follow the story over time, chasing up the details of the story, examining how it is explained or reported across a range of different media sources. There are many resources for you to use in this project, the LexisNexis (available through UCL libraries) as well as tools like the way back machine - <http://archive.org/web/web.php>.

Alongside the folder you will write a commentary of your analysis of the news story you have chosen, with reference to the materials you have collected. The commentary should be around 1250 words long. The commentary should include an introduction, main argument, conclusion and references, as though it were a short essay. The commentary is meant to be based on your collected research materials and you are expected to do reading as necessary to support your analysis of the media materials.

You should start thinking about the dossier as soon as possible, because it may take

several weeks to pull together the materials you need for your analysis. Please present the physical folder on A4 paper in a form that is easily photocopyable.

There will be time during classes for students to discuss their projects and to ask questions. There will also be a Media Analysis Workshop during the 4<sup>th</sup> class, (Science journalism & 'selling science'). Time will be set aside during that class for students to discuss each other's work, to ask questions, to think about new avenues of research and to think about what their commentaries and folders might need to look like. The assessment criteria for this assignment are posted on Moodle for you to see.

### **Assignment 2: Essay:**

Write a 2000 word essay in response to one of the questions below.

1. How does the way science is framed in the media help and/or hinder the communication of science?
2. To what extent is science in the mass media about 'selling' science or 'telling' about science?
3. Why is it a problem if mass media representations of science are skewed in favour of people who are white, male, Western and middle/upper class?
4. How can we understand the role(s) of the public(s) in relation to science in the mass media? As consumer, citizen, non-expert, empty-vessels, knowledge-brokers or something else altogether?

Your essay should be properly referenced & formatted. In other words, your essays are expected to have an introduction that outlines what you are going to write about, then the presentation of your argument, backed up with references to research papers, theoretical papers or books, websites, newspapers or any other material as appropriate, then a conclusion that sums up your argument. Your reference list goes at the end of the essay and should only include the sources you have actually referenced in your writing. The essential readings will be expected to inform your essay, as will the additional readings for the different subjects covered and extra material that you found on your own.

For students who would like additional support with essay writing, UCL provides study skills support, including help with essay writing, note taking, reading & referencing. You can find more information about UCL resources here:

<http://www.ucl.ac.uk/transition/study-skills-resources>

The Media Analysis Assignment must be submitted in person to the course tutor during office hours or at the end of a class. The Media Analysis Assignment commentary and the essay must be submitted via Moodle.

In order to be deemed 'complete' on this module students must attempt all coursework and be present for 70% of classes.

### Criteria for assessment

The departmental marking guidelines for individual items of assessment can be found in the STS Student Handbook. Additional module-specific criteria for assignment 1, the Media Analysis Project, can be found on the HPSC2002 Moodle site.

### Aims & objectives

This course is designed to help students think critically about the different forms of mass media and how these interact with science, scientists, socio-scientific issues and the public. In other words, what is the social role of science in the mass media?

By the end of the course you should be able to:

- Recognise and evaluate science coverage in different forms of mass media
- Understand concepts and theories about how communication does (and does not) happen
- Draw on concepts and research from media studies and science & technology studies to explore the construction of science and the public
- Understand and reflect upon the role of the mass media in contemporary debates about science and technology

### Reading list

This course has no required texts, but we will be drawing on three books repeatedly. It is not essential that you read these books from cover to cover, but they are useful, interesting and cover a lot of ground for this course. For students from outside the STS department, the Gregory & Miller (1998) book provides clear and useful background for this whole course and I recommend you read the whole book alongside the other, more specific readings. If you can find a cheap copy of any of these books, it might be worth investing! These three books are as follows:

- Nelkin, D. (1995). *Selling science*. New York: W.H. Freeman and Company.
- Bauer, M., W. and Bucchi, M. (Eds.). (2007). *Journalism, Science and Society: Science Communication between News and Public Relations*. New York and Abingdon: Routledge.
- Gregory, J., & Miller, S. (1998). *Science in Public*. New York: Plenum Press.

The ESSENTIAL readings are designed to prepare you for classes and to provoke discussion during classes. It is important that you read these essential readings before class. Take notes and try to outline what you think the article is about, what is the argument, what are the strengths and weaknesses of the article?

For each class I have suggested some ADDITIONAL reading, to provide depth and different perspectives on the topic. These additional readings will be crucial for your Assignment and exam. Remember, the additional readings suggested here are just the start, not the end, of the reading you could be doing. If you found an article interesting, go through the references and see if there are other articles you might find useful. Use library databases and search terms to look for other articles that are relevant. Think about whether articles you read for

another course might be useful here. Ask your fellow students what articles they found interesting.

All the essential readings are available through UCL, some of the additional readings you will have to find in other libraries in London, such as the ULU library and Senate House, the British Library or the libraries of other London universities. With your UCL student cards you will be able to join other libraries, but you will not always be able to take books out and may have to read some of them in that library. You can also order books from other libraries to come to UCL libraries, where you will be able to read them.

## **Course outline with activities, readings and assignment deadlines**

### **1. Introduction: Science 'in public'**

In this class the range of ideas & material that the course covers will be introduced. The assessments will also be introduced in this class and you will be able to ask questions about what you will need to do. In terms of content, this class will introduce some of the background to how relationships between media, science and the public(s) are understood in scholarly research. We will unpick the commonly used terms 'deficit critique' and 'public engagement with science' to talk about how the landscape of science communication has (or has not) shifted and to examine the role of the mass media within that landscape.

Essential reading:

- Lewenstein, B. V. (2011). Changing Our Ideas. *International Journal of Science Education, Part B*, 1(1), 17-21.
- Bauer, M. (2009). The evolution of Public Understanding of Science—Discourse and comparative evidence. *Science Technology & Society*, 14(2), 221-240.

Additional reading:

- Michael, M. (2009). Publics performing publics: of PiGs, PiPs and politics. *Public Understanding of Science*, 18(5), 617-631.
- Gregory, J., & Miller, S. (1998). *Science in Public*. New York: Plenum Press. Chapters 1 and 4.
- Irwin, A., & Wynne, B. (1996). Introduction. In A. Irwin & B. Wynne (Eds.), *Misunderstanding science? The public reconstruction of science and technology* (pp. 1-18). Cambridge: Cambridge University Press.

### **2. Science in the 'News'**

In this class we will turn to science in the news. The 'news' has often been the focus of scholarly attention to science in the mass media. Using concepts from media studies we will explore what 'news' is and how it is created, recreated and what 'news' does with science. We will look at how scholarly research in STS has explored science in the news and critique the focus on 'news' formats by taking a step back to see the broader contexts of science in the

mass media and science in public. This class provides ideas, tools and techniques for your first piece of Assignment.

**Essential activity:** In this class you are also expected to bring at least two \*real\* newspapers with you to use as research material in class. Try and bring one tabloid paper (for example, the Sun, Daily Mail, Metro, Evening Standard etc) and one broadsheet (for example, the Times, Guardian, Independent etc). We will destroy these papers in class, so don't bring a paper you're not happy to cut up, draw on etc.

Essential reading:

- Priest, S. H. (2001). Cloning: A study in news production. *Public Understanding of Science*, 10(1), 59-69.
- Scheufele, D. A., & Tewksbury, D. (2007). Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models. *Journal of Communication*, 57(1), 9-20.

Additional reading:

- Hughes, J. (2007). Insects of neutrons? Science news values in interwar Britain. In M. W. Bauer & M. Bucchi (Eds.), *Journalism, Science and Society* (pp. 11-20). New York and Abingdon: Taylor and Francis.
- Gregory, J., & Miller, S. (1998). *Science in Public*. New York: Plenum Press. Chapters 5.
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2002). Content Analysis in Mass Communication: Assessment and Reporting of Intercoder Reliability. *Human Communication Research*, 28(4), 587-604.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). London, Thousand Oaks, New Delhi: Sage.
- Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analyzing Media Messages: Using Quantitative Content Analysis In Research*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

### 3. Framing science in news media

Continuing with our focus on science in the news, in this class we will examine how science can be framed in news media and what effects framing can have on communication. Devices like framing are sometimes referred to as 'Media effects', in other words these are techniques that are understood to influence public attitudes. This class will provide space for a critical discussion of communication theories, concepts and research and we will combine this with the development of a more complicated model of 'the public'.

Essential reading:

- Nisbet, M. C., & Scheufele, D. A. (2009). What's next for science communication? Promising directions and lingering distractions. *American Journal of Botany*, 96(10), 1767-1778
- Kitcher, P. (2010). The Climate Change Debates. *Science Express*, 1-6. Download from <http://www.sciencemag.org/content/early/2010/05/27/science.1189312.full.pdf> (This is a short article that reviews a series of books about Climate Change and provides us

with some useful examples of 'framing', read this second and try and apply ideas from the Nisbet & Scheufele article to the arguments made by Kitcher).

Additional reading:

- Nelkin, D. (1995). *Selling science*. New York: W.H. Freeman and Company. Chapter 5.
- Hall, S. (1980). Encoding/decoding. In S. Hall (Ed.), *Culture, Media, Language: Working Papers In Cultural Studies, 1972-79* (pp. 107-116). Birmingham: Umwin Hyman (Publishers) Ltd.
- Guantlett, D. (1998) 'Ten things wrong with the media 'effects' model'. In *Approaches to Audiences – A Reader*. Dickinson, R., Harindranath, R., and Linne, O. (Eds). Pp. 120-130. London: Arnold. (Find this online at <http://www.theory.org.uk/david/effects.htm>)

#### 4. Science journalism & 'selling science'

In this class we will pull away from the news to look at the role(s) of journalists. We will examine question about the rise & fall of science journalists, the development of science PR and press releases. We will discuss in depth the critique that science in the mass media is often involved in selling science.

**Essential activity:** This class will include a workshop for the Media Analysis Project which is your first piece of coursework. You will be expected to have started the project by this point in the term. All students will be expected to bring their project to this class to discuss, compare with others and work on. That means I expect to see your partially completed collection of media materials (bits of newspapers, magazines, photos you have taken, print outs from twitter feeds, blogs or other online sites, etc) as well as your notes or an early draft of your commentary.

We will spend five minutes at the end of this class talking about what possible activities you could do in advance of the next class to experience some online science media formats in addition to those you are already familiar with.

Essential reading:

- Fjaestad, B. (2007). Why journalists report science as they do. In M. W. Bauer & M. Bucchi (Eds.), *Journalism, science and society* (pp. 123-132). New York and Abingdon: Taylor and Francis.

Additional reading:

- Nelkin, D. (1995). *Selling science*. New York: W.H. Freeman and Company. Chapters 1 & 8.
- Gopfert, W. (2007). The strength of PR and the weakness of science journalism. In M. W. Bauer & M. Bucchi (Eds.), *Journalism, Science and Society* (pp. 215-226). New York and Abingdon: Taylor and Francis.
- Williams, A., & Clifford, S. (2009). Mapping the field: Specialist science news journalism

in the UK national media. Cardiff: Cardiff University. Find this online here:  
[http://cf.ac.uk/jomec/resources/Mapping\\_Science\\_Journalism\\_Final\\_Report\\_2003-11-09.pdf](http://cf.ac.uk/jomec/resources/Mapping_Science_Journalism_Final_Report_2003-11-09.pdf)

## 5. Science online: Science in the 'digital age'

### NB: Assignment 1 deadline

This class will draw on our discussions of science as news and journalism to examine the changes to science reporting, science news and popular science in the 'digital age'. The effects of online media on the availability of scientific information, on science news and on how science media are consumed/engaged with/responded to will be examined.

**Essential activity:** In advance of this class you are also expected to try a new form of online science interaction, in addition to any you are already involved with. For example, follow a scientist you are not already following on twitter, read a blog of a science journalist, scientist or research institute that you do not normally read, listen to a TED talk, etc. We will brainstorm this the week before so you have some ideas to follow.

Essential reading:

- Trench, B. (2007). How the Internet changed science journalism. In M. W. Bauer & M. Bucchi (Eds.), *Journalism, Science and Society* (pp. 133-142). New York and Abingdon: Taylor and Francis.

Additional reading:

- Holliman, R. (2011). . Advocacy in the tail: Exploring the implications of 'climategate' for science journalism and public debate in the digital age. *Journalism: Theory, practice and criticism*, 12(7), 832-846.
- Fox, F. (2010). Blogs are not real journalism. (Find this here: You will have to work back to 2010, April 12<sup>th</sup>. Fiona is the Director of the UK Science Media Centre <http://www.bbc.co.uk/blogs/blogcollegeofjournalism/posts/blogs.>)
- Riesch, H. (2011). Changing news: re-adjusting science studies to online newspapers. *Public Understanding of Science*, 20(6), 771-777

## Reading Week (11<sup>th</sup> -15<sup>th</sup> February)

**NB: Assignment 1 deadline, 20<sup>th</sup> February**

## 6. Science & identity

In this class we will examine in detail the way identity issues, such as gender, ethnicity, age, ability/disability, sexuality (etc) are framed through the representation of science & scientists in the mass media. This class will draw on critical research studies of identity, particularly gender, in science media and we will discuss what effects these

representations may have on who identifies with science, who engages with science news, who chooses to study science and so on.

Essential reading:

- Mendick, H., & Moreau, M.-P. (2012). New media, old images: constructing online representations of women and men in science, engineering and technology. *Gender and Education*, 1-15.
- Chimba, M., & Kitzinger, J. (2010). Bimbo or boffin? Women in science: an analysis of media representations and how female scientists negotiate cultural contradictions. *Public Understanding of Science*, 19(5), 609-624.

Additional reading:

- Chambers, D. W. (1983). Stereotypic images of the scientist: The draw-a-scientist test. *Science Education*, 67(2), 255-265.
- McNeil, M. (2007). *Feminist cultural studies of science and technology*. Abingdon and New York: Routledge.
- hooks, b. (1992). *Black looks: Race and representation*. Boston: South End Press.

## 7. 'Popular' science media: Science on screen

Through television millions of people are exposed to science, but what does it mean to watch science on TV in your living room? In this class we will investigate the different forms of science on TV, from science as a background element of the films of Stanley Kubrick, to 'popular' science magazine programmes & science documentaries. We will also draw on the themes of the previous weeks class and look at research on identity issues in science on TV.

Essential reading:

- Dingwall, R., & Aldridge, M. (2006). Television wildlife programming as a source of popular scientific information: a case study of evolution. *Public Understanding of Science*, 15(2), 131-152.

Additional reading:

- Reid, G. (2012). The television drama-documentary (dramadoc) as a form of science communication. *Public Understanding of Science*, 21(8), 984-1001
- Jones, S. (2011). A review of the impartiality and accuracy of the BBC's coverage of Science (pp. 14-90). [http://downloads.bbc.co.uk/bbctrust/assets/files/pdf/our\\_work/science\\_impartiality/science\\_impartiality.pdf](http://downloads.bbc.co.uk/bbctrust/assets/files/pdf/our_work/science_impartiality/science_impartiality.pdf): BBC Trust. (Find the report here, starting with a response from the BBC trust and some annexes that may be useful for you [http://downloads.bbc.co.uk/bbctrust/assets/files/pdf/our\\_work/science\\_impartiality/science\\_impartiality.pdf](http://downloads.bbc.co.uk/bbctrust/assets/files/pdf/our_work/science_impartiality/science_impartiality.pdf))
- Kirby, D. 2011. *Lab coats in Hollywood: Science, scientists, and cinema*. Cambridge, MA and London: MIT Press.

## 8. Advertising science: Science, the consumer & communication models

In this class we turn to another form of science in the mass media – advertising. Advertising is less often taken into account when science in the mass media is analysed, but the ways in which advertising, marketing and PR draw on the language & imagery of science is a key way in which many people ‘see science’. We will draw on media studies and communication theories to explore how and why adverts ‘use’ science.

Essential activity: In advance of this class you are also expected to bring with you an example of advertising that uses science. This can include a page torn from a magazine, a print out of an online page, your shampoo bottle. You should be prepared to discuss why you selected the example you brought with you and tell us what you think about how science seems to be used in the example.

Essential reading:

- Pitrelli, N., Manzoli, F., & Montolli, B. (2006). Science in advertising: Uses and consumptions in the Italian press. *Public Understanding of Science*, 15(2), 207-220.
- Scott, T., Stanford, N., & Thompson, D. R. (2004). Killing me softly: myth in pharmaceutical advertising. *BMJ*, 329(7480), 1484-1487

Additional reading:

- Anderson, S. J., Dewhirst, T., & Ling, P. M. (2006). Every document and picture tells a story: using internal corporate document reviews, semiotics, and content analysis to assess tobacco advertising. *Tobacco Control*, 15(3), 254-261.
- Dyer, G. (1982). *Advertising As Communication*. London: Routledge. Chapters 6, 7 & 8 in particular.
- Goldacre, B. (2012) *Bad Science*. Find online here, there is a section devoted to adverts that ‘use’ science, read a few of your choice and think about the claims he is making (and refuting!), the ones about cosmetics are interesting!  
<http://www.badsience.net/category/adverts/>

## 9. Scientists and the mass media Publics & the social roles of science in the mass media

So far in this course we have explored science in a variety of different media, but where are the scientists themselves? In the ‘digital age’ many scientists are able to create their own media platforms through blogging, twitter and other social media sites. Other scientists may contribute to science journalism, either directly or through organisations like the Science Media Centre. Relationships between scientists and the media have however, not always been cordial. In this class we will investigate the role of scientists in the mass media and relate this to the broader public engagement with science agenda.

Essential reading:

- Bauer, M., & Jensen, P. (2011). The mobilization of scientists for public engagement.

*Public Understanding of Science*, 20(1), 3-11.

- Davies, S. (2008). Constructing communication: Talking to scientists about talking to the public. *Science Communication*, 29(4), 413-434.

Additional reading:

- Nelkin, D. (1995). *Selling science*. New York: W.H. Freeman and Company. Chapter 9.
- The Royal Society. (1985). *The Public Understanding of Science*. London: The Royal Society. (Also known as the Bodmer Report, which other articles may have used as a phrase to refer to this \*famous\* report)
- Oreskes, N., & Conway, E., M. (2010). *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*. New York: Bloomsbury.

## 10. Publics & the social roles of science in the mass media

In this final class we will take a step back and examine what research can tell us about the effects of science in the mass media, the construction of audiences and the subsequent potential for the destruction of science communication by these audiences. We will focus on contemporary concerns about the science/media/public complex and examine the question 'who is science communication for?'

Essential reading:

- Stern, S. R. (2005). Messages from teens on the big screen: Smoking, drinking, and drug use in teen-centered films. *Journal of Health Communication*, 10(4), 331-346.
- Hornig Priest, S. (2009). Reinterpreting the audience for media messages about science. In R. Holliman, E. Whitelegg, E. Scanlon, S. Smidt & J. Thomas (Eds.), *Investigating science communication in the information age* (pp. 224 - 236). Oxford and New York: Oxford University Press.

Additional reading:

- Evans, M. S. (2009). Defining the public, defining sociology: hybrid science—public relations and boundary-work in early American sociology. *Public Understanding of Science*, 18(1), 5-22.
- Bauer, M., Allum, N., & Miller, S. (2007). What can we learn from 25 years of PUS survey research? Liberating and expanding the agenda. *Public Understanding of Science*, 16(1), 79-95
- Ang, I. (2008). On the Politics of Empirical Audience Research. In M. G. Durham & D. M. Kellner (Eds.), *Media and Cultural Studies* (pp. 174-194). Malden, MA and Oxford: Blackwell Publishing.
- Michael, M. (1998). Between citizen and consumer: multiplying the meanings of the "public understanding of science". *Public Understanding of Science*, 7(4), 313-327

**NB: Assignment 2 deadline, 27<sup>th</sup> March**

### **Course expectations**

This course is run in weekly 2 hour sessions on Friday afternoons. As a member of this class you are expected to take an active role in carrying out essential and additional readings, contributing to discussions in class, completing Assignment and submitting it on time & preparing for your exam. In other words, you are expected to be an active learner, to take responsibility for your own learning and your role as an active member of the community of Science in the Mass Media students.

This means that you are expected to arrive to class on time, having read the essential reading(s) assigned for that week. You are also expected to be able to discuss those readings (so taking notes while you read them before the classes might be very helpful). You will have to make sure you have the readings in good time, if you have not already joined the Wellcome Library, you should. Remember, there will be a demand for course materials around Assignment deadlines and exam times, be prepared!

You are expected to read additional readings as appropriate and to become a more critical consumer of media formats. Look for science in the newspapers, on TV and online. If a science story breaks, follow it in the news, across a range of formats, think about what makes a 'good' science news story, or an 'interesting' documentary, ask your friends and family what they think to see if their views are different to yours, or the same. If you have questions about the course you are expected to ask the course tutor by email or talk to her during her office hours.

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### **Important policy information**

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Please refer to the HPSC Syllabus Supplement available in Moodle.