



AGRI12002 Crop Protection

Term 2 - 2020

Profile information current as at 07/05/2024 04:22 pm

All details in this unit profile for AGRI12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit covers planning and management of long-term weed, pest and disease control in crops, including the principles and practices of crop protection in a crop management system. You will identify the standard required to interpret information, implement and monitor control procedures and strategies, evaluate and record control strategies and plan land use according to control strategies. You will have access to real crop production systems to develop underpinning knowledge and practices.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite AGRI11002 Crop Management Systems

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2020

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation

Feedback

The lack of hands on practical sessions was criticised, and field trips would be desirable

Recommendation

At least field trips that involve some hands-on experience would be greatly beneficial, as true practical components may be difficult due to concurrent student placements. Field trips need to be scheduled so students can plan their placement around it. The pending course rejuvenation will remove this clash of work placement unit and this unit, but only come into effect in 2021. For 2020, two field trips at scheduled timetabled times will be organised.

Feedback from Unit Evaluation

Feedback

Assessment 1 due date was postponed at students' request, but that left little time for assessment 2.

Recommendation

Earlier due dates for assessments are important to spread workload and receive earlier feedback. The suggestion is to replace the current assessment 1 with a series of online quizzes, collectively worth 60%, and leave more time for assessment 2.

Feedback from Unit Evaluation

Feedback

As both assessments were worth 50%, there was too much pressure especially on the final one.

Recommendation

A series of online quizzes as per suggestion above would take some pressure of the final assessment.

Feedback from Self reflection

Feedback

The unit would really benefit from a practical component, ideally weed, pest and disease identification exercises plus fieldtrip(s)

Recommendation

Devise ways of including practical/excursion components that work even though the majority of students may be off campus on field trip.

Feedback from Self reflection

Feedback

The organisation of this unit was confusing from the beginning. Most students were on placement and were informed that they could regard this unit like an online unit, but there were a smaller number of students participating as scheduled on campus. Placement tasks also compelled students to ask to move due dates for the first assessment, which in the end compressed too many tasks later in the term.

Recommendation

Clearer communication about the delivery mode of this unit is needed, including at the HoC level, and probably less consideration can be given to clashes with student placements, as these have individual schedules so that no solution fits all students equally.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the pest, weed and/or diseases relevant to a given crop production enterprise.
2. Analyse data to determine long-term weed, pest and/or disease control strategies.
3. Assess the effect on crops of weeds, pests and/or diseases.
4. Develop an integrated weed, pest and/or disease management plan for a crop production system.
5. Evaluate weed, pest and/or disease control strategies for a crop production system.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 50% | ● | | ● | | |
| 2 - Written Assessment - 50% | | ● | | ● | ● |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | • | • | • | • | • |
| 2 - Problem Solving | | | • | • | • |
| 3 - Critical Thinking | | • | • | • | • |
| 4 - Information Literacy | • | • | • | • | • |
| 5 - Team Work | | | | • | • |
| 6 - Information Technology Competence | | • | | • | • |
| 7 - Cross Cultural Competence | • | • | • | • | • |
| 8 - Ethical practice | | • | • | • | • |
| 9 - Social Innovation | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Capacity (microphone required, webcam preferred if possible)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Michael Tausz Unit Coordinator
m.tausz@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|------------------------------|
| Introduction | Background reading will be set through the Moodle site. | |

Week 2 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---------|------------------------------|
| Fundamentals of weed science | | |

Week 3 - 27 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Crop diseases | | |

Week 4 - 03 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| Pest insects | | |

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Non-insect pests and crop disorders caused by abiotic factors | | |

Vacation Week - 17 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Weed control and management 1

Identification and fact sheets Due:
Week 6 Monday (24 Aug 2020) 11:45
pm AEST

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Weed control and management 2 | | |

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|------------------------------|
| Disease control and management 1 | | |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|------------------------------|
| Disease control and management 2 | | |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Pest control and management 1 | | |

Week 11 - 28 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Pest control and management 2 | | |

Week 12 - 05 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------|------------------------------|
| Emerging Issues Revision session | | |

Review/Exam Week - 12 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | An integrated pest management plan in form of a consultancy report for a given scenario Due: Review/Exam Week Friday (16 Oct 2020) 11:45 pm AEST |

Exam Week - 19 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

Due to COVID-19 there will be no on-campus component to this unit in T2 2020, but all interactions will be online using Zoom and Moodle platforms.

Assessment Tasks

1 Identification and fact sheets

Assessment Type

Written Assessment

Task Description

You will be given information about (1) a specific pest, (2) a crop disease, and (3) a weed of economic or ecological importance for Australia. Your task is to (1) identify the pest, disease (caused by a pathogen) and weed, and (2) produce one fact sheet on each (3 fact sheets). Fact sheets must have scientific and common names of the pest, pathogen or weed and describe main characteristics and biological features (e. g. life cycles) relevant to diagnosis and impact. Fact sheets will provide important information on geographical distribution, (potential) impact on crops, detection and

inspection, and some information on management options. Fact sheets will contain figures to illustrate important aspects. Each fact sheet must use and reference at least two authoritative sources. Fact sheets should be brief (target 500 words each +/- 50), scientifically correct yet written in plain English wherever possible, and attractively formatted to fit a single or double A4 page.

Assessment Due Date

Week 6 Monday (24 Aug 2020) 11:45 pm AEST

Return Date to Students

10 working days after due date.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Marks are awarded for:

1. the quality and suitability of the information provided in the fact sheets (50%);
2. the clarity, brevity and precision of the language as appropriate for an industry relevant fact sheet, including correct spelling and grammar (20%);
3. the professional appearance in terms of structure and formatting, including appropriate length (15%);
4. the use of appropriate (authoritative) sources and correct acknowledgement and referencing, use of figures with correct acknowledgement (15%).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the pest, weed and/or diseases relevant to a given crop production enterprise.
- Assess the effect on crops of weeds, pests and/or diseases.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 An integrated pest management plan in form of a consultancy report for a given scenario

Assessment Type

Written Assessment

Task Description

Consultancy report

In this assessment you will develop an Integrated Pest Management Plan for a provided cropping scenario. The written assessment will respond to a scenario that includes information on specific pests, weeds and diseases of interest. The report will identify and provide key facts on those weeds, pests and diseases. The report will then outline management strategies to protect the viability of the cropping enterprise. These strategies will include guidelines for monitoring and thresholds for decision making based on reliable scientific information. You will evaluate the practical and financial viability of the suggested strategies, and evaluate its environmental sustainability. Total word limit (excluding reference list) is 3000 words. The report should include an executive summary of a maximum of 150 words, and the main body of the report will have sections on the given scenario, the pest, disease, and weeds identified, suggested management strategies and their evaluation, and a conclusion as well as an appropriately formatted reference list. The report must use and appropriately cite at least 10 authoritative sources.

Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 11:45 pm AEST

Return Date to Students

10 working days after due date.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Marks are awarded for:

1. the quality of the information provided (30%);
2. appropriate use of this information to devise an actionable management plan; the clarity of this plan (20%);
3. appropriate discussion of the suggested plan in terms of economic and practical viability and environmental sustainability (20%);
3. professional impression including the clarity of English expression, spelling, grammar, consistent and attractive formatting, and appropriate length (15%);
4. the quality and accuracy of referencing, use of figures and tables (15%).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse data to determine long-term weed, pest and/or disease control strategies.
- Develop an integrated weed, pest and/or disease management plan for a crop production system.
- Evaluate weed, pest and/or disease control strategies for a crop production system.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem