BIOL13031 *Ecology: Theory and Application*
Term 2 - 2019

Profile information current as at 14/05/2024 12:46 pm

All details in this unit profile for BIOL13031 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
Ecology is the study of the natural world: how organisms interact with one another and with their physical environment, and such knowledge is essential for any study in biology. In this unit, students will study ecology at different levels: the population, community, and evolutionary levels. Practical application of ecology will be emphasised in the study of principles of experimental design, and in the conduct of group research projects.

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
(ZOOL11005 Foundation Animal Biology and BOTN11004 Foundation Plant Biology) or (BIOL11099 Living Systems and BIOL11100 Functional Biology)
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 - 2019

- Mixed Mode
- 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).

Residential Schools
This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

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: 15%
2. **Practical and Written Assessment**
Weighting: 25%
3. **Presentation**
Weighting: 10%
4. **Examination**
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 Online unit evaluation.

Feedback

Students commended the unit resources (including the detailed unit content, full lecture notes/summaries, tutorials, quality lectures, provision of possible exam questions) resulting in enjoyment of the unit, particularly for its real world application.

Recommendation

These and other features underpinning this will be retained and refined further where possible to enhance unit outcomes.

Feedback from Online unit evaluation.

Feedback

Numerous comments commended the combined block practicum (residential school) as well organised, enjoyable, and adding to the real world application and skills acquisition of the unit.

Recommendation

These aspects will be retained and enhanced where possible, including with some focus on student workload.

Feedback from Online unit evaluation.

Feedback

Students commended the lecturer (knowledge, skills, approachability, support for student learning, prompt assistance) and thus the engagement engendered in the unit.

Recommendation

The lecturer will continue to practise these behaviours, and where possible enhance the student learning experience.

Feedback from Online unit evaluation, and self-reflection.

Feedback

A few students commented the reporting assessment arising from the combined block practicum was too onerous for the marks available.

Recommendation

This will be explored with a view to reduce the assessment arising from the combined block practicum, and further consideration will be given to West Australian operations.

Unit Learning Outcomes

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

1. Comprehend and analyse the elements, concepts, and theories of population and community structure and dynamics.
2. Comprehend and evaluate the selected elements, concepts, and theories of evolutionary ecology.
3. Integrate and apply your knowledge of population, evolutionary, and community ecology to real world situations.
4. Develop further and utilise the skills necessary to undertake ecological fieldwork successfully and to analyse ecological data.
5. Comprehend and apply the concept, and its elements, of good experimental design.
6. Evaluate critically the scientific work of others in ecology.
7. Integrate your comprehension of ecological theory with your comprehension and application of good experimental design to allow you to draw sound conclusions from ecological study.
8. Communicate your knowledge and findings clearly both orally and in writing.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 15%				•	•	•		•
2 - Practical and Written Assessment - 25%	•	•	•	•	•		•	•
3 - Presentation - 10%	•	•	•	•	•		•	•
4 - Examination - 50%	•	•	•		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 15%	•	•	•	•		•	•	•		
2 - Practical and Written Assessment - 25%	•	•	•	•	•	•	•	•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Presentation - 10%	•			•	•	•	•	•		
4 - Examination - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

BIOL13031

Prescribed

Ecology: The Economy of Nature
latest edition (latest edition)
Authors: Ricklefs R & Relyea R
W.H. Freeman and Company
New York , NY , USA
ISBN: ISBN-10: 1-4292-4995-1; ISBN-13: 978-1-4292-4995-9
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- A modern computer of adequate size and power with sufficient hard drive, memory size and processing speed; large sound and video cards; plus adequate Internet access and connection reliability to facilitate significant uploads/downloads/video streaming and sustained lengthy connections (e.g., lecture video downloads, real time online Zoom tutorials) with microphone and speakers (built-in or external) OR microphone+speaker headset (cheap '$20' set is adequate).
- Recent (not necessarily latest) computer software including Microsoft Word, Excel, Adobe Reader, etc., and capability to download same and other required software to enable Zoom sessions (accessed free via unit Moodle site).

Referencing Style

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

Teaching Contacts

Bret Heath Unit Coordinator
b.heath@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic

Best practice in ecology to get valid answers. (The design of ecological experiments.)	(Relevant parts of textbook (across chapters) for each module are published on the unit Moodle site.)	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is a 'population' and what do they do? (Concepts of population growth and regulation.)		

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
What determines what a population looks like, and how do we measure them? (Concepts of population regulation (cont.) and sampling populations.)		

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisms are patchy in patchy environments, really! (Metapopulation ecology.)		**Written assessment - Australian fire ecology** Due: Week 4 Friday (9 Aug 2019) 11:45 pm AEST

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No population occurs or is shaped in isolation. (How interaction factors affect distribution and abundance.)		

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Members shape a population, or species, in patches over time. (Evolution, adaptation, and population ecology.)		

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Life in a mosaic. (Adaptations to heterogeneous environments.)		

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing the days of our lives. (Evolutionary ecology of the life histories, sex and mating systems.)		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

What is a 'community' and what do they do? (The 'community concept', generalised community structure, and sampling communities.)		Prepare to attend compulsory residential school (combined block practicum) beginning Saturday 21 Sept. 2019. ALL students attend combined block practicum (CBP) Sat. 21 - Mon 23 Sept 2019, inclusive. Note project seminar is to be conducted in final session of CBP.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
How do communities recover from disturbance? (Succession and the function of communities.)		**Seminar - fire ecology project** Due: Week 10 Monday (23 Sept 2019) 11:59 am AEST

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
What determines the diversity of communities? (Biodiversity (theories about diversity).)		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
How do communities operate? (Manipulative experiments at the community level.)		**Field project report - fire ecology** Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written assessment - Australian fire ecology

Assessment Type
Written Assessment

Task Description
You will need to access the specific requirements, advice, and resources published on our unit Moodle site (click on the appropriate link in the 'Assessment' box), however a general description is published here.

This assignment is a relatively short one (maximum 900 words) and so concise incisive writing is required.

You are asked to write on modern fire ecology following these guidelines:

1. ~300 words describing the significance of the role of natural fire in Australian ecosystems,
2. ~500 words describing the positive and negative ecological effects of fire on Australian ecosystems, and
3. ~100 words summarising the documented consequences of fire suppression for one (only) natural Australian ecosystem of your choice,
4. using specific examples as much as possible, and citing your sources appropriately.

Students are advised to work to the marking criteria.

Assessment Due Date
Week 4 Friday (9 Aug 2019) 11:45 pm AEST

Return Date to Students
Week 6 Friday (30 Aug 2019)

Weighting
15%

Minimum mark or grade
45% of total marks available for this activity.

Assessment Criteria
Assessment evaluation criteria

Grade	Standard
High Distinction (HD)	(1) Responds fully to assignment. (2) Presents own synthesis of ideas involving rigorous critique and analysis. (3) Comprehension of good ecological experimental design as presented in the BIOL13031 unit materials is clearly evident. (4) Expresses viewpoint clearly and persuasively. (5) Begins and ends effectively. (6) Provides adequate supporting arguments, evidence, examples, and details. (7) Is well organised, sequenced, integrated, and unified. (8) Adequately and correctly acknowledges and documents sources. (9) Original text with no instances of plagiarism or weak paraphrasing. (10) Is free of errors in spelling, word choice, punctuation, grammar, and format. (11) Maintains a consistent level of excellence throughout, and shows appropriate originality and creativity in realising (1) through (10).
Distinction (D)	Realises (1) through (11) fully and completely, and demonstrates overall excellence, but shows little or no independent thought, incomplete critical analysis, or little originality or creativity.
Credit (C)	Realises (1) through (11) adequately, and demonstrates overall competence but contains a few, relatively minor errors or flaws. A Credit essay might show great independent thought, critical analysis, originality, and creativity, but these qualities do not make up for poor or careless writing, or lack of adequate attention to detail. A Credit essay typically looks and reads like a next-to-final draft.
Pass (P)	Fails to realise some elements of (1) through (11) adequately, and contains several, relatively serious, errors or flaws, or many minor ones. A Pass essay typically looks and reads like an early draft.
Fail (F)	Fails to realise several elements of (1) through (11) adequately, and contains many serious errors or flaws, and usually many minor ones too. A Fail essay typically looks and reads like a very rough first draft or even a zero draft.

(Adapted from Angelo, 1998)

A minimum achievement level is set for this assessment activity (i.e., you must equal or exceed this set minimum achievement level for you to be considered for a passing grade for this unit overall, irrespective of your achievement in other assessment components in this unit).

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
This written assessment should be submitted on-line electronically only as a Microsoft Word (doc, docx) file by the due date (unless approval is granted for later submission in response to application received via the onlline 'Assignment extension' system).

Learning Outcomes Assessed

- Develop further and utilise the skills necessary to undertake ecological fieldwork successfully and to analyse ecological data.
- Comprehend and apply the concept, and its elements, of good experimental design.
- Evaluate critically the scientific work of others in ecology.
- Communicate your knowledge and findings clearly both orally and in writing.

Graduate Attributes

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

2 Field project report - fire ecology

Assessment Type
Practical and Written Assessment

Task Description
You will need to access the specific requirements, advice, and resources published on our unit Moodle site (click on the appropriate link in the 'Assessment' box), however a general description is published here.

During our compulsory residential school (combined block practicum or CBP), you will undertake field and laboratory-based data collection that **(a)** will be required to be reported in written form for assignment submission (submitted online as 'Field Project Report - fire ecology' assessment item after the CBP), **and (b)** will provide the project findings to be presented orally to the class (as 'Seminar - fire ecology project' assessment item) during the CBP.

The field project conducted at a relevant field site will be undertaken during the CBP to research the impacts of fire management in conjunction with Queensland Parks & Wildlife Service (QPWS) in nearby Mount Archer National Park.

The 'fire ecology' report will take the format of a scientific paper (but not including an Abstract) and will report whole-of-class data.

Please note successful completion of your report will require basic to intermediate skills in the use of Microsoft Word (for tabulating data, inserting photographs/maps etc., constructing and formatting your reports) **and** Microsoft Excel (for spreadsheeting and charting/graphing data). If your skills are not strong in these areas, you are advised to undertake practice, or utilise in-built help sources, and/or Internet videos and other instructions to improve your skills sooner rather than later. A summary presentation of relevant Excel skills will be provided during the CBP by a CQU Academic Learning Centre (ALC) staff member, but you are advised not to be dependent upon this session for your total Excel skill development.

Importantly, while data collection is conducted in teams, each submitted report is to be **an individual's** written report of the ecological field project work. That is, whatever your role in the team or the comparative degree of your contribution to the team (design, data gathering, analysis) the writing up and presentation of data is to be your own original work culminating in **your** report (the exception, of course, are the data used as these should be shared within your team, and any common references cited). Plagiarism and weakly paraphrasing the work of another, even that of a team member, will **not** be acceptable, tolerated, or treated lightly.

Students will be expected to source learning materials/research and read around topics in the unit, as need and interest dictate, using resources such as science journal and magazine publications, other texts, reputable web sites and so on, as part of CQUniversity's focus on lifelong learning and self-directed independent learning.

Assessment Due Date
Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Return Date to Students
Exam Week Friday (25 Oct 2019)

Weighting
25%

Minimum mark or grade
45% of total marks available for this activity.

Assessment Criteria
The evaluation of this assessment will be according to the assignment evaluation criteria published below.

Grade	Standard
High Distinction (HD)	(1) Responds fully to assignment. (2) Presents own synthesis of ideas involving rigorous critique and analysis. (3) Comprehension of good ecological experimental design as presented in the *BIOL13031* unit materials is clearly evident. (4) Expresses viewpoint clearly and persuasively. (5) Begins and ends effectively. (6) Provides adequate supporting arguments, evidence, examples, and details. (7) Is well organised, sequenced, integrated, and unified. (8) Adequately and correctly acknowledges and documents sources. (9) Original text with no instances of plagiarism or weak paraphrasing. (10) Is free of errors in spelling, word choice, punctuation, grammar, and format. (11) Maintains a level of excellence throughout, and shows originality and creativity in realising (1) through (10).

Distinction (D)	Realises (1) through (11) fully and completely, and demonstrates overall excellence, but shows little or no independent thought, incomplete critical analysis, or little originality or creativity.
Credit (C)	Realises (1) through (11) adequately, and demonstrates overall competence but contains a few, relatively minor errors or flaws. A Credit submission might show great independent thought, critical analysis, originality, and creativity, but these qualities do not make up for poor or careless writing, or lack of adequate attention to detail. A Credit work typically looks and reads like a next-to-final draft.
Pass (P)	Fails to realise some elements of (1) through (11) adequately, and contains several, relatively serious, errors or flaws, or many minor ones. A Pass submission typically looks and reads like an early draft.
Fail (F)	Fails to realise several elements of (1) through (11) adequately, and contains many serious errors or flaws, and usually many minor ones too. A Fail submission typically looks and reads like a very rough first draft or even a zero draft.

(Adapted from Angelo, 1998)

Please note a minimum achievement level is set for this assessment item (i.e., you must equal or exceed this set minimum achievement level for you to be considered for a passing grade for this unit overall, irrespective of your achievement in other assessment components in this unit).

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
This field project report should be submitted online electronically as a single Word document (only doc or docx file), by the due date (unless approval is granted for later submission in response to application received via the onlline 'Assignment extension' system).

Learning Outcomes Assessed

- Comprehend and analyse the elements, concepts, and theories of population and community structure and dynamics.
- Comprehend and evaluate the selected elements, concepts, and theories of evolutionary ecology.
- Integrate and apply your knowledge of population, evolutionary, and community ecology to real world situations.
- Develop further and utilise the skills necessary to undertake ecological fieldwork successfully and to analyse ecological data.
- Comprehend and apply the concept, and its elements, of good experimental design.
- Integrate your comprehension of ecological theory with your comprehension and application of good experimental design to allow you to draw sound conclusions from ecological study.
- Communicate your knowledge and findings clearly both orally and in writing.

Graduate Attributes

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

3 Seminar - fire ecology project

Assessment Type
Presentation

Task Description
You will need to access the specific requirements, advice, and resources published on our unit Moodle site (click on the appropriate link in the 'Assessment' box), however a general description is published here.

In the closing stages of our residential school (combined block practicum or CBP), students in their project teams will present their findings from their 'fire ecology' fieldwork projects. Students will present as a team, sharing the presentation duties equally among team members, in the form of a relaxed research seminar, to the class in a lecture

theatre.

For this task, each team will process and present only the data and observations of that particular team.

Seminar format should approximate the primary sections of a scientific paper (i.e., Materials & Methods, Results, Discussion (including deficiencies, sources of error, improvements, further research), and Conclusion), and include adequate acknowledgement of literature sources and team members. In any case, this assessment is meant to occur in as relaxed, informal, and stress-free an environment as possible, and still be professional and informative.

Time is built in to our CBP for preparation for this activity, and bringing your own laptop is most helpful in this (rather than needing to access university computer labs).

Success in this activity is not based on the elaborateness or 'prettiness' of presentations but rather their content, and effectiveness in communication.

Students will be expected to source learning materials/research and read around topics in the unit, as need and interest dictate, using resources such as science journal and magazine publications, other texts, reputable web sites and so on, as part of CQUniversity's focus on lifelong learning and self-directed independent learning.

Assessment Due Date
Week 10 Monday (23 Sept 2019) 11:59 am AEST

Return Date to Students
Week 10 Monday (23 Sept 2019)

Weighting
10%

Minimum mark or grade
45% of total marks available for this activity.

Assessment Criteria
Students will be expected to source learning materials/research and read around topics in the unit, as need and interest dictate, using resources such as science journal and magazine publications, other texts, reputable web sites and so on, as part of CQUniversity's focus on lifelong learning and self-directed independent learning.

Each team member will be evaluated against a maximum total of 30 marks. While students in a team are expected to present as a team (dividing the presentation equally among team members), individual performances will be evaluated according to the following criteria: presentation quality (mark out of 10), and handling of questions (mark out of 10). The team as a whole will be judged for overall seminar content (mark out of 10), and this mark will be applied to all team members. Thus each team member will initially receive a mark out of 30 which will be divided by 3 to produce a mark out of 10 (to scale achievement to the 10% weighting for this activity).

A minimum achievement level is set for this assessment activity (i.e., you must equal or exceed this set minimum achievement level for you to be considered for a passing grade for this unit overall, irrespective of your achievement in other assessment components in this unit).

The mark sheet used to evaluate the presentations is published on the unit Moodle site, and summarised below.

Seminar assessment form

Group members' names	**Presentation*** (/10)	**Overall seminar content** (/10)	**Handling of questions**** (/10)	**TOTAL** (/30)	**MARK** (/10)

Project title:
Marker's comments:
Note
*'Presentation' to include consideration of conciseness, clarity, delivery, effectiveness of use of any aids (e.g. PowerPoint, OHPs, drawings on board, etc.), and completion in the time allotted.
**'Handling of questions' to include consideration of confidence shown, good recall of work done, not unsettled by unexpected questions, not defensive but a respectful and scientific approach, not being afraid to say 'I don't know', appropriate reference to reported 'areas for further work' and/or 'areas for improvement'/'sources of possible error', and general participation/enthusiasm/ teamwork in answering questions.

Referencing Style

- Harvard (author-date)

Submission
Offline Group

Submission Instructions
Presentation is delivered live during the final stages of the residential school (combined block practicum) 21 - 23 Sept 2019.

Learning Outcomes Assessed

- Comprehend and analyse the elements, concepts, and theories of population and community structure and dynamics.
- Comprehend and evaluate the selected elements, concepts, and theories of evolutionary ecology.
- Integrate and apply your knowledge of population, evolutionary, and community ecology to real world situations.
- Develop further and utilise the skills necessary to undertake ecological fieldwork successfully and to analyse ecological data.
- Comprehend and apply the concept, and its elements, of good experimental design.
- Integrate your comprehension of ecological theory with your comprehension and application of good experimental design to allow you to draw sound conclusions from ecological study.
- Communicate your knowledge and findings clearly both orally and in writing.

Graduate Attributes

- Communication
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
50%

Length
120 minutes

Minimum mark or grade
45% of total marks available for this activity.

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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