



ENVR11011 *Modern Environmental Issues*

Term 2 - 2019

Profile information current as at 09/05/2024 04:17 pm

All details in this unit profile for ENVR11011 have been officially approved by CQUUniversity 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

In Modern Environmental Issues you will learn how scientific methods and knowledge inform issues of environmental concern. You will learn about different environments and their interaction with human population, resources and pollution, disturbance, atmospheric composition and air pollution, fossil fuels and renewable sources of energy, conservation and environmental management. You will begin to apply basic scientific knowledge and principles to researching and discussing environmental issues and 'wicked' problems.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Bundaberg
- 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. **Online Quiz(zes)**

Weighting: 20%

2. **Presentation**

Weighting: 30%

3. **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 engaging and thought provoking unit topics and content, tutorials, assessments and their explanation, fortnightly 'assessable questions' forums, and feedback. Students commended the support built into the unit and provided additionally by the lecturer, the helpful and considerate learning environment, the empathetic support provided to students, and the responsiveness and quality teaching of the lecturer. Some commented favourably on being able to work at their own pace.

Recommendation

These important aspects will be maintained, and improved if possible.

Feedback from Online unit evaluation.

Feedback

Some students considered there to be too much content in the unit and lectures too long.

Recommendation

Of the 17 lectures provided, whilst 8 approximated one hour, and 5 were <50 mins, the shortest at 28 mins, 4 were notably longer than one hour and these will be divided into smaller sub-lectures. Content (at only 18 hrs of lecture in a 144 hour unit without weekly practical sessions or a residential school) will be maintained at the current level to support quality teaching at first year and for second and third year units. Students will be reminded more often some resources provided each week simply are extra support and summary meant to add to engagement and enjoyment (supplemental but inessential).

Feedback from Online unit evaluation.

Feedback

Some students commented some assessments did not enjoy adequate support and guidance, whilst others commented there was too much, and/or that assessment did not relate to unit content or the lack of marking criteria (and that grammar was marked).

Recommendation

Larger headings in guidelines will be considered. Students will be reminded more often to ask the lecturer if unsure about anything. Assessment did and will continue to relate to unit content (e.g., not just to unit theoretical content but also to application of knowledge). Marking criteria always were and will be published on the Moodle site with students reminded more often to use these, in conjunction with other advice, to guide assignment effort. Students will be reminded more often communication is an important part of science and to refer to the marking criteria to be reminded of this criterion and its comparative contribution to marks.

Feedback from Online unit evaluation

Feedback

Some students commented some links did not work.

Recommendation

As explained earlier in the term, these particular links were inessential animations provided purely at the lecturer's cost to provide extra engagement and enjoyment with the broken links resulting from subscription changes. This was not resolved in time. If the lecturer decides not to finance this resource further, the links will be removed.

Feedback from Online unit evaluation

Feedback

A few students commented the 'assessable questions' forums were not in line with the current or previous week's content, or the 500 word limit suggested for students was not followed in the 'model' answer

Recommendation

Students will be reminded more often/more obviously (not just Moodle and unit profile) the fortnightly forums will relate to the preceding two weeks of content (never to the current week), and that the role of 'model' answers (as stated on Moodle etc.) is to provide feedback on the scope of relevant information able to be presented justifiably in a response. Students will be reminded this assessment activity also is a learning tool for broadening knowledge and real-world application. Consideration will be given to eliminating or replacing this assessment activity.

Feedback from Online unit evaluation

Feedback

A couple of students commented accessibility of documents provided as resources was problematic.

Recommendation

All documents were, and will continue to be, provided as Microsoft Word docx files or pdf files.

Unit Learning Outcomes

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

1. Describe the underpinning science of environmental issues
2. Discuss possible solutions to environmental issues
3. Communicate the scientific basis of environmental issues to general audiences
4. Discuss the ecological and scientific principles relevant to understanding natural and human impacts on the environment
5. Synthesise information from scientific literature relating to modern environmental issues.

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 - Online Quiz(zes) - 20%			•	•	
2 - Presentation - 30%	•	•	•		•
3 - Examination - 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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%		•	•							
2 - Presentation - 30%	•	•		•	•	•				
3 - Examination - 50%	•	•	•					•		

Textbooks and Resources

Textbooks

ENVR11011

Prescribed

Environment: the science behind the stories.

latest edition (latest edition)

Authors: Withgott JH & Laposata M

Benjamin Cummings (imprint of Pearson)

San Francisco , CA , USA

Binding: Paperback

Additional Textbook Information

This book is no longer in print. However, you can purchase an eBook version directly from the publisher's website here: <https://pearson.com.au/9780134446400>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Recent (but not necessarily latest) versions of installed software including Microsoft Word, Excel, and PowerPoint; Adobe reader, etc.
- Modern computer/laptop with sufficient hard drive & memory size, plus adequate Internet access and connection reliability to facilitate significant uploads/downloads/video streaming and sustained lengthy connections (e.g., for lecture downloads, Zoom tutorial sessions), with microphone and speakers (built-in or external) OR microphone+speaker headset (cheap '\$20' set is suitable).

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
Unit welcome and introduction. Introduction to concepts underpinning the discipline of Environmental Science and its application.	Textbook Chaps 1, 2 & 5 'Science and sustainability: an introduction to environmental science' 'Earth's physical systems: matter, energy, and geology', and 'Environmental systems and ecosystem ecology' (parts - see lecture).	ALL students to make at least one constructive post to this week's 'fortnightly assessable questions' online forum, and to post each fortnight thereafter to that week's topic after reviewing the preceding forum. Week 1 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 15 July and closes 9 am AEST Mon 22 July.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Demography, and the environmental problem of people.	Textbook Chap 8 'Human population'.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Impacts of disturbance.	Textbook Chaps 4 & 6 'Species interactions and community ecology' and 'Environmental ethics and economics: values and choices' (part - see lecture).	Week 3 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 29 July and closes 9 am AEST Mon 5 August.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Fuels and energy consumption	Textbook Chaps 19, 20 and 21 'Fossil fuels, their impacts and energy conservation', 'Conventional energy alternatives', and 'New renewable energy alternatives' (parts - see lecture).	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mining and resource extraction.	Textbook Chap 23 'Minerals and mining'.	Week 5 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 12 August and closes 9 am AEST Mon 19 August.

Vacation Week - 19 Aug 2019

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

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Air pollution.	Textbook Chap 17 'Atmospheric science and air pollution'.	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Accelerated climate change.	Textbook Chap 18 'Global climate change'.	Week 7 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 2 September and closes 9 am AEST Mon 9 September.

Week 8 - 09 Sep 2019

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

Modern agriculture.	Textbook Chaps 'Soil and agriculture' and 'Agriculture, biotechnology, and the future of food' (parts - see lecture).	Video presentation of a local environmental issue Due: Week 8 Monday (9 Sept 2019) 11:45 pm AEST
---------------------	---	---

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Waste generation and management.	Textbook Chap 22 'Managing our waste'.	Week 9 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 16 September and closes 9 am AEST Mon 23 September.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aquatic and marine systems management.	Textbook Chaps 15 & 16 'Freshwater systems and resources' and 'Marine and coastal systems and resources'.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Native vegetation and forest management.	Textbook Chap 12 'Forests, forest management, and protected areas'.	Week 11 group discussion (fortnightly assessable questions) forum opens 9 am AEST Mon 30 September and closes 9 am AEST Mon 7 October.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous land management.	Textbook Chap 6 'Environmental ethics and economics: values and choices' or 'Environmental ethics and economics: values and choices' (part - see lecture).	

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 Forum posts (group discussion of fortnightly assessable questions)

Assessment Type

Online Quiz(zes)

Task Description

Forum Posts - group discussion of fortnightly assessable questions (20%)

You will need to access the specific requirements, dates, and resources published on our Moodle site, however a general description is published here.

Every other week of the term, beginning in Week 1, you are required to participate in an online discussion (specific instructions provided with each forum) that, when possible, will relate to and add extra insight to the previous two weeks' unit content. Not only are forums designed to enhance content learning, but they also will guide you in a stepped manner towards how to think about issues in environmental science. Access the forum for the current week, once it has opened, via the link published in that week's tasks on the unit Moodle site, and follow the specific instructions for that particular forum task. A 'model' answer and other feedback will be posted once the period for student posts has closed and within one week. Posts after the closure date of a forum will not receive any marks. Forum responses in Weeks 3, 5, 7, 9, and 11 will attract a maximum of 4 marks each. The Week 1 forum will not be marked but will serve to allow students to introduce themselves to our ENVR11011 community, and to experience this electronic system.

There is a word limit on each post of 500 words, excluding citations. Dot points are acceptable when appropriate.

Unit history indicates a strong relationship between student participation/engagement and student success.

All group discussion (fortnightly assessable questions) forums open and close at 9 am AEST on the respective dates shown in the following table:

Forum Week #	Opening date	Closing date
1	Monday 15 July	Monday 22 July
3	Monday 29 July	Monday 5 August
5	Monday 12 August	Monday 19 August
7	Monday 2 September	Monday 9 September
9	Monday 16 September	Monday 23 September
11	Monday 30 September	Monday 7 October

Number of Quizzes

5

Frequency of Quizzes

Assessment Due Date

Forums will open at 0900 hrs (9.00am) AEST on Monday of weeks 1, 3, 5, 7, 9 and 11 and each forum will close one week (7 calendar days) later at 0900 hrs (9.00am) AEST on the Monday of weeks 4, 8, 10 and 12, respectively.

Return Date to Students

Forum posts will be read in detail and feedback provided on a fortnightly basis. All marks for this assessment activity will be collated and made available in Week 12.

Weighting

20%

Minimum mark or grade

40%

Assessment Criteria

You will be graded in this assessment on your constructive participation rather than solely on the accuracy of your answer (because there will be no single correct or complete answer possible by you).

Note that 'constructive participation' is defined here as providing a reasoned rationale based on environmental science principles and supported by evidence (**not** just stating agreement or disagreement with an earlier post or the topic question), and means a post must include some new (to the forum) relevant information (**not** simply restating or paraphrasing the views expressed in earlier posts to the forum).

Note that the Week 1 forum is not graded but please contribute just the same. You should participate constructively and within the relevant time frames in the remaining 5 forums to score full marks (*i.e.*, at 4 marks per forum for a maximum 20% of total unit marks).

- 1 mark — typically response(s) marred by multiple simple spelling or grammatical mistakes and/or is disorganised without clear points made or obvious reasoning and/or is a brief and superficial treatment of the issue or shows little relevance;
- 2 marks — typically response(s) marred by several spelling or grammatical errors and/or by no citation of sources, and only a few relevant points or arguments made (or more made but insubstantially) often not integrated well;
- 3 marks — typically response(s) displaying only a few spelling or grammatical errors, otherwise well-organised and considered/reasoned, exploring the issue adequately but sources are limited and only textbooks and generalist websites and the like; and
- 4 marks — typically response(s) display only a couple of spelling or grammatical errors, excellent organisation of clear, salient and reasoned points and arguments of significant length exploring the issue considerably, citing numerous scientific sources and in the proper manner.

Please note there is a minimum achievement level set for this assessment task, *i.e.*, you must equal or exceed the set minimum achievement level for this assessment in order to be considered for a passing grade for the course overall

(irrespective of your achievement level in other assessment activities). Additionally, note achieving just the minimum achievement level for all assessment will not accrue enough marks to pass this unit.

Referencing Style

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

Submission

Online

Submission Instructions

Considering the assessment criteria, make at least one post to each fortnightly 'Forum Post (group discussion of fortnightly assessable questions)' before that discussion closes.

Learning Outcomes Assessed

- Communicate the scientific basis of environmental issues to general audiences
- Discuss the ecological and scientific principles relevant to understanding natural and human impacts on the environment

Graduate Attributes

- Problem Solving
- Critical Thinking

2 Video presentation of a local environmental issue

Assessment Type

Presentation

Task Description

This assessment task requires you to identify an arguably important environmental issue in your local area that fits within one of our weekly topics in the unit, and to submit a video presentation of its cause (or causes), effects, and the most likely possible solution.

Your video presentation should be five (5) minutes duration.

There will be three broad components you will have to consider for this assessment:

1. choice of suitable topic - fits within one of our weekly unit topics, not too large to mean 5 minutes wouldn't permit adequate coverage of assessment components (cause/effect/solution) and small enough to cover comprehensively without padding etc., and access to the site and any filming etc. is entirely legal and not invading privacy or trespass provisions;
2. being entirely scientific in your approach to content, including the use of relevant scientific concepts and terms (which probably will require considerable planning and research, e.g., construction of a script); and
3. production of a reasonable video presentation (which probably will involve practice and shot planning so quality of the video production does not detract from the content).

Note you are not expected to become a professional videographer or video editor, but there must be an adequate level of continuity to your submission.

Assessment Due Date

Week 8 Monday (9 Sept 2019) 11:45 pm AEST

Return Date to Students

Week 10 Monday (23 Sept 2019)

Weighting

30%

Minimum mark or grade

40%

Assessment Criteria

Detailed criteria will found on the unit Moodle site, but broadly submissions will be assessed on content (choice of issue (10%); each component of cause, effect, and solution (25% each, totally 75%) and presentation (audio (10%), video (5%)).

Please note 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.) Additionally, note achieving just the minimum achievement level for all assessment will not accrue enough marks to pass this unit.

Referencing Style

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

Submission

Online

Submission Instructions

Submission must be in the form of MP4 uploaded electronically to our unit Moodle site before the due date (unless approval is granted for later submission via the online 'Assignment extension' system).

Learning Outcomes Assessed

- Describe the underpinning science of environmental issues
- Discuss possible solutions to environmental issues
- Communicate the scientific basis of environmental issues to general audiences
- Synthesise information from scientific literature relating to modern environmental issues.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Team Work
- Information Technology Competence

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 minutes

Minimum mark or grade

40%

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