EVST19022 *Climate Change: Risk and Assessments*

Term 2 - 2020

Profile information current as at 19/05/2024 09:55 am

All details in this unit profile for EVST19022 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

Climate change is now widely recognized as one of the pre-eminent global issues facing the 21st Century. Its effects are already severe in Australia as well as in many other parts of the world. This unit is intended to develop student understandings of the broad issue of climate change, with a focus on the multi-dimensional aspects (i.e., social, economic, political, technical, moral, as well as physical environment elements) of how we can avert, mitigate, and adapt to climate changes. It will develop systems analysis skills in formulating climate change problems and in developing management strategies and programs to deal with climate change problems. The unit is intended to examine climate change and its implications as a range of opportunities as well as challenges. As such students will be encouraged to view problems posed by climate changes as opportunities for entrepreneurial and other kinds of ?positive-response? engagements with these changes.

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

Prerequisite: Minimum 18 credit points
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

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: 30%
2. **Written Assessment**
Weighting: 40%
3. **Online Quiz(zes)**
Weighting: 30%

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 Feedback from unit survey

Feedback

A student noted that the requirement for the assessment of climate change management plan was not very clear.

Recommendation

Detailed explanation of the requirement for this assessment will be provided in the unit's moodle site.

Feedback from self reflection

Feedback

Lecture note

Recommendation

As a field of study, climate change has developed rapidly. The unit coordinator will continue updating the lecture notes and teaching approaches of this unit.

Unit Learning Outcomes

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

1. Explain the concept of climate change and identify probable causes associated with anthropogenic global greenhouse gases emissions and other environmental changes.
2. Access Australian and international documents, publications, and other resources, and use appropriate information technologies to engage in research and other data/information-gathering activities regarding climate change.
3. describe climate changes that are already apparently affecting various regions around the planet
4. Discuss a range of possible future climate changes that may occur under a variety of scenarios.
5. Apply risk management frameworks to assessing impacts of climate changes.
6. Develop multi-dimensional (i.e., incorporating social, political, economic and moral components as well as changes to the physical environment) systems models of climate changes and their effects.
7. Assess capabilities and capacities of organizations to cope and adjust to climate change.
8. Discuss a range of ways by which climate changes and their associated effects can be avoided, minimized, and/or adapted to.
9. Develop strategies and mechanisms for dealing with climate change, identifying entrepreneurial and other opportunities that may arise from these.

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	9
1 - Written Assessment - 30%	•	•	•	•	•	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•	•	•	•	•	•

Assessment Tasks	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
3 - Online Quiz(zes) - 30%	•	•	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
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 - 30%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
3 - Online Quiz(zes) - 30%	•	•	•	•		•	•	•		

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)

Referencing Style

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

Teaching Contacts

Jiaping Wu Unit Coordinator
j.wu@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Global atmospheric systems and climates	Weekly learning materials will be made available on the unit's moodle site.	There are 6 online quizzes, which all open in week 1 but cut off midnight on Sunday of different weeks during the term.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Climate change: What and how?		

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Climate change: The drivers		

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Australian climate and climate change		

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Impacts of climate change		Quiz 1 cuts off

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Systems modelling		Quiz 2 cuts off
Week 7 - 31 Aug 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Climate change risks & risk management frameworks		Quiz 3 cuts off
Week 8 - 07 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Capability and capacity assessment		**Climate Change Report** Due: Week 8 Friday (11 Sept 2020) 11:45 pm AEST
Week 9 - 14 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Systems modelling of strategies and programs		Quiz 4 cuts off
Week 10 - 21 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Case studies (1): Impacts of climate change on Australian biodiversity File		Quiz 5 cuts off
Week 11 - 28 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Case studies (2): Impacts of climate change on public health and services in Australia		
Week 12 - 05 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Identifying opportunities		Quiz 6 cuts off **Climate Change Management Plan** Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST
Review/Exam Week - 12 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 19 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Climate Change Report

Assessment Type
Written Assessment

Task Description
The task of this assessment item is to investigate what climate changes may occur and how these changes may affect Australia. Students are asked to identify a topic (community, organisation, industry, locality, species, ecosystem etc.) and write a report that assesses the impacts that climate change may have on that chosen topic. The report should be no less than 2,500 words in length.
The objective of the assessment item is to introduce students the approach of system modelling and familiarise with the climate change data. Detailed instructions will be provided in the Moodle site of the unit.

Assessment Due Date
Week 8 Friday (11 Sept 2020) 11:45 pm AEST

Return Date to Students

The reports will be marked and returned in two weeks or as soon as practicable after the due date.

Weighting
30%

Assessment Criteria
Your report will be assessed based on the overall quality of the research and the effectiveness of the written communication. These include:

- understanding of climate change and its impacts on the study topic that has been demonstrated in the report;
- applications of the systems model of impacts and the risk assessment framework to the topic;
- quality of written expression and presentation.

See detailed assessment criteria in the unit's Moodle site.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explain the concept of climate change and identify probable causes associated with anthropogenic global greenhouse gases emissions and other environmental changes.
- Access Australian and international documents, publications, and other resources, and use appropriate information technologies to engage in research and other data/information-gathering activities regarding climate change.
- describe climate changes that are already apparently affecting various regions around the planet
- Discuss a range of possible future climate changes that may occur under a variety of scenarios.
- Apply risk management frameworks to assessing impacts of climate changes.
- Develop multi-dimensional (i.e., incorporating social, political, economic and moral components as well as changes to the physical environment) systems models of climate changes and their effects.
- Assess capabilities and capacities of organizations to cope and adjust to climate change.
- Discuss a range of ways by which climate changes and their associated effects can be avoided, minimized, and/or adapted to.
- Develop strategies and mechanisms for dealing with climate change, identifying entrepreneurial and other opportunities that may arise from these.

Graduate Attributes

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

2 Climate Change Management Plan

Assessment Type
Written Assessment

Task Description
Students are asked to follow up the findings of assignment 1 and write a 3,000-word paper. The paper is to outline and discuss a plan to manage the identified impacts that climate change may have on the chosen topic. This includes assessing the capability and capacity of the topic (or the responsible agencies) to copy with the impacts.
Detailed instructions will be provided in the unit's Moodle site.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Return Date to Students

The paper will be marked and returned as soon as practicable after the end of term

Weighting
40%

Assessment Criteria
Your report will be assessed based on overall quality of the research and effectiveness of the written communication. These include:

- understanding of the climate change plan
- quality of climate change mitigation, adaptation and management discussions
- appropriate application of required methodologies
- quality of written expression and presentation.

See detailed assessment criteria in the unit's Moodle site.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explain the concept of climate change and identify probable causes associated with anthropogenic global greenhouse gases emissions and other environmental changes.
- Access Australian and international documents, publications, and other resources, and use appropriate information technologies to engage in research and other data/information-gathering activities regarding climate change.
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- Develop strategies and mechanisms for dealing with climate change, identifying entrepreneurial and other opportunities that may arise from these.

Graduate Attributes

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

3 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
This assessment consists of 6 online quizzes. Each quiz has 10 multiple choice questions. You need to select the most appropriate answer from the given options. Detailed instruction is available on the unit's moodle site.

Number of Quizzes
6

Frequency of Quizzes
Other

Assessment Due Date

All online quizzes will be available from Monday of the first week. Each quiz will be cut off in different weeks. Each quiz must be completed before its cutoff time.

Return Date to Students

Each quiz will be marked automatically after submission.

Weighting
30%

Assessment Criteria
Quiz will be marked automatically. Each question will be marked 'correct' if you chose the right answer. Scores are based on the number of correct answers only. There are no marks deducted for incorrect responses.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explain the concept of climate change and identify probable causes associated with anthropogenic global greenhouse gases emissions and other environmental changes.
- Access Australian and international documents, publications, and other resources, and use appropriate information technologies to engage in research and other data/information-gathering activities regarding climate change.
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Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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