



# **GEOG11023 *Physical Geography of Australia***

## **Term 1 - 2017**

Profile information current as at 04/05/2024 07:28 pm

All details in this unit profile for GEOG11023 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 surveys the major patterns of Australian landscapes and the processes which have produced them. Topics include the geology, climates, landforms, soils and ecology of Australia.

### 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 1 - 2017

- Distance
- 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. **Practical and 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 feedbacks

**Feedback**

Learning resources

**Recommendation**

Update the learning resources, including lecture notes and weekly reading materials.

**Action**

All weekly reading guides and weekly lecture notes were rewritten.

#### Feedback from feedbacks and self evaluations

**Feedback**

Marking criteria

**Recommendation**

Set clear marking criteria for both written assessments and make them available in moodle site of the course before the start of the term.

**Action**

Marking criteria for both written assessments were provided in the Moodle site.

## Unit Learning Outcomes

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

1. explain fundamental processes responsible for the development of Australian climates, landforms, soils and biogeography
2. describe major patterns of climates, landforms, soils and biogeography in Australia.

Important skills objectives include the development of abilities to:

- find particular information when required that is contained in your online material, textbook or other study resources
- demonstrate information literacy skills concerning the use of the CQU Library online catalogue and the development of search strategies for research paper topics
- research and analyse information relating to the physical geography of Australia
- write annotated bibliographies and research papers.

In a broader educational context, it is worth noting that the design of this unit is intended to assist students to develop independent life-long learning skills, and in particular the ability to successfully cope with online learning environments, such as is presented in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2

Assessment Tasks	Learning Outcomes	
	1	2
1 - Practical and Written Assessment - 30%		•
2 - Written Assessment - 40%	•	
3 - Online Quiz(zes) - 30%	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
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 - Practical and Written Assessment - 30%	•	•		•		•	•	•		
2 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
3 - Online Quiz(zes) - 30%		•	•	•		•		•		

## Textbooks and Resources

### Textbooks

GEOG11023

#### Prescribed

#### The Australian Physical Environment

Edition: 1st (2008)

Authors: Bridgman, H., Dragovitch, D., Dodson, J.

Oxford

Sydney , NSW , Australia

ISBN: 978-0-19-554109-0

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)

## 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](mailto:j.wu@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Plate Tectonics	Ch.1: Australia in the Physical World Ch.2: The Earth in Space and Time Ch.8: The Development of the Landscape (only pp. 163-171)	Note: Weekly Online Workbook Activities ("online quizzes") are available from the first day of the term; but each OWA (quiz) is due in different weeks from Week 5.

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Geological Evolution of Australia	Ch.14: The Internal Processes of McKnight and Hess's <i>Physical Geography</i> (available on the course's Moodle site).	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Global Climatic Processes	Ch.3: The Global Energy System Ch.4: Atmospheric Circulation	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Australian Climates	Ch.5: Hydrologic Systems and Atmospheric Processes Ch.6: Ocean Atmosphere Interactions Ch.7: Climatic Environments	
<b>Week 5 - 03 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Geomorphology: Principles & Patterns	Ch.8: The Development of the Landscape (pp. 171-187) Ch.9: Landscapes, Sediments and Soil Development (pp. 188-197) Ch.10: Water in the Landscape (pp.215-241)	Quiz 1 cut off
<b>Vacation Week - 10 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 17 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Geomorphology: Regional Patterns	Ch.11: Aeolian Landforms Ch.12: Coastal Landforms	Quiz 2 cut off  <b>Practical and Written Assessment</b> Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST
<b>Week 7 - 24 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Soil Forming Processes	Ch.9: 'Soils' section (pp. 198-214)	quiz 3 & 4 cut off
<b>Week 8 - 01 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Soil Classification & Regional Patterns	Brodie et al. 2016, 'Groundwater—lifeblood of the continent.' (available on the course's Moodle)	quiz 5 & 6 cut off
<b>Week 9 - 08 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Ecosystems	Ch.13: Historical Biogeography	quiz 7 & 8 cut off
<b>Week 10 - 15 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Biomes	Ch.14: Ecological Biogeography	quiz 9 & 10 cut off
<b>Week 11 - 22 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Australian Flora	Ch.15: Communities and Ecosystems Carnahan 1977, 'Vegetation' (available on the course's Moodle site)	quiz 11 due
<b>Week 12 - 29 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Australian Fauna	Heathcote 1994, 'The Ecosystems' & Smith 1986, 'Biogeography of Australian Flora and Fauna' (available on the course's Moodle site).	quiz 12 due  <b>Written Assessment 2 Term paper</b> Due: Week 12 Friday (2 June 2017) 11:45 am AEST
<b>Review/Exam Week - 05 Jun 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Practical and Written Assessment

#### Assessment Type

Practical and Written Assessment

#### Task Description

This assignment relates directly to Assessment item 2 and you should read the details of that assessment task as you commence your work on this first assignment.

[As a secondary objective, this assignment should help you make an early start on identifying sources which may be helpful to you for your second assignment—the term research paper].

The primary objectives of this assignment (Assessment item 1) are to help you to learn how to develop a search strategy to obtain sources for term papers and similar assignments, and to write an annotated bibliography of sources identified by such a search strategy. These are essential skills in the development of information literacy.

The assignment is also intended to help you to learn how to write good research papers, an important skill in the overall objectives of this course.

Detailed instructions, requirements and resources for completing the assessment are provided on the course Moodle site.

Following the instructions and using the resources, write a paper that outlines and reports on the outcome of a search strategy designed to obtain resources that would be useful for your term paper assignment (Assignment 2). The paper will also include an annotated bibliography of some of the sources that you have identified by using your search strategy. These sources should be ones that might be useful to you in writing your term paper (Assignment 2) about the physical geography of some selected region in Australia (see information regarding Assignment 2 provided on the course Moodle site).

#### Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Online submission

#### Return Date to Students

Assessments will be marked and returned in two weeks or as soon as practicable after the due date via the Moodle site.

#### Weighting

30%

#### Assessment Criteria

Your work will be assessed using the criteria sheet that will be available in the Moodle site for this course.

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

There will be a submission link placed on the Moodle website

#### Learning Outcomes Assessed

- describe major patterns of climates, landforms, soils and biogeography in Australia.

#### Graduate Attributes

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

## 2 Written Assessment 2 Term paper

### Assessment Type

Written Assessment

### Task Description

Write a term research paper about the physical geography of some region of Australia. In the paper, you need to describe and interpret the processes of the five elements of the physical geography of your region:

1. geology
2. climate
3. landforms
4. soils
5. biogeography

Detailed instructions, requirements and resources for completing the assessment are provided in the course Moodle site. These include guides for a term research paper and a 'model paper' illustrating the style for the term papers in general.

### Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 am AEST

### Return Date to Students

Exam Week Friday (16 June 2017)

The assessment will be marked and returned through the Moodle site.

### Weighting

40%

### Assessment Criteria

This assessment piece will be marked based on the criteria sheet provided on the Moodle site for this course.

### Referencing Style

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

### Submission

Online

### Submission Instructions

There will be a submission link placed on the Moodle website

### Learning Outcomes Assessed

- explain fundamental processes responsible for the development of Australian climates, landforms, soils and biogeography

### Graduate Attributes

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

## 3 Online Quizzes

### Assessment Type

Online Quiz(zes)

### Task Description

As a replacement for an end-of-term comprehensive final examination, a series of 12 Online Workbook Activities ('online quizzes') have been prepared as part of the assessment items for this course.

Each OWA (quiz) consists of 10 multiple-choice questions; and for each question, you need to select the best response.

More details on the Online Workbook Activities are presented in the 'Introduction to Online Workbook Activities (quizzes)' page on the course Moodle site.

### Number of Quizzes

12



**Frequency of Quizzes**

Weekly

**Assessment Due Date**

Weekly by 11.55pm on the Friday of the week.

**Return Date to Students**

The online quizzes will be marked automatically following submission

**Weighting**

30%

**Assessment Criteria**

Each quiz question has just one best response. The question will be marked 'correct' if you chose the right answer. Scores are based on the number of correct answer only. There are no marks deducted for incorrect responses.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- explain fundamental processes responsible for the development of Australian climates, landforms, soils and biogeography
- describe major patterns of climates, landforms, soils and biogeography in Australia.

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology 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