



Australia's  
Global  
University



# **IEST5003**

## Addressing Environmental Issues

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

| Name       | Email                  | Availability                                    | Location                    | Phone      |
|------------|------------------------|---|-----------------------------|------------|
| Paul Brown | paul.brown@unsw.edu.au | Email is best contact. Meetings by appointment. | Morven Brown Building MB365 | 0414385570 |

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## Course Details

### Credit Points 6

### Summary of the Course

This course illustrates the nature of, and need for, multi- or trans-disciplinary approaches for addressing environmental problems of national and/or global importance. Group work seminar presentations will draw on current or recent key environmental issues and will be supported by brief lectures. Some of the topics you will cover are: environmental governance, international environmental regimes/conventions; framing and defining environmental issues; public participation and stakeholder engagement in decision making; integrated and forward looking analysis; planning for sustainable development; science, risk and knowledge; complex systems and adaptive management; sustainable natural resource management; environmental impacts of production and consumption.

### Course Learning Outcomes

1. Demonstrate an advanced understanding of the multi-disciplinary body of knowledge needed for environmental management and apply disciplinary and trans-disciplinary principles and practices to new or complex challenges.
2. Develop analytical skills, advanced critical thinking and problem solving skills, and understanding of enquiry-based learning in the realm of environmental management.
3. Exhibit capability for independent and collaborative enquiry, and for teamwork.
4. Demonstrate effective verbal and/or written communication via a range of techniques.
5. Develop awareness of local, national and international issues relevant for environmental management.

### Teaching Strategies

UNSW encourages a student-centered learning approach. On-campus students enrolled in this course experience interactive lectures, workshop activities and group work leading to presentations. Distance students learn through the Moodle platform that contains a dedicated space for them with recorded lectures and associated readings, and use on-line discussion to engage with each other, improving cooperation and collaboration through teamwork. An overall aim is to create knowledge by doing and sharing among peers. The course uses a systemic, interdisciplinary approach that can adequately account for the complexity of environmental issues, and develop effective proposals for action. A variety of class activities have been devised to address the set learning outcomes, and to foster graduates that understand their own discipline in its interdisciplinary context, are capable of independent and collaborative inquiry, are rigorous in their analysis, critique and reflection, and are able to apply their knowledge and skills to solving problems. The activities include lectures, writing weekly blogs, one opinion essay, and participation in weekly debates, hypotheticals and other group activities based on case studies. Note: Moodle is the on-line source of course materials for both On-campus and Distance students. On Campus Students' learning is facilitated by 12 weekly classes of 3 hours duration, comprising: interactive lectures of approximately one hour prepared and presented by the lecturers on the unit topic for that week. The lecture introduces students to key concepts of decision making in environmental management. Generally this will be followed by a half hour student group presentation based on case study research, leading to a structured debate, role play or hypothetical activity. Students contribute a weekly blog reflecting on concepts, case studies and learning activities. These blogs should be seen as one form of preparation for the opinion essay that is the final assignment. Distance Students will have access via Moodle to lecture recordings and power points. Like on-campus students, distance

students are expected, on weekly-basis, to write a blog entry reflecting on their learning of the weekly topic. Distance students will also take responsibility for leading, encouraging and moderating online discussion over one full week, on the weekly unit topic and/or case study. They will produce an opinion essay as the final assignment for the course.

## Assessment

Further guidance available via the course Moodle site.

### Assessment Tasks

| Assessment task  | Weight | Due Date                               | Student Learning Outcomes Assessed |
|------------------|--------|--|------------------------------------|
| Weekly Blog      | 30%    | due each week                          | 1,2,3,4,5                          |
| Field Assignment | 20%    | Due mid term, exact date to be advised | 1,2,3,4,5                          |
| Group Case Study | 20%    | Towards the end of term. Date TBA.     | 1,2,3,4,5                          |
| Opinion Essay    | 30%    | Due at the end of term. Date TBA.      | 1,2,3,4,5                          |

### Assessment Details

#### Assessment 1: Weekly Blog

**Start date:**

**Length:** Generally around 300 words for each blog.

**Details:** Weekly short written summaries for distance and on-campus students, with short online feedback given, for 10 weeks ~300 words per week

**Additional details:**

Topics for your blogs will be established each week, and will relate to your independent research.

**Submission notes:** Submit weekly via your Moodle site

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Field Assignment

**Start date:** In the first three weeks of the course

**Length:** 1,000 words

**Details:** Students will be required to submit a 1,000 word report based on a field assignment

**Submission notes:** Your proposal for your field work will be one of your blogs. The final report will be submitted via your Moodle site

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 3: Group Case Study**

**Start date:** Not Applicable

**Length:** Short presentation

**Details:** 30 mins class presentation or for distance one week leading an online forum.

**Additional details:**

Please see your Moodle site for detailed guidance. The group work will be based on your original research.

**Submission notes:** Presentation materials uploaded to your Moodle site

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 4: Opinion Essay**

**Start date:** Not Applicable

**Length:** Approximately 1500 words. May vary depending on format

**Details:** A major reflective essay (1500 words). Written feedback provided. This is the final assessment for attendance purposes.

**Additional details:**

This assignment should bring together conceptual material studied for the course and your original insights into an environmental issue and its potential solutions. You should think of the essay as a possible publication. See your Moodle site for full guidance.

**Submission notes:** Submit via your Moodle site

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

| Date                              | Type      | Content  |
|-----------------------------------|-----------|--|
| Week 1: 18 February - 24 February | Blended   | Orientation and introduction to your independent research; key concepts; logistics; your weekly series of blogs commences this week.<br><br>NOTE: For this week and all other weeks in this schedule... <b>See your Moodle site for full course details</b> of topics, case studies, tasks, assignments etc. |
| Week 2: 25 February - 3 March     | Fieldwork | Your independent fieldwork commences and you write your field work proposal.   |
| Week 3: 4 March - 10 March        | Blended   | Module 1 commences: <b>Decision-making processes and cycles</b> . Details about this module are in your Moodle site.   |
| Week 4: 11 March - 17 March       | Blended   | Module 1 continued: <b>Decision-making processes and cycles</b> .  |
| Week 5: 18 March - 24 March       | Fieldwork | The focus is on completing your field work and writing up your field report.   |
| Week 6: 25 March - 31 March       | Blended   | Module 2 commences: <b>Adaptive Management</b> . Details about this module are in your Moodle site.  |
| Week 7: 1 April - 7 April         | Blended   | Module 2 continued: <b>Adaptive Management</b>   |
| Week 8: 8 April - 14 April        | Blended   | Module 3 commences: <b>Specialised Approaches</b> . Details about this module are in your Moodle site.   |
| Week 9: 15 April - 21 April       | Blended   | Module 3 <b>Specialised Approaches. Continued</b> . This week will include your class and on-line presentations.   |
| Week 10: 22 April - 28 April      | Homework  | No class on campus this week due to public holiday. This week is for finalising your research and writing your opinion essay. Bringing it all together!  |
| Week 11: 29 April - 1 May         | Blended   | Course Finale and completion of assignment submissions.  |

## **Resources**

### **Prescribed Resources**

Information about resources will be via the course Moodle site. Readings will be listed and made available through the LEGANTO system.

### **Recommended Resources**

Information about resources will be via the course Moodle site. Readings will be listed and made available through the LEGANTO system. You will also be expected to conduct independent research that leads you to other specialised sources.

### **Course Evaluation and Development**

MyExperience will be used at the end of session to evaluate the course.

Focus groups will provide additional feedback towards the middle of the course.

Based on past student experience and resulting course development, the focus will be on approaches that foster independent research and writing that is of a scholarly high standard; and outputs that are of practical use in finding environmental solutions.



## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

Barangaroo: Sydney's urban re-development challenges us to think about adaptive and participatory environmental management in the face of pressing environmental issues – how to contain and treat contaminated industrial sites, how to take account of cultural heritage including Indigenous heritage and industrial history, how to engage 'publics' in environmental decision-making. Photograph by Paul Brown.

## CRICOS

CRICOS Provider Code: 00098G