General Information

Unit convenor and teaching staff
Unit Convenor
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E8B105

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
BIOL887

Unit description
This unit deals with the problem of conserving biodiversity as a whole rather than concentrating on individual species or populations. The unit is applied and multidisciplinary, drawing on such areas as ecology, evolutionary biology, biogeography, informatics and statistics. We will explore the concept of biodiversity in both the scientific and legislative arenas. The problem of measuring biodiversity is considered in detail, including the conceptual and practical impediments to measurement. Current and emerging threats to biodiversity are reviewed on a global scale, along with the practical and ethical arguments for conservation. An emphasis is given to analysing and interpreting patterns in biodiversity in space and time as a means of informing conservation decisions. Teaching will be via lectures and tutorials.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
2. Analysis and interpretation of biodiversity patterns: acquire, compile and analyse biodiversity data and interpret observed pattern in a conservation context.

3. Conservation monitoring and planning: formulate a plan for the conservation of biodiversity for a specified region, making use of both available data, and additional data collected using a targeted monitoring procedure.

4. Scientific literacy and communication: Review, critically evaluate and synthesize diverse scientific literature in the area of conservation biology and communicate an understanding of this in a written form.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Short Essay</td>
<td>25%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Online test</td>
<td>25%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Conservation Plan</td>
<td>40%</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

**Annotated Bibliography**

Due: **Week 4**  
Weighting: **10%**

You will prepare an annotated bibliography for a collection of up to 10 scientific papers that are relevant to one of the essay questions given for the short essay (see below). Marks will be allocated on the basis of breadth of research, the choice of papers (relevance to topic), reflection (not just repeating the article) and writing quality.

This Assessment Task relates to the following Learning Outcomes:

- Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
- Analysis and interpretation of biodiversity patterns: acquire, compile and analyse biodiversity data and interpret observed pattern in a conservation context
- Scientific literacy and communication: Review, critically evaluate and synthesize diverse scientific literature in the area of conservation biology and communicate an understanding of this in a written form.
Short Essay
Due: Week 7
Weighting: 25%

You will write a short essay addressing one question from the following list:

1. How many species are there on earth?
2. Why are there more species in the tropics than elsewhere?
3. Are some species more worthy of conservation efforts than others?
4. Why do we need biodiversity?
5. What is the single biggest threat to biodiversity in the 21st century?

If you have a different question you wish to research, please discuss your option with the convenor.

This essay needs to very focussed on answering the question because the maximum length is 1500 words! This total does not include references. Do not waffle. Be as concise as possible while making extensive use of the peer-reviewed literature to support your case. Don't review each paper in turn but rather determine what are the key points/issues/problems and address these. Importantly, provide an answer to the question! In other words, come to a decision and state it clearly.

This Assessment Task relates to the following Learning Outcomes:
- Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
- Scientific literacy and communication: Review, critically evaluate and synthesize diverse scientific literature in the area of conservation biology and communicate an understanding of this in a written form.

Online test
Due: Week 11
Weighting: 25%

Instead of a final exam, there will be an online test to be completed in your own time. The test will consist of short-answer questions and will be based on all lectures, tutorials and assigned readings given up to that point. The test will be available for a period of one week on the iLearn site. Once you begin a test, you will
need to complete it within the time limit. Marks and feedback will become available after the test has been closed.

This Assessment Task relates to the following Learning Outcomes:

- Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
- Analysis and interpretation of biodiversity patterns: acquire, compile and analyse biodiversity data and interpret observed pattern in a conservation context

**Conservation Plan**

**Due:** **Week 13**
**Weighting:** **40%**

You will prepare a conservation plan for prioritising land management and acquisition for conservation purposes in an Australian bioregion (to be determined). We will use existing data on species distributions sourced from the Atlas of Living Australia. From these data, you will interpret biodiversity pattern in order to make decisions about conservation risk and prioritisation. Analyses for this assignment will be conducted during tutorials. Students can collaborate on making a conservation plan but write and submit their assignments individually. The plan is expected to be well illustrated with maps and graphs, have an extensive bibliography, and be **no more than 2000 words** (not including bibliography).

This Assessment Task relates to the following Learning Outcomes:

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Delivery and Resources

Technology

This unit requires access to a computer and a reliable internet connection to complete tutorials and assignments. Both weekly tutorials (internal students) and on-campus sessions (external students) will be held in computer labs with the relevant software installed. Students attempting tutorials on their own will need to install particular software packages (details in tutorial notes). Some of these packages are only available for Windows OS.

Delivery

Students are expected to attend weekly lectures and tutorials. Times and venues can be found in the university timetable. If unable to make the scheduled times, please discuss options with the convenor.

Unit website

Teaching materials and online communications will be via the unit website (ilearn.mq.edu.au).

Changes since last offering

There have been some minor changes since the last offering (2014) of this unit. An annotated bibliography is now an early assessment item. The online test has a lower weighting with a subsequent increase in weighting for the conservation plan assignment.

Unit Schedule

Activities are organised into weekly topics. Please note that the current schedule is provisional and is subject to minor changes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biodiversity and conservation</td>
<td>Biodiversity and conservation</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>Measuring biodiversity</td>
<td>Measuring biodiversity</td>
<td>What is biodiversity?</td>
</tr>
<tr>
<td>3</td>
<td>Loss of biodiversity</td>
<td>Extinction and threatening</td>
<td>Threatened species</td>
</tr>
<tr>
<td></td>
<td>processes</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Habitat loss and fragmentation</td>
<td>Habitat loss and fragmentation</td>
<td>Island biogeography</td>
</tr>
<tr>
<td>5</td>
<td>Biodiversity informatics</td>
<td>Biodiversity informatics</td>
<td>Atlas of Living Australia</td>
</tr>
<tr>
<td>6</td>
<td>Biodiversity survey</td>
<td>Inventory and monitoring</td>
<td>Surveying biodiversity</td>
</tr>
<tr>
<td>7</td>
<td>Valuing biodiversity</td>
<td>Conservation ethics and</td>
<td>Biodiversity data analysis</td>
</tr>
<tr>
<td></td>
<td>valuing biodiversity</td>
<td></td>
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</tbody>
</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).
Student Support
Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills
Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

When using the University’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes
- Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
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Conservation monitoring and planning: formulate a plan for the conservation of biodiversity for a specified region, making use of both available data, and additional data collected using a targeted monitoring procedure.

**Assessment tasks**

- Annotated Bibliography
- Short Essay
- Online test
- Conservation Plan

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcome**

- Scientific literacy and communication: Review, critically evaluate and synthesize diverse scientific literature in the area of conservation biology and communicate an understanding of this in a written form.

**Assessment tasks**

- Annotated Bibliography
- Short Essay
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**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Knowledge of conservation biology: demonstrate knowledge of the concepts, principles and methods of conservation biology as practiced at the scale of ecological communities and above
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Assessment tasks
• Annotated Bibliography
• Short Essay
• Online test
• Conservation Plan

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• Analysis and interpretation of biodiversity patterns: acquire, compile and analyse biodiversity data and interpret observed pattern in a conservation context
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Assessment tasks
• Annotated Bibliography
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PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able
to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

**Learning outcomes**

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**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

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