



# ENVS703

## Science in Environmental Management

S1 Evening 2017

*Dept of Environmental Sciences*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

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## General Information

### Unit convenor and teaching staff

#### Convenor

Kerrie Tomkins

[kerrie.tomkins@mq.edu.au](mailto:kerrie.tomkins@mq.edu.au)

#### Lecturer

Kathryn Lee

[kathryn.lee@mq.edu.au](mailto:kathryn.lee@mq.edu.au)

#### Lecturer

Vladimir Strezov

[vladimir.strezov@mq.edu.au](mailto:vladimir.strezov@mq.edu.au)

### Credit points

4

### Prerequisites

Admission to MRes

### Corequisites

### Co-badged status

### Unit description

The aim of this unit is to provide understanding of how environmental science influences management and decision making. The unit introduces students to the major chemical, physical and ecological processes that effect and control natural and anthropogenic environmental impacts. In this unit the disciplinary concerns and environmental principles within geoscience, ecology, chemistry and physics of pollution are explored and linkages among these disciplines emphasised from the viewpoint of science.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

Understand the scientific methodology and its application to analysing and managing environmental problems.

Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.

Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.

Develop skills in both individual research and working in groups.

Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Literature review</a>	30%	No	11 April 2017
<a href="#">Learning Exercises</a>	30%	No	Variable
<a href="#">Research Project</a>	40%	No	30 May 2017

### Literature review

Due: **11 April 2017**

Weighting: **30%**

You must choose a discipline that is related to your MRes Year 2 project or alternatively, is within one of the disciplines of environmental science (geoscience, environmental chemistry or ecology). **You must restrict your review to the role of science in environmental management for that discipline.** You may decide to review one specific topic or a range of topics within that discipline.

Scientific papers can be pretty daunting at first but this is the form in which original research first appears. Primary scientific references describe the rationale for the investigation, the approaches, methods and the findings. Secondary references are a step removed from the original work and include review articles. You will be **writing a review article**, and you must include **at least 12 peer reviewed scientific papers** that report the results of research in your chosen discipline. Each student should independently decide which specific topic to review.

The topic must be in the category of your MRes project, or one of the environmental disciplines covered in this course (i.e. geoscience, environmental chemistry or ecology). You are also encouraged to look critically at scientific data. In the first lecture you will learn about the nature of science and why scientific experiments can be so difficult to carry out. The experimental design and execution inevitably has many shortcomings and if you come to appreciate the inherent difficulties you will be better equipped to spot weaknesses in published research and to undertake critical review. In the first Scientific Writing Workshop (Literature reviews) you will learn how to set out your topic and how to present your critical analysis of the literature.

**Your review should be no longer than 2000 words**, excluding tables, graphs and reference

list. Use sub-headings to structure your review.

Assessment will be according to the guidelines provided at the first lecture.

Extensions will only be granted for exceptional circumstance (which does not include workload or computer problems!) and with prior written permission by the unit convenor. Unapproved late submission will attract a 10% per calendar day penalty.

The final assignment mark will be out of 30, or 30 % of the total unit mark. The marks allocated for the various assessment criteria are as in the table below.

**Criterion Weighting Description** 5 · Clearly articulates aims and scope of review

· Accurately and succinctly describes objectives and outcomes of review literature

*Analysis of the literature* 15

· Contribution of reviewed literature

· Evidence evaluated critically

· Strengths and weaknesses clearly identified

*Presentation and structure* 10

· Well-planned review with clear structure, sub-headings and logical argument firmly based on the literature cited

· Well written paper formatted for effective communication with correct grammar and spelling and correct use of professional terminology as appropriate

· Literature correctly cited and full bibliographic details provided

**Total 30**

On successful completion you will be able to:

- Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.
- Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.
- Develop skills in both individual research and working in groups.

## Learning Exercises

Due: **Variable**

Weighting: **30%**

Exercises will be distributed during the geoscience, environmental chemistry and ecology components of the unit. Participants must complete all three exercises. It is important that exercises are completed promptly following the lectures to reinforce the learning process.

Marks: 10 marks for each exercise; 30 marks total. ie. 30% of the total unit mark.

Due: The due dates for each take home exercise are:

**Geoscience: 28 March 2017**

**Environmental Chemistry: 9 May 2017**

**Ecology: 23 May 2017**

Late exercises: Late penalties - 0.5 marks off for each day of late submission. No exercise will be accepted one week after its due date.

On successful completion you will be able to:

- Understand the scientific methodology and its application to analysing and managing environmental problems.
- Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.
- Develop skills in both individual research and working in groups.

## Research Project

Due: **30 May 2017**

Weighting: **40%**

Students will be assigned to groups of about 4 participants to undertake research on a topic related to the science of climate change, its impacts and management strategies. Ideally the topic will be related to your MRes Year 2 project.

Groups will need to meet outside of class time to allocate research tasks, collate material and develop the final presentation.

Marks: This assignment is composed of three parts:

1. Research Abstract, which must be completed by each student individually, worth 10 marks, or 10 % of the total unit mark
2. Oral presentation of research findings. The presentation will be undertaken in groups; worth 20 marks, or 20 % of the total unit mark.
3. Participation in research, which will be assessed individually during the presentations; worth 10 marks, or 10 % of the total unit mark.

The abstract, which needs to be completed individually, should include a brief yet informative title describing the research, the authors name, affiliation and be a maximum of 500 words. Hints on how to write a good abstract will be provided in the Scientific Writing Skills Workshop: Abstracts

For the presentation, groups will be allocated 5 minutes per participant in the group + 10

minutes for questions (groups containing 3 participants will have 15 minutes for the presentation, while those with 4 participants will have 20 minutes time for presentations). Groups will give their presentations to the rest of the class. You may use any presentation format you like: lecture, seminar, poster, role-play, video etc. Groups will be allocated a single mark of up to 20% of the total mark for the teamwork presentation, which will be assessed according to criteria below. All members of the group must play an active part in either preparation of the material or its presentation.

### **Criterion**

#### **Weighting**

##### *Content*

8

- Quality of research
- Relevance to assignment objectives

##### *Design 4*

- Structure
- Logic
- Effectiveness
- Originality

##### *Visual aids*

4

- Text (clear, brief, focused)
- Illustrations (clarity, relevance)
- Originality

##### *Questions*

4

- answered the question that was asked
- brief and comprehensive answers

- reveal good depth of knowledge

**Total 20**

Each group member will receive additional mark of up to 10% of the total mark for individual participation in the preparation, delivery and question-answer parts of the presentation, in accordance with the follow criteria.

**Criterion Weighting** *Delivery* 5 · Timing (balanced, total time effectively used); · Manner (natural, purposeful, eye contact); · Vocal quality & language (varied, pleasant, appropriate)  
*Participation* 5 · Participation to the presentation · Participation to answering questions · Participation to presentation discussion · Attendance **Total 10**

On successful completion you will be able to:

- Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.
- Develop skills in both individual research and working in groups.
- Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

## **Delivery and Resources**

### **Learning activities**

The unit is comprised of 13 weeks of formal classes which will be held on **Tuesday evenings in E3B217 from 6-9 pm**. The format of the classes varies, and includes lectures from academic staff on geoscience, environmental chemistry and ecology; three writing skills workshops; and 1-2 weeks of student presentations. Each class also features interactive activities as well as class discussion, particularly during the presentations. As a result, it is essential that students attend all classes. This unit is not able to be offered externally.

In addition to the formal classes, students are also required to spend time doing their own independent reading and research, with most of this time going towards completing the Assessments. As a guide, students should aim to spend approximately 100-120 hours of their own time on the unit over the semester, in addition to the weekly classes.

### **Requirements to Complete this Unit Satisfactorily**

Students must submit all assignments, attend the group presentations and gain a final mark of at least 50% to complete this unit satisfactorily.

Students are required to attend at least 80% of the formal classes, and will be asked to sign an attendance sheet. Attendance may be taken into account when assigning final grades for the unit where marks are on the border between one grade and the next.

### **Technologies Used and Required**

Students will need to **bring a computer to class for the weeks that are identified as Scientific Writing Skills Workshops**. In these weeks, we will use basic programs such as Word and Excel. Students will also need to have access to computer to review the literature and complete the assessment tasks. Submissions of the assessment tasks will be arranged through iLearn using Turnitin. Academic search engines (ISI Web of Knowledge and Scopus) and submission of the assessment tasks will be discussed during the first night of the class.

### **Recommended Texts/Materials**

There is no single text for this course. References will be provided with the lecture material.

*Background reading can be found in the following:*

Aplin, G (2002), *Australians and their Environment: An Introduction to Environmental Studies*, Oxford University Press

Arms K (1994). *Environmental Science*, Saunders College Publishing, Fort Worth, 2nd edition.

Australian State of the Environment Committee (2006). *Australia: State of the Environment 2006*.

Independent report to the Commonwealth Minister for Environment and Heritage.  
CSIRO Publishing on behalf of the Department of Environment and Heritage, Canberra.

Beckmann R (1994). *Environmental Science*, Australian Academy of Science, Canberra.

Enger ED and Smith BF (2006). *Environmental Science: a study of interrelationships*, McGraw Hill Publish.

Huxham M and Sumner D (2000). *Science and Environmental Decision Making*, Pearson Education.

Munasinghe M and Swart R (2005). *Primer on Climate Change and Sustainable Development*, Cambridge University Press.

O'Riordan T (ed) (1995). *Environmental science for environmental management*, Longman House, Harlow.

### *Geosciences source books*

Brierley G.J. & Fryirs K.F. (2005) *Geomorphology and River Management: Applications of the River Styles Framework*, Blackwell Publishing, Oxford, UK. GB1203.2.B755/2005

Cooke R.U. & Doornkamp J.C. (1990). *Geomorphology and Environmental Management*, 2nd edition, Clarendon Press, Oxford. GB406.C64/1990

Jacobson M.C. (2000). *Earth System Science: From Biogeochemical Cycles to Global Change*. Academic Press, London. QH344.E17/2000

Marchetti M. & Rivas V. (2001). *Geomorphology and Environmental Impact Assessment*.

Balkema, Lisse. GB406.G46 Press F. & Siever R. (1998) *Understanding Earth*. Freeman, New



York. QE28.P9/1998

Slaymaker, O. (2000). *Geomorphology, Human Activity, and Global Environmental Change*. Wiley, Chichester. GE149.G46/2000

Summerfield, M.A. (1991) *Global Geomorphology*, Longman Publishers, Singapore. GB401.5.S84

#### *Environmental Chemistry source books*

Brasseur GP, Orlando JJ and Tyndall GS (1999) *Atmospheric Chemistry and Global Change*, Oxford University Press.

Bunce NJ (1990). *Environmental Chemistry*, Wuerz, Winnipeg.

Connell DW (1993). *Water Pollution: Causes and Effects in Australia and New Zealand*, University of Queensland Press, Brisbane, 3rd edition.

Harrison RM (1992). *Understanding our Environment: An Introduction to Environmental Chemistry and Pollution*, Royal Society of Chemistry, London.

Laws EA (1993). *Aquatic Pollution: An Introductory Text*, Wiley, New York, 2nd edition.

Manahan SE (1991). *Environmental Chemistry*, Lewis, Chelsea, 4th or 5th edition.

O'Neill P (1998). *Environmental Chemistry*, Chapman & Hall, London.

Van Loon G.W. and Duffy S.J. (2000) *Environmental Chemistry: A Global Perspective*, Oxford UP, Oxford.

#### *Ecology source books*

Begon M, Mortimer M and Thompson DJ (1996). *Population Ecology: a Unified Study of Animals and Plants*, Blackwell, Oxford, 3rd edition.

Burgman, M. and Lindenmayer, D. (1998): *Conservation Biology for the Australian Environment*. Surrey Beatty & Sons, Sydney

Krebs CJ (2001). *Ecology: the Experimental Analysis of Distribution and Abundance*, Harper,

New York, 5th edition. Magurran, A. E. 2004. *Measuring Biological Diversity*. Blackwell Science, Massachusetts, 1st ed.

Townsend, C. R., Harper, J. and Begon, M. (2000) *Essentials of Ecology*, Blackwell Science, Massachusetts, 1st ed.

#### *Journal Articles*

Use of ISI Web of Knowledge or Scopus to search and access scientific literature published in peer-reviewed journals.

## Unit Schedule

Week	Date*	Topics	Lecturer	Assignment due dates
1	28/2	Introduction to Environmental Science What is science? Introduction to Scientific Method and Practice	Tomkins	
2	7/3	Scientific Writing Skills Workshop: Literature Reviews	Tomkins	
3	14/3	Geoscience basic concepts	Tomkins	
4	21/3	Geoscience in Environmental Management: some examples	Tomkins	
5	28/3	Scientific Writing Skills Workshop: Scientific Analysis	Strezov	Exercise 1 – Geoscience 28 March
6	4/4	Environmental chemistry: basic concepts	Strezov	
7	11/4	Environmental chemistry in Environmental Management: some examples	Strezov	Literature review – 11 April
		<b>MID SEMESTER BREAK</b>		
8	2/5	Environmental technologies for climate change management	Strezov	
9	9/5	Ecology: basic concepts	Lee	Exercise 2 – Env chem 9 May
10	16/5	Ecology in Environmental Management: some examples	Lee	
11	23/5	Scientific Writing Skills Workshop: Abstracts	Lee	Exercise 3 – Ecology 23 May
12	30/5	Group Project Presentations	Lee	Abstract, presentations and participation – 30 May
13	6/6	Group Project Presentations	Lee	Presentations and participation cont.

\*Tues 6-9pm, E3B217

## 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:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/>

## 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 Services and 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.

## Student Enquiries

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

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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

- Develop skills in both individual research and working in groups.
- Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

#### Assessment task

- Research Project

### 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

- Understand the scientific methodology and its application to analysing and managing environmental problems.
- Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.
- Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

## Assessment tasks

- Literature review
- Learning Exercises
- Research Project

## 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

- Understand the scientific methodology and its application to analysing and managing environmental problems.
- Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.
- Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.
- Develop skills in both individual research and working in groups.

## Assessment tasks

- Literature review
- Learning Exercises
- Research Project

## 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

- Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.
- Develop skills in synthesising information on environmental science research, and

presenting it in written, oral and visual forms.

- Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

## **Assessment tasks**

- Literature review
- Learning Exercises
- Research Project

## **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 outcomes**

- Develop skills in synthesising information on environmental science research, and presenting it in written, oral and visual forms.
- Develop skills in both individual research and working in groups.

## **Assessment tasks**

- Literature review
- Research Project

## **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**

- Be able to critically review peer-reviewed scientific literature that deals with environmental science problems.
- Apply scientific knowledge to develop realistic strategies for dealing with complex environmental problems.

## Assessment task

- Research Project