



# ENVE338

## Environmental Quality and Assessment

S2 Day 2014

*Dept of Environment & Geography*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10
<u>Performance and attendance requirements</u>	15
<u>Referencing and citations</u>	16

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## General Information

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Email for an appointment

Credit points

3

Prerequisites

39cp including [(ENVE266(P) or GEOS266(P)) and (ENVE339 or ENVE340 or ENVE341)]

Corequisites

Co-badged status

Unit description

Understanding and protecting the environment are key goals of environmental scientists and managers. This unit integrates the knowledge students have gained during their studies, and develops critical professional skills in the assessment of environmental quality and the application of environmental protection tools and processes. This unit assesses ecosystem health and uses current practice qualitative and quantitative methods for the measurement of soils, sediments, waters and biota. Students undertake classroom, field and laboratory studies which provide practical experience and develop their knowledge and assessment of environmental impacts, rehabilitation and management. Transport is provided for the six day field trip during the mid-semester break. This unit prepares graduates for employment in environmental consulting and local, state and federal government workplaces. This applied unit concludes with the preparation of individual portfolios to assist with the transition to the workplace.

## 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:

Contaminated site identification, sampling, assessment & remediation.

Knowledge and experience of chemical assessment methods.

Knowledge and experience of quality assurance for environmental sampling and analysis.

Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.

Apply and use multiple lines of evidence and environmental frameworks for decision-making.

Identify research needs, write research style reports, and develop research programs.

Develop professional presentation and communication skills that will assist them in future employment or further study.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quizzes</a>	10%	In class, Weeks 2, 4, 6, 8, 10
<a href="#">Pollutants</a>	5%	12 August
<a href="#">Field Report</a>	35%	28 October
<a href="#">Professional portfolio</a>	15%	14 October
<a href="#">Exam</a>	35%	TBC

### Quizzes

Due: **In class, Weeks 2, 4, 6, 8, 10**

Weighting: **10%**

Short quizzes will be conducted on Weeks 2, 4, 5, 6 and 9. They will help to reinforce the content of lectures and readings. The contents of each quiz could be drawn from anything preceding in the unit to that time, so the quizzes may become more diverse over time. Each quiz will be worth 2% and the total of the five quizzes 10%.

On successful completion you will be able to:

- Contaminated site identification, sampling, assessment & remediation.

- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.

## Pollutants

Due: **12 August**

Weighting: **5%**

Students will search, gather and provide detail to the class, via a 3 minute oral presentation and a related submission (1 powerpoint slide), information about a pollutant or group of pollutants. You will present on (i) the human and environmental risks associated with that pollutant, (ii) where those risks are most likely to occur, (iii) who is most at risk, (iv) some environmental or epidemiological examples about the effects of that pollutant, and (v) associated information on Australian guidelines, policies and safety measures. Examples may include arsenic, asbestos, cadmium, faecal coliforms, legionella, plutonium, selenium etc. You won't have a choice; we will nominate one for you. You will be marked on how well you address the points above.

The objective is to ensure that you understand that there are a wide range of organic and inorganic contaminants in land, air and water that may pose a risk of harm to humans and the environment.

On successful completion you will be able to:

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

## Field Report

Due: **28 October**

Weighting: **35%**

Students will complete a comprehensive but succinct scientific report (value - 35%) based on

data compiled and assessed during the practical classes and fieldwork. The report will focus on identifying and quantifying mine contamination and outline plans for remediation.

You will use multiple lines of evidence collated from various pieces of evidence provided or sourced from research as well as observed and recorded in the field. Further details of the assignment requirements will be provided in class.

On successful completion you will be able to:

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

## Professional portfolio

Due: **14 October**

Weighting: **15%**

You will produce a Professional Curriculum Vitae (value - 10%) and LinkedIn profile (either as a print-out from LinkedIn (<https://au.linkedin.com>), or an invitation from you to "Connect" with Damian, or (if you really don't want to touch LinkedIn with a barge pole), a mock-up of content using Word; value - 5%) containing evidence of your skills. The portfolio will be assessed for completeness, legibility and adequacy. This is part of capstone unit requirements for authentic content and to help you prepare a professional portfolio.

On successful completion you will be able to:

- Develop professional presentation and communication skills that will assist them in future employment or further study.

## Exam

Due: **TBC**

Weighting: **35%**

Students will be tested on their knowledge of unit content. The test will include all information from all lectures, practical classes, readings, fieldwork and assessment tasks.

The examination will be conducted under usual conditions, that is, silently and with no communication between students. No written material, programmable calculators or mobile phones may be brought into the exam room. Non-programmable calculators may be used.

On successful completion you will be able to:

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.

## Delivery and Resources

### Delivery mode

2 hr of lectures + ~2 to 4 hr prac classes each week of semester. There is a compulsory 7 day field trip during the mid-semester break. Lecture slides and related material are provided on the Unit website at least the night before. Lectures may be recorded, we will find out in Week 1. You are expected to participate in full and to the greatest of your ability. This includes reading the literature, web materials, and completing the assessment tasks to a standard that you would expect to provide to an employer or relevant external body.

ENVE338 is a field and practical intensive unit. We aim to give you the field experience and hands on application to knowledge and theory learnt in class. ***The objective is prepare you with skills for the workplace – it is not a content driven course, we use the content to illuminate skills, practice, method and approach, all of which you will require when working. Content can change constantly in the workplace and you will need flexibility to deal with new or variable content and situations.***

### FRIDAY AND MID-SEMESTER BREAK FIELDWORK SESSIONS

We run practical classes in the laboratory or field on Tuesdays and a longer mid-semester fieldtrip – all of which are compulsory in FULL. Assessment tasks are framed around the lectures and practical components. A few notes about working in the field:

#### Weather:

We do not normally cancel fieldtrips for bad weather! You must be prepared to work in the rain and sun with the appropriate clothing, and avoid dehydration. Transport: In the prac classes, you must provide your own. On the longer mid-semester break field trip, buses will be supplied.

#### Cost:

The cost for the mid-semester fieldtrip will be announced in the first few weeks of class. Your

costs are limited to accommodation and personal food.

**Food:**

We will be staying at delightful Cowra, a township of 10,000 people about 310 km west of Sydney. Most supplies can be purchased there. For those with special food requirements, taking some food out of Sydney may be necessary.

**Accommodation:**

Will be advised, but almost certainly a motor inn or country pub with shared rooms to save on cost.

**Personal field equipment:**

- Each student should bring the following aids/comforts on each field trip:
- **Boots**; NO SANDALS, THONGS ETC in the field. Doesn't have to be steel caps, just sturdy boots.
- Water bottle (full, of course!) & food for each day.
- Wet weather gear (we go irrespective of the weather). **Hat** - NO BASEBALL CAPS. Really. Sunscreen, warm clothing.
- Waterproof (or waterproof bag) field note book and writing implements (see note below)
- Calculator, hand lens, reconnaissance maps and readings
- Camera.

**IF YOU DON'T HAVE STURDY BOOTS AND A WIDE BRIMMED HAT, YOU WILL NOT DO FIELDWORK.**

WHS equipment, including compulsory hi-viz clothing, will be supplied by MQU.

**Website:**

Practical material and important messages will be available on <https://ilearn.mq.edu.au/login/MQ/>

**Class times and locations:**

- Tuesdays:
- Lecture 1000 - 1200 h, C5A313.
- Practicals: 1400-1800 h. E5A 210 Petrograph Lab or the Soil Labs in the E5A basement or in Building EMC<sup>2</sup>.

[note: we will not always be in this room for this session – several session will be field-based – listen for advice in the lecture and ilearn postings].

**Recommended resources:**

Reading suggestions will be provided on an ongoing basis – see unit website.

## Unit Schedule

Week	Lecture	Practical	Assessment
1	DG/AB/EH - Introduction	<b>Prac1</b> - EH - Sampling	
2	EH - Understanding metal contaminants	<b>Prac2</b> - DG/EH - Metal analysis & QA/QC	Quiz 1 - 2%
3	EH - Remediating metal contaminants	<b>Prac3</b> - EH - Contaminants of concern (student presentations)	Contaminants of concern - 5%
4	DG - <i>Field day, Camden</i>	<b>Prac4</b> - DG - CSG fieldwork	Quiz 2 - 2%
5	EH - Mining impacts	<b>Prac5</b> - EH - Environmental mineralogy	Quiz 3 - 2%
6	EH - Landfills and other contaminating land uses	<b>Prac6</b> - DG/EH - Reactive Barriers	Quiz 4 - 2%
7	DG - Understanding and remediating hydrocarbon contaminants	<b>Prac7</b> - DG - Fieldwork preparation	
	<i>Mid semester fieldwork 20-26 Sep</i>	<i>Mine characterisation &amp; remediation</i>	
8	DG - Erosion/Sedimentation	<b>Prac8</b> - DG - Sample analysis from fieldwork	Quiz 4 - 2%
9	DG - Stormwater & WSUD	<b>Prac9</b> - DG - Urban GPTs	Professional Portfolio - 15%
10	DG - Groundwater & Hydraulics	<b>Prac10</b> - DG - Piezo installation/use	Quiz 5 - 2%
11	<i>No classes</i>	<i>No classes</i>	Derelict Mine Scientific Report - 35%
12	<i>No classes</i>	<i>No classes</i>	
13	<i>No classes</i>	<i>No classes</i>	
Date tbc			Final exam - 35%

## 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.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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/)

## 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://informatics.mq.edu.au/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

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

#### Assessment tasks

- Quizzes
- Pollutants
- Field Report
- Professional portfolio
- Exam

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

## **Assessment tasks**

- Quizzes
- Pollutants
- Field Report
- Professional portfolio
- Exam

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

## **Assessment tasks**

- Quizzes

- Pollutants
- Field Report
- Professional portfolio
- Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

### Assessment tasks

- Quizzes
- Pollutants
- Field Report
- Professional portfolio
- Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Knowledge and experience of quality assurance for environmental sampling and analysis.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.

## **Assessment tasks**

- Quizzes
- Pollutants
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## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

## **Assessment tasks**

- Quizzes
- Pollutants
- Field Report

- Professional portfolio
- Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Knowledge and experience of chemical assessment methods.
- Identify research needs, write research style reports, and develop research programs.
- Develop professional presentation and communication skills that will assist them in future employment or further study.

### Assessment tasks

- Quizzes
- Pollutants
- Field Report
- Professional portfolio
- Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Contaminated site identification, sampling, assessment & remediation.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.

### Assessment tasks

- Quizzes

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- Field Report
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## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Contaminated site identification, sampling, assessment & remediation.
- Knowledge and experience of chemical assessment methods.
- Experience in collating and analysing information from different disciplines to form a weight of evidence approach to assess environmental impacts.
- Apply and use multiple lines of evidence and environmental frameworks for decision-making.
- Identify research needs, write research style reports, and develop research programs.

### Assessment tasks

- Quizzes
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## Performance and attendance requirements

### Minimum performance requirement

In order to pass this unit, the aggregate mark must be 50% or greater. It is not compulsory to pass each component.

### Attendance Requirements

Attendance at the mid-semester field trip is compulsory. Date: September 20-26 inclusive. Location: Near Cowra, NSW. Full details to be provided.

### Assignment submission

All assignments **MUST** be submitted via either at the start of class on the due date (quizzes, COC, Portfolio); or via turnitin (Derelict Mine report).

Extensions and penalties 10% of the mark allocated for the assignment will be deducted per day or part thereof for any work that is submitted late.

Handing work in on time is your responsibility. Only a medical certificate or a letter with appropriate supporting documents outlining other serious, extenuating circumstances can be used to submit an assignment after the due date without penalty. All applications for special consideration or extension must be sought before the due date unless this is absolutely impossible. All applications for extensions of deadlines must be submitted to the subject convenor, with sufficient evidence that their case can be reviewed.

### **Returning assessment tasks**

Assessment tasks will be returned in class, where possible. Assessment tasks submitted at the end of semester will be available for collection from the Science Centre.

### **Student Commitment**

Students should expect to spend about 150 hours in total over the full semester on (including class contact hours, fieldwork and private study). These are minimum requirements and should you wish to achieve a higher than pass grade, you may choose to work harder and/or more efficiently.

### **Feedback and unit evaluation**

In this unit you will receive a range of verbal and written feedback on your assessment tasks and work in class or online. To monitor how successful we are in providing quality teaching and learning, the Department of Environment and Geography also seeks feedback from students. One of the key formal ways students have to provide feedback is through unit and teacher evaluation survey along with other methods, where appropriate. The feedback is anonymous and provides the Department with evidence of aspects that students are satisfied with and areas for improvement. Students previously enrolled in this unit have contributed to its development through the suggestion of more group orientated practical tasks.

## **Referencing and citations**

### **Referencing and Citations**

There are various types of referencing styles. They differ markedly between journals and journal types: medical science journals differ from law journals, which differ again from science journals.

The referencing style in Environmental Pollution is appropriate for this unit. It is simple and clear.

Please format ALL assignments using the method detailed in the published journal articles:

<http://www.sciencedirect.com/science/journal/02697491>

### **Reference style**

*Name and year style in the text Text:*

All citations in the text should refer to:

1. *Single author:* the author's name (without initials, unless there is ambiguity) and the year of



publication;

2. *Two authors*: both authors' names and the year of publication;

3. *Three or more authors*: first author's name followed by 'et al.' and the year of publication.

Citations may be made directly (or parenthetically). Groups of references should be listed first alphabetically, then chronologically. Examples: "as demonstrated (Allan, 1996a, 1996b, 1999; Allan and Jones, 1995). Kramer et al. (2000) have recently shown ..."

**List:**

References should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters "a", "b", "c", etc., placed after the year of publication. Note that any (consistent) reference style and format may be used: the Publisher will ensure that the correct style for this journal will be introduced for the proof stages, the final print version and the PDF files for electronic distribution.

**Examples:**

Reference to a journal publication:

Van der Geer, J., Hanraads, J.A.J., Lupton, R.A., 2000. The art of writing a scientific article. *Journal of Scientific Communications* 163, 51-59.

Reference to a book:

Strunk Jr., W., White, E.B., 1979. *The Elements of Style*, third ed. Macmillan, New York.

Reference to a chapter in an edited book: Mettam, G.R., Adams, L.B., 1999. How to prepare an electronic version of your article, in: Jones, B.S., Smith, R.Z. (Eds.), *Introduction to the Electronic Age*. E-Publishing Inc., New York, pp. 281-304.

**Reference to a URL:**

NTP (National Toxicology Program), 2012. National Toxicology Program Monograph on Health Effects of Low-level Lead. U.S. Department of Health and Human Services. June 13th, 2012. [http://ntp.niehs.nih.gov/NTP/ohat/Lead/Final/MonographHealthEffectsLowLevelLead\\_prepublication\\_508.pdf](http://ntp.niehs.nih.gov/NTP/ohat/Lead/Final/MonographHealthEffectsLowLevelLead_prepublication_508.pdf) (accessed 19Nov14).