Contents

General Information ......................................................... 2
Learning Outcomes ......................................................... 3
Assessment Tasks .......................................................... 3
Delivery and Resources .................................................... 7
Unit Schedule ............................................................... 11
Learning and Teaching Activities ........................................ 12
Policies and Procedures .................................................... 13
Graduate Capabilities ....................................................... 16
Assessments: submission and grading ................................. 23
Background to the unit ..................................................... 25
GEOS112 Paton Prize ....................................................... 26

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
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Anytime by email appointment

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Lecturer
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bruce.schaefer@mq.edu.au
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During Module by email appointment

Lecturer
Stuart Browning
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Anytime during module

Credit points
3

Prerequisites

Corequisites

Co-badged status
Unit description
This is a unit recommended for all environmental scientists, geologists, geographers, biologists and others seeking an integrated view of the Planet Earth. The unit deals with the Earth as a dynamic system, tracing both the origins and workings of the solid earth, the atmosphere, the oceans and the biosphere. The Earth's internal structure and tectonic processes (earthquakes, volcanism and plate movements), climate systems, climate variability and change, landforms, surface processes and the role of the biosphere are investigated. Models for the genesis of life are considered and patterns of evolution and extinction are traced through fossils and other evidence. Wherever possible, interactions (for example, between landscape and climate, atmosphere and life, plate movements and landforms) are examined to develop a unified model of the global system. Special lectures are included to illustrate the human significance of the models examined.

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:

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
- Present ideas and the supporting evidence clearly in written and verbal form
- Building on and further developing skills in literacy, numeracy and information technology
- Developing independence and skills for working in a group
- Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
- Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
- Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>10%</td>
<td>10 am 21/03/16</td>
</tr>
</tbody>
</table>
## Assessment 1

**Due:** 10 am 21/03/16  
**Weighting:** 10%

**First Essay** on Module 1 content

On successful completion you will be able to:

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
- Present ideas and the supporting evidence clearly in written and verbal form
- Building on and further developing skills in literacy, numeracy and information technology
- Developing independence and skills for working in a group
- Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
- Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
- Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

## Assessment 2

**Due:** 10 am 23/05/16  
**Weighting:** 20%

**Second essay** on Modules 2 and 3 content

On successful completion you will be able to:

- Understanding how our planet works and how its major components interact, to be in a
better position to evaluate environmental issues and come to more meaningful conclusions about them
• To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
• Present ideas and the supporting evidence clearly in written and verbal form
• Building on and further developing skills in literacy, numeracy and information technology
• Developing independence and skills for working in a group
• Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
• Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment 3
Due: N/A
Weighting: 14%

True/False Quizzes (14%)
There are a total of 12 true/false quizzes. They are completed online at home during weeks 2-13 for all students. The quizzes are done by you alone, closed-book. Each true/false quizz comprises 20 questions, based on prior lecture material for that week. Your overall true/false quizz assessment will be based on your best 10 individual true/false quizz results. If you do not complete a true/false quizz in its scheduled week you will receive 0/20 for that individual true/false quizz.

On successful completion you will be able to:
• Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
• To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
• Present ideas and the supporting evidence clearly in written and verbal form
• Building on and further developing skills in literacy, numeracy and information technology

Assessment 4
Due: N/A
Weighting: 16%
Practical Tests (16%)

There are a total of 4 practical tests. They are completed in class at the end of each module. It is compulsory that the tests are undertaken during your practical class, usually in the last 10 mins. The tests are done by you alone, closed-book. Unlike the True/False quizzes the practical tests will usually involve a practical task to prepare you for the exam.

On successful completion you will be able to:

• Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
• To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
• Present ideas and the supporting evidence clearly in written and verbal form
• Building on and further developing skills in literacy, numeracy and information technology
• Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment 5

Due: TBA
Weighting: 40%

Final Examination (40%)

The University Examination period in First Half Year 2015 is from Tuesday 14th June 2016 to Friday 1st July 2016.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

http://www.timetables.mq.edu.au/exam

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching session, that is, the final day of the official examination period.

The examination consists of two sections. Section A comprises 10 short-answer questions. Section B consists of 4 problems, one from each module of the unit.
On successful completion you will be able to:

• Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
• To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
• Present ideas and the supporting evidence clearly in written and verbal form
• Building on and further developing skills in literacy, numeracy and information technology
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Delivery and Resources

LECTURES

• There are two 1 hour lectures each week. These are on Mondays from 12-1 in the Macquarie Theatre and Fridays 11-12 in the Lotus Theatre. You need to attend both.
• Both lectures each week will be recorded by Echo 360 for iLecture (links from iLearn). We strongly suggest that you use this as a revision aid, and not a reason to stay away from lectures. Our experience is that internal students benefit greatly from attendance at the live lectures.

PRACTICALS

• There is a one 2 hour practical each week. Practicals are in E5A 250. There are 15 possible practical classes. The timetable for the classes can be found on the University web site at: http://www.timetables.mq.edu.au/
• Students are expected to attend all practicals; read practical notes prior to weekly practical; attend all practicals and participate.
• **Practicals and lectures start in Week 1** (29 Feb-4 March), please come along, it is important to start straight away! Note that this first week of study is also termed O-week.
• You may not change practical classes once session 1 begins unless you have permission from the unit convenor.
• It is an assessment requirement of this unit that all students attend practical classes. You may only do the practical tests in the practical classes at the end of each module. The lecture content True/False quizzes will be conducted at home.
Due to 25th and 28th March being a public holiday in Week 4-5 and 25th April in week 7 there will be no prac, Students in the Friday and Monday practicals must organise attendance at one of the other practical classes earlier or later in that week. There will be no extra pracs for content missed - please plan ahead.

**READING**

- Read from the textbook and other sources listed in this unit guide and also research your own sources.

**ASSESSMENTS**

- Two assessments are required (see Assessment tasks) the workload for these is likely to vary from week to week, with some weeks being more than the average of the overall workload for these and some being less - overall 48 hrs. The method of submission also varies for some of these assessments - make sure you read the submission instructions carefully in: Assessments: submission and grading.

**QUIZZES AND TESTS**

- Weekly True/False quizzes to be completed at home (online) and four practical quizzes (one for each module) to be completed during the practical class - requires at least 1 hour a week.

**EXAM**

- Private study for the final exam will vary from week to week, with some weeks being more than the average of the overall workload for these and some being less - overall 7 hrs.

**TECHNOLOGIES USED AND REQUIRED**

**GEOS112: ILEARN and ILECTURE (ECHO 360)**

**Public page:** [http://www.eps.mq.edu.au/GEOS112.htm/](http://www.eps.mq.edu.au/GEOS112.htm/)

The iLearn web page for this unit can be accessed from here: [http://ilearn.mq.edu.au](http://ilearn.mq.edu.au)

A link in here leads you to the iLecture content for geos112.

**Accessing the Web Site:** Usernames and passwords

Usernames

Your iLearn username will be your standard Macquarie **Student OneID Number** (an 8-digit number found on your Campus Card).

Open University Australia students will find your **Student OneID Number** in the Confirmation of Enrolment letter included with your Macquarie study package.
Passwords

You will use your OneID password for your iLearn online units.

When you have finished using the web site you must **log out**, or **exit** or **quit** your browser. To log out of iLearn, click the 'logout' link near the top right of the screen. If you don't log out, or exit or quit your browser, other people can continue to use your account which means they can use your mail, discussions and other course tools.

*iLearn Communication Tools*

The unit iLearn page includes three messaging tools, the Announcements tool, the Discussions forum and the Dialogue tool. In the Announcements Forum, the teaching staff will make unit-wide announcements. These will mostly concern administrative matters (Please note: Students cannot post in this forum). All participants are subscribed to this forum and will automatically receive email notification of these important announcements. The Discussions forum is used for messages that either everyone enrolled or selected groups in an online unit can read. Students and lecturers can post and reply to these messages. The Dialogue tool is used for private messages between you, your lecturer and students in a unit. It is suggested that you check for new discussion and mail messages at least once a week.

**Required and recommended texts and/or materials**

- The prescribed textbook for the unit is:


  This textbook may be purchased from the Co-op Bookshop, together with the GEOS112 Practical Manual. It is essential that you purchase these before or during the first week of session.

  It is also essential that you spend some time becoming familiar with the textbook - the index, glossary and layout, at the beginning of the unit. It covers most of the aspects we shall be studying, some in greater detail than is required. Thus, you should read the sections which are related to the lecture and practical material covered each week. You need to use your own initiative to pick out the appropriate parts, and hopefully you will find it of interest to read "around" these parts as well (e.g. the "closer look", "guest essay") categories in the book.

- The prescribed unit material is the:

  GEOS112 Practical Manual.

  It may be purchased from the Co-op Bookshop. It is essential that you purchase this before or during the first week of session.

  You should find the following recommended textbooks helpful for reference. They should provide useful supportive material to the lectures and practicals, and supplement the prescribed textbook. Most or all of them should be available in the "Reserve" section of the Library.

The Library

Because of the large number of students enrolled in this unit, the facilities and materials of the Library will be fully extended. For your own sake and for others please do not leave your use of these facilities until the last minute. The Library is open for very liberal hours (day, evening and weekends) so there should be plenty of opportunity to find materials. When borrowing books, please return them quickly so that others also have access to them. It is extremely important that you become an efficient library user. Find out quickly how it works and organise your time.
properly. Do not assume you know how to use the Library and do not be embarrassed about asking. Library tours and Library staff are freely available for your consultation.

### Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Dates</th>
<th>Lecturer*</th>
<th>Lecture Topics</th>
<th>Practical Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 Feb - 4 Mar</td>
<td>KW</td>
<td>1. Welcome; success in GEOS112 Module 1: The Solid Earth 1. Earth and its neighbours</td>
<td>Module 1 1. Introduction; unit guide; unit web page; Garden Rocks</td>
</tr>
<tr>
<td></td>
<td>4 Mar</td>
<td>BS</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 Mar - 11 Mar</td>
<td>BS</td>
<td>1.2 The Deep Earth (earthquakes and structure) 1.3 The Earth's crust (magnetism and gravity)</td>
<td>2. Where things are and how fast they move</td>
</tr>
<tr>
<td></td>
<td>11 Mar</td>
<td>BS</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14 Mar - 18 Mar</td>
<td>BS</td>
<td>1.4 Moving continents (oceans the key) 1.5 Plate tectonic model</td>
<td>3. Palaeomagnetism and wandering continents</td>
</tr>
<tr>
<td></td>
<td>18 Mar</td>
<td>BS</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>21 Mar - 25 Mar</td>
<td>BS (OL)</td>
<td>1.6 Origin of the atmosphere and oceans – online lecture only Assignment 1 due by 10 am 21st March Module 2: The Climate System 2.1 Introduction to the Earth's climate system No lecture – public holiday</td>
<td>4. Plate tectonics</td>
</tr>
<tr>
<td></td>
<td>21 Mar</td>
<td>SB</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25 Mar</td>
<td>SB</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28 Mar - 1 Apr</td>
<td>SB</td>
<td>No lecture – public holiday 2.2 Energy and the Climate System</td>
<td>Module 2 5. Field observation skills</td>
</tr>
<tr>
<td></td>
<td>1 Apr</td>
<td>SB</td>
<td>2. Where things are and how fast they move</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4 Apr - 8 Apr</td>
<td>SB</td>
<td>2.3 Global atmosphere and ocean circulation 2.4 Short term atmospheric variability</td>
<td>6. Atmospheric moisture</td>
</tr>
</tbody>
</table>

First On-Campus Session for external students, 2-3 April 2016

2 week recess

https://unitguides.mq.edu.au/unit_offerings/57535/unit_guide/print
### Learning and Teaching Activities

#### Lectures

Two hours of lectures a week - overall 25 hrs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th April</td>
<td>SB</td>
<td>No lecture – public holiday</td>
</tr>
<tr>
<td>29th April</td>
<td>SB</td>
<td>2.5 Long term climate change – online lecture only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6 Climate change &amp; the greenhouse effect</td>
</tr>
<tr>
<td>2nd April</td>
<td>KW</td>
<td>Module 3: Surface Processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 Global geomorphic provinces</td>
</tr>
<tr>
<td>6th May</td>
<td>KW</td>
<td>3.2 Epimorphism – online lecture only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Catchments – Erosion and lateral redistribution of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>products of epimorphism</td>
</tr>
<tr>
<td>9th May</td>
<td>KW</td>
<td>3.4 Landscape evolution – The Timeless Land?</td>
</tr>
<tr>
<td>13th May</td>
<td>KW</td>
<td>3.5 After Gondwana: climate change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 4: The Biosphere</td>
</tr>
<tr>
<td>16th May</td>
<td>KW</td>
<td>3.6 The dark recesses of the oceans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 4: The Biosphere</td>
</tr>
<tr>
<td>20th May</td>
<td>SG</td>
<td>4.1 Radioactivity and the age of the Earth</td>
</tr>
<tr>
<td>23rd May</td>
<td>SG</td>
<td>4.2 Life: the beginnings</td>
</tr>
<tr>
<td>27th May</td>
<td>SG</td>
<td>4.3 Evolution: the fossil record</td>
</tr>
<tr>
<td>30th May</td>
<td>SG</td>
<td>4.4 Mass extinctions</td>
</tr>
<tr>
<td>3rd June</td>
<td>SG</td>
<td>4.5 Biogeography</td>
</tr>
<tr>
<td>6th June</td>
<td>SG</td>
<td>4.6 Natural Hazards and their Impacts</td>
</tr>
<tr>
<td>10th June</td>
<td>SG</td>
<td>4.7 Global cycles – wrap up, exam and beyond</td>
</tr>
</tbody>
</table>

*BS – Bruce Schaefer; SB – Stuart Browning; KW – Kira Westaway; SG – Simon George, OL online lecture only*
Practicals
Two hours of practical classes a week - overall 26 hrs.

Reading
At least 1 hour of private reading a week - overall 15 hrs

Assessments
Two essay-based assessments are required (see Assessment tasks)- overall 48 hrs

Quizzes and Tests
Weekly True/False quizzes online and four practical tests during the practical class - 1 hour a week - overall 13 hrs

Exam
A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

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


Disruption to Studies Policy 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/
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.

Special Consideration

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The following is a link to the University’s Special Consideration Policy. You are required to read this policy at the start of this session:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

There is a procedure for appealing against final unit grades and a mechanism for solving problems like illness during the unit. We refer you to the University Handbook of Undergraduate Studies for details and suggest that you discuss these sorts of problems with the Unit Convenor in the first instance.

Academic Honesty and Plagiarism

The University defines plagiarism in its rules: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas." Plagiarism is a serious breach of the University's rules and carries significant penalties. The policy explains what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. GEOS112 uses turnitin to help monitor plagiarism (see section on assignments).

University policy on grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. Grades will
not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution.

For an explanation of the policy see:


Effect of excessive paid work and other activities on student progress and success

· Several studies on student progress have demonstrated that excessive hours of paid work and/or other activities, especially regular commitments, can have a detrimental effect on successful completion of studies. As stated in the Handbook of Undergraduate Studies (Glossary of Terms, “credit point”) the number of credit points for each unit reflects the amount of work required, and each credit point has an expectation of 3 hours of work (this includes both in class and out of class study).

· If you are undertaking an average full-time program of study, i.e. 12 credit points in a session, then you should expect to undertake 36 hours of work. Care should be taken with additional regular commitments to ensure that you are not overloading yourself. Options might include cutting back on outside commitments during the session or reducing the number of units you undertake.

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) 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 Support Services

Advice for students with disabilities/health conditions

The Disability Support Unit (DSU) provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student’s needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

To register with ESU, download a Disability Service Registration form from: http://students.mq.edu.au/campus_life/wellbeing/disability_support_unit/how_to_register/
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

IT Help

For help with University computer systems and technology, visit 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

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

- To develop an appreciation of a wide range of scientific methods and be better equipped...
in the use and synthesis of available information
• Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment tasks
• Assessment 1
• Assessment 2
• Assessment 5

Learning and teaching activities
• Two hours of practical classes a week - overall 26 hrs.
• Two essay-based assessments are required (see Assessment tasks)- overall 48 hrs
• A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

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
• Developing independence and skills for working in a group
• Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
• Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment tasks
• Assessment 1
• Assessment 2
Learning and teaching activities

- Two hours of practical classes a week - overall 26 hrs.
- At least 1 hour of private reading a week - overall 15 hrs
- Two essay-based assessments are required (see Assessment tasks) - overall 48 hrs

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

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
- Present ideas and the supporting evidence clearly in written and verbal form
- Building on and further developing skills in literacy, numeracy and information technology
- Developing independence and skills for working in a group
- Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
- Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem
- Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4
- Assessment 5

Learning and teaching activities

- Two hours of lectures a week - overall 25 hrs.
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**

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- To develop an appreciation of a wide range of scientific methods and be better equipped in the use and synthesis of available information
- Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4
- Assessment 5

**Learning and teaching activities**

- Two hours of lectures a week - overall 25 hrs.
- Two hours of practical classes a week - overall 26 hrs.
- At least 1 hour of private reading a week - overall 15 hrs
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

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
- Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 5

Learning and teaching activities

- Two hours of lectures a week - overall 25 hrs.
- Two hours of practical classes a week - overall 26 hrs.
- At least 1 hour of private reading a week - overall 15 hrs
- Two essay-based assessments are required (see Assessment tasks)- overall 48 hrs
- A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

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**

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
- Developing a hypothesis for testing and applying prior knowledge and understanding to a scientific problem

**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 4
- Assessment 5

**Learning and teaching activities**

- Two hours of practical classes a week - overall 26 hrs.
- Two essay-based assessments are required (see Assessment tasks)- overall 48 hrs
- A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

**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**

- Present ideas and the supporting evidence clearly in written and verbal form
- Building on and further developing skills in literacy, numeracy and information technology
- Developing independence and skills for working in a group
- Demonstrate critical thinking in your reading and interpretation of the literature and restate and draw original inferences from scientific papers.
- Developing a hypothesis for testing and applying prior knowledge and understanding to
a scientific problem
• Applying knowledge to new situations and landscapes. Developing a means of presenting and synthesizing data in a creative way

Assessment tasks
• Assessment 1
• Assessment 2
• Assessment 3
• Assessment 5

Learning and teaching activities
• Two hours of lectures a week - overall 25 hrs.
• Two hours of practical classes a week - overall 26 hrs.
• At least 1 hour of private reading a week - overall 15 hrs
• Two essay-based assessments are required (see Assessment tasks) - overall 48 hrs
• Weekly True/False quizzes online and four practical tests during the practical class - 1 hour a week - overall 13 hrs
• A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

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
• Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them
• Building on and further developing skills in literacy, numeracy and information technology
• Developing independence and skills for working in a group

Assessment task
• Assessment 5
Learning and teaching activity

- Two hours of lectures a week - overall 25 hrs.
- Two hours of practical classes a week - overall 26 hrs.
- At least 1 hour of private reading a week - overall 15 hrs
- Two essay-based assessments are required (see Assessment tasks) - overall 48 hrs
- A test of knowledge and understanding of the lecture content and practical skills overall 7 hrs

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 outcome

- Understanding how our planet works and how its major components interact, to be in a better position to evaluate environmental issues and come to more meaningful conclusions about them

Assessment tasks

- Assessment 2
- Assessment 5

Learning and teaching activities

- Two hours of lectures a week - overall 25 hrs.
- Two hours of practical classes a week - overall 26 hrs.
- At least 1 hour of private reading a week - overall 15 hrs
- Two essay-based assessments are required (see Assessment tasks) - overall 48 hrs

Assessments: submission and grading

ASSESEMENTS

The titles and details of the 2 assessments can be found on a hand-out given in the first lecture and in ilearn. It is important that you meet the deadlines for submission. There will be a penalty of 5% of the total mark per day (or per weekend) late, unless there is a case of misadventure. This needs to be documented, and in the case of illness, supported by medical certificates. All requests for extensions must be made to the unit convenor, Dr Kira Westaway - if not available, then Dr Schaefer (assignments 1 only) may also be consulted regarding extensions. Requests for extensions must be made prior to due dates if at all possible.
ASSESSMENT CRITERIA FOR ESSAYS

The main criteria against which essays will be assessed include:

- The structure of the essay, including an easily identifiable introduction, discussion, and conclusion.
- Demonstration of a clear understanding of the question.
- A logical, clear, and concise description and discussion of the topic.
- The use of, and quality of, figures and tables.
- The quality of references used, and the accuracy of within text references and the Reference list.
- The accuracy of spelling and grammar.
- Adherence to the presentation guidelines in the Unit Guide (particularly point 4(ii)).

SUBMISSION OF ASSESSMENTS

Both assessments must be submitted via Turnitin (via the Turnitin link in ilearn). There will be no hard copy assignments accepted. As the submissions are entirely online there is no need for a cover sheet

(1) **Turnitin**: all three assessments are to be submitted using Grademark via Turnitin. Macquarie University promotes student awareness of information management and information ethics. As well as training and the provision of general information, the University tackles the issue of plagiarism through use of an online plagiarism detection tool (Turnitin). This software is used in conjunction with a set of procedures to ensure its use is equitable. The text of all three assessments for GEOS112 will be submitted to Turnitin via the Internet as part of the submission process for your assignment.

Turnitin automatically compares your work to the work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals. The results will be sent only to your lecturer, who will analyse these in reference to the University's standard Policy on Plagiarism. See notes on plagiarism found at the back of your practical booklet.

**Turnitin Procedure**

1. Go to the GEOS112 ilearn page and either find the Turnitin Assessment 1-2 links in Modules 1 and 3 or use the Turnitin Assignments link in the Activities block on the top right hand side of the site.

2. Click on the correct Assessment and then click on Submit paper - you will be allowed a single file upload in pdf. format.

3. There will be tips on file submission when you upload your file

4. Scroll through the drop down menu to find your name, enter a submission title (Assessment 1-2 plus your own title if desired) choose the appropriate file from your computer (please double check you have the correct file) and press Add submission. The file will automatically be
Background to the unit

MACQUARIE UNIVERSITY

FACULTY OF SCIENCE

Department of Earth and Planetary Sciences

Department of Environmental Sciences

GEOS112

This unit is run jointly by the Department of Planetary Sciences and the Department of Environment and Geography.

The Planet Earth is a broad-ranging unit that is intended to give you an overview of the character of our planet. To do this we integrate elements of environmental science, geography, geology, and geophysics; yet the unit assumes no prior specific scientific background. For those pursuing environmental or earth science, this unit provides a firm foundation for future studies. Students interested in other sciences will find The Planet Earth both relevant and interesting. For those more interested in the humanities, the unit will provide a vivid picture of our physical environment. Whatever your interests, you should find this a stimulating unit.

A Pass grade or better in The Planet Earth can be used as a prerequisite for several 200-level units in the Department of Environment and Geography and the Department of Earth and Planetary Sciences. These are: The Atmospheric Environment (ENVS216); Introduction to Field Geology (GEOS226); Earth Surface Processes (ENVS266); Introduction to Geophysics (GEOS205); and others.

Changes made to previous offerings of the unit

Compared to 2015, the first two assignments have been collapsed into one, both assignments are now online submission only and account for 30% of your overall score. The True/False quizzes (online at home = 14%), and 4 practical quizzes in class (=16%) now account for a further 30% of your score. The percentage of the exam has been decreased to 40% (down from 45%) to accommodate the increase in percentage of the quizzes.
GEOS112 Paton Prize

An annual Paton Prize ($300) is awarded to the student that performs at the highest level for the unit.