COURSE OUTLINE

ENS501 Coastal Conservation Planning

School: School of Science, Technology and Engineering

2024 | Semester 1

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Coastal ecosystems are facing escalating threats from development and the consequences of climate change. In this course, you will explore the threats faced by coastal ecosystems, learn the principles and tools of conservation and management, and investigate challenges in the coastal strip. You will apply your knowledge in a practical context to undertake a supervised research project that addresses a topical issue for local coastal conservation and/or management. The course emphasises the integration of knowledge and skills to address regional or local conservation and management issues.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1-hr of recorded online learning materials each week.	1hr	Week 1	13 times
Tutorial/Workshop 1 – 3-hr face-to-face workshop on campus each week.	3hrs	Week 1	12 times
Seminar – 1-hr face-to-face seminar on campus	1hr	Week 2	2 times
Fieldwork – 4-day field course, delivered face-to-face at an off campus location in week 5. Field course dates are subject to change if weather conditions are poor.	32hrs	Week 5	Once Only

1.3. Course Topics

- Be provided with a fundamental grounding in the theory and practice of coastal conservation planning
- Discuss the practical and ethical implications of coastal conservation and management
- Be guided in identifying the nature and scope of a practical study, in developing an associated literature review to contextualise this study within your knowledge of coastal conservation and management, and in presenting a project proposal that outlines ho and why the proposed study is important
- Under supervision, complete the proposed research and produce a report that demonstrates a sound understanding of coastal conservation and/or management

2. What level is this course?

500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Synthesise and critically evaluate specialist scientific literature, data and information from a diversity of sources for application to an advanced coastal management issue.	Creative and critical thinker
2	Apply specialist practical, conceptual and theoretical tools and techniques in coastal ecology and conservation planning to formulate advanced research questions and design a substantial research project.	Engaged
3	Utlise advanced knowledge and apply specialist skills associated with research principles and methods to plan, execute and deliver a field project that addresses a significant problem in coastal conservation and management.	Empowered
4	Integrate advanced theoretical knowledge, and apply specialist technical skills, to summarise and synthesise research findings, and to critically examine these in the context of current paradigms in marine science and coastal conservation.	Knowledgeable
5	Communicate specialist knowledge, data, arguments and research findings clearly and coherently in appropriate oral and written formats for peers, and other scientific audiences, through application of advanced English language, numeracy and technological skills.	Empowered

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in program SC523

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Coastal ecosystems are facing escalating threats from development and the consequences of climate change. In this course, you will explore the threats faced by coastal ecosystems, learn the principles and tools of conservation and management, and investigate challenges in the coastal strip. You will apply your knowledge in a practical context to undertake a supervised research project that addresses a topical issue for local coastal conservation and/or management. The course emphasises the integration of knowledge and skills to address regional or local conservation and management issues.

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback on your Research Plan will be provided in class in Weeks 1 to 4.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	max. 2000 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	20%	max. 30 slides and 15 minutes	Week 10	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	max. 5000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Evidence File / Dossier

GOAL:	To produce a compilation, and critical assessment, of the facts available in the global, peer-reviewed literature about an anthropogenic pressure/stressor/threat operating in the coastal and marine domain. Treatment of the subject matter must be balanced, objective, and fair. A critical assessment of the evidence base typically also evaluates the quality and credibility of information sources and studies.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	The dossier will generally be a written piece that provides a synthesis of the available evidence base. It generally follows scientific referencing conventions and writing, and it contains summaries of particular issues where appropriate and necessary. In practical terms, it would be a valuable document for a court case involving an environmental matter.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate that you can ferret out essential sources of information and evaluate their design, quality of attribution, and credibility.	1
2	Demonstrate that you can summarise the key findings from a body of information and summarise them objectively and in a balanced way.	2
3	Demonstrate that you can write using appropriate style and prose, correct punctuation and grammar, and consistent use of disciple-specific vocabulary.	5

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Seminar

GOAL:	To create a presentation that sketches the key features and characteristics of an anthropogenic threat, conservation issues, or management challenge in the coastal and marine domain. The presentation should be brief enough to keep the audience engaged whilst expansive and detailed enough to cover the aspects that are essential for an understanding of the key messages.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Whilst the 'standard' form of presentation that is widely used in science and business is a f2f talk supported by a suite of PowerPoint slides, we are here flexible. We have catholic tastes regarding communication and the arts (check with the course coordinator first). Thus students are free to choose any format as long as it is practical, professional, and respectful. For formal talks, students should aim for a maximum duration of 20 minutes (shorter is better) and limit their supporting slides to fewer than 30.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate that you can extract the salient messages from a larger body of information and can highlight those facets that define and describe a topic or issue.	1 2
2	Demonstrate that you can communicate the essential facts to an audience in a form that contains accurate facts, is ethically sound, and presents an objective evaluation that accurately reflects the balance of evidence available in the peer-reviewe	1
3	Demonstrate that you can create communication material (e.g. slides, videos, audio recordings, interviews, sculptures, paintings, installations) that is original, engaging, objective, balanced, and respectful.	4

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

All - Assessment Task 3: Project Report

GOAL:	To demonstrate skills typically used during the quantitative analysis as part of a scientific investigation examining the role of anthropogenic stressors in coastal and marine ecosystems and the capacity to communicate results in a form that meets the basic standards widely accepted in the peer-reviewed scientific literature.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	A written report that summarises the rationale, methods, and key results of anthropogenic stressors in the coastal zone examined during the field trip(s) in this course. The report should include: i) a very brief summary of the relevant scientific literature, ii) a sketch of the main objectives/key questions addressed, iii) an outline of the tests of ecological hypotheses (where appropriate) and their results, and iv) 5 contextualisation of the findings concerning ecosystem sensitivity and the socio-cultural values shaping human uses of coastal and marine systems.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate that you can identify the relevant peer-reviewed literature and synthesise the salient findings from it.	1
2	Demonstrate that you can write a concise report that meets the basic standards widely applied in the peer-reviewed literature (e.g. objectivity, grammar, prose, referencing, accuracy).	2 3
3	Demonstrate that you can analyse data and report the outcomes of the analysis using correct scientific figures, tables, images and text.	4 5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

Access to internet and search engines. You will be required to undertake field studies for four days. You will be required to wear covered footwear, hat, long-sleeved shirt and long trousers for field safety. Accommodation costs will be covered. Details of costs and opportunities for travel and food will be set out at the beginning of the semester. Discuss any financial hardship that might be associated with the field studies with the Course Coordinator.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: - The final mark is in the percentage range 47% to 49.4% - The course is graded using the Standard Grading scale - You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate: - 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task. - 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task. - A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au