COURSE OUTLINE

GEO350 Geo-ethics: Plants, Animals and People

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

In this course you will explore the geography of life on earth at different places, spaces and scales. You will use empirical and critical biogeography approaches to examine contemporary topics about nature. You will study theories and concepts about the distribution, dispersal and extinction of plants and animals; and critical, more-than-human theories and concepts about the interactions between plants, animals and people in diverse places such as the home, entertainment, education, agriculture, tourism, and conservation areas.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Scheduled face-to-face tutorial	2hrs	Week 1	10 times
Learning materials – Asynchronous online delivery of learning materials	1hr	Week 1	12 times
ONLINE			
Tutorial/Workshop 1 – Scheduled online delivery of tutorials	2hrs	Week 1	10 times
Learning materials – Asynchronous online delivery of learning materials	1hr	Week 1	12 times

1.3. Course Topics

the history of biogeography

spatial patterns in nature

biogeographic processes

humans as natural

companion species

nonhumans in education, therapy, film zoos, entertainment and agriculture

planning geo-ethical spaces and places

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Learning & Teaching Council
1 Demonstrate fundamental theories and concepts linking plants, animals and people in geography and allied disciplines.	Sustainability-focussed	1, 2
2 Describe how these theories and concepts manifest in different spaces, places and environments.	Creative and critical thinker Sustainability-focussed	3
3 Apply these concepts to 'real world' situations	Engaged	4
4 Search, select and analyse relevant academic information and communicate findings in different formats	Empowered	6
5 Interpret data to determine the impact and interactions between plants, animals and people	Knowledgeable Sustainability-focussed	5
6 Demonstrate skills in problem definition	Creative and critical thinker	5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN LEARNING & TEACHING COUNCIL	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
2	Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding.

CODE	COMPETENCY
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.
4	Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.
5	Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.
6	Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.

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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

The first task is split into two parts one - unmarked quick feedback (Week 2) and the second is marked (Week 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	20%	1000 words max	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	35%	PechaKucha is a storytelling format where a presenter shows 20 slides for 20 seconds each.	Week 7	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	45%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Using Theory - Building Connections

GOAL:	It is critical that you develop a keen ability to apply and think through Geo-ethics theory and approaches. This exercise is developed to give you confidence and feedback for your learning and models the work you will be doing in Task 2.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Academic essay

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed in workshops	1
2	Demonstrate the ability to analyse readings, discussions and other information and to take an informed position on the relationship between human and non-human nature that values differing perspectives.	2 3

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: PechaKucha 20-20

GOAL:	To demonstrate fundamental concepts in studying geo-ethics using both empirically-based and critical thinking approaches.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	In person in tutorial OR pre-recorded with instructors approval.

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed in workshops	1
2	Demonstrate the ability to analyse readings, discussions and other information and to take an informed position on the relationship between human and non-human nature that values differing perspectives.	2 3

GENERIC SKILLS:	Communication, Collaboration, Information literacy

All - Assessment Task 3: Final Essay

GOAL:	To practically apply your geo-ethics knowledge. Choose a film, book, or documentary as a source text, and provide an analysis using specific configurations and geographers covered in the course.
PRODUCT:	Essay
AUTHORSHIP STATEMENT:	
FORMAT:	Research and cite relevant literature (APA 7). All work must be in Cadmus. Please hand in a draft week 10

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed and observed	1
2	Demonstrate organisation and the ability to analyse a variety of information types into key concepts	3 5
3	Demonstrate the ability to take an informed position on the relationship between human and non-human nature in different spaces and places	2 5 6
4	Search, select and correctly reference relevant academic and verbal information and personal observations	4
5	Demonstrate structure, clarity and style of writing appropriate for the audience	2

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

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
GEOGRAPHY THRESHOLD LEARNING OUTCOMES				
All delivery modes	Essay	Final Essay	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
	Oral	PechaKucha 20-20	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
	Written Piece	Using Theory - Building Connections	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed

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

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

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

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central