FACULTY OF SCIENCE

SCHOOL OF BIOLOGICAL, EARTH AND ENVIRONMENTAL SCIENCES

GEOS 3921

COASTAL RESOURCE MANAGEMENT

SEMESTER 2, 2016

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Faculty of Science - Course Outline

1. Information about the Course

NB: Some of this information is available on the UNSW Handbook[1]

Year of Delivery	2016
Course Code	GEOS 3921
Course Name	COASTAL RESOURCE MANAGEMENT
Academic Unit	BEES
Level of Course	3rd Year undergraduate course
Units of Credit	6 units of credit
Session(s) Offered	Semester 2
Assumed Knowledge, Prerequisites or Co-requisites	Nil
Hours per Week	4 (2 hours of lectures and 2 hours of tutorials). NOTE: tutorials do not run every week, see the course timetable for information on the tutorial program
Number of Weeks	12 weeks
Commencement Date	**Monday 1st August**

Summary of Course Structure (for details see 'Course Schedule')

Component	HPW	Time	Day	Location
Lectures	2	10 am – 12 pm	Monday	Mathews 102
Tutorial classes				
Tutorial – Option 1	2 **(HPF)**	11 – 1 pm	Wednesday	Mathews 228
Tutorial – Option 2		12 – 2 pm	Thursday	Mathews 228
TOTAL	4			

Special Details	Classes commence week 2, Monday 1st August, tutorial classes commence week 4. Two compulsory field trips are included in this course; students must contact Damon early to discuss any physical conditions which could be an issue for the trips. Tutorial classes are ***not run each week***, preparation for tutorial classes is required. Two tutorial periods are used for field trips within the Eastern Suburbs. Details will be provided in class.

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenor				
Additional Teaching Staff	Lecturers & Facilitators	Damon Bolton A/Prof Jes Sammut	Room 601, BioSciences d.bolton@unsw.edu.au Room 601, BioSciences j.sammut@unsw.edu.au	Wednesdays or Thursdays by appointment By appointment
	Tutors & Demonstrators	Brendan and Kingsley	Use the Moodle forum for tutorial enquiries	Tutors are not available for consultation outside of class times
	Technical & Laboratory Staff			

[1] UNSW Online Handbook: http://www.handbook.unsw.edu.au

3. Course Details

Course Description[2] (Handbook Entry)	This course focuses on coastal resource management. Topics include: Australian coastal zone policy; coastal erosion and conservation; soil and water acidification; global shrimp farming issues and management; oyster farming; causes of fish kills and fish disease outbreaks; estuary management; coastal water resource management; recreational and commercial fisheries; marine protected areas (MPAs); coastal wetlands. The course considers Australian and global perspectives on current and emerging coastal resource management issues.
Course Aims[3]	This course is intended to give students from various disciplines an opportunity to increase their understanding of current and emerging issues in coastal resource management as well as approaches to management and coastal planning in Australia and the region. This course was also developed to meet job market needs in coastal resource management.
Student Learning Outcomes[4]	Students will develop an understanding and appreciation of: - coastal degradation (processes and human-induced changes) - coastal policy - frameworks and approaches to CRM - the broad and emerging coastal issues - the roles of geography, environmental science, social science and engineering in CRM - public participation in CRM - interdisciplinary approaches to CRM On successful completion of this course, you will have developed skills in: - professional report production - project planning and management - data collection, interpretation and analyses (depending on assessment choices) - delivery and communication of findings - stakeholder engagement - reviewing policy, reports and management strategies - formulating management strategies

Graduate Attributes Developed in this Course[5]

Science Graduate Attributes[5]	**Select the level of FOCUS** *0 = NO FOCUS* *1 = MINIMAL* *2 = MINOR* *3 = MAJOR*	**Activities / Assessment**
Research, inquiry and analytical thinking abilities	3	Activities: written report, real-life type investigative project Assessment: written reports
Capability and motivation for intellectual development	2	Activities: written report, field trips, real-life type investigative project Assessment: written reports, class participation
Ethical, social and professional understanding	1	Activities: written report, field trips, real-life type investigative project, case studies, round table role-play Assessment: written reports, class participation
Communication	2	Activities: written report, real-life type investigative project, case studies, round table role-play Assessment: written reports, class participation
Teamwork, collaborative and management skills	3	Activities: written report, real-life type investigative project, case studies, round table role-play Assessment: class participation
Information literacy	3	Activities: written report, real-life type investigative project, case studies, round table role-play Assessment: written reports

[2] UNSW Handbook: http://www.handbook.unsw.edu.au
[3] Learning and Teaching Unit: Course Outlines
[4] Learning and Teaching Unit: Learning Outcomes
[5] Contextualised Science Graduate Attributes: http://www.science.unsw.edu.au/our-faculty/science-graduate-attributes

Major Topics (Syllabus Outline)	The major topics that this course will cover include some of the most well-known and emerging coastal issues, threats and pressures in Australia and the region such as soil and water acidification, the commercial fishing industry, shrimp farming, 'natural' disasters and climate change. This course will also examine coastal policy in Australia, the issues surrounding marine parks and the challenges associated with managing the Australian coast.
Relationship to Other Courses within the Program	Coastal Resource Management follows on from Environmental Impact Assessment where there was a strong vocational emphasis. Likewise, the material in Coastal Resource Management is also directed towards improving professional skills and will enable students to understand how government agencies, industry and the community participate in coastal resource assessment, planning and management.

4. Rationale and Strategies Underpinning the Course

Teaching Strategies	The material in this course is taught through a mixture of lectures, tutorials, field classes and participation in a round table discussion. This mixture of teaching methodologies will be employed to ensure that there are various avenues for students to interact, communicate and learn at various levels of the course.
Rationale for learning and teaching in this course[6,7]	The lecture content for this course is designed to enable students to critically study and understand current and emerging issues in coastal resource management. The majority of the course will be taught with a geographical perspective in mind. By providing different geographical perspectives and approaches it is hoped that students will develop a greater understanding of the connections between coastal physical processes and human dimensions to coastal protection and management. This course will draw on case studies in both Australia and in the Asia Pacific region to provide students with an additional level of understanding of such relationships and connections.

[6] Reflecting on your teaching

5. Course Schedule

Some of this information is available on the Online Handbook[7] and the UNSW Timetable[8].

Week	Lecture topics	Lecturer	Tutorial class	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
Week 2 1 August	Introduction- course overview and Estuary classification	*Damon*	No tutorial	
Week 3 8 August	Paradigms of management	*Damon*	No tutorial	
Week 4 15 August	Dune and beach management	*Damon*	SWOT analysis	Prepared SWOT analysis submitted for assessment (10%)
Week 5 22 August	Marine parks, policy and science	*Damon*	No tutorial – work on your assignments	
Week 6 * 29 August	Enhancing recreation through resource management	*Damon*	La Perouse field trip	La Perouse briefing notes submitted (10%)
Week 7 5 September	Aquaculture Case studies (shrimp, oyster and fish farming)	*Jes*	No tutorial –preparation for round table	
Week 8 12 September	Advances in aquaculture research, stable isotopes and moving on from undergrad.	*Ange*	Environmental round table	Round table briefing note (10%) and participation (10%)
Week 9 19 September	Commercial fishing industry perspective on coastal management	*Anissa Lawrence*	No tutorial – work on your assignments	Project proposal submitted (20%)
26-30 Sept.	Unibreak			
Week 10 4 October	Coastal vegetation communities & wetlands	*Jenny? & Damon*	Randwick Environment Park field trip	Randwick Environment Park briefing note (10%)
Week 11 10 October	Acid sulfate soil case study	*Jes*	No tutorial – prepare on your presentation	
Week 12 17 October	Coastal hazards	*Bruce Thom*	Final project presentations in tutorial class	Final project submitted (30% including project & presentation grade)
Week 13 24 October	Course review and career advice	*Jes & Damon*	No tutorial classes	

*NB: As stated in the UNSW Assessment Policy: 'one or more tasks should be set, submitted, marked and returned to students by the mid-point of a course, or no later than the end of Week 6 of a 12-week session'

[7] UNSW Virtual Handbook: http://www.handbook.unsw.edu.au
[8] UNSW Timetable: http://www.timetable.unsw.edu.au/

6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
Week 4 Tutorial class SWOT Analysis	Knowledge of SWOT analysis and its application to a coastal industry	Demonstrated understanding of SWOT analyses, appropriate application of the technique to a coastal industry.	10%	Week 2	Week 4 Monday 15th August - online	Tutors	Week 5	Online feedback via Turn-it-in
Week 6 Briefing note for La Perouse field trip	Knowledge of significant environmental heritage of La Perouse, ability to prepare a briefing note	Briefing notes are assessed on structure, research effort, accuracy of information, clear and concise written expression.	10%	Week 2	Week 6 Monday 29th August- online	Tutors	Week 7	Online feedback via Turn-it-in
Briefing note for Environmental Round Table	Knowledge of the issue under discussion at the round table meeting, ability to prepare a briefing note	Briefing notes are assessed on structure, research effort, accuracy of information, clear and concise written expression.	10%	Week 2	Week 8 Monday 12th September- online	Tutors	Week 9	Online feedback via Turn-it-in
Tutorial class Environmental Round Table	Knowledge of issue under discussion, ability to present a viewpoint for discussion, ability to engage with other stakeholders	Participation in discussion, willingness to engage with other stakeholders	10 %	Week 4, groups will be formed in the Week 4 tutorial classes	Week 8 tutorial class participation	Tutors	Week 9	Grade will be made available online
Major project Part A: Project proposal	Knowledge of coastal resource management issue, ability to research and summarise information, ability to meet project deadlines.	Assignments will be assessed upon research effort, accuracy of information, clear and concise written expression.	20%	Week 2	Week 9 Friday 23rd September	Tutors and Damon.	Week 11	Online feedback via Turn-it-in

Randwick Environment Park Briefing note	Knowledge of Randwick Environment Park management context, ability to prepare a briefing note	Briefing notes are assessed on structure, research effort, accuracy of information, clear and concise written expression.	10%	Week 2	Week 10 Tuesday 4th October- online	Tutors	Week 11	Online feedback via Turn-it-in
Major project Part B: Final project	Knowledge of a coastal resource management issue, ability to prepare a management plan or a communication document, ability to meet project deadlines, ability to apply knowledge in a real-world scenario, ability to respond to constructive feedback.	Assignments will be assessed upon clear articulation of management issues, accuracy of science content, identification of appropriate management/ communication strategies, clear description of management actions/effective creative use of communication tool	30%	Week 2	Week 12 Monday 17th October	Tutors and Damon.	Week 13 during the last lecture.	Final grades will be received in the last lecture, Week 13.

[90] Approaches to assessment: http://teaching.unsw.edu.au/assessment

[12] UNSW OHS Home page

7. Additional Resources and Support

Text Books	There is no set text for this course. However the following book may be useful: Harvey, N. and Caton, B. (2010) *Coastal Management in Australia*. Oxford University Press, South Melbourne. Available online as a free ebook, there is a link on the Moodle course page. A text that students find useful for completing geography assignments is: Hay, I. (1996) *Communicating in Geography and the Environmental Sciences*, Oxford University Press, Melbourne.
Course Manual	The lecture content is available on the UNSW Moodle course pages. Students enrolled in GEOS 3921 will automatically have access to the Moodle resources for this course. Links to relevant readings and journals have been provided. Additional readings will be recommended throughout the course.
Required Readings	Literature search skills are a necessary job requirement and you are encouraged to hone your skills. Third year students should have sufficient experience to efficiently seek out supporting references. It is your responsibility to conduct literature searches in advance of the tutorial classes. However, a list of recommended readings and internet sites is provided in powerpoint presentations and on the Moodle course pages.
Additional Readings	See above
Recommended Internet Sites	See above
Societies	BEES has a student society. At various times during the year they would normally hold a harbour cruise and BBQs.
Computer Laboratories or Study Spaces	

8. Required Equipment, Training and Enabling Skills

Equipment Required	Nil
Enabling Skills Training Required to Complete this Course	Nil

9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

Mechanisms of Review	Last Review Date	Comments or Changes Resulting from Reviews
Major Course Review	Informally 2012	An exam is no longer held in this course to reduce student workload and enable students to focus on assessment skills that are more related to skill development. A second fieldtrip was added in 2011 in response to student feedback
	Student feedback	Alumni commonly report that this course, along with EIA, helped them to secure their first career-related jobs. Past students have been employed by consultancies, government agencies, non-government agencies and overseas development agencies. Quotes from past students: "My employer said I got the job because at the interview I had a good understanding of resource management from different stakeholder perspectives. They were impressed when I talked about De Jure and De facto management. I think it gave me the edge over the other applicants." "My supervisor asked me to do a SWOT Analysis. I surprised her when I got it done quicker than she expected." "The communicating science assignment was part of my job application portfolio and it really impressed the interview panel when I showed it to them. They asked if I did a double degree that included design!" "My communicating science assignment was published by Council and it got sponsored." "I liked the course so much that I am going to take a break from Environmental Law and do development work overseas." (and they did) "Hey, I am working as an Environmental Education Officer and loving it. CRM was a great primer for the job." "I've been working on acid sulfate soil management for the Council and helped to amend their LEP. I still use my CRM class notes ☺ " "The course inspired me to do a Master Degree in development work. I scored a year's assignment in Indonesia working with an NGO and I am going to then enroll in the postgraduate degree." "I can't walk past a fish shop now without stopping to see what they sell, where it came from, whether the prawns look fresh and if the shop is incorrectly labeling fish! Thanks Jes…you ruined my appetite for prawns!" "Until I did this course, I wasn't really sure what I was going to do with my degree. By the end of the course I felt a lot more confident on where I could get a job and the kind of job I wanted." "I wrote a successful grant application. Woo hoo! The ACIAR template you gave me for the assignment was such a big help." "I got involved in a local fish kill investigation. I used what I learnt to get them to change how they were going to assess the fish kill. They would have blamed it on something else if I hadn't told them what they should consider**."**

10. Administration Matters

Expectations of Students	**Students must attend eighty percent of their classes. If you miss a tutorial class or lecture, you must advise Damon before class. Attending less than 80% may result in penalty to final course marks at 1% for every percent under the required 80%.** **Students must attend two compulsory field trips during this course.** **Students must complete tutorial class preparation assignments.** Acceptable Use of UNSW Information and Communication Technology Resources https://my.unsw.edu.au/student/resources/ComputingCommunicationRule.html Unless it is a requisite component of a course of study and has the approval of the relevant lecturer or supervisor, UNSW facilities are not to be used for: - the deliberate or negligent preparing, storing, displaying of racist, pornographic or other offensive material, - the deliberate receiving or transmitting of racist, pornographic or other offensive material. UNSW facilities are not to be used to harass any person (whether within or outside the University) or interfere with their work. Examples of breaches to this rule could include the sending of obscene, abusive, fraudulent, threatening or repetitive messages, as well as unsolicited non-University work-related e-mail.
Assignment Submissions	The SWOT assignment is submitted online but a hard copy must be taken to the Week 4 tutorial class. **All assignments for this course are submitted using Turn-it-in on the Moodle course page.** Your work will not be assessed until the electronic version is received. You are expected to make a back-up copy of everything you hand-in. Although not necessary, students may choose to submit hard copies of their final project in the assignment box outside the School Student Office Room G27 Biological Sciences building. Make sure to fill out the appropriate cover sheet and attach to your assignment. Cover sheets can be downloaded and printed and must be signed before submission: http://www.bees.unsw.edu.au/bsb-student-office School policy for late submission: **Late work will be penalised by 10% of the value of the assignment per day (not including weekends) unless an extension is provided or a medical certificate is appended to the work. After 7 late days the work will be given a value of 0%. This is School of BEES policy.**

<table>
<tr><td>Occupational Health and Safety[12]</td><td colspan="3">The following links provide information on relevant Occupational Health and Safety policies and expectations at UNSW http://www.ohs.unsw.edu.au/hs_riskmanagement/index.html, and in the school of BEES http://www.bees.unsw.edu.au/ohs
A detailed safety briefing will take place before the class field trip.</td></tr>
<tr><td>Assessment Procedures

UNSW Assessment Policy[13]</td><td colspan="3">Student achievement in this course is assessed by assignment submission and class participation/attendance. ALL assessment must be completed and an overall combined grade of 50% achieved to pass this course. There is no final exam for this course.

Students may apply for special consideration when they have been affected by illness, follow the procedure at the website below;
https://student.unsw.edu.au/special-consideration</td></tr>
<tr><td>Equity and Diversity</td><td colspan="3">Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.</td></tr>
<tr><td rowspan="2">Student Complaint Procedure[14]</td><td>School Contact</td><td>Faculty Contact</td><td>University Contact</td></tr>
<tr><td>In the first instance, you should raise issues with your lecturers and tutor. Most issues can be resolved quickly if you make staff aware.

Jes is the School's Grievance Officer. However, given that he also teaches in the course, you should refer any serious complaints to the Head of School.</td><td>Dr Chris Tisdell
Associate Dean (Education)
cct@unsw.edu.au
Tel: 9385 7111
or
Dr Gavin Edwards
Associate Dean
(Undergraduate Programs)
g.edwards@unsw.edu.au
Tel: 9385 8063</td><td>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.

Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au

University Counselling and Psychological Services[10]
Tel: 9385 5418</td></tr>
</table>

[13] UNSW Assessment Policy
[14] Student Complaint Procedure
[15] University Counselling and Psychological Services

11. UNSW Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.
*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

http://www.student.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne