GEOS 2721

AUSTRALIAN SURFACE ENVIRONMENTS AND LANDFORMS

SESSION TWO

2015

FACULTY OF SCIENCE

SCHOOL OF BIOLOGICAL EARTH AND ENVIRONMENTAL SCIENCES

1. Information about the Course

NB: Some of this information is available on the UNSW Handbook (http://www.handbook.unsw.edu.au/)

Year of Delivery	***2015***
Course Code	***GEOS 2721***
Course Name	***Australian Surface Environments and Landforms***
Academic Unit	***School of Biological, Earth and Environmental Sciences***
Level of Course	***Level 2***
Units of Credit	***6 UOC***
Session(s) Offered	***S2***
Assumed Knowledge, Prerequisites or Co-requisites	***Either GEOS1701 or GEOS1211 or GEOS1111***
Hours per Week	***5 hpw plus two field trips (4 days total)***
Number of Weeks	***12 weeks***
Commencement Date	***Monday 27th July (Week 1)***

Summary of Course Structure (for details see 'Course Schedule')			
Component	**Day and Time**	**Location**	**HPW**
Lectures *Lecture 1* *Lecture 2*	*Monday 12 noon - 1 pm* *Thursday 11 am – 12 noon*	*Matthews 312*	*1* *1*
Laboratory *Lab – Option 1* *Lab – Option 2*	*Monday 2pm – 5 pm* *Wednesday 3 pm - 6 pm*	*Bio Sci G11/401* *Bio Sci G11/401*	*3*
		TOTAL	5
Field trips	*September 18/19/20*	*South Coast and Southern Highlands NSW*	*3 days*
	During Labs in Week 12	*Maroubra Beach NSW*	*0.5 days*
Special Details	• *The course includes two separate and compulsory field trips: one to the South Coast at the end of Wk 8 and one to Maroubra Beach in Week 12.* • *Students will incur costs of approximately $220 for the field trips. It is a BEES School Policy that field trip payment is received in advance. Payment is due by Friday September 4th.* • *Disabled access may also be limited on both field trips.* • *Further details about the field trip will be announced during lab classes.*		

2. Staff Involved in the Course

i) Teaching Staff

Name	Contact Details	Consultation Times
David Edwards (Course convenor)	*Room 543B* *D.Edwards@unsw.edu.au* *9385 8064*	*Typically Thursday 1 - 3*
Assoc. Prof Rob Brander	*Room 504* *9385 2899* *rbrander@unsw.edu.au*	*By Appointment*

iii) Technical and Support Staff

Name	Contact Details	Consultation Times
Jessica Roe (Casual Demonstrator)	*By Appointment*	

3. Course Details

Course Description (Handbook Entry)	*An environment is a place on the Earth's surface that is characterised by having different physical, chemical and biological processes to the surrounding places. The result of these processes, acting over time, is the reshaping of the land surface or ocean floor through erosion and sediment deposition. Combined with deeper-seated processes, such as volcanic activity, these produce the variety of landforms and sediment accumulations, including beaches, mountains, lakes, reefs and deltas, that make the world such an interesting and scenic place.* *The processes of erosion and deposition in these different environments are not only active in shaping the world today; they have also been active throughout the full span of Earth history, producing successions of sediment and sedimentary rocks that record changing sequences of environments in different places throughout geological time. The resulting sedimentary successions provide hosts for natural resources such as groundwater, petroleum and coal, as well as a better basis for understanding the longer-term changes brought about by natural and man-induced activities.* *Evaluating the impacts of developments affecting rivers or coastal areas, for example, depends on a comprehensive understanding of these different environments and processes, including both their present-day dynamics and their longer term results.*
Course Aims	*In this course we will study the geomorphology and sedimentology of Australia's; physical landscapes. Geomorphology deals with the arrangement of landforms and the processes that shape them, while sedimentology is the scientific study of sediments, sedimentary rocks, and the processes by which they are formed.* *The main emphasis in this course will be on the processes acting in modern-day environments, as a basis for understanding both the dynamics of the Earth's surface today and the history of the Earth's environments preserved in more ancient sedimentary strata. The course will also explore the spatial patterns of different erosional and depositional landforms, and investigate the nature of the surficial deposits, sediments and soil that have formed within and upon these landforms in different environmental settings. The course also aims to show how theoretical concepts of Earth surface processes can be reinforced by field and laboratory based work, enabling students to develop skills in describing and interpreting sedimentary environments, landforms, surface deposits and soils.*

Student Learning Outcomes	*By the end of this course students should be able to understand the basic principles that control the formation of different types of sedimentary units and features of the physical landscape. Students should be able to interpret how these controls determine the mix of processes that shape the physical environment that we can observe today and see preserved in the rock record.* *These outcomes are achieved by structured teaching that yields both Environmental Management and Communication skills as summarized in the following pathways:* *Fundamental principles → Data collection → Data interpretation → Environmental management* *Acquisition of knowledge → Application to theory → Application to practice → Communication to others* *Laboratory and fieldwork will provide practical skills in a range of geological, geomorphological and soil laboratory methods. The course also emphasises the development of report and essay writing; and also project planning and management, including data collection and analysis and group tasks requiring co-ordination and delegation.* *The various assignments will test the knowledge and understanding of geomorphology, sedimentology and pedology in the surficial environment, with a focus on landforms and the processes that shape them. Practical skills in conducting field surveys, laboratory tests and data analysis will also be developed and tested in the course, as well as writing skills at communicating the results. The course will emulate the type of professional activities that students might be expected to undertake on graduation.*
Major Topics (Syllabus Outline)	*The course covers the major syllabus topics of sedimentary and geomorphic processes in a variety of settings including glacial, fluvial, coastal, aeolian, carbonate and deep sea environments.*
Relationship to Other Courses within the Program	*The course is an option within the Earth Science programs and plans, with particular relevance to students undertaking environmental science or resource geology. The course is supported by level 1, 2 and 3 courses in GEOS.* *The course is complementary with the following first year courses:* *GEOS1211 Environmental Earth Science* *GEOS1701 Environmental Systems and Processes* *The course is complementary with the following second year courses:* *GEOS2291 Ground and Surface Water* *GEOS2181 Earth Materials* *GEOS2711 Australian Climate and Vegetation* *The course is complementary with the following third year courses:* *GEOS3281 Environment and Contaminant Geochemistry* *GEOS3721 Australian Soil Use and Management* *GEOS3731 Catchment and Coastal Geomorphology* *GEOS3761 Environmental Change* *GEOS3911 Environmental Impact Assessment*

Graduate Attributes Developed in this Course		
Science Graduate Attributes	**Select the level of FOCUS** *0 = NO FOCUS* *1 = MINIMAL* *2 = MINOR* *3 = MAJOR*	**Activities / Assessment**
Research, inquiry and analytical thinking abilities	3	Literature reviews and critique of published Australian and International journal articles Design, conduct and interpretation of results of field and laboratory work
Capability and motivation for intellectual development	2	Students are exposed to a variety of landscape elements on field trips and in lab classes. This stimulates their interest in exploring and understanding the formation of these diverse features.
Ethical, social and professional understanding	3	Role of geomorphology, geology and pedology in describing and understanding natural resources and application of knowledge to environmental sustainability and natural resource management
Communication	3	Essay, reports on laboratory work and field trip
Teamwork, collaborative and management skills	2	Students are required to work as part of an effective tema during Laboratory work and field trip
Information literacy	2	Use of information resources for essay and seminar presentation

4. Rationale and Strategies Underpinning the Course

Teaching Strategies	*The structure of the course is built around the lectures and weekly laboratory classes as well as associated readings. A major focal point of the course is the compulsory field trip towards the end of session.* *The concepts introduced and discussed in the lectures are reinforced through laboratory tasks and the field tutorials.* *The landscape and features we discuss in the classes and labs must be observed by students first hand and so the course offers two separate and compulsory field tutorials scheduled for the end of Week 9 and the end of Week 10. The timing of these field trips allows students to acquire the necessary theoretical background and data collection and interpretation skills before the trips. The theme of the field trip will be to investigate the changes in the surface processes, landforms and sedimentary environments in a variety of settings including volcanic and glacial landforms, fluvial systems and coastal environments. On the field tutorial, students will partake in a variety of data collection tasks (e.g. measuring and describing landform elements), and describing sediments in situ.*
Rationale for learning and teaching in this course,	*The course involves a mix of theoretical and general material delivered in lectures with a major emphasis on practical skills in laboratories. The field trips provide a critical synthesis of these two components whereby students can interpret the landscape using their knowledge base and also through the collection and interpretation of data.* *The lab and field trips promote an environment of enquiry where students can develop perspectives on the subject matter based upon their own personal experiences and also through interaction with peers. The various guidelines on teaching and the way they are applied to the course are outlined over the page.*

	Guidelines on teaching:	***Application to course:***
	1. A climate of enquiry should be developed where students fell challenged	*1. Emphasis of the complexity of geophysical systems – what is known and what is not known*
	2. Activities should be interesting and challenging	*2. Field and laboratory work involves students in planning and experiences*
	3. Material must be perceived as relevant to future study or professional practice	*3. Laboratory and field exercises are based on typical projects that young professionals would undertake.*
	4. There must be dialogue/interaction between lecturers and students	*4. Some of the teaching (especially laboratories) will follow a classical Greek dialectic approach*
	5. There should be multiple teaching methods	*5. Lectures, laboratories, fieldwork and readings*
	6. Goals, outcomes and requirements of the course must be clearly articulated	*6. The relevance of each topic and the purpose and outcomes of the laboratory work will be discussed*
	7. Students are to be encouraged to take responsibility for own learning	*7. Essays require students to undertake largely undirected literature review; students to determine nature of data analysis to be performed on laboratory data*
	8. Broad graduate attributes must be developed	*8. Key graduate attributes are developed throughout the course including: writing and communication skills, approaches to problem solving, working as part of a tram, project planning.*
	9. Co-operative work with peers assists learning	*9. Students have the opportunity to complete work as part of a group although larger reports require individual submissions.*
	10. There must be informative and timely feedback to students on progress.	*10. Weekly lab tasks as well as major written reports will be used to assess student learning and build learning outcomes.*

5. Course Timetable

i) Lecture Schedule (may be subject to change)

Week	Day and Date	Lecture Topics	Lecturer
1	Monday 27th July	Introduction to course Overview of Sedimentary Environments	Edwards
	Thursday 30th July	Australian Environments and Landform Evolution	Edwards
2	Monday 3rd August	Sediments: texture and shape	Edwards
	Thursday 6th August	Sedimentary Structures	Edwards
3	Monday 10th August	Sedimentary Environments	Edwards
	Thursday 13th August	Glacial Landforms and Sediments	Edwards
4	Monday 17th August	Drainage Basin Morphology and Processes	Edwards
	Thursday 20th August	Fluvial Processes: Hydrology & Discharge	Edwards
5	Monday 24th August	Fluvial Processes: Flood Frequency	Edwards
	Thursday 27th August	Fluvial Processes: Hydraulics of Flow	Edwards
6	Monday 31st August	Sediment Transport and Transfers	Edwards
	Thursday 3rd Sept.	Stream Channel Morphology	Edwards
7	Monday 7th Sept.	Floodplains	Edwards
	Thursday 10th Sept.	Estuaries and Deltas	Edwards
8	Monday 14th Sept.	Deep Marine Environments	Edwards
	Thursday 17th Sept.	Sedimentary Basins and Environmental Dynamics	Edwards
	End of Week 8	SOUTH COAST FIELD TRIP September 18/19/20	
9	Monday 21st Sept.	Aeolian Processes and Landforms	Edwards
	Thursday 24th Sept.	Soils from Sediments	Edwards
Mid-Session Break			
10	Monday 5th October	Public Holiday – no classes	
	Thursday 8th October	No lectures	Edwards

11	Monday 12th October	Coastal Systems and Controls	Brander
	Thursday 15th October	Beaches	Brander
12	Monday 19th October	Coastal Dunes and Barriers	Brander
	Thursday 22nd October	Coral Reef Environments	Brander
	Labs in Week 12	COASTAL FIELD TUTORIAL	
13	Monday 26th October	Rocky Coasts	Brander
	Thursday 29th October	Tsunami and their deposits	Goff

ii) Laboratory Classes and Field Trips

Week	Lab Topic	Lecturer	Assess Task
1	Introduction to Labs: health and safety. Course information	Edwards	No
2	Introduction to sediment properties and description	Edwards	No
3	Sediment particle size analysis	Edwards	Yes 5%
4			
5	Introduction to topographic and field surveying	Edwards	Yes 5%
6			
7	Stream channel morphology	Edwards	Yes 5%
8	Flow hydraulics	Edwards	Yes 5%
South Coast Field Trip September 18/19/20 (End of Week 8)			
9	Field trip debrief and sediment transport	Edwards	Field Report 15%
Mid-Session Break			
10	No Labs		
11	Review Lab	Edwards	
12	Coastal Field Tutorial – Maroubra Beach	Brander	Yes 10%
13	No Labs		

* Further information on the field trip timing and itinerary will provided on a separate document distributed in Week One lab classes

6. Assessment Tasks

Task	Knowledge & Abilities Assessed	Assessment Criteria	Release and Submission Dates	% of total mark
Four separate Lab Exercises covering labs held in Weeks 3 - 8	A range of skills such as air photo and map interpretation; description of sediments and soils, surveying; particle size analysis; analysis of hydrologic data.	Data collection and analysis Interpretive questions and writing skills. Specific techniques and skills including description of soils and sediments, particle size analysis and surveying.	Labs released at start of session in workbook. Typically due one week after completion of lab class.	Four labs @ 5 % each = 20%
Literature Review/Essay	Independent research on theories and approaches to explaining a range of geophysical landscape features and processes that created them.	Research and writing skills. Synthesis of a range of perspectives on explanations of formation of sedimentary units and landforms.	Released Week 1 Lab Class Due in Week 9 at 11 am Thursday Sept 24th	15 %
South Coast Field Trip Exercises and Report	Description of landforms , Soil and sedimentary properties	Data collection and analysis Interpretive questions and writing skills	Field Trip at end of Week 8. Most tasks completed during field trip but some analysis required after. Report due in Week 11 at 11 am Thursday Oct. 15th	15 %
Coastal Lab Report	Description of landforms , hydrodynamics and sedimentary properties Assessment of Natural Hazards	Data collection and analysis Interpretive questions and writing skills	Field Tutorial during Week 12 lab classes. Most tasks completed during tutorial. Report due in week 13 at 11 am Thursday Oct. 29th	10 %
Final Exam	Understanding and synthesis of course content	Written responses to a range of exam questions	End of session exam period	40 %
			TOTAL	**100 %**

7. Feedback

Students will receive written comments and grades on all pieces of work submitted. Reports typically marked and returned to students within 14 days of submission. Model answers available on course Moodle site. Students will be able to gauge their own marks and abilities relative to the class average.

8. Additional Resources and Support

i) Text Books

Sedimentary Environments

Recommended

Boggs Sam, Jr. (2013) Principles of Sedimentology and Stratigraphy, 5th Ed. Pearson Higher Ed USA

Suggested

Leeder, M.R. (2000) Sedimentology and Sedimentary Basins: from turbulence to tectonics. Blackwell Science.
Nichols, G. (1999). Sedimentology and Stratigraphy. Blackwell Science.
Reading, H.G. (1996) Sedimentary Environments and Facies (3rd Edition). Blackwell Science.
Reineck, H.E. and Singh, I.B. (1980). Depositional Sedimentary Environments. Springer.
Selley, R.C. (2000). Applied Sedimentology. Academic Press.
Walker, R.G. (1981). Facies Models. Geoscience Canada Reprint Series

Australian Geomorphology

Recommended

Twidale C.R. and Campbell E.M. (2005). Australian Landforms: Understanding a low, flat, arid and old landscape. Rosenberg Publishing, Dural Sydney.
Richard Blewett (ed) (2012) Shaping a Nation: A Geology of Australia ANU Press, Co-published with Geoscience Australia

Suggested

Gallagher, H.H. and Peterson, J.A. (1987). Landforms: an Introduction to Australian Geomorphology. Oxford University Press, Melbourne.
Jeans, D.N. (Ed.) (1986). The Natural Environment; Australia – A Geography Volume One. Sydney University Press, Sydney.
Twidale, C.R. and Campbell E.M. (1993). Australian Landforms: Structure, Process and Time. Gleneagles Publishing Adelaide.

Coastal and Fluvial Environments

Recommended

Masselink, G. and Hughes, M.G. (2003). Introduction to Coastal Processes and Geomorphology. Oxford University Press, New York.
Knighton, D. (1998). Fluvial Forms and Processes; A New Perspective. Oxford University Press, New York.

Suggested

Gregory, K.J. and Walling, D.E. (1973). Drainage Basin Form and Process. Edward Arnold, London.
Komar, P.D. (1998). Beach Processes and Sedimentation. Prentice-Hall, New Jersey
Richards, R. (1982) Rivers: form and process in alluvial channels. Methuen London.
Summerfield, M.A. (1999). Global Geomorphology. Longman, New York.
Warner R.F. (1988) Fluvial geomorphology of Australia. Academic Press Australia, Sydney.
Woodroffe, C. (2003). Coasts; Form, Process and Evolution, Cambridge University Press, London.

Soils

Recommended

McKenzie, N.J., Jacquier, D., Isbell, R., Brown, K. (2004). Australian Soils and Landscapes: An Illustrated Compendium. CSIRO, Canberra.

Suggested

Brady, N.C. and Weil R.R. (2002). Elements of the Nature and Properties of Soil. Prentice Hall.
Charman, P.E.V. and Murphy, B.M. (eds.) (2000) Soils, Their Properties and Management, 2nd Edition, Sydney University Press, Sydney.
Gerrard, J. (1992) Soil Geomorphology, Chapman and Hall, London.
Isbell, R.F. (1996)The Australian soil classification: Australian soil and land survey handbook ; v. 4. CSIRO Australia, Collingwood.
McDonald, R.C., Isbell, R.F., Speight, J.G., Walker, J. and Hopkins, M.S. (1998). Australian Soil And Land Survey Field Handbook. CSIRO, Canberra. .
White, R.E. (1997). Principles and Practice of Soil Science: The Soil as a Natural Resource. Blackwell Science.
Young, A. and Young, R. (2001) Soils in the Australian Landscape Oxford University Press.

ii) Course Manual

Course notes will be provided to students and available to download online.

iii) Required Readings

To be advised with lectures and lab exercises. All readings will be available online or distributed to students.

iv) Additional Readings

Course lectures will include any additional readings suggested by academics

v) Computer Laboratories or Study Spaces

Computer Labs available outside class time but expect labs to be mostly completed in class time

9. Required Equipment, Training and Enabling Skills

Equipment Required	*Students are required to wear protective footwear (i.e. closed toe shoes) in all laboratory classes held in the Biosciences Lab Room 401 (This includes casual and sports shoes but excludes sandals, thongs, etc). Appropriate clothing must be worn on the field tutorials.* *A laboratory coat is necessary in laboratory classes held in the Biosciences Lab Room 401* *Laboratory manual is required in all laboratory classes.* *Materials required for the field trips will be outlined in the field trip guides to be distributed in Week 2 lab class.*
Enabling Skills Training Required to Complete this Course	*Library ELISE modules* *Health and Safety Inductions as required in lab classes*

10. 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
CATEI	*2013*	*CATEI scores in 2009, 2010and 2013 have been above the UNSW, Faculty and School average.* *CATEI scores in 2011 where down on previous years reflecting the student disenchantment with the course delivery method and degree of assessment.* *Following on from student feedback in 2011 the course was restructured in 2012 and 2013. Key changes include: changing session offered from S1 to S2, fewer lecturing staff to provide continuity to students, fewer assessment tasks and changes to location and timing of field trips. Longer (3 hour) labs have provided more time to complete tasks in labs with staff present to assist.*
Major Course Review	*2012*	

11. Administrative Matters

General information on BEES School Polices and links to UNSW policies can be found on the BEES School web site: www.BEES.unsw.edu.au

Expectations of Students	*Attendance at lectures, laboratories and the field tutorial is compulsory. Bioscience laboratories Room 401 and G07 are available for student use whenever the laboratories are not being used for teaching. www.bees.unsw.edu.au/current/studentoffice.html and www.bees.unsw.edu.au/current/ugradguidelines.html*
Field work and Travel	*Two separate and compulsory field trips are run at the end of Week 9 (South Coast) and Week 12 (Maroubra Beach). Accommodation and travel expenses will amount to approximately $200.00 which needs to be paid two weeks prior to departure. Students will need to arrange their own transport for the Maroubra field trip.* *Students will need to arrange their own food during the South Coast field trip.* *A compulsory briefing will provide further information on the field trip aims, itineraries and students' requirements.*
Assessment Components and Procedures **UNSW Assessment Policy**	*Laboratory exercises (4) 20%* *Field tutorial quizzes and exercises 25%* *Research Report/ Essay 15%* *Final Examination 40%* *Further information is in Section 6.* *Normal UNSW rules apply to illness, misadventure or other situations which affect attendance at class or submission of assessment tasks.*

<table>
<tr><td>Assignment Submissions</td><td colspan="3">Assignments and reports must be submitted on time. No extensions will be permitted (apart from the normal provisions in the University calendar). Completed laboratory exercises and assignments with cover sheet must be submitted at lab classes as specified or at the BEES undergraduate office (Bioscience Room G27) typically before 12 noon on the due date. Penalties for late submission apply.</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.

As the course involves two compulsory field trips with limited access it is essential that students that may have difficulties with this discuss their options with the course convenor by the end of Week Two of session.</td></tr>
<tr><td rowspan="2">Student Complaint Procedure</td><td>School Contact</td><td>Faculty Contact</td><td>University Contact</td></tr>
<tr><td>Dr. Jes Sammut
(BEES School Grievance Officer)
J.Sammut@unsw.edu.au
9385 8281

Dr Wendy Shaw
(BEES School Equity Officer)
W.Shaw@unsw.edu.au
9385 8283</td><td>A / Prof. Julian Cox
Associate Dean (Education)
julian.cox@unsw.edu.au
Tel: 9385 8574
or

Dr Gavin Edwards - Associate Dean (Undergraduate Programs)
g.edwards@unsw.edu.au
Tel 9385 4652</td><td>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.

Tel. 9385 8515
email : studentcomplaints@ unsw.edu.au

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

12. Work Health and Safety

The School of BEES recognises its obligations to provide a safe working environment for all persons involved in School-related activities. To achieve this goal with regards to teaching and learning, the School adopts the UNSW Occupational Health and Safety Policy (2001) and the UNSW OH&S Responsibility and Accountability Document (2001). These documents stipulate that everyone attending a UNSW workplace must ensure their actions do not adversely affect the health and safety of others. This outcome is achieved through the establishment of a documented chain of responsibility and accountability for all persons in the workplace, extending from the Head of School through to the students undertaking courses offered.

As part of this chain of responsibility and accountability, the Course Authority is responsible for ensuring all activities associated with this course are safe. The Course Authority has undertaken detailed risk assessments of all course activities and identified all associated potential hazards. These hazards have been minimised and appropriate steps taken to ensure your health and safety. For each activity, clear written instructions are given and appropriate hazard warnings or risk minimisation procedures included for your protection.

It is the student's responsibility to prepare for all practical work. Students should be familiar with the written procedures scheduled for the practical class and identify all personal protection requirements needed to complete the exercise in a safe manner. Students must comply with all safety instructions given by the Course Authority and/or Laboratory / Field Demonstrator, and observe the Safety Information located outside or within teaching rooms. If you are unsure of any safe operating procedures or written instruction regarding safety, you should seek further information from the Course Authority and/or Laboratory / Field Demonstrator before attempting the task. Failure to comply with safety instructions may, in the first instance, be considered as a form of academic misconduct. If the outcome of a student's failure to comply with safety instructions results in personal injury, or endangers the health and safety of others, then the matter may be dealt with by WorkCover as a breach of the NSW OH&S Act (2000).

Conditions of Entry to Classes and Field Activities

To abide with Section 17 (1) (Persons in control of workplaces etc, used by non-employees to ensure health and safety) and Section 19 (Employees at work to take care of others and to co-operate with employer) of the **N.S.W. Occupational Health & Safety Act (1983):**

1. (a) All persons entering UNSW property are required to wear sturdy shoes at all times. Thongs, sandals and open toed shoes are not acceptable; porous topped footwear (e.g. canvas joggers) are not safe for wear in chemical laboratories.
(b) Sturdy footwear is required on all field excursions and boots are strongly recommended.
2. (a) Safety glasses, masks, gloves, helmets and/or ear muffs must be worn when provided by supervising staff. Students must wear laboratory coats and safety glasses in chemical laboratories.
(b) Students in second and higher years must be in possession of approved safety goggles and must wear them when within 3 metres of anyone hammering rocks.
3. Students with ongoing medical conditions, needing regular medication (e.g. diabetes, asthma, allergies, etc.), are required to inform the field excursion supervisor so that they are aware of your condition, but this information will be strictly confidential to staff members.
4. All students taking field excursions are expected to have had a *Tetanus* injection within the last 10 years. These injections are readily available at the Student Health Centre.
5. (a) The University of New South Wales is a **smoke-free work environment,** which means that smoking is prohibited inside all Buildings in the University. BEES, the sciences of the outdoors, strongly supports this concept of a healthy, clean-air work environment.
(b)Alcohol and smoking are not permitted in University vehicles nor in vehicles hired by the University for field excursions.
6. Students living away from home are advised to lodge the name, address, telephone number and Fax number (if available) of next of kin with the School's Administrative Assistant.

ENTRY TO SCHOOL BUILDINGS, AND ATTENDANCE ON FIELD EXCURSIONS, WILL BE DENIED TO STUDENTS WHO DO NOT ABIDE BY THESE CONDITIONS.

A/Prof D. R. Cohen, Head of School of BEES

13. 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:

www.lc.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