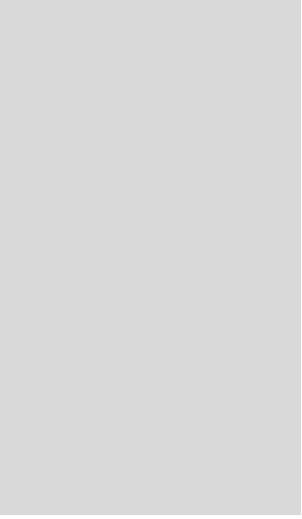




Term 2, 2022

Information about GEOS3761

Dr Heather Haines is the Course Convener and should be the first point of contact for any issues. Haines' office is on Lower Campus in the Hilmer Building (E11) Room 539. You can reach her by email at h.haines@unsw.edu.au. Please try and r



the natural world, and their value in managing future change. Emphasis placed on understanding the various techniques for the reconstruction of past environmental change. The blended delivery will investigate current issues

The learning and teaching rationale underpinning the course draws on of the following concepts:

x Learning is best achieved where students undertake a variety of tasks (reading, writing, discussing) and particularly those that stimulate higher order thinking such as analysis, synthesis and evaluation. A variety of teaching methods and modes of instruction employed in GEOS3761. Higher order thinking is encouraged in GEOS3761 via interactive lectures, through discussion in the practical classes where questions and critical thinking are encouraged, and via the assessment tasks.

x The learning experience is also enhanced through the use of activities that are interesting and challenging. Students are more engaged in the learning process when the relevance of the material to professional, disciplinary and/or personal contexts is considered. In GEOS3761 past environmental change is considered in the context of contemporary and possible future anthropogenic environmental alteration, making it relevant to all undertaking the course.

x GEOS3761 aims for an inclusive learning and teaching experience, creating a

The UNSW Student Complaint Procedure is located at <https://www.gs.unsw.edu.au/policy/documents/studentcomplaintprocedure.pdf> and the procedure for the resolution of complaints about student experiences at the University is located at [https:// student.unsw.edu.au/complaints](https://student.unsw.edu.au/complaints).

In all cases you should first try to resolve any issues with the course convenor Dr Heather Haines. If this is unsatisfactory, you should contact the School Grievance contact who is our Deputy School, A/Professor Scott Mooney (s.mooney@unsw.edu.au). Director of Teaching and Learning in BEES Associate Professor Stephen Bonser (s.bonser@unsw.edu.au). The University Counselling Services can also offer support (Tel.: 02 9385 5418 or email: counselling@unsw.edu.au).

There is no set text in GEOS3761. GEOS3761 covers a wide range of disciplines and material, considering past, contemporary and potential future environmental change. It is essential to do some reading for this course. A number of scientific journals publish the latest findings in past environmental change, most of which you will find in the library with past copies online. Ask the librarians for guidance if any problems. Some key journals to get to know are:

[Nature](#)

[Science](#)

[Nature Geoscience](#)

[Nature Communications](#)

[Scientific Reports](#)

are strongly encouraged to use the dedicated discussion areas to solve any issues associated with the course.

If you read the suggested texts and understand them thoroughly, this will provide an excellent background for the module. To be awarded a High Distinction you will need to provide evidence of wider reading of the subject. Excellent answers show evidence

- Reflections on 3 other techniques

10%
reflections

Reflections = 5pm Friday August
5th (week 10)



- x 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:

- x correct referencing practices;
- x paraphrasing, summarising, essay writing, and time management;
- x 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.

Student feedback is gathered regularly in GEOS3761 by various means, including 'myExperience'. Such feedback, together with comments and discussion on Moodle and in classes really do help so

