



1. General Course Information

1.1 Course Details

Course Code:	1043SCG
Course Name:	Introduction to Environmental Sustainability
Trimester:	Trimester 2, 2021
Program:	Diploma of Science
Credit Points:	10
Course Coordinator:	Alastair McWhir
Document modified:	26 June 2021

Course Description

Assumed Knowledge

There are no assumed knowledge for this course

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Alastair McWhir	alastair.mcwhir@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aim of this course is to introduce students to environmental sustainability so that they can:

1. Define what is meant by environmental sustainability;
2. Analyse how physical, economic, social and technological factors impact on the environment;
3. Give an explanation of some of the basic scientific aspects of environmental issues;
4. Explain what procedures are required to establish an environmentally sustainable society;
5. Apply the principles of sustainability to real world problems;
6. Undertake higher level courses in sustainability in future;
7. Develop critical thinking abilities; and,
8. Develop study skills to improve academic success.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply the principles and practices of sustainability to managing natural ecosystems
2. Assess the impact of human activities on the environment
3. Analyse environmental issues of current and future significance
4. Work successfully with a multidisciplinary team



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		√	√	√
Communication and collaboration		√	√	√
Self-directed and active learning		√	√	√
Creative and future thinking		√	√	√
Social responsibility and ethical awareness		√	√	√
Cultural competence and awareness in a culturally diverse environment		√	√	√



3. Learning Resources

3.1 Required Learning Resources

Prescribed textbook:

Tom Theis and Jonathan Tomkin, Editors, [Sustainability: A Comprehensive Foundation](#).

This textbook is available free from from https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=4e3cc83c-7c80-4dc3-bd3f-40598c6906d8&contributor&keyword&subject=Earth%2C%20Ocean%20&Atmospheric_Science

“Sustainability:A Comprehensive Foundation” is licensed under the Creative Commons Attribution 4.0 Unported License.

3.2 Recommended Learning Resources

Recommended readings available on Griffith College 1043SCG Portal

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teachers attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course. In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1: Introduction to Sustainability					
1	<i>Introduction to Sustainability</i>	<p>Understand the aims and learning outcomes of the course.</p> <p>Meet the class.</p> <p>Explore personal career options.</p> <p>Understand the concepts of sustainability.</p>	<p>Participate in small group and class discussion</p> <p>Introduction to Sustainability exercise.</p> <p>Student job outlook career quiz and individual career research.</p> <p>Your Career & E-portfolio Exercise</p>	Initiate a personal career E-portfolio file	1,3,4
2	<i>Understanding the Problem</i>	<p>Discuss the Australian Government State of the Environment (SoE) reports.</p> <p>Discuss the United Nations Global Sustainable Development Report and the 17 Sustainable Development Goals.</p> <p>Analyse personal ecological footprint.</p>	<p>Participate in small group and class discussion</p> <p>Ecological Footprint Exercise.</p> <p>Introduction to the 1043SCG class multidisciplinary team collaborative research online forum.</p>	Initiate a personal career E-portfolio file	1,2,3,4
3	<i>Sustainability as a Solution</i>	Discuss the application of the UN DPSIR (Environmental	Participate in small group and class discussion	Individual Research and On-line Forum Post 4%	1,2,3,4

		<p>Drivers, pressures, state, impacts, responses) causal framework to environmental issues.</p> <p>Discuss metrics used to measure environmental issues. (UN basic set of environment statistics.)</p>	<p>Sustainability Exercise.</p> <p>Post research article summary and reference to the class forum</p> <p>Complete Weekly MCQ Online Quiz</p>		
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Module 2: Analysing Sustainability Issues					
4	Climate Change & Sustainable Energy	<p>Apply the DPSIR framework and metrics to the issues of Climate Change & Sustainable Energy.</p> <p>Analyse personal climate change behaviours.</p>	<p>Participate in small group and class discussion</p> <p>Climate Change Exercise</p> <p>Post research article summary and reference to the class forum</p> <p>Complete Weekly MCQ Online Quiz</p>	Individual Research and On-line Forum Post 2%	1,2,3,4
5	Biodiversity Loss & Sustainable Food	<p>Apply the DPSIR framework and metrics to the issues of Biodiversity Loss & Sustainable Food</p>	<p>Participate in small group and class discussion</p> <p>Planning Your Assignment Exercise</p> <p>Post research article summary and reference to the class forum</p> <p>Complete Weekly MCQ Online Quiz</p>	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4
6	Air Pollution & Sustainable Transport	<p>Apply the DPSIR framework and metrics to the issues of Air Pollution & Sustainable Transport</p>	<p>Participate in small group and class discussion</p> <p>On-line Study Smart Tutorial (Interactive Exercises)</p> <p>Post research article summary and reference to the class forum</p> <p>Complete Weekly MCQ Online Quiz</p>	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4
7	Water Pollution & Sustainable Manufacturing	<p>Apply the DPSIR framework and metrics to the issues of Water Pollution & Sustainable Manufacturing</p>	<p>Participate in small group and class discussion</p> <p>On-line Academic Integrity Tutorial (Interactive Exercises)</p>	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4

			Post research article summary and reference to the class forum Complete Weekly MCQ Online Quiz		
8	Resource Depletion and Sustainable Materials	Apply the DPSIR framework and metrics to the issues of Resource Depletion and Sustainable Materials	Participate in small group and class discussion Post research article summary and reference to the class forum Complete Weekly MCQ Online Quiz	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4
9	Waste & Sustainable Settlements	Apply the DPSIR framework and metrics to the issues of Waste & Sustainable Settlements	Participate in small group and class discussion On-line Draft Assignment Checking Post research article summary and reference to the class forum Complete Weekly MCQ Online Quiz	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4





	Module 2: Implementating Sustainability Strategies				
10	Sustainable Economy and Government	Apply the DPSIR framework and metrics to the issues of Sustainable Economy and Government	Participate in small group and class discussion Urban Metabolism Exercise Post research article summary and reference to the class forum Complete Weekly MCQ Online Quiz	<i>Individual Research and On-line Forum Post 2%</i>	1,2,3,4
11	Sustainable Society	Apply the DPSIR framework and	Participate in small group and class discussion	Assignment - Written Assignment Essay 35%	1,2,3,4

		metrics to the issues of a Sustainable Society	<p>Future Options Exercise</p> <p>Post research article summary and reference to the class forum</p> <p>Complete Weekly MCQ Online Quiz</p>		
12	Conclusions		Revision during Learning Experience session	<i>Individual Research and On-line Forum Post 2%</i>	



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	<i>Individual Research and On-line Forum Post</i>	20%	1,2,3,4	Wk 2 – Wk 12
2	<i>Assignment - Written Assignment Essay</i>	35%	1,2,3,4	Wk 11
3	<i>Exam – Online Essay and selected response</i>	45%	1,2,3	Final Exam Period

5.2 Evidence of Learning Task Detail

Title: Individual Research and Forum Post

Type: Quiz

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

Week 2 – Week 12

Weight: 20%

Marked out of: 20

Task Description:

Weekly on-line forum posts cover the Learning Content and workshops. A full set of instructions is available on the course website and will be discussed in the workshops.

Criteria & Marking:

A full set of marking criteria is available on the course website and will be discussed in the workshops.

Submission: The exercises will be completed and submitted on-line via the course website.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity
- does not have a resubmission provision

Title: Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

Week 11

Weight: 35%

Marked out of: 100

Task Description:

Detailed instructions are on the course website.

Criteria & Marking:

A full set of marking criteria is available on the course website.

Submission: TurnItIn on-line submission link

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

- does not have a resubmission provision

Title: End of trimester exam

Type: Exam

Learning Outcomes Assessed: 1, 2, 3

Due Date:

Examination Period

Weight: 45%

Marked out of: 100

Duration: 150 minutes

Format: Online

Task Description:

Multiple choice and short answer closed book exam covering all learning content for weeks 1-12.

Criteria & Marking:

Details will be given during week 12 learning experience class and on the course website.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self-assessment activity
- does not have a resubmission provision

Requirements to pass this course:

students must:

1. **attend and attempt all assessment items; AND**
2. **achieve an overall course result (sum of all assessments) of at least 50%**

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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