



1. General Course Information

1.1 Course Details

Course Code:	1043SCG
Course Name:	Introduction to Environmental Sustainability
Trimester:	Trimester 2, 2024
Program:	Diploma of Science
Credit Points:	10
Course Coordinator:	Alastair McWhir
Document modified:	17/05/2024

Course Description

This course introduces students to the concept of environmental sustainability and how it can be used to solve real world problems. It explores the relationships between the natural, rural, industrial, and urban environments, and includes the study of the impact humans have upon nature. The course also considers the way environmental sustainability can be used to address environmental, economic, and social issues in an integrated way.

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@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course (place ✓ within relevant row/s)
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓



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://collection.bccampus.ca/textbooks/sustainability/>

“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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200 or LDH100 / LDH200)

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






Teacher and Course Evaluation

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



4 Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
Module 1: Introduction to Sustainability					
1	<i>Introduction to Sustainability</i>	Understand the aims and learning outcomes of the course.	Participate in small group and class discussion	Initiate a personal career	1,3,4

		<p>Meet the class.</p> <p>Explore personal career options.</p> <p>Understand the concepts of sustainability.</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>	assignment E-portfolio file	
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>Planning Your Assignment Exercise</p> <p>Complete Weekly practice MCQ Online Quiz</p>	Initiate a personal career assignment E-portfolio file	1,2,3,4
3	<i>Sustainability as a Solution</i>	<p>Discuss the application of the UN DPSIR (Environmental 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>Participate in small group and class discussion</p> <p>Sustainability Exercise.</p> <p>Complete Weekly practice MCQ Online Quiz</p>		1,2,3,4

Module 2: Analysing Sustainability Issues					
4	Climate Change & Sustainable Energy	Apply the DPSIR framework and metrics to the issues of Climate Change & Sustainable Energy. Analyse personal climate change behaviours.	Participate in small group and class discussion Climate Change Exercise Complete Weekly practice MCQ Online Quiz		1,2,3,4
5	Biodiversity Loss & Sustainable Food	Apply the DPSIR framework and metrics to the issues of Biodiversity Loss & Sustainable Food	Participate in small group and class discussion Complete Weekly practice MCQ Online Quiz		1,2,3,4
6	Air Pollution & Sustainable Transport	Apply the DPSIR framework and metrics to the issues of Air Pollution & Sustainable Transport	Participate in small group and class discussion Complete Weekly practice MCQ Online Quiz	Quiz 1 20%	1,2,3,4
7	Water Pollution & Sustainable Manufacturing	Apply the DPSIR framework and metrics to the issues of Water Pollution & Sustainable Manufacturing	Participate in small group and class discussion Complete Weekly practice MCQ Online Quiz	Individual Research Presentation 25%	1,2,3,4
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 Complete Weekly practice MCQ Online Quiz	Individual Research Presentation 25%	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 In class Draft Assignment Checking Complete Weekly practice MCQ Online Quiz		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 In class Draft Assignment Checking Complete Weekly practice MCQ Online Quiz		1,2,3,4
11	Sustainable Society	Apply the DPSIR framework and metrics to the issues of a Sustainable Society	Participate in small group and class discussion Future Options Exercise	Assignment - Written Assignment Essay 30%	1,2,3,4

			Complete Weekly practice MCQ Online Quiz		
12	Conclusions		<i>Revision during Learning Experiene session</i> Complete Weekly practice MCQ Online Quiz		



5 Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Individual Research Presentation	25%	1,2,3,4	Wk 7 – Wk 8
2	Assignment - Written Assignment Essay	30%	1,2,3,4	Wk 11
3	Quiz 1	20%	1,2,3	Wk 6
4	Quiz 2	25%	1,2,3	Final Exam Period

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1.Evidence of Learning Task 1: Individual Research Presentation (25%)

Task Type: Oral Presentation

Due Date: Weeks 7 & 8

Weight: 25%, Marked out of 25

Length: max 10 mins presentation

Task Description: Students will present in class their career research relevant to their assignment for Evidence of Learning Task 2

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

Submission: The presentation will be completed In class in weeks 7 & 8

2.Evidence of Learning Task 2: Assignment – Written Assignment Essay (30%)

Task Type: e.g. Assignment – Written Assignment

Due Date: Week 11

Weight: 30%, Marked out of 30

Length: 1500 words

Task Description: This is an individual written assignment that covers a cross-section of the course topics from the lectures and on-line resources.

Detailed instructions are on the course website.

Criteria and Marking: A full set of marking criteria is available on the course website.

Submission: Submission to Turnitin via the course site

3.Evidence of Learning Task 3: Exam –Selected Response (20%)

Task Type: Examination Quiz

Due Date: Week 6 in class

Weight: 20%, Marked out of 40

Length: 1hr

Exam Type: Closed book, Invigilated

Task Description: Multiple choice closed book exam covering all learning content for weeks 1-5.

Criteria and Marking: The quiz assesses each student's knowledge of the material covered in the class, topic notes, essential reading, and online exercise for weeks 1 to 5. Further details are given during classes and on the course website.

Format: In Class On Campus exam

4.Evidence of Learning Task 4: Final Exam –Selected Response (25%)

Task Type: Examination Quiz

Due Date: Examination Period

Weight: 25%, Marked out of 50

Length: 2hrs 00 mins

Exam Type: Closed book, Invigilated.

Task Description: Multiple choice closed book exam covering all learning content for weeks 6-12.

Criteria and Marking: The quiz assesses each student's knowledge of the material covered in the class, topic notes, essential reading, and online exercise for each week. Further details are given during classes and on the course website.

Format: On Campus exam

Requirements to pass this course:

In order 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 Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Sittings](#), [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 within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.