2221ENV
Environmental Politics and Policy

Semester 1 2009

Academic Organisation: Griffith School of Environment
Faculty: Science, Environment, Engineering and Technology
Credit point value: 10
Student Contribution Band: Band 1
Course level: Undergraduate
Campus/Location/Learning Mode: Nathan / On Campus / In Person
Convenor/s: Dr Richard Hindmarsh (Nathan)
Enrolment Restrictions: Nil
This document was last updated: 27 February 2009

BRIEF COURSE DESCRIPTION

This course highlights the important role of policy in furthering understanding of and addressing constructively questions such as: Who is responsible for protecting the Australian environment? What is being done? How might more be done to achieve ecological sustainable development? How do we analyse this? As such, Environmental Politics and Policy introduces key environmental political institutions; policy actors, processes and policies; and issues, in the ecopolitical terrain, central to achieving effective environmental management for long term environmental sustainability. The course is essential for the fields of environmental politics, policy, management and planning.

Prerequisite: Completion of 80CP

Incompatible: AES2021 Environmental Policy I AND EE12008 Environmental Policy I; 2221AES Australian Environmental Policy Making
COURSE AIMS

Who is responsible for protecting the Australian environment? What is being done? Is enough being done? How might more be done to achieve environmental sustainability? The goal of Environmental Politics and Policy is to consider these important questions by offering an introduction into understanding, exploring and analysing the Australian environmental policy landscape and how policy is done. We look at key environmental political institutions, actors, issues, policy processes and policies in the environmental political terrain, in focusing on the workings and outcomes of the Australian political system central to achieving effective environmental policymaking and management and enhancing environmental sustainability.

The course also aims to:

- Help develop oral communication and problem-solving skills
- Promote critical reading, thinking and evaluation individually and in small-group discussion
- Develop learning and reflective skills
- Provide exploration and policy analysis of a ‘real world’ environmental problem or issue
- Enhance interpersonal and communication skills

With these aims, the course also builds the graduate skills of the Griffith graduate including:

- Effective communication (oral and written)
- Information literacy
- Problem solving
- Critical evaluation
- Work autonomously and in small groups
- Creativity and innovation

These will help prepare graduates from a range of programs that Environmental Politics and Policy lies within, for professional careers and life outside University through acquiring the following skills identified in Griffith University’s vision of Preparing Students for the Workplace:

- How to learn and function in unfamiliar and unpredictable situations
- How to work in small groups, requiring collaboration, cooperation, and flexibility
- Building careers on the basis of short-term projects

Overall, the course is essential for the fields of environmental politics, policy, management and planning.

LEARNING OUTCOMES

The course is designed to bring around the following learning outcomes:

1. Content based outcomes through an introductory social sciences understanding of Australian environmental politics and policy which directly contributes to the fields of environmental policy, management and planning, as developed in lectures, tutorials and workshops;

2. Cognitive outcomes through the understanding, exploration and analysis of environmental policy institutions, actors, issues, policy processes and policies in the Australian political terrain — and their integration, for environmental decision-making and enhanced environmental outcomes; and

2. Application outcomes by problem solving and critical thinking through the use of a structured reading portfolio, in-class quizzes, and a major project report, by which to better understand and analyse contemporary public interest environmental problems in order to contribute to environmental sustainability.
The course will be taught through the use of lectures, tutorials and workshops (2 hr lectures and 1 hr tutorials and workshops). The lectures will be given in verbal, visual and PowerPoint formats.

**Course expectations**

Students are expected to:

- Attend lectures and tutorials
- Participate in tutorials
- Read required readings
- Find sources of information beyond the reading list
- Undertake a reading portfolio, and participate in small group class discussions
- Undertake in-class quizzes
- Undertake a 2-member team major project report

**Teaching expectations**

You are expected to:

- Show respect for the views of others, even if you may not agree with them; if disagreeing, it is acceptable to criticise the view but not the person.
- Not attempt to dominate discussion in tutorials. Everyone is entitled to have a turn at expression.
- Seek assistance and free tutorial services for areas which need strengthening (eg, Learning Services has free Learning Advisers (library 2nd floor) to assist in writing)
- Attend lectures and tutorials promptly and without disturbing others (if late or leaving lectures early please do it quietly)
- Adopt respectful and scholarly behaviour towards peers, lecturers and tutors – this means eg, *not talking* during lectures (unless invited to by the lecturer), and switching mobile phones *OFF* before entering any lectures, tutorials, workshops. In addition, you are asked not to eat food during lectures.
- To be effective and honest in academic learning – i.e., *do not plagiarise* (see also Administration section).

**The Tutorials**

The purpose of limiting the size of each tutorial group and making attendance compulsory is to enhance the value of the tutorials and learning outcomes. A class tutor will facilitate tutorial activities.

Tutorials that run from Week 2 to Week 8 are largely tied to the Reading Portfolio (see assessment section). The Tutorial in Week 2 is a non-assessable preparatory workshop for the reading portfolio.

**Major Project Workshops**

The workshops from Weeks 9 to 10 provide a dedicated space for you to work on your major project report and have the opportunity to consult with tutors about writing, format and scope, etc. For any difficult points the tutors are unable to give advice you will be directed to consultation with the course convenor.

These two self-facilitated workshops are followed by the Week 11 workshop in which you can present your project structure and thrust for feedback.
This course explores main aspects of Australian environmental politics and policymaking. The underlying aim is to explore who is responsible for protecting the environment, what is being done, whether enough is being done, and how might more be done, and how we understand and address that, within the context of environmental sustainability. The course is divided into four main sections.

**Module 1**, *Introduction and Orientation, Process and Tools*, introduces the course and environmental politics and policy, especially in the context of environmental sustainability. It outlines key inadequacies of Australian environmental policy responses thus far, and ways of moving towards sustainability policy. Key concepts, terms and definitions for central aspects of environmental politics and policy are considered. Secondly, it introduces the process and key tools of policy making, which is central to understanding and analysing policy decision-making and responses.

**Module 2** outlines the nature, policy range, and effectiveness of key Australian environmental political and policy making institutions at the governmental level. We look at institutional histories, decision-making processes and practices, major policies and legislation, and refer to some key national issues.

**Module 3** then looks at other key actors and political influences on environmental policy making including social and environmental movements, green political parties discusses, and the use of public participation as both a policy tool and as a new contemporary pressure on policy developments. Finally, we look briefly at Australia’s role in international environmental politics and the topical global environmental issue of climate change adaptation. The module and course finishes with a review of the course and a consideration of policy learning for the future.

In all modules, environmental roles and responsibilities are identified and relationships between the structures and actors are discussed. Case studies and guest speakers provide variety and interesting insights into theory and practical outcomes of, and lessons for, policy.

Course content and case studies delivered via the lectures is supplemented by the Griffith@Learning course website. In addition, lecture notes, readings, advisory sheets or material related to assessment may be distributed at any time when, and/or if found necessary, in class or on the webpage.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Workshop Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1     | Course introduction  
Background to environmental policy and politics | No tutes | Course Sourcebook |
| 2.    | Contexts for environment policy: environment and sustainability | Reading portfolio preparation workshop | Course Sourcebook |
| 3     | Policy process: from theory to practice | Reading analysis 1 | Course Sourcebook |
| 4     | Policy tools: economic incentives, regulation & knowledge | Reading analysis 2 | Course Sourcebook |
|       | **Module 1: Introduction, Orientation, Process and Tools** | | |
| 5     | The Constitution and federalism: Case study: The Franklin River | Reading analysis 3 | Course Sourcebook |
| 6     | The Commonwealth: Major policies, legislation and national issues | No tutes: Good Friday public holiday | Course Sourcebook |
|       | **Module 2: Institutions and the range and effectiveness of environmental policy** | | |
| 7     | State and Local Government | Reading analysis 4 | Course Sourcebook |
|       | **Module 3: Other key actors and influences** | | |
| 8     | Social and environmental movements: mobilisation, power and pressure | Reading analysis 5 | Course Sourcebook |
| 9     | Green political parties  
Public participation as policy and pressure | Major project workshop (tutor in attendance) | Course Sourcebook |
| 10    | Environment and the role of the media | Major project workshop (tutor in attendance) | Course Sourcebook |
| 11    | Policy mapping, framing and implementation | Major project workshop (project plan feedback) | Course Sourcebook |
| 12    | Australia and the global stage  
Case Study: Climate Change Adaptation | Self-study week | Course Sourcebook |
<p>| 13    | Review | No tutes | |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Total Marks</th>
<th>Relevant Learning Outcomes</th>
<th>Due Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Regular tutorial and workshop attendance</td>
<td>10%</td>
<td>10</td>
<td>1, 2, 3.</td>
<td>Tutorials and Workshops</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Reading Portfolio (3 reading analyses)</td>
<td>1050</td>
<td>30%</td>
<td>40</td>
<td>1, 2</td>
<td>Assessed over five weeks (Weeks 3-5, 7-8). Due Thursdays 3.00pm.</td>
</tr>
<tr>
<td>2.</td>
<td>Quizzes (3)</td>
<td>20%</td>
<td>60</td>
<td>1, 2</td>
<td>In-lectures: Weeks 6-13</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Major project</td>
<td>3000</td>
<td>40%</td>
<td>100</td>
<td>1, 2, 3</td>
<td>4.00pm Friday, Week 13</td>
</tr>
</tbody>
</table>

**Return of Assessment Items**

- The reading analyses with feedback will be returned in the tutorial following the week of hand-in.
- The major project/essay will be made available for pickup in the N55 Courtyard within two weeks of the hand-in date.
- Results will also be made available via the Learning@Griffith course website by student ID only, and students will be notified of this by the GU student email and through course website announcements.
ASSESSMENT DETAILS

1. **Regular tutorial and workshop attendance** (Assessment 1)

   Weighting: 10%
   - A regular mark (amounting to 10%) for attending eight (8) tutorials and workshops in Weeks 2-11

2. **Reading portfolio** (Assessment 2)

   Due date: 3.00 pm of the Thursday for 3 weeks during weeks 3-5, 7-8
   Length: 3 x 350 words
   Weighting: 30%
   - 20% for three reading analyses
   - 10% class participation

   **Purpose**
   - to challenge ourselves academically
   - to encourage you to read reflectively
   - to deepen your analytical and critical thinking skills, your ability to assess an argument (to find an argument, watch for key words like ‘because’ and ‘therefore’ and try to locate any hidden and unwarranted assumptions)
   - to improve oral and discussion skills.

   **Task**
   - The Reading Portfolio comprises three (3) reading analyses, done individually.
   - Submit reading analyses of three articles from the Course Sourcebook for Weeks 3-5, 7-8; summaries can only be done one at a time for the week you choose an article from.
   - You are required to write no longer than a one and a half (1.5) page summary (approximately 350 words), and include at the end one or more questions that the article has raised for you.
   - Hand each one into the Assignment Handling Service (in the Library) one hour prior to the lecture on Thursday (that is, by 3.00pm). This is to ensure you focus on the lectures, which is only the day before the tutes, and to also prepare you better for lectures and tutes.
   - Late penalties apply and are severe (50% of the total assessment mark for the item (each reading analysis) will be deducted if the item is submitted after 3.00pm, followed by the normal deductions of 10% of the total assessment mark for the item per day) (but normal extension rules apply if valid reason given, see Administration p.11 below).
   - Write in full paragraphs, not point form. Watch out for ‘plagi-phrasing’, that is, don’t let the ‘voices’ of the sources (or readings) dominate your analysis. **Summarise in your own words. Avoid quotes.**
   - You will receive up to a maximum of 30% if you complete all three summaries and participate well in discussions (see pointers on marking criteria below).

   **What should be in each reading analysis?**
   - Full details of the reading (complete reference, including page numbers, Harvard style: note: do not assume the reading is referenced correctly in the course source book: make sure you use a correct Harvard style);
   - What is the main thesis (point/proposition/proposal or thrust) of the article? (2 or 3 sentences only).
What are the main reasons the author gives in support of that thesis? What supportive evidences are advanced in the article? (e.g., figures, references, historical events, global developments, etc)

What is your critical assessment of the thesis and supporting evidences? Do you agree or disagree (or both) and why? What are some strengths and weaknesses of the argument (or article), and why? (eg, Is it coherent? Is its logic strongly or weakly developed? Is it argued through well-linked steps or implicitly or not well argued? Does it have good supporting evidences? Are there any hidden or explicit assumptions that weaken the argument? etc.

Identify one or two questions arising about its argument from your analysis that you need to bring to the tutorial for the discussion about the readings.

What does ‘class participation’ consist of?

• Each reading analysis you do is also used as a basis for discussion in the tutorials.

• Only students who have done a summary for any particular week will be marked for class participation that week.

• Other students attending will be given a say or comment when invited to by the tutor but this is not assessable. Note: the normal attendance mark for attendance of tutorials also applies (see Assessment Item 1 above). A roll call will be conducted.

• Bring a copy of your summary to your tute. You may refer to it but you should know the main points to discuss with others in the class (the tutorial will not have time for recitals and your participation mark will improve if you can articulate points without referring to your written copy).

• At the start of the tute you, along with other students who have done a summary, will be asked to overview and to compare your analyses (e.g., convergences/divergences). You will be asked to talk about one of the questions that you identified arising from your reading of the article. If more than one student has done a summary, you may be broken into random pairs and groups for discussion depending on how many students have summarised the same article.

• Overall, participation marks (a total of 10% over three weeks of participation) apply for active engagement in the discussion. Your engagement will be assessed by your tutor who will award a mark out of 3 for each relevant week of participation based on your engagement with the class and the article you have done the reading analysis on.

NB: In class participation, you need not be ‘domineering’ to gain good marks, that is, quieter students will not be disadvantaged by the marking process. All views are respected and valued. Hopefully, our discussion groups will be stimulating, informative and enjoyable—a relatively painless way to build up valuable marks.

Marking details

Reading Portfolio Marking Criteria

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Max possible mark</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>/10</td>
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<tr>
<td>Reading portfolio</td>
<td>/20</td>
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<tr>
<td>Grand Total</td>
<td>/30</td>
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</tbody>
</table>

Description of criteria and marking guide for each reading analysis handed in for marking.

<table>
<thead>
<tr>
<th>MAIN CRITERIA</th>
<th>POOR</th>
<th>EXCELLENT</th>
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<tbody>
<tr>
<td>1 Understanding of the thesis (point) or thrust of the article</td>
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<tr>
<td>2 Critical assessment of author’s argument or view</td>
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<td>3 One or more questions arising from the analysis</td>
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<td></td>
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<td>4 Correct spelling, punctuation and grammar</td>
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<tr>
<td>5 The reading analysis is well structured: headings are used</td>
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Lesser criteria:
The full reference of the reading has been provided accurately  Yes / No
The reading analysis is not longer than one and a half pages  Yes / No
The reading analysis is type-written (single spaced; 11 or 12 point font)  Yes / No

3. Quizzes (Assessment 3)
Due Date: In lecture times from Weeks 6, 10-13 (over 5 weeks)
Weighting: 3 quizzes for a maximum of 20% (each quiz is worth 5% and there will be 5% of bonus marks allocated for certain questions each week)

Task
You are required to answer three (3) out of five (5) pop-up quizzes.

Each quiz will test your knowledge (key points, definitions and concepts) of the prior week’s lecture and one required reading (which you will be notified of in the course sourcebook for each of these weeks). (NB: again, only minimal lecture handouts will be provided throughout the course in class: you will need to take good notes). About 15 minutes will be set-aside in lectures for the quizzes.

- The quizzes will mainly feature short fill-in questions but there could be variations (eg, multi-choice responses, diagrams).
- They will either be given at the beginning of the first or second lecture in each relevant week but may sometimes be given at another time in the 2-hr block (dependent on attendance following a quiz). An attendance sheet will be handed around before each quiz.
- Come to class prepared and on time (typically each class will start at 2 minutes past the hour). If you’re late for a quiz, you will not be given extra or an alternative time to complete it.
- You also will not have direct use of notes or texts. All notes and bags need to be put under your seat, and laptops and mobiles and any other electronic equipment shut down.
- Answers and marks for the quizzes will be given before the start of the next one, so you will be able to map your weekly progress for this assessment item.
- You can miss 2 of the 5 quizzes without affecting your grade (that is, again, you only need to complete 3 quizzes). However, you can take up to 4 quizzes. If you choose to do so, the lowest quiz score will be dropped. That is, the 3 highest scoring quizzes will be used when determining the final grade.
- Quizzes can only be made up if you have a medical certificate.

Purpose
- To maintain class focus on course topics.
- A formative learning tool to help maintain progress in the course.
- A refresher of prior lectures and readings.
- To stimulate more interest in what’s coming.

Remember: Be sure to be on time for class to ensure you sit the quiz!

4. Major project (Assessment 4)
Due Date: Friday Week 13, 4pm
Length: 3000 words
Weighting: 40%

You will participate in a team of 2 students to prepare a major project report. Within the first five (5) weeks of semester 1 starting, the major project topics will be handed out, along with the marking criteria. Valuable information about team working and report writing is included in the Course Sourcebook.
GRADUATE SKILLS

<table>
<thead>
<tr>
<th>Graduate Skills</th>
<th>Taught</th>
<th>Practised</th>
<th>Assessed</th>
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<tbody>
<tr>
<td>Effective communication (written)</td>
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<tr>
<td>Effective communication (oral)</td>
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<tr>
<td>Effective communication (interpersonal)</td>
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<td>Information literacy</td>
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<tr>
<td>Problem solving</td>
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<tr>
<td>Critical evaluation</td>
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<td>Work autonomously</td>
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<tr>
<td>Work in teams</td>
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<tr>
<td>Creativity and innovation</td>
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<td>Ethical behaviour in social / professional / work environments</td>
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<tr>
<td>Responsible, effective citizenship</td>
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TEACHING TEAM

<table>
<thead>
<tr>
<th>Convenor Details</th>
<th>Nathan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Convenor</td>
<td>Associate Professor Richard Hindmarsh</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:r.hindmarsh@griffith.edu.au">r.hindmarsh@griffith.edu.au</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>2.23_N55 (Environment 1)</td>
</tr>
<tr>
<td>Phone</td>
<td>3735 7517</td>
</tr>
<tr>
<td>Fax</td>
<td>3735 6717</td>
</tr>
<tr>
<td>Consultation times</td>
<td>TBA in Lecture 1</td>
</tr>
</tbody>
</table>

Tutors:
Ms Meghan Bond and Ms Angela Rowland: NB tutors are only available for consultation within tutorials.

Guest lecturers:
Dr Kerrie-Ann Foxwell (School of Humanities, Griffith University)
Ms Meghan Bond (ENV)
Dr Monica Seini (Qld EPA)
Emeritus Professor Roy Rickson (ENV)
Communication with Course Convenor

A/Prof Richard Hindmarsh is responsible for everyday running of the course, and students can consult him for administration purposes: queries about assessment assignments, processes and marks, extensions, and general enquiries, complaints, etc.

Communication via the Griffith@Learning 2221AES Course Webpage

The course webpage is for both administrative and learning purposes.

Administrative Purposes
You will receive regular postings on the Announcements in the Learning@Griffith course website on any topics requiring clarification, updates of readings or websites, announcements, reminders of assessment items due in, and any other relevant information. Where appropriate, this information will also be repeated in class. Please check the website regularly.

TEXTS AND SUPPORTING MATERIALS

Required Texts: Available in the Co-op Campus Bookshop

1. *2221ENV: Environmental Politics and Policy Sourcebook*. Griffith University

All required readings are given in the Sourcebook, as well as a list of additional readings (and other resources) that are not set readings but are background readings for your interest or to assist in assignments (key ones for the assignments are in the reserve section of the library, with other secondary ones placed on short loan). *Please read selectively — chapters rather than whole books are often all that is required. Journal articles are even better sometimes as they are shorter and you can read more of them.*

In addition, a list of relevant journals, electronic databases and websites is included in the Course Sourcebook.
SECTION B – ADDITIONAL COURSE INFORMATION

ADMINISTRATION

1. Assessment items must be submitted to Off-Campus and Assignment Handling Services, or by post if prior agreement of course convenor has been obtained, but not by facsimile.

2. If students wish to submit assessment items with any similar material for two or more courses, they must first seek approval of all course convenors. Failure to do so could be interpreted as cheating.

3. Students should note that submission of an assignment represents an affirmation that it is all their own work and that nothing has been copied from the work of others except where appropriately referenced. The Griffith University Policy on Academic Misconduct lists examples of plagiarism under item 2.0, pages 1-2. These are:

   - “word for word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, theses, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or tapes) without clearly identifying their origin by appropriate referencing” (Note: Appropriate referencing means using quotation marks and providing precise details as to the location of the original, e.g. page number(s));
   - “closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works” (Note: This means providing page numbers or other detailed location information);
   - “using another person’s ideas, work or research data without appropriate acknowledgment”;
   - “submitting work which has been produced by someone else on the student’s behalf as if it were the work of the student”;
   - “copying computer files in whole or in part without indicating their origin”;
   - “submitting work which has been wholly or partially derived from another student’s work by a process of mechanical transformation; for example, changing variable names in computer programs”.

4. Late Penalties: The penalty for late submission of assessment items is 10% of the total assessment mark for the item per day, unless otherwise specified in the course outline. No assignments will be accepted after the one-week period. A Special Consideration form must be completed and submitted to the Student Administration Office if students request waiver of the late penalty or an extension to an assessment item. Extensions may be granted for medical conditions, however extensions will not be granted for work commitments, family commitments or computer failure.

5. Special Consideration: Students applying for special consideration (due to medical or other grounds) for assessment items must complete the appropriate application form available from a Student Administration Centre. Special consideration is not retrospective and students should submit Special Consideration forms as soon as they experience any difficulties which may interfere with study or examination performance. It is expected that any applications for special consideration will be received within three days after the date of examination.

6. Enrolment in this course is granted on the basis that a grade of "P" (Pass) or better has been achieved in any prerequisite or assumed-prior-knowledge course, as specified in Section 1 of this course outline. Failure to meet this requirement may result in your having difficulty with the course and not being able to complete it successfully. Any additional support or special assistance cannot be expected or requested if the prerequisite is waived, or if prior-knowledge requirements have not been met.
GRADE DESCRIPTIONS

Marks for all assessment items are provisional and may be adjusted in the process of awarding grades. As required by the University’s Assessment Policy, after examining each student’s performance on the assessment tasks, and using the University’s criteria as a guide, the course convenor recommends grades to the School Assessment Panel. The official University criteria are as follows:

**High Distinction (HD)**
Complete and comprehensive understanding of the course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Distinction (D)**
Very high level of understanding of the course content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Credit (C)**
High level of understanding of course content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

**Pass (P)**
Adequate understanding of most of the basic course content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not achieved.

**Pass Conceded**
Where a student has not achieved a passing grade but has demonstrated a level of performance that is close to that of a passing grade

**Fail (F)**
Inadequate understanding of the basic course content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the course.

COURSE AND STUDENT LEARNING EVALUATION

Formal course evaluation will occur either in Week 12 or Week 13 through in-class evaluations of the Course and Teaching. This is to ensure courses can be developed that strive for excellence and good teaching and learning outcomes. Student participation is very much encouraged and welcomed. It provides the individual student with an opportunity to offer constructive criticism to his/her instructor, to provide the instructor with useful data for revision of the course and curricular decisions, and to provide the student body with a voice in developing and maintaining an effective Faculty and curriculum.

To evaluate and assist students on course learning, in addition to formal assessment the convenor may also introduce informal classroom evaluation assessments (that is, where no assessment marks are given) in the way of muddiest point or minute papers, discussion, brief feedback reports, or as otherwise devised.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.
Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.

- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.

- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.

- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
     - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
     - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

**PLAGIARISM DETECTION SOFTWARE**

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

**HEALTH AND SAFETY**

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

Information about Laboratory safety can be obtained from http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University’s Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

   Academic Calendar
   Academic Standing, Progression and Exclusion Policy
   Assessment Policy
   Examinations Timetabling Policy and Procedures
   Guideline on Student E-Mail
   Health and Safety Policy
   Institutional Framework for Promoting Academic Integrity Among Students
   Policy on Student Grievances and Appeals
   Student Administration Policy
   Student Charter

UNIVERSITY SUPPORT RESOURCES

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

   Learning Centres - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

   Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith student portal.

   Student Services facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

   Learning Services within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.