

## Course Outline

**Code: ENP236**

### **Title: Regions, Change and Sustainability**

<b>School:</b>	Social Sciences
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Jennifer Carter – <a href="mailto:jcarter@usc.edu.au">jcarter@usc.edu.au</a>
<b>Course Moderator:</b>	Nick Stevens

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

#### **1. What is this course about?**

##### **1.1 Description**

This course explores how societies and their environments have shaped remote, rural, peri-urban, urban, and sea-change and tree-change regions over time. You will investigate the spatial patterns and processes of places and how they transform, and the key concepts that affect the mosaic of regions that make up our worlds from local to global scales. You will compare patterns and processes within and between regions, and discover interconnections between locales. Finally, you will discuss and critique key strategies for encouraging the sustainability of regions.

##### **1.2 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
Field trip options	Some field trip options will be provided to students. These will be introduced to align the course with the new Qld geography curriculum 2019.

#### **2. What level is this course?**

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

#### **3. What is the unit value of this course?**

12 units

#### **4. How does this course contribute to my learning?**

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Explain the theoretical concepts underpinning rurality, regions and sustainability and apply them to contemporary contexts	1 and 2	Knowledgeable.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Assess how social, cultural, environmental, and economic sustainability interconnect within regional and rural areas	1 and 2	Sustainability-focussed.
Appraise the change processes at local, regional, national and global levels that affect plans, policies and institutional sustainability in rural and regional places	1	Sustainability-focussed.
Propose potential future directions for rural and regional Australia in response to the concept of sustainability	2	Sustainability-focussed.

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

### 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Portfolio	Individual	50%	2,500 words	Week 10	Online Assignment Submission
2	Report	Individual	50%	up to 2,500 words	Week 13	Online Assignment Submission
			100%			

#### Assessment 1: Tutorial Journal Portfolio

<b>Goal:</b>	To explore regions, change and sustainability and effectively summarise key learning.
<b>Product:</b>	Portfolio
<b>Format:</b>	<p>You will answer questions or participate in activities that will be provided each week on Blackboard. These may be in the form of written comments on a discussion board, quizzes, and responses to video snippets or readings.</p> <p>You will be expected to demonstrate your understanding of the basic concepts or theory from the relevant workshop discussion each week and provide an overall reflection on the tasks by Week 10.</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification of key issues related to the designated question from chosen reading for each week</li> <li>• Synthesis of key theories and concepts used in class and how they relate to the / the question</li> <li>• Demonstrated quality of critical and evidence-based thinking in answers</li> <li>• Quality of written communication skills e.g. clear expression, correct grammar</li> </ul>

#### Assessment Task 2: Major Report

<b>Goal:</b>	To apply your knowledge of regions, change and sustainability to a particular place
<b>Product:</b>	Report
<b>Format:</b>	<p>The report topics will be handed out in Week 1. You should use lecture and tutorial readings, but also conduct your own library research to explain transformation of a region of your choosing. You should define your region based on accepted geographic criteria. Your report should discuss the regional geography – spatial, social, environmental and economic data, patterns, processes and drivers of change in the region (population growth/decline, mobility, land use conflicts, resource use, economic development, environmental decline etc.). Your report should cover relevant theories and concepts covered throughout the course to explain the observed patterns and processes and their implications for sustainability and change.</p> <p>Your region must not be restricted to a capital city or its urban periphery however can <b>include</b> the capital city and its rural hinterland.</p> <p>You will be assisted with the major report during tutorial in week 11.</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Degree to which the work covers inter-related components of regions, change and sustainability</li> <li>• Extent and relevance of research</li> <li>• Understanding, analysis and synthesis of concepts and ideas</li> <li>• Provision of feasible recommendations for future sustainability in your chosen topic.</li> <li>• Report structure and presentation</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location: Specific Campus(es) or online:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week Tutorial: 2 hours per week x 6 weeks Field trip: 8 hours

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

### 8.2 Specific requirements

Nil

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in Australian bush settings, working with people, working outside normal office hour for example.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2 Assessment: Additional requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

**In person:**

- USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)