



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

UNSW INTERNATIONAL
SUMMER SCHOOL

BEES 0010

**AUSTRALIAN ENVIRONMENT,
WILDLIFE AND CONSERVATION**

JUNE-JULY 2013

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UNSW International - Course Outline

1. Information about the Course

Year of Delivery	2013
Course Code	BEES 0010
Course Name	Australian Environment, Wildlife and Conservation
Academic Unit	UNSW International
Level of Course	Undergraduate
Duration	5 weeks – intensive full-time
Dates	June 21 – July 26, 2013
Course structure	The 5-week program consists of a combination of field trips and class time. A detailed schedule is presented in Section 5.
Special Details	<p>At any time during the program, students can be reached by mail at the following address:</p> <p>Student's Name c/o UNSW Study Abroad Summer School UNSW Study Abroad Office, Level 16, Mathews Building, UNSW, Sydney NSW 2052 Australia</p> <p>Messages can also be left for students using the contact details below for Study Abroad conveners.</p> <p>Hotel/hostel contact details appear in the Course Itinerary section of this pack. They are however, subject to change.</p> <p>Accommodation</p> <p>Darwin 21 June - 1 July Melaleuca on Mitchell, 52 Mitchell St, Darwin, NT 0800 Australia Phone: +61 8 8941 7800 Fax: +61 8 8941 7900</p> <p>Blue Mountains 1 July - 3 July Blue Mountains YHA, 207 Katoomba St, Katoomba, NSW 2780 Australia Phone: +61 2 4782 1416 Fax: +61 2 4782 6203</p> <p>Sydney 4 July - 18 July University Terraces, University of New South Wales, Sydney, NSW 2052 Australia Phone: +61 2 9385 4346 Fax: +61 2 9385 4557</p> <p>Daintree 18 July - 20 July PK's Jungle Village, Cape Tribulation Road (PMB 7), Cape Tribulation, QLD 4873 Australia Phone: +61 7 4098 0040 Fax: +61 7 4098 0055</p> <p>Cairns 20 July - 26 July Rydges Esplanade Resort, Corner The Esplanade & Kerwin Street, Cairns, QLD 4870 Australia Phone: +61 7 4044 9000 Fax: +61 7 4044 9001</p>

2. Staff Involved in the Course

Staff Role	Name	Contact Details
Core Lecturing staff	Dr Rosalie Chapple	Sessional Lecturer, Institute of Environmental Studies, UNSW Mobile. 0418 883 387 Email: r.chapple@unsw.edu.au
	Mr Geoff Ross	NSW National Parks and Wildlife Service Mobile: 0411 110 882 Email: geoff.ross@environment.nsw.gov.au
	Mr Brad Nesbitt	NSW National Parks and Wildlife Service Mobile: 0497 360 042 Email: bradnesbitt@skymesh.com.au
Study Abroad conveners	Mr Nick Dowd	Assistant Director, Short Courses, UNSW International Tel: +61 (0) 2 9385 1445; Mobile: +61 414 262 214 Email: n.dowd@unsw.edu.au
	Ms Clare Mander	Program Coordinator, UNSW Study Abroad Ph: +61 2 9385 1656; Mobile: 0415 033 101 Email: c.mander@unsw.edu.au
	Mr Tom Küffer	Program Coordinator, UNSW Study Abroad Ph: +61 2 9385 3178; Mobile 0412 894 282 Email: t.kuffer@unsw.edu.au
Additional Lecturing Staff	Professor Richard Kingsford	Director of Australian Wetlands & Rivers Centre, School of Biological, Earth & Environmental Sciences, Faculty of Science, UNSW Ph: +61 2 9385 3442 Email: Richard.kingsford@unsw.edu.au
	Professor Michael Archer	Palaeosciences, School of Biological, Earth & Environmental Sciences, Faculty of Science, UNSW Ph: +61 2 9385 3446 Email: m.archer@unsw.edu.au
	Dr Rosie Cooney	Chair, Sustainable Use and Livelihoods Specialist Group, IUCN-The International Union for Conservation of Nature Ph: +61 (0)2 47827204 Email: rosie.cooney@gmail.com
	Various field guides & guest presenters on field trips - See course schedule below	

Core teaching staff biographies

Dr Rosalie Chapple (BSc Hons1; PhD on deer biology and behaviour) is a sessional lecturer within the Institute of Environmental Studies, Faculty of Science at UNSW and has been involved in wildlife and biodiversity conservation for 25 years. Since an early research focus on animal biology and behaviour (sheep, deer, penguins), she has been increasingly involved with the broader social and contextual aspects of conservation. She worked at Taronga Zoo (Sydney) for several years before co-founding the Blue Mountains World Heritage Institute, which focuses on research and community engagement for the conservation and management of the Greater Blue Mountains World Heritage Area. Her core research interests are in wildlife conservation, and recent studies have included control of introduced species including wild horses, and conservation of quolls and dingoes.

Mr Brad Nesbitt has worked in conservation and natural resource management for over 25 years with extensive experience in national park and wildlife management, ecological research & survey, and cross cultural land management. He has worked with Aboriginal groups throughout Australia developing cooperative management partnerships between Government and Indigenous communities. He currently works as a natural & cultural resource management consultant with the New South Wales National Parks & Wildlife Service on invasive animal control including wild horse control, European fox control, dingo and threatened shorebird conservation and management.

Mr Geoff Ross is a Wildlife Management Officer with the New South Wales National Parks & Wildlife Service and has worked in the field of Wildlife Conservation and Management for over thirty years. Currently Geoff is working on a diverse array of projects including, the urban ecology of an Australian megapode; the abundance of Humpback whales during their annual migration and the impact of oil spills on seabirds.

Guest lecturers

Dr Rosie Cooney is a biodiversity/environmental policy specialist, with over ten years experience in biodiversity policy research, analysis and development. Since late 2011 she has held the position of Chair of the IUCN CEESP/SSC Sustainable Use and Livelihoods Specialist Group (SULi), a global network of experts in sustainable use. She consults to governments, non-governmental organisations and the private sector, as well as maintaining academic links in teaching and research at two leading Australian universities. She has experience across many areas of biodiversity-related policy and management, with a strong emphasis on finding approaches that both meet human needs and conserve biodiversity. Particular areas of expertise are dealing with uncertainty and applying the precautionary principle in conservation and natural resource management; global environmental governance; international wildlife trade and CITES; sustainable use and management of biological resources; and the private keeping, captive breeding and translocation of wildlife. Rosie holds degrees in Zoology and Law, and a PhD in Zoology from Cambridge University, England.

Professor Michael Archer is a Professor within the School of Biological, Earth & Environmental Sciences at UNSW. Professor Archer graduated from Princeton University in geology and biology in 1967 and after coming to Australia as a Fulbright scholar, was awarded a PhD in Zoology from the University of Western Australia in 1976.

Professor Archer joined UNSW in 1978, teaching continuously in areas of biology and geology and was appointed the Dean of Science at UNSW in 2004. During this time, he has also been the Director of the Australian Museum and authored more than 300 publications. He conducts research into the origins of the Australian biota and his research interests include zoology, palaeontology, geology and fossil-bearing sediments and caves, and the functional anatomy of mammals.

Professor Richard Kingsford is Professor of Environmental Science in the School of Biological, Earth and Environmental Sciences at UNSW. He has a BSc and PhD from the University of Sydney. For over 20 years he has worked on broad-scale conservation management options to protect biodiversity from threatening processes, primarily focusing on rivers and their dependent ecosystems, including the management of reserve networks and protection of flows at the whole river scale. His research has focused on testing the effectiveness of protected areas, particularly in terms of managing threats to river flows in different river systems. His work has stimulated conservation management agencies to take a wider view of conservation, beyond boundaries. He has directly assisted in policy and management for conservation, including the development of protected area management plans and water sharing plans for rivers.

3. Course Details

<p>Course Description</p>	<p>The University of New South Wales presents a practical and theoretical introduction to Australia's environment, wildlife and conservation. This course offers an unparalleled opportunity for students to receive a first-hand introduction to Australia's environment and wildlife through the eyes of local experts. The course exposes students to the challenges of looking after natural and cultural heritage in protected conservation areas, both through field trips and indoor presentations. Students learn about the spiritual and ecological ties of Aboriginal culture with the landscape and how this is incorporated into management of national parks.</p> <p>From its rainforests, rocky coastlines and coral reefs to its arid interior, Australia offers a diverse range of natural and cultural landscapes and ecosystems for you to explore. Evolving from origins in ancient Gondwana and millions of years of geographic isolation, Australia boasts geographical and natural features found nowhere else in the world.</p> <p>The 'Wildlife' course starts in Darwin, at the 'Top End' of Australia, including a three-day camping expedition to the World Heritage-listed Kakadu National Park to experience its spectacular scenery and its distinctive plants and animals. From Darwin, the course journeys to the World Heritage-listed Blue Mountains National Park. Three days will be spent exploring the ancient and dramatic landforms, flora and fauna of the area.</p> <p>Weeks three and four will be based at UNSW, located 20 minutes from downtown Sydney. The course will then move to the tropical far north of Australia with a stay in the Daintree Rainforest, the only place in the world where reef meets rainforest. The course concludes in Cairns, from where students can explore the Great Barrier Reef.</p>
<p>Course Aims</p>	<p>The course provides a range of learning experiences designed to:</p> <ol style="list-style-type: none"> 1. Introduce the diverse landscape types in Australia, with direct experience of some key examples of protected conservation areas, including: <ul style="list-style-type: none"> ▪ Wet/Dry tropics: Kakadu National Park (World Heritage Area), Northern Territory ▪ Coastal temperate: Blue Mountains National Park (World Heritage Area); Sydney Harbour National Park, NSW ▪ Tropical rainforest: Daintree National Park (Wet Tropics World Heritage Area), Far North Queensland 2. Provide insight into the geological development of Australia and how this, in conjunction with human culture, has influenced the evolution of Australia's unique biodiversity. 3. Develop an appreciation of Aboriginal cultural links to the Australian landscape and frameworks for Aboriginal involvement in protected area management. 4. Present Australian biodiversity conservation as a case study within the context of the global ecological crisis and introduce some of the unique flora and fauna and the threats to their existence, through direct experience. 5. Introduce natural and cultural heritage conservation management principles, practices, legislation and issues. 6. Introduce students to wildlife survey methods used in conservation.
<p>Student Learning Outcomes</p>	<p>At the completion of this course you should be able to:</p> <ol style="list-style-type: none"> 1. Observe and describe key principles of Australia's biodiversity and conservation efforts. 2. Describe historical, cultural, economic and social influences on the conservation and management of wildlife and biodiversity in Australia. 3. Describe management issues relating to protected conservation areas in Australia. 4. Implement basic wildlife survey methods and data collation and analysis. 5. Demonstrate your research, written and presentation skills.

4. Rationale and Strategies Underpinning the Course

<p>Teaching Strategies and Rationale for learning and teaching in this course</p>	<p>Your learning in this course is largely experiential, facilitated by a combination of field trips and classroom-based study including lectures on a range of topics relating to conservation of Australia's environment and wildlife. The field trips provide unique opportunities to directly experience a diverse range of Australian environments and to learn about them from local experts.</p> <p>The first week of lectures and discussion in Darwin seeks to give you a basic introduction to biodiversity and ecosystem conservation in Australia and in particular in the 'Top End'. Through lecture material you will be introduced to protected area management as a key strategy for conserving ecosystems and the issues and challenges involved.</p> <p>Further classroom study Topics will be chosen by students to form a focus of their learning and inquiry during the course, which will be assessed through small group presentations and written reports.</p>
<p>Course Resources</p>	<p>You will need:</p> <ul style="list-style-type: none">• This course outline, which includes the mandatory readings for the course and descriptions of learning activities including field notebook exercises, reports and small group presentation.• Access to the relevant publications that extend your reading beyond the provided material, including online access.

5. Course Schedule

Darwin and Kakadu

Date	Time	Activity
Friday 21 June	4.50pm	Met at Darwin International Airport by UNSW Summer School staff and taken to accommodation Staying at: Melaleuca on Mitchell Backpacker 52 Mitchell St Darwin, NT 0801 Australia Ph: +61 8 8941 7800 Fax: + 61 8 8941 7900 http://www.momdarwin.com/
	6.45pm	<i>Assemble at Melaleuca car park</i>
	7.00pm - 9.00pm	<i>Mirambeena Room, Travelodge Mirambeena Resort</i> Orientation and introduction of academic staff
Saturday 22 June	9.00am - 11.00am	<i>Mirambeena Room, Travelodge Mirambeena Resort (Dr Chapple/Mr Ross)</i> <ul style="list-style-type: none"> • Introductions & course overview • Gondwana – the biophysical making of Australia (lecture & film) • Contemporary Australian landscapes and ecosystems • Introduction to the wet-dry tropics
	4.30pm - 6.00pm	Welcome Reception (casual dress)
Sunday 23 June	9.00am - 12.00pm	<i>Mirambeena Room, Travelodge Mirambeena Resort (Dr Rosalie Chapple)</i> <ul style="list-style-type: none"> • Taming the Great South Land – a socio-historical perspective • Film: First Australians • Introduced fauna and flora in Australia – history & overview
	5.00pm	Mindil Beach Markets
Monday 24 June	9.00am - 12.00pm	<i>Bul Bul Room, Travelodge Mirambeena Resort (Dr Chapple/Mr Ross)</i> <ul style="list-style-type: none"> • Australian biodiversity conservation & protected area systems • Aboriginal cultural heritage management • Global ecological crisis & biodiversity conservation in context – presentation and discussion • Field notebook exercise and bird survey
	2.00pm - 4.00pm	Field Trip: Northern Territory Museum and Art Gallery (followed by bird survey)
Tuesday 25 June	9.00am - 12.00pm	<i>Bul Bul Room, Travelodge Mirambeena Resort (Dr Chapple/Mr Ross)</i> <ul style="list-style-type: none"> • Wildlife management in the Northern Territory (Ray Chatto, NT Parks & Wildlife Commission) • Fire in the Australian landscape (lecture & short film on Indigenous burning in Kakadu) • Arnhem Land traditional fire management (Richard Geddes) • Introduction to Kakadu National Park
Wednesday 26 June	8.30am - 5.00pm	Field Trip: Northern Territory Wildlife Park
Thursday 27 June - Saturday 29 June	7.00am	<i>Bus departs to Kakadu</i> 3-Day Field Trip: Kakadu National Park
Sunday 30 June	1.00pm - 4.00pm	<i>Mirambeena Room, Travelodge Mirambeena Resort (Mr Ross)</i> <ul style="list-style-type: none"> • Kakadu debrief; Discussion about assessments • Threatened species management lecture
	11.45pm	<i>Assemble in Melaleuca foyer for departure to airport</i> <i>Depart Darwin at 1.45am for Sydney</i>

Blue Mountains

Date	Time	Activity
Monday 1 July	6.00am	Arrive Sydney and bus to Blue Mountains (breakfast en route)
	10.30am	Arrive Blue Mountains and settle into accommodation Blue Mountains YHA 207 Katoomba St Katoomba, NSW 2780
	11.30am	Introduction to the Blue Mountains (indoors), then lunch in Katoomba
	1.00pm - 4.00pm	Visit to Echo Point lookout. Guided walk to Asgards swamp, Victoria Falls Rd (easy grade walk)
Tuesday 2 July	9.00am - 1.30pm	Guided bushwalk – Grand Canyon, Evans Lookout Road, Blackheath (packed lunch; harder grade walk therefore option of visit to World Heritage Interpretive Centre & group work at hostel)
	2.30pm - 3.30pm	Afternoon tea stop <i>en route</i> to Secret Creek
	4.30pm - 8.30pm	Visit to native mammal captive breeding centre (Secret Creek), Lithgow (includes dinner)
Wednesday 3 July	9.00am - 10.30am	Indoor presentation: Strategies for wildlife conservation – Sustainable use of wildlife (Guest presenter Dr Rosie Cooney)
	11.30am-3.00pm	Guided bushwalk – Jamison Valley (packed lunch; harder grade walk)
	3.00pm	Bus to Sydney
	6.00pm	Arrive Sydney and settle into accommodation: University Terraces University of New South Wales Sydney, NSW 2052

Sydney

Thursday 4 July	9.00am	NO CLASS (Campus Tour including collecting textbooks and Student ID)
	PM	Free Afternoon
Friday 5 July	9.00am - 12.00pm	<i>Room 701, Civil Engineering Building (Dr Chapple /Mr Nesbitt)</i> <ul style="list-style-type: none"> • Blue Mountains debrief / program review / discuss assessments • Strategies for wildlife conservation - case study on native mammals as pets • Australians rally against the cane toads
Saturday 6 July - Sunday 7 July		Free days
Monday 8 July	9.00am - 12.00pm	<i>Vallentine Annexe (Mr Nesbitt/Mr Ross)</i> <ul style="list-style-type: none"> • Australian ecosystems - Arid zone • Climbing Uluru and the triple bottom line (film and exercise) • Aboriginal traditional ecological knowledge (ethno-ecology) • REPORT DUE
Tuesday 9 July	9.00am - 12.00pm	<i>Vallentine Annexe (Mr Nesbitt/Mr Ross)</i> <ul style="list-style-type: none"> • Wetland bird population management (Professor R. Kingsford) • Managing wildlife populations (Geoff Ross) • The Dingo (Australia's native dog) - to conserve or destroy • Introduction to Smiths Lake

Wednesday 10 July - Friday 12 July	8.00am	Bus departs 3-Day Field Trip: Smiths Lake field centre <ul style="list-style-type: none"> • Presentation: Wildlife Survey Techniques • Survey and field experiments
Saturday 13 July - Sunday 14 July		Free days
Monday 15 July	9.00am - 12.00pm	<i>Vallentine Annexe (Dr Chapple/Mr Nesbitt)</i> <ul style="list-style-type: none"> • De-brief Smith's Lake and submit field notebooks • Australia's environmental extremes – survival and extinction (including the megafauna) (Professor Mike Archer) • Australian Ecosystems – temperate landscapes • Feral horse case study & exercise • REPORT 2 DUE
Tuesday 16 July	8.30am - 4.30pm	Botany Bay Field Trip (<i>Mr Ross/Mr Nesbitt</i>) <ul style="list-style-type: none"> • Managing and conserving marine fauna & coastal habitats • Guided Walk
Wednesday 17 July	9.00am - 12.00pm	<i>Vallentine Annexe (Dr Chapple/Mr Ross/Mr Nesbitt)</i> <ul style="list-style-type: none"> • Australian ecosystems – the wet tropics • Film: Rainforest ecosystems • Student presentations
	1.00pm - 4.00pm	<ul style="list-style-type: none"> • Student presentations (continued)
Thursday 18 July	6.45am	<i>Assemble at UNSW Terraces for departure to airport</i>
	9.15am	Depart Sydney on QF924 to Cairns

Cairns and the Daintree

Date	Time	Activity
Thursday 18 July	12.25pm	Arrive Cairns. Unload non-essential baggage at Rydges Esplanade Resort.
	1.30pm	Depart Cairns by bus to Daintree Rainforest (Dr Chapple/Mr Nesbitt) 3-Day Field Trip: Daintree Rainforest
	4.00pm	Daintree River – Solar Whisper Wildlife cruise / Kuku Yalanji (groups split for alternate activities)
	6.30pm	Arrive PK's Jungle Village, Myall Beach / Cape Tribulation PK's Jungle Village Cape Tribulation Rd Cape Tribulation QLD 4873
	Evening	Night rainforest walk (half group)
Friday 19 July	9:30am - 11:30am	Tropical rainforest ecology (walk & talk): Dubuji rainforest walk - Myall Beach
	1.00pm	Afternoon activities: Optional (self-paid) activities to be booked in advance with Study Abroad including jungle surfing, horse riding or sea kayaking. Alternatives: short walk to Mason's waterhole for a swim; walk to Cape Tribulation beach (and further as time permits)
	Evening	Night rainforest walk (other half of group)
Saturday 20 July	Morning	Free time (see activity options for Friday afternoon)
	11.00am	Bus departs PK's for Daintree River - Solar Whisper Wildlife cruise Other half of group: depart PK's at 1.00PM for Kuku Yalanji visit

	6.00pm	Arrive in Cairns and settle into accommodation: Rydges Esplanade Resort Cnr The Esplanade and Kerwin Street Cairns Queensland 4870 Phone: +61 7 4044 9000 Fax: +61 7 4044 9001
	6.30pm - 8.30pm	<i>Joseph Banks Ballroom, Rydges Esplanade Resort</i> Activities information and sign-up
Sunday 21 July	9.00am - 1.00pm	<i>Joseph Banks Ballroom, Rydges Esplanade Resort (Dr Chapple/Mr Nesbitt)</i> <ul style="list-style-type: none"> • Presentations on the Great Barrier Reef and Wet Tropics World Heritage Areas • Course review and exam preparation
Monday 22 July	1.00pm - 4.00pm	<i>Joseph Banks Ballroom, Rydges Esplanade Resort</i> Final exam
	7.00pm - 9.00pm	End of program dinner
Tuesday 23 July - Thursday 25 July		End of academic program Relax in Cairns Optional trips to Great Barrier Reef diving/snorkelling, white water rafting, bungee jumping and skydiving.
Friday 26 July	3.50am	<i>Assemble in foyer for departure to airport</i>
	6.00am	Depart Cairns on QF5929 to Brisbane (ETA 8.05am)
	10.35am	Depart Brisbane on QF15 to Los Angeles (ETA 6.40am, 26 July)

6. Assessment Tasks and Feedback

Assessment overview

The assessment for this course has been designed to measure your achievement of the learning outcomes. Attendance and active participation in all aspects of the course is compulsory including field trips.

Assessment task	Where	When due	Assessment weighting
Field notebook exercises	Territory Wildlife Park (5%), Kakadu National Park (10%)	June 29 th	15%
Report	Northern Territory & Blue Mountains	July 8 th	15%
Smiths Lake field experiment	Smiths Lake (UNSW field station)	July 15 th	15%
Group presentation	Sydney	July 17 th	15%
Exam	Cairns	July 22 nd	30%
Participation	Throughout	Throughout program	10%

Assessments will be marked in accordance with the Australian marking scheme (the North American equivalent is shown in brackets and is only a guide):

Fail	<46% (F)
Compensatory Pass	46-49% (D)
Pass	50-64% (C)
Credit	65-74% (B)
Distinction	75-84% (A)
High Distinction	>85% (A+)

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Due	Feedback		
					WHO	WHEN	HOW
<p>Field notebook exercises</p> <p>There are field notebook exercises for the following locations:</p> <ul style="list-style-type: none"> - Territory Wildlife Park 5% - Kakadu National Park 10% <p>Field notes must be made in the field. These field sessions must be attended in order to complete this item of assessment.</p> <p>See Section 7 for further details and specific tasks for each exercise.</p>	<p><i>Learning outcome 1:</i> Observe and describe key principles of Australia's biodiversity.</p>	<p>It is important to make sketches in your field notebook. You will <u>not</u> be penalised for lack of artistic ability. Sketches in field notebooks are meant, like the words, to supplement the memory of the writer. Sketches must be recognisable and be labeled showing the key features of the plant, animal or landscape that you have drawn. Use pencil to avoid ink runs if it rains.</p> <p>Assessed are field observations and drawings, and notes from field presentations. Field sketches need to be recognisable (they do not need to be artistic) and must be clearly labeled showing the key features of the plant, animal or landscape that you have drawn. Refer to checklist as a guide.</p> <p>Checklist for field sketches <i>Date</i> <i>Place</i> <i>Weather/Temperature</i> <i>Time</i> <i>Name of species (common & scientific & Aboriginal if known)</i> Sketch <i>Likeness of object</i> <i>Detail of interesting part</i> <i>Label parts</i> <i>Colour or notes about colour</i> <i>Identify object sketched</i> <i>Notes and descriptions</i> <i>Habitat sketch</i> Measurements <i>Indicate size of object sketched</i> <i>Indicate any part of sketch that is life-sized</i> <i>If magnified, indicate magnification.</i></p>	15%	Sat 29 th June (end of day)	Mr Geoff Ross	Monday 1 st July	Teaching staff will provide written feedback (and verbal if useful) and allocate a mark in the student's field notebook.

Task	Knowledge & abilities assessed	Assessment Criteria & Format	% of total mark	Due	Feedback		
					WHO	WHEN	HOW
<p>Report</p> <p>Identify a conservation issue (it must be different from your group topic) that you encountered during your travels to the 'Top End' of Australia (including Kakadu National Park) and the Blue Mountains. For example, this may relate to a particular species, or a grouping of species (such as threatened or introduced) or be related to a landscape management issue (such as fire). Discuss the ecological, cultural, historical, social, political and economic aspects of the issue. Compare and contrast the two locations. You will be given further guidelines for this task in week one.</p> <p>See Section 8 for guidelines on correct citation of sources.</p> <p>Length: Maximum 4 pages of text for section 1-4 (see assessment criteria) plus bibliography and any tables/appendices. Typed (not handwritten), 1.5 line spacing; Arial font size 10.</p> <p>Answer the questions using observations in your field notebook, presentations, discussions, guides and desktop research (see Section 9 of this course book for a list of references including textbooks and specific articles).</p>	<p><i>Learning outcome 1:</i> Observe and describe key principles of Australia's biodiversity.</p> <p><i>Learning outcome 2:</i> Describe historical, cultural, economic and social influences on the conservation and management of wildlife and biodiversity in Australia.</p> <p><i>Learning outcome 3:</i> Describe management issues relating to protected conservation areas in Australia.</p> <p><i>Learning outcome 5:</i> Demonstrate your research and written skills.</p>	<p>You are required to use the following format (further explanation will be given in class):</p> <p>1. Introduction (max ½ page) Clear and simple introduction of the topic and outline of the report. Briefly describe the nature of the issue and how you gathered information for the report (the methodology).</p> <p>2. Context (max 1 page) Describe the context (e.g. social, political) for the environmental issue that is the subject of your study. Describe the range of values and perspectives in relation to the conservation problem and its management.</p> <p>3. Analysis and Discussion (1-2 pages) Describe trends and changes in the issue over time (historical to present) Describe factors that have shaped the trends (e.g. social, political, scientific etc – anything that is relevant) How well do you think the problem is being addressed? What more could be done or done differently?</p> <p>4. Conclusion (short paragraph) Very brief re-statement of key points. Draw any further overall conclusions based on your research and observations</p> <p>5. Literature cited Statements drawn from other authors or sources must be accurately referenced (see citation section in the course outline Section 8.3).</p> <p><i>General assessment criteria:</i> Critical thought. Standard of writing & presentation.</p>	15%	<p>9am 8th July</p> <p>Submit in class or online (link to be provided) by 9am on the due date.</p>	Dr. Rosalie Chapple	Verbal feedback will be provided before group presentations on the 17 th July (which follow similar format). Marked reports will also be handed back by the 17 th if possible (if not, then handed back in Cairns before the end of the program).	Marked report returned in class or online

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Due	Feedback
<p>Field experiment – Smiths Lake field station</p> <p>Exercises each worth 5%. Survey recording data sheets will be developed in field notebooks. Further information will be provided at the field station.</p>	<p><i>Learning outcome 1:</i> Observe and describe key principles of Australia's biodiversity.</p> <p><i>Learning outcome 4:</i> Implement basic wildlife survey methods and data collation and analysis.</p> <p><i>Learning outcome 5:</i> Demonstrate your research and written skills.</p>	<p>Ability to collect, record, tabulate, analyse and present data scientifically.</p> <p>Clear concise writing.</p> <p>Well presented and clearly laid out.</p>	15%	9am 15 th July (in class)	Teaching staff will return field notebooks with marks and written comments while in Cairns.

Task	Knowledge & abilities assessed	Assessment Criteria & Format	% of total mark	Due	Feedback
<p>Group presentation</p> <p>At the start of the program, students will be allocated to small groups according to chosen topic (Section 8 of this course book). Throughout the first 3-4 weeks of the program, students will be required to gather information and understanding about their topic. This will be gained during field trips and class time – as well as any other opportunities that arise!</p> <p>15-20 minute presentation per group (5 minutes per student) plus 5 minutes extra time for questions & discussion.</p> <p>Prepare based on desktop research* as well as observations in your field notebook (e.g. information from field guides), class presentations and discussions. * See Section 9 of this course book for a list of references including textbooks and specific articles.</p>	<p><i>Learning outcome 2:</i> Describe historical, cultural, economic and social influences on the conservation and management of wildlife and biodiversity in Australia.</p> <p><i>Learning outcome 3:</i> Describe management issues relating to protected conservation areas in Australia.</p> <p><i>Learning outcome 5:</i> Demonstrate your research and presentation skills.</p>	<p>Structure and layout of presentation: - Introduction and overview that states clearly and simply what the aim of the presentation is and outlines the topic that you are addressing and why it is important - Logical sequence of slides that address the content of the presentation - Summary that presents the key points and any conclusions or insights.</p> <p>Research skills – How well you have researched the issue & addressed its various aspects (ecological, social, economic etc).</p> <p>Oral and visual presentation – Effectiveness of information delivery; creativity; does the presentation capture the interest of the audience?</p> <p>Keeping to time limit.</p> <p>Evidence of teamwork & collaboration.</p>	15%	Final day in Sydney 17 th July	Teaching staff will provide verbal feedback in class after presentation. Mark to be provided while in Cairns. This is a group assessment but individual marks will be adjusted according to individual performance.

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date
<p>Exam</p> <p>The final exam (in Cairns) will consist of both multiple-choice questions and short answer questions, based on learning in the field, classroom presentations, and required readings (Section 12).</p>	<p><i>Learning outcome 1:</i> Observe and describe key principles of Australia's biodiversity and conservation efforts.</p> <p><i>Learning outcome 2:</i> Describe historical, cultural, economic and social influences on the conservation and management of wildlife and biodiversity in Australia.</p> <p><i>Learning outcome 3:</i> Describe management issues relating to protected conservation areas in Australia.</p>	<p>Short answer questions will be assessed using the following general criteria:</p> <p>Have all aspects of the question been answered? Is there evidence of understanding of the topic? Is the written expression clear, concise and convincing? Is there evidence that you understand and can critique how conservation approaches work; in other words have you understood, exploited and critiqued the ideas presented over the course? Have you made good use of examples? Is the overall response insightful and analytical?</p>	30%	Monday 22 nd July (Cairns)

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Feedback
<p>Participation</p>	<p>Effort made toward learning outcomes 1 – 4 through:</p> <p>Inquiry and analytical thinking abilities;</p> <p>Motivation for intellectual development;</p> <p>Communication;</p> <p>Teamwork and collaborative skills.</p>	<p>Asking questions & responding to questions, in particular participation and engagement on field trips and in class discussion</p>	10%	<p>Feedback throughout program as appropriate - teaching staff will prompt if greater participation is expected.</p>

7. Field Notebooks

(Please refer to relevant information within Assessment - Section 6) The field notebook is an essential tool for an ecologist or national park manager. It is even more important than binoculars, cameras or other equipment. You don't need binoculars to see everything in the field (especially plants) and you can't record everything through the lens of a camera, but you do need to record important observations.

BEFORE YOU FORGET

A field notebook is a personal thing with your own personal observations as well as notes made from talks by people encountered on excursions (notes from classroom talks or lectures are not to be included in the field notebook). An unknown bird might be described as a "big black bird with funny shaped tail". Or an unknown plant might be a "funny low plant with reddish leaves on a grey rock". Later on, preferably the same night, those notes can be translated into accurate descriptions. The big black bird might be the Australian Raven and the funny plant might be a sundew. With this material and a little follow up reading, you are then in a position to develop a short report.

REMEMBER - field notes must be made in the field.

The main purpose of the research reports is to make sense of what you have observed in the field. This involves verifying or refining field observations by reference to texts or field guides. You might want to quantify a note such as "country looks very dry" by looking up the average rainfall for the area. You might even want to add examples from other references, as it is unlikely that in any one trip you can observe more than a small percentage of (plants and animals) occurring in a particular landscape.

Preparing a report after your field experience also allows time for you to **reflect** on your experience and do some **comparative thinking** about conservation management in Australia compared to your own country. This is especially useful for you, as you are familiar with a landmass (e.g. North America) that has a very different history and a very different group of plants and animals. How are they the same? How are they different? How have they responded in an evolutionary sense to similar habitats? The short reports are to include some comparative comments.

The field notebook and reports should provide you with a valuable resource to refresh your memory about your experiences in Australia.

Section 7 outlines the field notebook assessment tasks.

Territory Wildlife Park Field Trip - 5%

Observe animals in maintained enclosures designed to resemble actual habitat.

Choose two animals and name them (common & scientific name).

- Describe the animal's habitat using your own observations and information available at the park.
- Describe physical characteristics of the animal (especially those that give it some advantage living where it does i.e. physiological adaptations to habitat)
- Determine what the animal's niche (its place and role in the ecosystem) might be and briefly describe.
- Sketch the animal and label key physical characteristics (refer to table Section 6).
- Describe behavioural characteristics you observe e.g. grazing, preening, resting, etc.

For one of the animals you have selected describe its social/cultural, economic and environmental importance (i.e. the triple bottom line).

Kakadu National Park Field Trip - 10%

Day 1 = 5%

Choose one habitat you visit today and describe its key features. Include a description of the geology, landforms, vegetation and wildlife encountered. In what way is this habitat significant to Aboriginal people?

Pick an animal that interests you and observe it carefully (binoculars will help).

- Sketch the animal and label its key physical characteristics and provide a brief description of the animal's physical characteristics (physiology) and observed behaviour.
- Explain why the animal looks and behaves the way it does.
- Record the animals' common and scientific names and any plant species observed.

Day 2 = 5%

Carefully observe an animal and sketch and label (see check list in table). Describe the animal and its habitat noting geology, landforms and vegetation, and note cultural significance. Explain how its adaptations have enabled it to best occupy its ecological niche (give the names of other plants and animals occurring in the chosen animal's habitat).

8. Report and group presentation

The report and the group presentations:

- Require students to consider the broader social, cultural, economic and historical factors driving the environmental phenomena and changes that they observe.
- Involve collaboration and teamwork (for presentation not report).
- Aim to increase engagement with course material and during field trips, by providing a focus of inquiry for students throughout the program. These exercises motivate students to be participative and ask questions of field guides and during classes.
- Require ongoing iterative learning about a topic, and encourage students to integrate across the different environmental issues that they encounter in their travels.

Referencing your research reports

In your reports you must “cite the source” of any information or illustrations you have obtained from sources other than your own observations from your field notebook. Plagiarism will result in loss of marks. The citation method to use is as per the following system.

References in the Text of Your Research Report

In the author-date citation system, a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). This may appear at the end of a sentence or before the full stop. Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.

Examples

The most striking feature of marsupials is that they are born in an embryonic condition (Strahan 1983, p 94).

Strahan (1983) stated that the most striking feature of marsupials is that they are born in an embryonic condition.

Strahan (1983, pp94-97) stated the most striking feature of marsupials is that they are born in an embryonic condition.

List of References

Remember you must provide a list of references at the end of the report. This list contains **only** those works cited in the short report text.

The following are examples of how to list different types of sources in the List of References:

Moir, A. & Jessel, D. 1991. *Brain Sex: The Real Difference Between Men and Women*, Mandarin, London.

Australian Government Publishing Service. 1994. *Style Manual for Authors, Editors and Printers*, 5th edn, AGPS, Canberra.

Bernstein, D. 1995. Transportation planning. In: *The Civil Engineering Handbook*, ed. W. F. Chen, CRC Press, Boca Raton.

Huffman, L. M. 1996. Processing whey protein for use as a food ingredient in *Food Technology* 50 (2): 49-52.

Robinson, W. F. & Huxtable, C. R. R. (eds). 1988. *Clinicopathologic Principles for Veterinary Medicine*, Cambridge University Press, Cambridge.

Internet Sources

If you are using Internet sources then the basic form of the citations must follow these principles: **Name(s)** of author(s); **date** of publication; **title** of publication; **publisher or organisation**; **edition** (if applicable); **date item retrieved**; **name** or **site** on internet

Remember when using an internet source reference in the text of your short report that the purpose of the citation is to point to the location of the quotation or paraphrase in the referenced work and to point to the referenced work in the “list of references”. Whatever entry begins the reference in the reference list, then (i.e: author's last name or title of work), should be used in the parenthetical reference. The following are examples of entries in a List of References:

Schrader, A. 1999. Internet Censorship: Issues for teacher-librarian. *Teacher Librarian*, 26 (5). Accessed November 1, 2001:

<http://www.library.ualberta.ca/databases/databaseinfo/index.cfm?ID=63>

Close, J. 1998, March/April. Where are you countless lovelace? Declining female presence in computer studies contradicts general trends. *Teach Magazine*. Accessed February 7, 2000:

<http://www.library.ualberta.ca/databases/databaseinfo/index.cfm?ID=135http://web.archive.org/web/20040727080101/http://www.library.ualberta.ca/databases/>

American Psychological Association. 2001. *Electronic references*. Accessed November 1, 2001: <http://login.ezproxy.library.ualberta.ca/login?url=http://www.apastyle.org/eleceref.html>

Student group presentation topics

<p>1. European settlement in Australia - Describe the ideology of the European settlers when they colonised Australia and its environmental legacy. How has the environment changed since arrival of the Europeans? What have been the causes and effects of these changes and how are they ongoing?</p>
<p>2. The unique flora and fauna of Australia - Australia is one of the world's 'megadiverse' continents, especially where reptiles are concerned. Begin by describing the unique flora and fauna of Australia and then explain its evolution since the megafauna, as well as other more recent driving forces for change (including climate change).</p>
<p>3. Aboriginal culture - Explain what you understand about Aboriginal (Indigenous) culture and their perspectives of country (Caring for Country). Describe what you understand to be issues and conflicts relating to joint management of protected areas between government agencies and local Aboriginal communities. Describe differences between the Aboriginal culture related to the different landscapes visited (namely Kakadu and Blue Mountains). What can you learn about Aboriginal perspectives of land and wildlife management and how they may differ from non-Aboriginal practices and perspectives?</p>
<p>4. Introduced fauna - Explain the origins, impacts and issues associated with controlling species introduced into Australia over the past 200 or so years since European settlement. Consider effectiveness of management approaches, the role of climate change and other influences.</p>
<p>5. Introduced flora - Explain the origins, impacts and issues associated with controlling species introduced into Australia over the past 200 or so years since European settlement. Consider effectiveness of management approaches, the role of climate change and other influences.</p>
<p>6. Threatened terrestrial species - Give an overview of the status of native fauna species in Australia, and select at least one species as a case study of conservation efforts. One case study must be quolls (northern, eastern and spotted-tailed quolls). Describe causes of decline and protection strategies and the effectiveness of protection efforts. What more could be done to better protect them? Consider extinction of native species, role of climate change, and the role of public awareness and engagement.</p>
<p>7. Threatened marine species - Give an overview of the status of native marine fauna species in Australia, and select 1-2 species as case studies of conservation efforts. Describe causes of decline and protection strategies. What more could be done to better protect them. Consider extinction of native species, role of climate change, and the role of public awareness and engagement.</p>
<p>8. Fire management - Outline the role of fire in the Australian landscape and different management approaches in different landscapes, and management conflicts that arise. Consider the impact of climate change, and the fire hypothesis for extinction of megafauna. Describe risks of unmanaged fire including impacts on wildlife and threatened species. Consider impacts on fauna such as koalas, kangaroos, and gliders (arboreal specialists).</p>
<p>9. Sustainable use of wildlife - This topic will compare the different attitudes toward the conservation and <i>use</i> of wildlife (addressing our personal values and perspectives toward wildlife conservation). Address both economic and non-economic use. What are different strategies for conserving wildlife that involve their 'use' rather than 'protection'. What are the conflicts that arise?</p>
<p>10. Tourism and recreation in protected areas - Describe the impacts of tourism and recreation and discuss their management, for each of the places that you visit (Kakadu, Blue Mountains, Botany Bay). Consider the differences in the threats at each of these sites. Suggested case study: new policy for hunting in national parks.</p>

Note - for those topics that are not explicitly wildlife-related, students need to highlight wildlife as appropriate; and also to consider both terrestrial and marine environments as appropriate. The topics by necessity will overlap and interact and it is important that these interactions are highlighted. For example, European settlement (topic 1) has been the driving force for introduced species (topic 4); the unique Australian fauna (topic 2) are susceptible to a range of threats represented by many of the other topics (e.g. fire (topic 8)).

9. Additional Resources and Support

<p>Textbooks</p>	<p>The following textbooks will be provided to students and lent free of charge. If they wish, students will be able to purchase the texts from UNSW at a reduced cost on completion of the program.</p> <p>Lindenmayer D. & Burgman M. 2005. <i>Practical Conservation Biology</i>. CSIRO Publishing, Melbourne, Australia.</p> <p>Lines, W. 1999. <i>Taming the Great South Land: A history of the conquest of nature in Australia</i>. Sydney, Allen and Unwin</p> <p>Goodfellow D. 2012. <i>Fauna of Kakadu and the Top End</i>. Colemans Printing, Darwin, Australia.</p> <p>Worboys G., Lockwood, M. and de Lacy, T. 2001. <i>Protected Area Management - Principles and Practice</i>. Oxford University Press, Melbourne.</p>
<p>Required readings</p>	<p>A set of readings is provided in Section 12 at the back of this course book. You will be assessed on these readings during class discussion and in the written exam/final paper at the end of the course, therefore they are required reading.</p> <p>Reading this information and prescribed readings from texts (see below by Lindenmayer and Burgman) are the minimum reading requirements for this course.</p> <p>Lindenmayer D. & Burgman M. 2005. <i>Practical Conservation Biology</i>. CSIRO Publishing, Melbourne.</p> <p>Note: This book is distributed to students on arrival in Sydney. Also available at: http://unsw.eplib.com/patron/FullRecord.aspx?p=256778</p> <p>The minimal reading required in this book is:</p> <p>Chapter 4 Protected Areas</p> <p>Chapter 10 Landscapes & Habitat Fragmentation pp. 255-257:</p> <p>Box 10.1 Landscape matters</p> <p>Box 10.2 The value of islands for conservation</p> <p>Box 10.8 Extinction debts and species loss</p> <p>Chapter 7 Changes in species distribution & abundances pp.175-177; 187-192</p> <p>Chapter 8 Harvesting natural populations pp. 217-219 Kangaroo Harvesting</p> <p>Chapter 2 pp.47-49 Tropical Rainforests</p>
<p>Additional readings</p>	<p>For class discussion, reports and group presentations – readings without online links typed below will be available on the course webpage (link will be provided for access) and books are available in UNSW library (some digitally as indicated). You will not be able to access the UNSW library links until you receive your login ID in Sydney. Please note: you will be advised when specific readings need to be read prior to a class discussion, otherwise you can access any of these readings as needed for your assignments.</p> <p>Ampt P. and Baumber A. 2012. Applying the principles of conservation through sustainable use to the commercial kangaroo harvest in New South Wales, Australia. Chapter 11 in: <i>Conservation in a Crowded World – Case studies from the Asia-Pacific</i>. Edited by J. Merson, R. Cooney and P. Brown. UNSW Press, Sydney. p.235-255.</p> <p>Cary, G., Lindenmayer, D. and Dovers, S. 2003. <i>Australia burning: fire ecology, policy and management issues</i>. CSIRO: Collingwood, Victoria.</p> <p>Chapple, R.S. 2005. The politics of feral horse management in Guy Fawkes River National Park, NSW. <i>Australian Zoologist</i> 33(2): 233-246. http://www.rzsnsu.org.au/Volumes%20of%20RZS%20papers/2005%20vol33(2)/Chapple%20R%20The%20politics%20of%20feral%20horse%20management%20in%20Guy%20Fawkes%20River%20National%20Park,%20NSW.pdf [link only works if pasted into browser]</p> <p>Chapple R.S., Cooney R., Jackson S. and Doornbos S. 2012. Cats or quolls: can keeping Australian native mammals as pets be a useful conservation strategy? Chapter 12 in: <i>Conservation in a Crowded World – Case studies from the Asia-Pacific</i>. Edited by J. Merson, R. Cooney and P. Brown. UNSW Press, Sydney. p.256-276.</p> <p>Dickman, C. 1996. Overview of the Impacts of Feral Cats on Australian Native Fauna. National Parks and Wildlife, Australian Nature Conservation</p>

	<p>Agency and Institute of Wildlife Research, University of Sydney, Sydney.</p> <p>Dovers S. 2000. <i>Environmental History and Policy: Still Settling Australia</i>. Oxford University Press.</p> <p>Hall C. M. 1992. <i>Wasteland to World Heritage: Preserving Australia's Wilderness</i>. Melbourne Uni. Press, Melbourne.</p> <p>Hamilton, C. 2002. Cashing in on koalas. ABC Radio National, Ockhams Razor. http://www.abc.net.au/radionational/programs/ockhamsrazor/cashing-in-on-koalas/3504642#transcript</p> <p>Kalpage, S., Merson, J. and Robinson, D. 2012. Landscape-based conservation and sustainable resource use in the developing world: a case study from Sri Lanka. Chapter 1 in: <i>Conservation in a Crowded World – Case studies from the Asia-Pacific</i>. Edited by J. Merson, R. Cooney and P. Brown. UNSW Press, Sydney. p.16-33.</p> <p>Letnic M, Crowther MS, Dickman CR, Ritchie EG, (2011) 'Demonising the dingo: How much wild dogma is enough?' <i>Current Zoology</i>, vol.57, no.5, pp 668-670.</p> <p>Lockwood, M., Francis, W.L. and Worboys, G.L. (eds). 2010. <i>Connectivity conservation management: a global guide</i>. London; Washington, DC : Earthscan. [available in UNSW library as an online electronic resource at http://unsw.ebib.com/patron/FullRecord.aspx?p=517180]</p> <p>Lynch, A. J. J., Fell, D.G. and McIntyre-Tamwoy, S. 2010, 'Incorporating Indigenous values with 'Western' conservation values in sustainable biodiversity management', <i>Australasian Journal of Environmental Management</i>, 17 (4): 244-55.</p> <p>Ross, H., Grant, C., Robinson, C.J., Izurieta, A., Smyth, D. and Rist, P. 2009. Co-management and Indigenous protected areas in Australia: achievements and ways forward. <i>Australasian Journal of Environmental Management</i> 16: 242-252</p> <p>Watson, J. et al. 2011. The Capacity of Australia's Protected-Area System to Represent Threatened Species. <i>Conservation Biology</i> 25 (2): 324–332.</p> <p>Wilson, GR and Smits JS. 2012. Indigenous land use and conservation in the Anangu lands of Central Australia. Chapter 6 in: <i>Conservation in a Crowded World – Case studies from the Asia-Pacific</i>. Edited by J. Merson, R. Cooney and P. Brown. UNSW Press, Sydney. p.117-141.</p> <p>Worboys G., Lockwood, M. and de Lacy, T. 2001. <i>Protected Area Management - Principles and Practice</i>. Oxford University Press, Melbourne. [available in UNSW library Level 5, P 333.780994/22; This volume documents the multi-disciplinary task of managing protected areas in Australia.]</p>
Journals	<p>Useful journals for reference on ecology and conservation, from both an applied and pure science perspective, include:</p> <p><i>Austral Ecology</i>, <i>Australian Zoologist</i> (Royal Zoological Society of NSW), and <i>Wildlife Research</i> (all Australian). Relevant international journals include <i>Ecology</i> (USA-based journal), <i>Journal of Animal Ecology</i> (UK journal), <i>Oikos</i> (Scandinavia), <i>Trends in Ecology and Evolution</i> (TREE) and <i>Oecologia</i> (Germany). Other conservation biology journals include <i>Conservation Biology</i> (USA), <i>Pacific Conservation Biology</i>, <i>Biological Conservation</i>, <i>Biodiversity and Conservation</i>. The two major journals in science, <i>Nature</i> and <i>Science</i> also have major articles on ecological and conservation issues.</p> <p>Journals that focus on environmental management and policy include:</p> <p><i>Australasian Journal of Environmental Management</i>, <i>Ecological Management & Restoration</i> (Australia), <i>Journal of Environmental Planning and Management</i> (UK), <i>Environmental Management</i> (USA), <i>Journal of Environment & Development: A review of international policy</i> (USA), <i>Journal of Environmental Management</i> (UK), <i>Frontiers in Ecology & the Environment</i> (USA), <i>Ecology and Society</i> (USA - online at www.ecologyandsociety.org/), <i>Environmental Science and Policy</i> (UK).</p>

<p>Recommended Internet Sites</p>	<p>There are thousands of world wide web sites, discussion groups, mailing lists, newsletters and journals about biodiversity conservation. Here are some Australian sites that provide important material relevant to this course and some will be especially useful for your reports and group presentations. You will be directed to specific ones to read for class discussion:</p> <p>Protected areas conservation</p> <p>http://theconversation.com/the-future-for-biodiversity-conservation-isnt-more-national-parks-11027</p> <p>http://theconversation.com/biodiversity-crisis-demands-bolder-thinking-than-bagging-national-parks-11022</p> <p>http://theconversation.com/private-land-is-an-important-piece-of-the-conservation-jigsaw-11572</p> <p>http://theconversation.com/scientists-and-national-park-managers-are-failing-northern-australias-vanishing-mammals-10089</p> <p>Indigenous co-management</p> <p>http://www.environment.gov.au/parks/kakadu/management/joint-management.html</p> <p>http://www.environment.nsw.gov.au/jointmanagement/index.htm</p> <p>Fire</p> <p>http://theconversation.com/savanna-burning-carbon-pays-for-conservation-in-northern-australia-12185</p> <p>http://theconversation.com/saving-australian-endangered-species-a-policy-gap-and-political-opportunity-10914</p> <p>Biodiversity conservation</p> <p>http://www.environment.gov.au/biodiversity/conservation/index.html</p> <p>http://www.decision-point.com.au</p> <p>http://www.edg.org.au</p> <p>Introduced species</p> <p>http://www.invasiveanimals.com</p> <p>http://www.feral.org.au</p> <p>Tourism</p> <p>http://staging.sustainabletourisonline.com/parks-and-culture/visitor-impacts/social-and-economic-impacts-of-protected-areas-visitors</p> <p>http://www.environment.nsw.gov.au/parks/tourism.htm</p>
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10. Administration Matters

Course Evaluation and Development	Student feedback is gathered at the end of the program through Study Abroad's feedback forms. Such feedback is considered carefully with a view to acting on it constructively wherever possible.		
Expectations of Students	There is an attendance requirement of 80% of scheduled course time.		
Assignment Submissions	<p>Typed reports are to be submitted in class or online (link to be provided) by the due date.</p> <p>Late submission incurs a penalty of 5% per day without medical certificate or other reason formally approved by the academics and UNSW International.</p>		
Occupational Health and Safety¹	Students should be aware of relevant UNSW Occupational Health and Safety policies http://www.ohs.unsw.edu.au/ .		
Assessment Procedures UNSW Assessment Policy²	<p>Assignments should be submitted by the due date. In the event of illness or misadventure causing late submission, students must produce a medical certificate or provide evidence of misadventure, or face penalty. Failure to submit by the due date will attract a penalty of 5% per day late. https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyNew.html</p>		
Equity and Diversity	<p>Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/).</p> <p>Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.</p>		
Student Complaint Procedure³	UNSW International Contact	Faculty Contact	University Contact
	<p>Mr Nick Dowd Assistant Director, Short Courses, UNSW International Tel: +61 (0) 2 9385 1445; Mobile: +61 414 262 214 Email: n.dowd@unsw.edu.au</p>	<p>Dr David Cohen Head, School of Biological, Earth and Environmental Sciences University of New South Wales, Sydney Ph. 02 9385 8084 Email: d.cohen@unsw.edu.au</p>	<p>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar. Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au</p> <p>University Counselling and Psychological Services⁴ Tel: 9385 5418</p>

¹ [UNSW OHS Home page](#)

² [UNSW Assessment Policy](#)

³ [UNSW Student Complaint Procedure](#)

⁴ [University Counselling and Psychological Services](#)

11. UNSW Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne

Guidelines (on how to avoid plagiarism)

1. Wherever possible use your own words, rather than those of someone else, to express your ideas.
2. If you use a phrase, sentence or paragraph from an author, place these words in quotation marks and cite the source.
3. You do not need to cite a reference for everything. There are some 'facts' that are considered 'common knowledge' such as 'Kakadu National Park and Great Barrier Reef Marine Park are all UNESCO World Heritage Areas' and such statements do not require a citation.

12. Essential readings

A Natural History of Australia	Pages
Morrison, R. & M. 1988. <i>The Voyage of the Great Southern Ark – The 4 Billion Year Journey of the Australian Continent</i> , Landsdowne Press, Sydney, pp101-109.	29-32
White, M.E. 1994. <i>The Greening of Gondwana – The 400 Million Year Story of Australia's Plants</i> , Reed Books, NSW, pp36-42.	33-36
Lines, W. 1999. A Continent Adrift. Chapter 1 in: <i>Taming the Great South Land: A history of the conquest of nature in Australia</i> . Sydney, Allen and Unwin. pp1-13.	37-49
Cultural Heritage and Indigenous Australia	
Nurse-Bray, M. and Hill, R. 2010. Australian Indigenous peoples and biodiversity. <i>Social Alternatives</i> 29 (3): 13-19.	50-54
Worboys G., Lockwood, M. and de Lacy, T. 2001. Conserving Australia's Cultural Heritage. In: <i>Protected Area Management - Principles and Practice</i> , Oxford University Press, Melbourne, Australia. pp210-214, 220-223.	55-63
Humans in the Australian Landscape	
Rolls, E. 1997. The Nature of Australia. Chapter 2 in <i>Ecology and Empire: Environmental History of Settler Societies</i> , Tom Griffiths and Libby Robin (eds.), Melbourne, Melbourne University Press.	64-74
Tyrell, I. 1999. 'Renovating Nature. Marsh, Mueller, and Acclimatisation', <i>True Gardens of the Gods</i> , University of California Press, Berkeley, pp17 -35.	75-87
Morton, S.R., Hoegh-Guldberg, O., Lindenmayer, D.B. et al. 2009. The big ecological questions inhibiting effective environmental management in Australia. <i>Austral Ecology</i> 34: 1-9.	89-96
Biodiversity Conservation	
Colyvan, M., S. Linqvist, W. Grey, P. Griffiths, J. Odenbaugh, and H. P. Possingham. 2009. Philosophical issues in ecology: recent trends and future directions. <i>Ecology and Society</i> 14 (2): 22 [excerpt only]	97-98
Lindenmayer, D. and Burgman, M. 2005. Chapter 1 'Why conserve?' In: <i>Practical Conservation Biology</i> . CSIRO Publishing, Melbourne, Australia. pp7-26.	99-118
Myers, N. 2002. Biodiversity and biodepletion: the need for a paradigm shift. In: <i>Biodiversity, Sustainability and Human Communities: Protecting beyond the protected</i> . Cambridge University Press, Cambridge, U.K. pp46-60.	119-126
Ehrlich, P.R. and Pringle, R.M. 2008. Where does biodiversity go from here? A grim business-as usual forecast and a hopeful portfolio of partial solutions. <i>PNAS</i> 105 suppl. 1: 11579-11586.	127-134
Lindenmayer, D. and Burgman, M. 2005. Chapter 11 'Fire and biodiversity'. In: <i>Practical Conservation Biology</i> . CSIRO Publishing, Melbourne, Australia. pp293-317.	135-159
Australian Flora and Fauna	
Letnic, M., Baker, L. and Nesbitt, B. 2013. Ecologically functional landscapes and the role of dingoes as trophic regulators in south-eastern Australia and other habitats. <i>Ecological Management & Restoration</i> Vol 14 No 2. doi: 10.1111/emr.12035	161-165
Simpson K. and Day, N. 1996. <i>Field Guide to the Birds of Australia</i> , Penguin Books Victoria, 5 th ed., pp280-297	167-175
Strahan, R. 1987. <i>What Mammal is That?</i> Angus and Robertson, Sydney pp xv, xvi and xxvi.	176-178
Worboys G., Lockwood, M. and de Lacy, T. 2001. <i>Protected Area Management - Principles and Practice</i> , Oxford University Press, Melbourne.	179-183