

GEOS3761 ENVIRONMENTAL CHANGE



TERM 2, 2021

Course Lecturers:
[Prof. Chris Turney](#)
[Dr Zoë Thomas](#)
[Dr Haidee Cadd](#)



CONTENTS

Course Outline	3
GEOS3761 Overview	3
Learning Programme	6
Assessment.....	9
Guide to Studying	10
Course Learning Outcomes and Skill Development	13
Other Important Information	14



'If we teach only the findings and products of science—no matter how useful and inspiring they may be—without communicating its critical method, how can the average person possibly distinguish science from pseudoscience?'

CARL SAGAN (1934-1996)

COURSE OUTLINE

Imagine a world of wildly escalating temperatures, apocalyptic flooding, devastating storms and catastrophic sea level rise. This might sound like a prediction for the future or the storyline of a new Hollywood blockbuster but it is something quite different: it's our past. When we're bombarded with worrying forecasts for the future, it seems hard to believe that such things could come to pass. Yet almost everywhere we turn, the landscape is screaming out that the world is a capricious place. But if we don't tune in, the message is lost. In a day and age of environmental crises, we need to urgently decipher the past and learn from it.

This next decade will be a period of profound change. Under pressure from accelerating decline in the state of the environment, the world in the 2020s will be when the impacts of climate change sadly become all too apparent. The enormity of what society faces is deeply alarming. It is in this next decade that radical transformations must be achieved at an unprecedented scale if we are to have any hope of meeting the international agreements set out by the 2016 Paris Climate Agreement and United Nations 2030 Sustainable Development Goals (SDGs).

There is an urgent need for graduates who can work across different disciplines and timescales; who can bring ideas together to help find solutions. Past environmental changes provide valuable insights into how our planet works and what this means for the future. The aim of this course is to provide you with a critical understanding of environmental changes and their impacts. Over the ten weeks we will delve into some of the great scientific and archaeological questions about what happened when...and why it matters. And to achieve this we will provide you with a range of key skills and capabilities for the future, regardless of whether you pursue a career in science or not.

GEOS3761 OVERVIEW

[Prof. Chris Turney](#) is Director of the [Earth and Sustainability Research Centre](#), the [Chronos 14 Carbon-Cycle Facility](#), and Founding Director of cleantech company [CarbonScape](#). Chris is the Course Convener and will be the first point of contact for any problems. Chris' office is on Level 5 of the Hilmer Building (Room 538). ARC DECRA Fellow [Dr Zoë Thomas](#) and Postdoctoral Researcher [Dr Haidee Cadd](#) will also be supporting your learning and are in the Hilmer Building (Rooms 539 and 540 respectively).

GEOS3761 is delivered as a blended course. As a result, the content is provided through a combination of online material (including short films, quizzes and virtual fieldtrips) and face-to-face practicals (with the option to take the latter online). We also have a Moodle Discussion Forum which provides an opportunity for you to engage with everyone on the course. We'll be online several times a day so please feel free to post any questions or ideas you would like to discuss.

To support your learning, we are also offering optional one-hour sessions most Wednesdays at 2-3 pm, where we will be discussing recent environmental stories in the news and answering any questions you might have (for instance, about the practicals or assessments). These are far-ranging and friendly discussions, with students later describing how these sessions helped their learning. We want you to get the most of the ten weeks we have together so hope you can make it.

We're looking forward to working closely with you this this term!

Now for the official blurb...

Course Description	Environmental change occurs over all temporal and spatial scales and influences the atmosphere, climate, landforms, soils and vegetation. This course will explore: Evolution of the Earth system; Modelling and impacts of past, present and future environmental change; Humans as part of the environment; Human impact on the atmosphere and climatic consequences; Impacts of natural changes on human populations; and Techniques for environmental reconstruction and dating the past.
Aims of the Course	In the course <i>Environmental Change</i> , anthropogenic environmental change and human responses will be placed in the context of natural processes. Drawing on examples from extreme events and long-term changes, we will look at how past and contemporary processes can help the world achieve the UN SDGs in the next decade. Underpinning this course will be the scientific methods and implications for the future. This course will hone your critical thinking, developing a wide range of skills and capabilities that are transferrable beyond a career in science.
Student Learning Outcomes	<p>By the end of this course, you will have an appreciation of environmental change over a variety of timescales, ranging from ice ages and super-interglacial warming, to contemporary interactions between humans and the natural world, and their value in managing future change. Emphasis is placed on understanding the various techniques for the reconstruction of past environmental change. The blended delivery will investigate current issues within the discipline, leading to an appreciation of the complexity of contemporary challenges the world faces. The assessments will help develop your ability to read the landscape and communicate your findings to the public. GEOS3761 emphasises critical thinking, and the application of environmental research to decision and policy making. Specific learning outcomes for GEOS3761 are:</p> <ol style="list-style-type: none"> 1. Demonstrate leadership through interpreting and communicating applied knowledge to specialist and non-specialist audiences; and 2. Analyse critically, reflect on and synthesise information to solve complex problems; and 3. Demonstrate an advanced understanding of the causes and impacts of past environmental change, and implications for the future.

Course Structure	<p>GEOS3761 aims to introduce key events in our planet's history. This course is delivered over ten weeks. Each week we will be exploring past and contemporary environmental events through a mixture of eBooks, short films, quizzes and virtual fieldtrips supported by practicals (the option for face-to-face and online is provided to all students). The key texts for each session are provided on Moodle.</p> <p>Do please pay close attention to announcements on Moodle. You will also receive weekly updates on the course along with important announcements that will be sent to your UNSW email address (so forward this to whatever email account you use regularly).</p> <p>To help support your learning, we are offering optional one-hour discussion sessions (which will be available online and face-to-face). These will be run most Wednesdays (2-3 pm; Weeks 2-5, 7-10), where we will be discussing recent environmental stories in the news and answering any questions you might have (for instance, on the laboratory practicals). Feel free to suggest topics that you'd like to explore; we're keen to hear what you think.</p> <p>We hope the above provides maximum flexibility for your learning, especially if you are juggling studying with employment and other responsibilities. But if you can't make any session, do remember there is also the online Discussion Forum on Moodle, or you can contact Prof. Chris Turney directly.</p> <p>Importantly, there is no exam for GEOS3761. Instead, you will be undertaking assessments through the course that will support your learning (see below).</p>
-------------------------	---

LEARNING PROGRAMME

Environmental change is a truly interdisciplinary subject. Each week we will be introducing a new topic that aims to scaffold your learning to understand contemporary and future environmental changes. But we don't want you to drown in reading so have selected a limited number of key texts for each topic and these are provided on Moodle. **Lectures are provided online for you to access anywhere, anytime; a pdf with transcript is also available on Moodle.** Computer laboratory practicals take place each week and provide an opportunity to wrestle with real data (face-to-face sessions are Tuesdays 2-4 pm, with the option to undertake the work online). The course has an online Discussion Forum on Moodle that offers the chance to exchange ideas and ask questions through the ten weeks. If you would like to have a fuller discussion on a topic, we are also offering optional, informal one-hour discussion sessions most Wednesdays (2-3 pm).

To help you plan your time, all of the course content for Weeks 1 to 5 will be available from the start of Term 2; the second half of the course will be released in Week 5. It is important to note that there are weekly assignments through the course so don't lose sight of what needs to be done each week.

<u>Week</u>	<u>Topic</u>
1. 31 May - 4 June	Introduction to Environmental Change: What is it? No practical this week.
2. 7-11 June	Welcome to the Anthropocene! Practical 8 June: In Search of the Human Epoch
3. 14-18 June	Hothouse Earth Practical 15 June: Zombie Virus
4. 21-25 June	The Last Global Warming Practical 22 June: Australian Ice Age
5. 28 June-2 July	Abrupt Climate Change Practical 29 June: Megafaunal Extinction
6. 5-9 July	STUDY WEEK
7. 12-16 July	Firestorm Practical 13 July: Fire-Vegetation Dynamics
8. 19-23 July	Green Deserts Practical 20 July: The Great Flood
9. 26-30 July	Societal Collapse on Easter Island Practical 27 July: Megadrought
10. 2-6 August	The Lost City of Z Practical 3 August: 'The Great Global Warming Swindle'

Laboratory Practicals

Each week, we will be offering face-to-face laboratory practicals on Tuesdays 2-4 pm in the Basement Room 25 of the Science and Engineering Building (B25 in the SEB, Building E8). **Not sure where Building E8 is? [Click on this map link.](#)**

You are very welcome to undertake the practical in your own time. But if you would like to join the class virtually, we will also be running the Zoom link for the course on the Tuesdays at 2-4 pm at <https://unsw.zoom.us/my/geos3761>.

For these practicals, you will need access to a computer. If you don't have a computer please let us know at the start of the class and we will try and arrange access during the session.

To be COVID-safe during the practicals:

1. Complete the COVID Lab Safety Module accessed via the course page on Moodle before the first face-to-face class (Week 2). You will not be permitted to join any of the teaching labs until you have completed the compulsory activities in this module.
2. Ensure you check-in using the QR code at the entrance to the room.
3. To be COVID safe, the room has a maximum capacity of 40 students.
4. Remember to sanitise/wash your hands on entry and exit.
5. Where 1.5 m physical distancing is not possible, and/or there is movement around the room, please ensure you wear a face mask.
6. Ensure you sanitise your workstation before and after the session.

Discussion Sessions

Each week, we will be holding optional, informal one-hour discussion sessions on Wednesday 2-3 pm in the Basement Room 25 of the Science and Engineering Building (this is the same room the Laboratory Practicals are taking place). If you would like to join the class virtually, we will also be running the sessions concurrently using the course Zoom link at <https://unsw.zoom.us/my/geos3761>. **If you are overseas and this time slot does not work for you, please let us know and we'll arrange a dedicated period.**

These sessions provide an opportunity to explore concepts and ideas in greater depth, with a focus on recent environmental stories in the news. This is also a chance to answer any questions you might have, for instance, on the practicals and assessments.

For each session, we have identified a short article from [The Conversation](#) that will form the basis for our discussions. As you'll see for the assessments, [The Conversation](#) is a fantastic online publication of short articles that share the latest ideas and thinking.

We hope you will find the topics listed overleaf engaging and thought-provoking. This is a terrifically important decade as the world grapples with an unprecedented number of environmental challenges. Interdisciplinary-trained graduates like yourself will be essential to help find solutions. But the following are not the only topics we can discuss. Do feel free to suggest others that you might like to explore; we're keen to hear what you think. We want you to get the most of the time together.

Topics for the optional discussion sessions (Wednesdays, 2-3 pm; SEB B25 or via the course Zoom link at <https://unsw.zoom.us/my/geos3761>).

Date (Week)	Discussion Title	Link
9 June (Week 2)	Anthropocene began in 1965, according to signs left in the world's 'loneliest tree'	https://theconversation.com/anthropocene-began-in-1965-according-to-signs-left-in-the-worlds-loneliest-tree-91993
16 June (Week 3)	Scientists hate to say 'I told you so'. But Australia, you were warned	https://theconversation.com/scientists-hate-to-say-i-told-you-so-but-australia-you-were-warned-130211
23 June (Week 4)	The last ice age tells us why we need to care about a 2°C change in temperature	https://theconversation.com/the-last-ice-age-tells-us-why-we-need-to-care-about-a-2-change-in-temperature-126923
30 June (Week 5)	Mammoth task: the Russian family on a resurrection quest to tackle the climate crisis	https://theconversation.com/mammoth-task-the-russian-family-on-a-resurrection-quest-to-tackle-the-climate-crisis-138142
14 July (Week 7)	A staggering 1.8 million hectares burned in 'high-severity' fires during Australia's Black Summer	https://theconversation.com/a-staggering-1-8-million-hectares-burned-in-high-severity-fires-during-australias-black-summer-157883
21 July (Week 8)	Antarctica is headed for a climate tipping point by 2060, with catastrophic melting if carbon emissions aren't cut quickly	https://theconversation.com/antarctica-is-headed-for-a-climate-tipping-point-by-2060-with-catastrophic-melting-if-carbon-emissions-arent-cut-quickly-160978
28 July (Week 9)	Greening the planet: we can't just plant trees, we have to restore forests	https://theconversation.com/greening-the-planet-we-cant-just-plant-trees-we-have-to-restore-forests-156910
4 August (Week 10)	Why a net-zero future depends on the ocean's ability to absorb carbon	https://theconversation.com/why-a-net-zero-future-depends-on-the-oceans-ability-to-absorb-carbon-154453

ASSESSMENT

The assessment of GEOS3761 comprises three parts. Details are provided on Moodle.

Description	%	Due by...
1. Small weekly tasks (x10)	20% (worth 2% each)	5 pm Friday each week (Wks 1-10)
2. Science communication articles in the style of <i>The Conversation</i> (x3)	45% (worth 15% each)	5 pm Friday 18 June (Wk 3) 5 pm Friday 2 July (Wk 5) 5 pm Friday 30 July (Wk 9)
2.Three-Minute Movie	35%	5 pm Friday 6 August (Wk 10)

1. Please note, there is NO exam. And the weekly quizzes on Moodle are NOT assessed. The latter are provided to support your learning.

2. There is a ‘Small Weekly Task’ submission due by 9 July, which is Friday of Week 6. You are very welcome to submit this assessment before Week 6 if you chose to do so.

3. It is School policy that penalties will be deducted for the late submission of work (at 10% of the assignment mark for every day late – up to a maximum of 7 days after which the assignment will receive 0). Work will only be accepted after the end of Week 10 if accompanied by a medical certificate. Please follow the instructions on Moodle if you wish to apply for Academic Consideration.

4. To pass GEOS3761 a satisfactory performance is required in all components of the assessment. This means that all components of the assessment must be attempted. Unsatisfactory performance in any component may result in an UF grade (“unsatisfactory performance in an essential component of a course”) even if your marks exceed 50%. **The Assessment Rubrics for GEOS3761 are provided on Moodle.**

5. Academic misconduct is sadly on the rise and will not be tolerated in any form in this course. If not yet done so, you should familiarise yourself with what constitutes plagiarism and the repercussions when caught. Further details are provided below and through the course page on Moodle (including important online resources).



GUIDE TO STUDYING

The world is experiencing a worrying amount of environmental changes and as a result, scientific study across the many fields is vast. It is all too easy to lose track of your reading when you consider all the scientific papers, reports, magazine and books on the subject. We will guide you as best we can but the main thing is to engage with as much reading as you can on the topics being covered, and explore the concepts with your fellow students and teaching staff.

GEOS3761 does not have a text book *per se* but we have identified key texts that complement the topics being covered and these are provided on Moodle. These are just to get you started so you will need to use these to find other articles and books. [Google Scholar](#) and [Scopus](#) are excellent resources for searching who is citing what. You may also want to consider using [CiteHero](#), a new academic search engine that allows you to research topics while you write, including automatic search and cite!

If you would like to get a sense of the interdisciplinary research undertaken by UNSW scientists working in the most remote and extreme part of our planet, you might be interested in reading (though this is not compulsory!)

Turney, C. (2017) [*Shackled: How a Scientific Expedition to Antarctica Became a Fight for Survival*](#). Penguin Random House, Australia. Published in the USA as [*Iced In: Ten Days Trapped on the Edge of Antarctica*](#).

As you have hopefully now started to realise, it is not the aim at university level to provide comprehensive notes for students to copy verbatim that cover the entire syllabus. Apart from being an impossible aim for a subject as vast as environmental change (and indeed for any other subject examined at university level), such an approach tends to stifle your thinking and development. Rather, we will be using the contact hours to introduce, develop and debate ideas. We hope you'll develop a background in theory by reading the relevant core materials and associated articles you may find, and joining us in group discussions. This is crucial for developing as an independent, critical thinker as you wrestle with a generation-defining topic.

Student Support

The University offers a wealth of resources to support you during your time with us. You can find out more at Student Support (<https://student.unsw.edu.au/advisors>). These resources include the [Learning Centre](#) which offers help to develop and refine your academic skills, advice with personal and health issues (<https://student.unsw.edu.au/educational-support-advice-personal-and-health-issues>), and IT-related issues including remote access (<https://www.myit.unsw.edu.au/services/students>).

China Students Access Network

This service is to provide UNSW students in China with seamless network access to UNSW resources and functions from their homes abroad at <https://www.myit.unsw.edu.au/services/students/china-students-access-network>. A Mandarin guide is available at <https://www.myit.unsw.edu.au/sites/default/files/documents/China%20Students%20Access%20Network%20UNSW%20IT%20UNSW%20Sydney.pdf>.

Some technical information on skill sets you will gain from GEOS3761.

Graduate Attributes Developed in this Course		
Attribute	3 = Major 2 = Minor 1 = Minimal 0 = No Focus	Activities/Assessment
Research, inquiry and analytical thinking abilities	3	An ability to illustrate and discuss the contested and provisional nature of knowledge and understanding; an ability to critically evaluate a diverse range of specialised techniques and approaches involved in collecting geographical information; an ability to identify, acquire, critically evaluate and synthesise data from a range of sources; an ability to use dates and ages to effectively and appropriately to understand past change; an ability to effectively and appropriately interpret and use numerical information; and an ability to reflect on the process of learning and evaluate personal strengths and weaknesses.
Capability and motivation for intellectual development	3	A critical understanding of a diverse range of approaches to the generation of knowledge and understanding across various geo-, bio- and environmental science disciplines; and an understanding of the nature of change within physical environments.
Ethical, social and professional understanding	3	An understanding of reciprocal relationships between physical and human environments; contemporary environmental issues considered with respect to past environmental change; and an understanding of the significance of time on physical and human environments.
Communication	3	An ability to communicate ideas, principles and theories effectively and fluently by written means; an ability to describe, apply and evaluate the diversity of specialised techniques and approaches involved in analysing geographical information.
Teamwork, collaborative and management skills	3	An ability to undertake individual and group learning (including time management, library resource use and website investigation) to achieve consistent, proficient and sustained attainment.
Information literacy	3	An ability to develop a sustained and reasoned argument; and an ability to formulate and evaluate questions and identify and evaluate approaches to problem-solving.

Learning Resources

A number of scientific journals publish the latest findings in past environmental change, most of which you will find in the library with past copies online. Ask the librarians for guidance if any problems. The most important journals to get to know are:

[Nature](#)
[Science](#)
[Nature Geoscience](#)
[Nature Communications](#)
[Scientific Reports](#)

Excellent papers on 'hot' (current) topics can be found through leafing through the contents pages of these major science journals. By clicking on the links above you can search the titles and abstracts. If you wish to access the pdfs of the papers you will need to login via the university library system. Relevant papers also appear in a wide spectrum of other scientific journals, depending upon the topic covered. If you have not yet done so, find out where the above can be accessed (past and current issues). If you are not already familiar with the Library's browsing and electronic search systems, please seek the assistance of the librarians and ensure you know how to search topics and/or authors. This is an invaluable way of seeking out those helpful and crucial sources that may lay the foundation for a deep understanding of the course.

To support your reading, [New Scientist](#) is recommended for an overview of recent developments in scientific understanding. For podcasts, [Nature](#) and [Science](#) offer summaries of the key scientific findings published in their weekly issues. For an alternative (arguably more fun!) view of science, [The Guardian](#) does a fantastic weekly podcast of science in the news and is well worth subscribing to. Climate is an intrinsic part of environmental change. For an up-to-date view on climate change with regular contributions on the value of the past we highly recommend the excellent and accessible website www.realclimate.org.

If you do use web-based resources, please remember that not all sources are provided by reputable (scientific) sources. Unfortunately, there are a number of highly-visited sites that are maintained by individuals with limited scientific training and appear to have anger-management issues!

Please do remember to check the dedicated pages for *GEOS3761* in Moodle regularly: all resources and announcements will be managed online. We want to encourage you to use the dedicated Discussion Forum on Moodle to ask any questions you might have and explore topics in the course (or any other environmental themes you might be interested in!).

What Is Expected From You

If you read the suggested texts and understand them thoroughly, this will provide an excellent background for the module. To be awarded a High Distinction you will need to provide evidence of wider reading of the subject. Excellent answers show evidence of familiarity with specialist literature.

As a guide, the UNSW Academic Board suggests that a normal workload for a 6 UOC course is approximately 9.4 hours per week (including contact hours, time spent on assessable tasks and preparation/reading).

COURSE LEARNING OUTCOMES AND SKILLS DEVELOPMENT

During this course, you will learn a range of skills that will directly benefit you in your academic and professional careers. Specific learning outcomes for GEOS3761 are:

- Demonstrate an advanced understanding of the causes and impacts of past environmental change, and implications for the future;
- Analyse critically, reflect on and synthesise information to solve complex problems; and
- Demonstrate leadership through interpreting and communicating applied knowledge to specialist and non-specialist audiences.

The learning and teaching rationale underpinning the course draws on the following concepts:

- Learning is best achieved where students undertake a variety of tasks (reading, writing, discussing) and particularly those that stimulate higher-order thinking such as analysis, synthesis and evaluation. A variety of teaching methods and modes of instruction are employed in GEOS3761. Higher-order thinking is encouraged in GEOS3761 via interactive sessions, through discussion where questions and critical thinking are encouraged, and via the assessment tasks.
- The learning experience is also enhanced through the use of activities that are interesting and challenging. Students are more engaged in the learning process when the relevance of the material to professional, disciplinary and/or personal contexts is obvious. In GEOS3761 past environments are considered in the context of contemporary and future anthropogenic-driven change, making it relevant to all undertaking the course.
- GEOS3761 aims for an inclusive learning and teaching experience, creating a community of learners: dialogue is encouraged through the use of discussion/posts on Moodle, with examples of applications to industry, government and the Third-Sector.

OTHER IMPORTANT INFORMATION

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; or
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

*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.

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 University recently updated its procedures on student plagiarism and these are available on the [UNSW Governance website](#).

Students are 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.

The [Learning Centre website](#) is the main repository for resources for students on plagiarism and academic honesty. These resources can be located via <https://student.unsw.edu.au/plagiarism>. The Learning Centre also provide substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management; and
- 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](#).

Relationship to Other Courses

Environmental Change is a 6 units of credit (UOC) Stage 3 course and contributes to the *Geography Major in Science* (3970), the *Physical Geography Major in Advanced Science* (3972), to the *Environmental Science* (3988) and *Environmental Management* (3965) programs at the University of New South Wales. Whilst the course has synergies with biogeography, palaeoclimatology and climatology, Quaternary Science, other geo- and environmental sciences, it is designed to be accessible to all upper level students.

Work Health and Safety in GEOS3761

There are relatively few WHS issues associated with this course. Nonetheless, students should be aware that the BEES WHS site (<http://www.bees.unsw.edu.au/health-and-safety>) contains important information relating to workplace safety, including Covid-19. This information complements that which can be obtained from the UNSW WHS website (<http://www.ohs.unsw.edu.au>).

Equity and Diversity

Those students who have a disability that requires some adjustment in their learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with Equitable Learning Services who offer virtual drop-in sessions (<http://www.studentequity.unsw.edu.au/>; email: els@unsw.edu.au). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. **Please let us know in Week 1 if you have any specific learning needs.** Early notification is essential to enable any necessary adjustments to be made.

Grievance Policy

The UNSW Student Complaint Procedure is located at <https://www.gs.unsw.edu.au/policy/documents/studentcomplaintprocedure.pdf> and the procedure for the resolution of complaints about student experiences at the University is located at <https://student.unsw.edu.au/complaints>.

In all cases you should first try to resolve any issues with the course convenor Prof. Chris Turney. If this is unsatisfactory, you should contact the School Grievance contact who is our Head of School, Professor Alistair Poore (a.poore@unsw.edu.au). Director of Teaching and Learning in BEES Associate Professor Stephen Bonser (s.bonser@unsw.edu.au). The University Counselling Services can also offer support (Tel.: 02 9385 5418 or email: counselling@unsw.edu.au).

Course Evaluation and Development

Student feedback is gathered regularly in GEOS3761 by various means, including 'myExperience'. Such feedback, together with comments and discussion on Moodle and in classes really do help so please be as constructive as possible. This feedback has greatly helped us shape and develop the course for the better. If you do have any ideas with a view to improving the course please do feel contact us or initiate a discussion on Moodle.

We look forward to supporting your learning in GEOS3761 on *Environmental Change*.

Professor Chris Turney

Dr Zoë Thomas

Dr Haidee Cadd

May 2021