



COURSE OUTLINE

ENS224 Soil Properties, Processes and Rehabilitation

Course Coordinator: Peter Davies (pdavies1@usc.edu.au) **School:** School of Science, Technology and Engineering

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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

1. What is this course about?

1.1. Description

Soils represent an important and essential element of the planet's ecosystems, and are particularly relevant to not only environmental scientists and the Earth sciences, but to all industry and community stakeholders. This course provides you with advanced theory, sampling and analytical skills regarding soils, specifically with regards to physical, geochemical and biological processes and culminates with a series of field trips where you will evaluate local degraded and contaminated sites, conduct assessments and evaluations of these sites and provide recommendations for their rehabilitation.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Laboratory 1 – weeks 3 5 6 7 8 12 and 13	2hrs	Week 3	7 times
Fieldwork – Weeks 1 2 4 9 10 and 11	3hrs	Week 1	6 times
Lecture	2hrs	Week 1	13 times

1.3. Course Topics

Pedogenesis; soil sampling; physical, geochemical and biological properties of soils; nutrient cycling in soils; soil laboratory basics and statistical analyses; instrument techniques appropriate for soil analysis; field work, including site assessment and field analyses

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Demonstrate and apply theoretical and practical knowledge of soil processes and principles to regional and global contexts	Knowledgeable
2	Use practical techniques and analytical methods to collect and organise soil and sedimentary information e.g. observation, sampling, laboratory testing, recording	Empowered
3	Integrate findings to identify, classify and interpret soils and to assess, evaluate and provide recommendations for their rehabilitation	Knowledgeable Creative and critical thinker
4	Communicate findings through scientific reports and seminars.	Engaged

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

ENS103

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Basic knowledge of geological and pedological theory

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

The field trip in week two is designed as a field workshop to assist in completing task 1a.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Written Piece	Individual	10%	500 words	Week 3	In Class
All	1b	Written Piece	Individual	40%	1500 words	Week 12	In Class
All	2	Report	Individual	30%	2500 words	Week 9	Online Assignment Submission
All	3	Oral	Group	20%	15 minutes	Week 13	In Class

All - Assessment Task 1a: Field Trip Workbook A

GOAL:	The goal of this task is to develop field and reporting skills through observing, recording data and completing a workbook (provided) on different soil types and associated environments observed on the field trips taken throughout the course.	
PRODUCT:	Written Piece	
FORMAT:	You are required to complete and submit a 2000 word workbook on the observations and data collected during the field trips. (500 words per field trip) Students will receive formative feedback on the first two field trips (1a)	
CRITERIA:	No.	Learning Outcome assessed
	1	Descriptions of each field site, soil parameters and associated environments observed. 1 2
	2	Validity / rigour of field work conducted 1 3 4
	3	Presentation and interpretation of data 1 2 3 4
	4	170 Descriptions of each field site, soil parameters and associated environments observed. 1

All - Assessment Task 1b: Field Trip Workbook B

GOAL:	The goal of this task is to develop field and reporting skills through observing, recording data and completing a workbook (provided) on different soil types and associated environments observed on the field trips taken throughout the course	
PRODUCT:	Written Piece	
FORMAT:	You are required to complete and submit a 2000 word workbook on the observations and data collected during the field trips. (500 words per field trip) Students will receive formative feedback on the first two field trips (1a)	
CRITERIA:	No.	Learning Outcome assessed
	1	Descriptions of each field site, soil parameters and associated environments observed. 1 2 3 4

All - Assessment Task 2: Soil CoreReport

GOAL:	To produce an initial site assessment and scientific report that integrates and evaluates soil core information	
PRODUCT:	Report	
FORMAT:	You are required to submit a 2500 word report on the observations and data collected from the physical and geochemical analyses of the soil core collected during the first six weeks of the course.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of appropriate data collection 1 3
	2	Application of practical techniques and analytical methods to provide descriptions of cores observed based on soil core characteristics. 2 3 4
	3	Validity and rigor of laboratory work conducted and use of appropriate statistical analysis 1 2 3 4
	4	Integration of findings to provide appropriate presentation and interpretation of data 1 2 3
	5	Evidence of teamwork and collaboration with peers 1 2 4
	6	Communication of results 1 2 4

All - Assessment Task 3: Field Trip Rehabilitation Seminar

GOAL:	You will collect and analyse complex field data from the NDLC field trip and develop a presentation that includes site rehabilitation activities to a group of peers and professionals.	
PRODUCT:	Oral	
FORMAT:	Student groups will present a 15 minute oral seminar supported with multimedia resources to their peers, course staff and invited environmental professionals.	
CRITERIA:	No.	Learning Outcome assessed
	1	Scientific communication: presentation of a scientific seminar
	2	Assessment and descriptions of soils observed based on their characteristics.
	3	Validity and rigour of field / laboratory work conducted
	4	Recommendations
	5	Evidence of teamwork and collaboration with peers
	6	190 Scientific communication: presentation of a scientific seminar

7. Directed study hours

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

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	National Committee on Soil and Terrain	2009	Australian Soil and Land Survey Field Handbook	CSIRO

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

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

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

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

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

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

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

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

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

10.8. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au