<table>
<thead>
<tr>
<th><strong>Fundamentals of Physical Geography</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>GG100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Academic Writing; SC101</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College</td>
</tr>
<tr>
<td></td>
<td>18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td><strong>Student Workload:</strong></td>
<td>168 hours (12 hours per week over 14 weeks)</td>
</tr>
<tr>
<td></td>
<td>Seminars/Workshops/Tutorials/Labs – 72 hours (6 hours per week over 12 teaching weeks)</td>
</tr>
<tr>
<td></td>
<td>Private Study – 96 hours (6 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td><strong>Learning Management System:</strong></td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
<tr>
<td><strong>Unit Coordinator:</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Course Coordinator:</strong></td>
<td>Dr Maya Krayneva</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:mkrayneva@sheridan.edu.au">mkrayneva@sheridan.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>9221-8170</td>
</tr>
</tbody>
</table>
Introduction
Welcome to GG100 – the Fundamentals of Physical Geography! This is a foundation unit focusing on the sciences of physical geography. The unit is essentially concerned with an integrative perspective focusing on the spatial relationships in solving environmental problems, including the studies of physical processes on Earth. We are currently experiencing significant environmental events such as extreme drought, floods, typhoons, hurricanes, earthquakes, sea level rise, glacial melting, and enhanced global warming, among others. This unit is a multidisciplinary science which integrates knowledge relevant to the dynamics of physical geography across different disciplines.

To complement the broad-based grounding in this unit, aside from classroom discussions, you will engage yourselves with self-learning activities through literature review and assignments for thorough learning. By investigating the concepts and theories behind physical geographical sciences, you will analyse the associations of environmental events and processes explaining the special character of particular places. At the end of this journey, you should demonstrate the ability to develop holistic approaches to contemporary problems in society and environment.

Diploma of Science Learning Outcomes
The Sheridan College Diploma of Science has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

A Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Upon completing a Diploma of Science, you will be able to:

- Demonstrate your theoretical and technical knowledge of the scientific consensus in specialised learning areas within mathematics, physical sciences and life sciences
- Exercise your cognitive skills successfully to search for, identify, and carefully analyse scientific and mathematical evidence.
- Plan, propose and evaluate potential solutions to problems relating to specialised learning areas within mathematics, physical sciences and life sciences
- Communicate your understanding of knowledge and skills relating to specialised learning areas within mathematics, physical sciences and life sciences to others in various learning contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within mathematics, physical sciences and life sciences to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek scientific and mathematical knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of scientific knowledge.
- Model self-discipline, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Diploma of Science program will contribute towards the fulfilment of these broader learning outcomes.
Fundamentals of Physical Geography Learning Outcomes
On successful completion of this unit, you will be able to:

A. Explain the development of geography, physical geography of Earth and the science of map-making;
B. Systematically demonstrate the influence of solar energy to the Earth’s climatic/meteorological processes, hydrologic patterns and oceanic circulations;
C. Integrate the concepts learned from “B” across biogeography, including soils, plants, animals and Earth’s major terrestrial biomes;
D. Discuss and summarise the human-environment interactions pertinent to physical geography; and
E. Demonstrate the ability to communicate and discuss in written and visual forms the physical processes of the Earth.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

**College Vision Statement**
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**College Graduate Attributes**
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...

1. Lovers of truth who:
   - a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   - b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   - c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...

2. Seekers of wisdom who:
   - a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   - b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   - c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...

3. Innovative thinkers who:
   - a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   - b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   - c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.

4. Effective communicators who:
   - a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   - b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   - c. Promote respect, hospitality and understanding towards cultures and groups.

5. Independent learners who:
   - a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   - b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   - c. Take responsibility for their own learning and research.

6. Servant leaders who:
   - a. Model respectful and ethical behaviour in team environments.
   - b. Serve the local, national and global community.
   - c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Diplomas are 1-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

In the table below, the student will complete the minimum requirements for the Diploma of Science.

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Academic Skills for the Sciences (3cp)</td>
<td>Research Project 1: Problem Definition and Experimental Design (3cp)</td>
<td>Linear Algebra and Calculus (3cp)</td>
</tr>
<tr>
<td>Biology: Diversity of Life (3cp)</td>
<td>Extra-curricular activities and programs</td>
<td>Foundations of Physics (3cp)</td>
</tr>
<tr>
<td>Foundations of Chemistry (3cp)</td>
<td></td>
<td>Fundamentals of Physical Geography (6cp)</td>
</tr>
<tr>
<td>Introduction to Christianity (3cp)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Organisation

Seminars
You will meet with the lecturer for two 3-hour sessions per week. The purpose of this time is for you to ask questions, clarify issues, and receive assistance with your assignments, for the lecturer to highlight areas of special focus, and to conduct minor assessments, evaluating your understanding of the course material to date.

Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters.

Private Study Expectations
You should expect to spend an additional 6 hours per week of private study, immersing yourself in the course material and completing the assessment requirements. There is a significant amount of reading to get through in a short period of time.

Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.
Consultation

At Sheridan College, lecturers make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the lecturer will nominate an additional 1.5 hours per week either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources

The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location

The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA
Room: TBA

Learning Resources

Prescribed Reading(s)

As a multidisciplinary discipline, this unit does not require specific text book; however, the following books, but not limited to, will guide you organise the topics:


Additional Resources

Students may receive additional learning materials from the Lecturer, taken from the following textbooks:


Sheridan College Library will hold textbook copies for you to use on campus. Other readings will be provided by the lecturer, and may include academic content linked to the primary text, as well as other relevant and current literature that expands on key concepts, or outlines new innovations in theory or practice.
Students will be required to search for and find relevant supporting information in the published literature, such as the following academic journals:

- Agriculture, Ecosystems and Environment
- Applied Geography
- Australian Geographer
- Computers and Geosciences
- Ecosystems
- Frontiers in Ecology and the Environment
- International Journal of Physical and Human Geography
- International Journal of Urban and Regional Research
- Journal of Geographical Sciences
- Journal of Geography and Geology
- Journal of Urban Affairs
- Physical Geography
- Progress in Physical Geography
- Urban Geography

**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**

Sheridan College is an institutional member of the *Australian Council of Educational Research’s* Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books

Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For mathematics, physical sciences and life sciences these include:

- PLoS Public Library of Science
- PubMed Central
- Australian Academy of Science
- Atlas of living Australia
- Drug Database - DRUG

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.
Learning Support
Any student who feels they may need special provisions for any type of disability should see an
lecturer during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you
make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (Workshop/Tutorial Tasks)</td>
<td>20%</td>
<td>Week 5</td>
<td>A, B, D, E</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Assignment 2 (Review Paper)</td>
<td>20%</td>
<td>Week 10</td>
<td>A, B, C, D, E</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
<td>Week 13</td>
<td>A, B, C, D, E</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of
the full range of learning outcomes in the unit, and to cultivate the Sheridan College graduate
attributes.

You must submit all assessments to satisfy the course requirements.

1. Workshop Assignment
For the entire semester, you will be completing a set of workshop/tutorial tasks to be provided on
a weekly basis. These workshops/tutorials are designed to test your capability to perform field
observations, basic scientific measurements and geographic analyses, awareness of the principles
that underlie the sciences involved in physical geography. Workshops/tutorials are not graded but
essential to complete the Assignment. Comprising 20% of your grade, you are expected to submit
the Assignment in Week 5 after completing all the workshop tasks during the tutorial sessions.

LOs addressed: A, B, C, D, E

2. Review Paper
In Week 10, you should submit a 5-page review paper of about 1,500 words which constitutes 20%
of the assessment for the unit. This task allows you to investigate the relationship of physical
geography to science and critique the current sustainable development policies in Australia
through an argumentative essay. It is expected that you would be able to present multiple issues
on a particular policy of your own choice and interest (e.g. Australian mining policies, natural
disaster risk reduction policies, environmental land use change, carbon emission and climate
change, etc.). You must present your argumentation about your policy option/s integrating the
multiple disciplines you have learned during Weeks 1-9 and why do you think those option/s are
gear towards society’s goal of achieving sustainable development. In Week 1, a separate Review
Paper Guideline will be provided to give you further details.

The review will be done individually. Guidance will be provided by the Lecturer to ensure that topics
are feasible within the required timeframe. Please observe the required formats which include 1.5
spacing, 12 font size using Times New Roman.

LOs addressed: B, C, D, E
### Review Paper Marking Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Failing Work</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Mark Range</td>
<td>0-49</td>
<td>50-64</td>
<td>65-74</td>
<td>75-84</td>
<td>85+</td>
</tr>
<tr>
<td>Identifies appropriate literature to sufficiently examine the case study</td>
<td>no suitable attempt made</td>
<td>minimal literature identified, with deficiencies in either quantity, scope, or quality of publication</td>
<td>adequate literature identified; student establishes relevance of that literature in the written text</td>
<td>good body of literature identified; student evaluates relevance</td>
<td>good body of literature identified; student critically evaluates relevance and/or provides well-argued comparison between sources</td>
</tr>
<tr>
<td>Demonstrates understanding of the principles and methods applied in the relevant literature</td>
<td>understanding insufficiently demonstrated</td>
<td>demonstrates basic grasp of principles and methods, but misses or fails to capture some important aspects</td>
<td>demonstrates sound understanding of principles and methods</td>
<td>demonstrates high level of understanding of principles and methods</td>
<td>demonstrates very high level of understanding of principles and methods, with critical analysis or innovative insight</td>
</tr>
<tr>
<td>Comments on the historic and contemporary status, conflict and/or future directions, as appropriate to the case study group</td>
<td>no suitable attempt made</td>
<td>presents a basic analysis of concepts, but misses or fails to capture some important aspects</td>
<td>presents a sound analysis of concepts</td>
<td>presents a robust analysis of concepts</td>
<td>presents a robust analysis of concepts, with well-supported arguments and/or reflective insight into broader theoretical framework</td>
</tr>
<tr>
<td>Presents synthesis of topic in clear scientific expression, with correct spelling, grammar and punctuation</td>
<td>very poor expression and numerous errors hinder interpretation of the work</td>
<td>generally adequate expression to convey meaning, errors common but not overwhelming</td>
<td>several errors, and/or expression often unclear</td>
<td>few grammatical or spelling errors are noted in paper, ideas generally expressed clearly</td>
<td>consistently uses correct grammar and spelling, with clear expression</td>
</tr>
<tr>
<td>Cites literature appropriately</td>
<td>no attempt made to refer to literature</td>
<td>literature referred to incompletely and/or incorrectly</td>
<td>generally appropriate reference to literature</td>
<td>literature is well cited, but with style or formatting errors</td>
<td>literature is well cited, formatting consistent with APA style</td>
</tr>
</tbody>
</table>

### 3. Final Exam

The 2-hour final exam represents 60% of the assessment for the unit. Exam questions will consist of short answers and essays. In writing your answers for the essay questions, please be concise, brief and direct.

**LOs addressed:** A, B, C, D, E
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your lecturer will discuss these in greater detail before you commence your assignment. If you have any questions please ask your lecturer to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style (http://www.apastyle.org/).

Submission

- Your assignment should be submitted to your lecturer by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.

- Any assignment submitted after the due date without the lecturer's permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- If you are in doubt about any of these requirements, you should discuss them with your lecturer who will clarify any misunderstanding.

- All assignments must be submitted to assignments@sheridancollege.com.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your lecturer. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK NO.</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Physical Geography</td>
<td>Introducing Physical Geography, 6th Edition, Introductory Chapter pp. 2-35</td>
<td>Lecture and Tutorial Sessions</td>
</tr>
<tr>
<td>2</td>
<td>Earth as Rotating Planet</td>
<td>Introducing Physical Geography, 6th Edition, Chapter 1 pp. 36-55</td>
<td>Lecture and Tutorial Sessions</td>
</tr>
<tr>
<td>4</td>
<td>Air Temperature</td>
<td>Introducing Physical Geography, 6th Edition, Chapter 3 pp. 82-111</td>
<td>Lecture and Tutorial Sessions</td>
</tr>
<tr>
<td></td>
<td><strong>In-Trimester Study Week</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>Atmospheric Moisture and Precipitation</td>
<td>Introducing Physical Geography, 6th Edition, Chapter 4 pp. 112-149</td>
<td>Lecture and Tutorial Sessions</td>
</tr>
<tr>
<td>8</td>
<td>Global Climates and Climate Change</td>
<td>Introducing Physical Geography, 6th Edition, Chapter 7 pp. 218-263</td>
<td>Lecture and Tutorial Sessions</td>
</tr>
<tr>
<td>12</td>
<td>Review</td>
<td>Lecture Notes and Prescribed Textbook</td>
<td>Revision Session</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-Exam Study Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Examination</td>
<td></td>
<td>Final Examination</td>
</tr>
</tbody>
</table>