Course description
Building on the ecological foundation of ENVS 200, this class explores the ecology and context of Canada’s main natural resources including forestry, fisheries and agriculture. This course will explore the monitoring, management and conservation of these natural resources and will discuss alternatives to status-quo approaches including organic agriculture and sustainable forestry. This course will be a combination of lecture, discussion and hands on exploration of topics.

Important info
Prof: Dr. Andrew Trant
Email: atrant@uwaterloo.ca
Office hours: Thursday 12:30-2:30pm, EV2-2026

TAs: Kyle Schang & Alexandra Johnson
Email: kaschang@uwaterloo.ca & a62johns@uwaterloo.ca
Office hours: Tues 12:30-2:30, EV1-356 (tentative)
Requirements

I WON’T TEXT IF YOU WON’T

No text for this class:
Life is too expensive as is BUT BUT BUT here is a good resource


Lectures
Journal articles
You
Podcasts
Popular media

How to stay fresh
I want to keep this super current so every Friday, I will post (on LEARN) the readings for the following week. With this dynamic model, readings can better reflect our discussions and discoveries throughout the semester. For each reading, you should summarize the findings, identify the ecological issue, and understand how they vary across space and through time (when relevant).

By the end of this course, you should be on a path to life-long learning as an ecologically-literate citizen. More specifically, you should be able to do the following:

identify and explain, with examples, the main principles of ecology as they related to natural resources;
demonstrate how these principles and concepts apply to real-world situations (in context of both lectures and labs);
analyse the elements of scientific inquiry as they apply to natural resource ecology; and evaluate ecological arguments presented in the media and elsewhere (e.g., for application within your future career).

These course learning outcomes will not only prepare you to be an informed citizen and member of the community of life on earth, but also provide the basis for knowledge, humility, and wisdom in your dealings with ecological problems in your daily life and eventual career.
This lab will explore carbon storage and how we can monitor changes in where carbon is stored. This lab will be done in partnership with Dr. Derek Robinson from GEM.
Due on Oct 8th by midnight (through LEARN).

lab 3: 15%
This lab will explore ways in which we conserve natural resources by integrating knowledge and practice related to sustainability.
Due on Nov 21st before class (through LEARN).

midterm: 15%
In class. Multiple choice, true and false and some short answer questions.
It will be completed during our schedules class time on Oct 22 (80 min).

iNaturalist: 5%
You will be using the iNaturalist app (or website) to collect biodiversity data. Throughout the semester, you will need to get 20 observations (not research grade) of which only 10 can be plants. Pets, indoor house plants and humans are not to be included.

You will hear way more about this in class but the idea is to compile website/journal/media articles on natural resources ecology issues throughout the semester. For each entry, include a short paragraph (200-250 words) on the natural resource ecology ‘theme’ provided by me for that week. Themes will be given in class each week and posted to LEARN. For each entry, you should address: What is the specific issue and why is it important to think about it from a natural resources perspective? Do you have enough information to assess this the problem? How does course content factor into this topic/article? You will submit 10 e-journal entries over the course of the semester. These entries will be uploaded to LEARN.

final exam: 25%
This exam will consist of a mix of short and long answer questions. You will need to apply readings, lecture and lab material. It will be tough but fair!
The exam will be in class on Nov 28 (80 min).

100
your mark

Late penalties on labs and assignments will be 10% per day.
Academic integrity and offences
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. CLICK HERE

You are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for your actions. If you are unsure whether an action constitutes an offence, or need help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, please complete the tutorial and seek guidance from the course professor, your Undergraduate Advisor, or the office of the Associate Dean – Undergraduate. When misconduct has been detected, disciplinary penalties will be imposed under Policy 71 – Student Discipline.

For information on categories of offences and types of penalties, refer to Policy 71. Within the Faculty of Environment, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion. If you believe that a decision affecting some aspect of your university life has been unfair or unreasonable, you may have grounds for initiating a grievance; see Policy 70 – Student Petitions and Grievances, Section 4.

When in doubt please contact your Undergraduate Advisor for details. A decision made or penalty imposed under Policy 70 or Policy 71 may be appealed if there is a ground (see Policy 72 – Student Appeals).

Attendance and preparation
You are strongly encouraged to attend class meetings because they will be interactive in nature and develop the course material. Thus, please come to class prepared to discuss and engage.

AccessAbility
AccessAbility Services (click HERE for info), located in Needles Hall—Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Availability for exams
Supplemental exams are only set for those with medical or similar problems. You are expected to be present for scheduled examinations, so please see the course schedule (above) for the midterm exam and consult UW’s final examination timetable before making travel plans. No “make up” examinations are provided to accommodate you for leaving campus early. For the UW policy on exams, go HERE

Definition of grades
Please click HERE to see the following link for descriptions of the standards required for different grades.

Digital distraction
Recent research has demonstrated that students cannot focus effectively on classroom activities and discussions if others around them are using laptops or electronic devices—and their grades, as well as those of their classmates, suffer (e.g., Fried 2008; Taneja et al. 2015). Accordingly, please turn your cell phone off before class. Further, this course involves extensive oral and listening participation, in addition to note-taking, so laptops will not be used regularly during class. Therefore, I request that those of you who must use a laptop sit in the back half of the class. If you have a special learning need that requires a laptop and sitting closer to the front of the room, please document it with AccessAbility Services and we will find an agreeable solution.

tip:
If you are having any trouble, come see me ASAP. Don’t wait.
Mental health
Along with the University of Waterloo and the Faculty of Environment and its Departments, I consider your well-being to be extremely important. We recognize that many students face health challenges, physical and/or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, depression, grief, relationship issues, sexuality, stress management, substance use, and much more.

Religious observances
Please email me at the beginning of term if you require special accommodation for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

TurnItIn
Except as below, plagiarism detection software (TurnItIn) will be used to screen assignments in this course. This is being done to verify that materials and sources in assignments are appropriately documented. For further information on UW’s TurnItIn guidelines, go HERE. TurnItIn submissions will be stored on a server in the United States, so if you choose not to use TurnItIn you must make an Alternate Declaration in an email to the your TAs, to be received by Sept 15, 2018, 11:59pm. Students not using TurnItIn must provide alternative documentation submitted to the admin TA with a paper copy of the lab report or project by the assignment due date and time. The alternative documentation to be submitted is (as applicable): a plagiarism disclaimer form as in the lab template, complete raw data, a rough draft, an extended annotated bibliography for each citation, and original articles or materials used in preparation of the report. Additionally, an electronic copy of the final report is to be uploaded to UW-LEARN by the assignment due date and time.

Unclaimed assignments
Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

Writing
The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, click HERE. Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

References
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Important details</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 5: Th</td>
<td>Intros and overviews</td>
<td>This + that + safety presentation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 10: T</td>
<td>Review of ecological principles</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 12: Th</td>
<td>Monitoring resources</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 17: T</td>
<td>Statistics (and using R)</td>
<td>Interactive demonstration w/TAs present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 19: Th</td>
<td>Monitoring resources</td>
<td>Guest lecture: Dr. Derek Robinson</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 24: T</td>
<td>Monitoring resources lab 1</td>
<td>Part 1 (fieldwork)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 26: Th</td>
<td>Monitoring resources lab 1</td>
<td>Part 2 (fieldwork)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Oct 1: T</td>
<td>Monitoring resources lab 1</td>
<td>Lab work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 3: Th</td>
<td>Managing resources</td>
<td>Lecture + discussion</td>
<td>Lab 1 due by midnight</td>
</tr>
<tr>
<td>6</td>
<td>Oct 8: T</td>
<td>Managing resources</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 10: Th</td>
<td>Managing resources</td>
<td>Lecture + review</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 15: T</td>
<td>READING WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 17: T</td>
<td>READING WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 22: T</td>
<td>Midterm</td>
<td>This will be an in-class midterm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 24: Th</td>
<td>Managing resources + lab 2</td>
<td>Lecture + Part 1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 29: T</td>
<td>Managing resources lab 2</td>
<td>Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 31: Th</td>
<td>Managing resources</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov 5: T</td>
<td>Conserving resources</td>
<td>Lecture + discussion</td>
<td>Lab 2 due by midnight</td>
</tr>
<tr>
<td></td>
<td>Nov 7: Th</td>
<td>Reporting on lab 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov 12: T</td>
<td>Conserving resources</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 14: Th</td>
<td>Conserving resources lab 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov 19: T</td>
<td>Conserving resources</td>
<td>Lecture + discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 21: Th</td>
<td>Reporting on lab 3</td>
<td></td>
<td>Lab 3 before class</td>
</tr>
<tr>
<td>13</td>
<td>Nov 26: T</td>
<td>Synthesis / review</td>
<td>Lecture + discussion + Q&amp;A</td>
<td></td>
</tr>
<tr>
<td>EXAM</td>
<td>Nov 28: Th</td>
<td>Exam</td>
<td>This will be an in-class exam</td>
<td>In class</td>
</tr>
<tr>
<td>14</td>
<td>Dec 3: T</td>
<td>NO CLASS</td>
<td>My holiday present to you</td>
<td></td>
</tr>
</tbody>
</table>