

ERS 210

Environmental Analysis and Solutions III: Greening Communities

Fall 2016

Time: M/W 10:00am-11:20am

Location: EV2 2002

Instructor: Perin Ruttonsha, PhD Candidate, Yr4

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Office: EV2 2038

Office Hours: Mondays, 1-4pm, by appointment

Teaching Assistants: Amr El-Alfy & Erin Mills

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TA Office: EV1 356

TA Office Hours: Wednesdays, 11:30am-2:30pm

COURSE DESCRIPTION

This course considers how sustainability and resilience might be fostered within the context of contemporary urban communities. It covers concepts and theories related to socio-ecological systems thinking, adaptive planning, placemaking, and transformational learning. Students learn some basic qualitative research methods, including approaches to multi-stakeholder engagement. Students also learn how to undertake research in an ethical manner and how to effectively communicate their ideas and findings. These skills will be applied in a series of assignments focusing on sustainability transition within the City and Region of Waterloo.

FORMAT

Lectures will be offered twice weekly. Monday lectures will focus primarily on concepts, theories, and contemporary practices, while Wednesday lectures will centre on qualitative research methods.

SCHEDULE

Week 2

Leadership for Sustainability (Sept 12)

Research for Sustainability (Sept 14)

Week 3

Sustainability Transition (Sept 19)

Research Ethics (Sept 21)

Week 4

Getting to Know the City of Waterloo (Sept 26)

Research Methods, Part I (Sept 28)

Week 5

Integrated Socio-Ecological Systems (Oct 3)

Research Methods, Part II (Oct 5)

Week 6

(No class on Monday or Wednesday this week)

Syntheses and Analyses of Results (Oct 14)

Week 7

Group Facilitation Techniques (Oct 17)

Data Visualization and Communication (Oct 19)

Week 8

Developing Sustainability Initiatives (Oct 24)

Assessing Links Among Issues (Oct 26)

Week 9

Community Resilience and Placemaking (Oct 31)

Multi-Stakeholder Engagement (Nov 2)

Week 10

Transformational and Social Learning (Nov 7)

Managing for Feasibility and Impact (Nov 9)

Week 11

Adaptive Planning (Nov 14)

Long-Range Scenario Planning (Nov 16)

Week 12

Group Presentations: 1, 2, and 3 (Nov 21)

Group Presentations: 4, 5, and 6 (Nov 23)

Week 13

Group Presentations: 7, 8, and 9 (Nov 28)

Group Presentations: 10, 11, and 12 (Nov 30)

Week 14

From Research to Practice (Dec 5)

LEARNING OBJECTIVES

This course is intended to equip students with the knowledge and skills to foster socio-ecological sustainability within urban communities. Upon successful completion of the course, students will demonstrate an ability to 1) apply qualitative research methods to assess key sustainability issues within the City and Region of Waterloo; 2) engage diverse stakeholder groups to evaluate local priorities for change; 3) synthesize research findings to inform project concepts; and, 4) outline scenarios for long-range sustainability transition.

MATERIALS

Students are requested to bring paper, a pen, and a laptop to class to participate in weekly activities and complete required assignments. Students who do not have a laptop available should make arrangements with the instructor, in advance, to submit in-class work through another means.

ASSIGNMENTS & QUIZZES

A1. RESEARCH ETHICS TUTORIAL, 2%

Purpose: This ethics training is mandatory for all students at the University of Waterloo who will be conducting research with human participants.

Instructions: Visit <http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/> to complete this ethics training, online. A digital certificate will be issued upon completion.

Deadline: Please upload your certificate of completion to LEARN, by **11:59pm on Sept 20th**. Students must complete this training before proceeding with other course assignments. Subsequent assignments will not be graded until this milestone is accomplished.

A2. IN-CLASS REFLECTIONS (11 total) (max 200 words), 10%

Purpose: In this assignment, students will consider how they might apply the concepts and theories discussed in class within course projects, as well as future work.

Instructions: Students will prepare short written reflections, which relate to each week's lecture and optional readings, to be submitted in class, on LEARN. The final grade for this assignment will be based on students' top nine submissions.

Deadline: Reflections will be completed during the last 15 minutes of class, normally on Mondays (Sept 14, 19, and 26; Oct 3, 17, 24, 26, and 31; Nov 7 and 14; Dec 5).

During group presentation days, reflections will be substituted with a peer review assignment (see A4, below).

A3. QUIZZES (9 total), 10%

Purpose: Through short, weekly quizzes, students will demonstrate their understanding of the research methods presented in the required readings.

Instructions: Students will complete a combination of 3-5 multiple choice and true/false questions on LEARN, each week. The final grade for this assignment will be based on students' top seven submissions.

Deadline: Quizzes will be completed within the first 15 minutes of class, normally on Wednesdays (Sept 21 and 28; Oct 5, 14, and 19; Nov 2, 9, and 16; Dec 5).

During group presentation days, quizzes will be substituted with a peer review assignment (see A4, below).

A4. PEER REVIEWS, 5%

Purpose: In peer reviews, students will apply sustainability assessment criteria to evaluate the sustainability alternatives proposed during the group presentations.

Instructions: Students will be assigned to review a total of six group presentations (two per presentation session), and will be provided with a template with which to do so. Please refer to LEARN for a complete list of requirements and evaluation criteria for this assignment.

Deadline: Peer reviews will be completed in class during all group presentation days (Nov 21, 23, 28, and 30). Students are excused from completing this exercise on the date of their own presentation.

A5. ISSUES, PRECEDENTS, AND CRITERIA (in groups of 3), 23% (8% Individual / 15% Group)

Purpose: Using qualitative research methods, students will examine one key issue that is relevant to sustainability transition within the City and Region of Waterloo. Employing sustainability assessment criteria, students will compare the range of best practices that are currently applied by different stakeholder groups in addressing the challenge explored.

Instructions: Students will brainstorm around sustainability issues on the first day of class, and will be divided into groups by the instructor based on their responses. Students will discuss their research plans with a teaching assistant (TA) and submit preparation documents to the instructor for review prior to beginning any primary data collection. Groups will share their research findings with the class during an in-class poster presentation. Please refer to LEARN for a complete list of requirements and evaluation criteria for this assignment. Individual group members will be evaluated based on the development of one precedent review and a specified portion of the research preparation documents.

Deadline: Please arrange to meet with a teaching assistant to discuss your research plan no later than **October 5th**. Please upload your completed assignment, along with all relevant process work, to your individual *and* group dropboxes on LEARN, by **11:59pm** on **October 25th**. Groups will share their posters with the class on **October 26th**.

A6. SUSTAINABILITY ALTERNATIVES, 30% (in groups of 6)

Purpose: In this assignment, students will apply the findings from A5 to develop integrated, multi-stakeholder project concepts for sustainability transition within the City and Region of Waterloo.

Instructions: Students will be assigned to groups by the instructor. Groups will be formulated based on the discussion that takes place during the poster presentation, on **October 26th**. Please refer to LEARN for a complete list of requirements and evaluation criteria for this assignment.

PRESENTATION, 10%

Instructions: Students should prepare a digital presentation of their proposed project. Each group will be allotted 15 minutes for presentation and 7 minutes for feedback from a guest panel.

Deadline: Please upload your group's digital presentation to your group dropbox on LEARN, by **11:59pm** on **Nov 20th**.

REPORT, 20%

Deadline: Please upload your group's completed report to your group dropbox on LEARN, by **11:59pm** on **Dec 5th**.

A bonus mark will be granted to groups that appropriately cite more than 70% (18) of the authors listed in the course's optional readings.

A7. FINAL EXAMINATION, 20%

Purpose: In the final examination, students will be asked to integrate all course content presented during the term (through the lectures and assigned readings), as well as the concepts developed by their classmates. Namely, students will use the sustainability alternatives presented by all project groups to plan scenarios for sustainability transition within the City and Region of Waterloo. This will include outlining approaches for multi-stakeholder collaborations.

Instructions: This will be a closed book examination. Please refer to LEARN for a complete list of requirements.

Deadline: This examination will be held during the fall term examination period.

Bonus questions related to the course's optional readings will be included.

EVALUATION

Individual Work

A1. Research Ethics Tutorial	2%
A2. In-Class Reflections	10%
A3. Quizzes	10%
A4. In-Class Peer Reviews	5%
A5. Issues, Precedents, and Criteria (Individual Contribution)	8%
A7. Final Examination	20%

Group Work

A5. Issues, Precedents, and Criteria (Group Contribution)	15%
A6. Sustainability Alternatives (Presentation)	10%
A6. Sustainability Alternatives (Report)	20%

Total **100%**

READINGS

Required

- Bryman, A. & Burgess, R. (2016). *Social research methods, fourth Canadian edition*. Oxford, UK; New York, NY: Oxford University Press.
- Gibson, R.B. (2006). Sustainability assessment: Basic components of a practical approach, *Impact Assessment and Project Appraisal*, 24(3), 170-182, DOI:10.3152/147154606781765147
- Hopkins, R. (2011). *The transition companion: Making your community more resilient in uncertain times*. Cambridge, UK: Green Books. (p.40-43, p.158-160, p.172-173, and p.239-244)
- James, S. & Lahti, T. (2004). *The natural step for communities: How cities and towns can change to sustainable practices*. Gabriola Island, BC: New Society Publishers. (Chapters 16, 17, and 18)
- Lankow, J., Ritchie, J., & Crooks, R. (2012). *Infographics: The power of visual storytelling*. Hoboken, NJ: John Wiley & Sons Inc. (Chapters 8, 9 [p.203-210], and 10)
- Newman, P. & Jennings, I. (2008). *Cities as sustainable ecosystems: Principles and practices*. Washington, DC: Island Press. (Chapter 7)
- Pratt, M.G. (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52(5), 856–862. Retrieved from http://aom.org/uploadedFiles/Publications/AMJ/Pratt_Oct%202009.PDF
- Swart, R.J., Raskin, P., Robinson, J. (2004). The problem of the future: Sustainability science and scenario analysis. *Global Environmental Change*, 14(2), 137-146.
- Westley, F. & McGowan, K. (2014). Design thinking, wicked problems, messy plans. In C. Reed & N.M. Lister, *Projective ecologies* (pp.290-311). New York, NY: Actar Publishers.

Optional

Each week is accompanied by a series of related readings, which are intended to provide background material for the course projects.

*The Bryman and Bell (2016) text is available for purchase from the Waterloo book store. All other readings will be made available on LEARN.

WEEKLY AGENDA

WEEK 2

Part 1, Sept 12

Leadership for Sustainability

Readings (optional)

Curran, D. (2009). Wicked. *Alternatives Journal*, 35(5), 8-11.

James, S. & Lahti, T. (2004). *The natural step for communities: How cities and towns can change to sustainable practices*. Gabriola Island, BC: New Society Publishers. (Chapter 1)

Thackara, J. (2015). *How to thrive in the next economy: Designing tomorrow's world today*. London, UK: Thames & Hudson. (Chapter 1)

William McDonough Architects. (1992). *The Hannover principles: Design for sustainability*. Prepared for EXPO 2000, The World's Fair, Hannover, Germany. (Excerpt)

Brainstorming Around Key Sustainability Issues within the City and Region of Waterloo
(submit in class)

Part 2, Sept 14

Research for Sustainability

Readings (required)

Bryman & Bell (2016). General research orientations. (Chapter 1)

Bryman & Bell (2016). Research designs. (Chapter 2)

Bryman & Bell (2016). The nature of qualitative research. (Chapter 9)

Gibson, R.B. (2006). Sustainability assessment: Basic components of a practical approach, *Impact Assessment and Project Appraisal*, 24(3), 170-182.
DOI:10.3152/147154606781765147

A2. Brainstorming Around Sustainability Criteria for the City and Region of Waterloo
(submit in class)

WEEK 3

Part 1, Sept 19

Sustainability Transition

Readings (optional)

Beddoe, R., Costanza, R., Farley, J., Garza, E., Kent, J., Kubiszewski, I., Martinez, L., McCowan, T., Murphy, K., Myers, N., Ogden, Z., Stapleton, K., & Woodward, J. (2009). Overcoming systemic roadblocks to sustainability: the evolutionary redesign of worldviews, institutions, and technologies. *Proceedings of the National Academy of Sciences of the United States of America*, 106(8), 2483-2489.

Irwin (2015). Transition design: A proposal for a new area of design practice, study, and research. *Design and Culture*, 7(2), 229-246.

Loorbach, D. (2010). Transition management for sustainable development: A prescriptive, complexity-based governance framework. *Governance*, 23(1), 161-183.

A2. In-Class Reflection (on Beddoe et al., Irwin, Loorbach, and lecture)

Part 2, Sept 21

Research Ethics

with guest speaker Sasha Geer from the University of Waterloo Office of Research Ethics

Readings (required)

Bryman & Bell (2016). Research ethics. (Chapter 3)

Bryman & Bell (2016). Conducting a research project. (Chapter 18)

A3. Quiz (on Bryman & Bell Chapters 1, 2, and 9; and, Gibson 2006)

WEEK 4

Part 1, Sept 26

Getting to Know the City and Region of Waterloo

with special guest panelists

Readings (optional)

Beatley, T. & Newman, P. (2013). Biophilic cities are sustainable, resilient cities. *Sustainability*, 5, 3328-3345, doi:10.3390/su5083328

Condon, P. (2010). *Seven rules for sustainable communities: Design strategies for a post-carbon world*. Washington, DC: Island Press. (Introduction)

Montgomery, C. (2013). *Happy city: Transforming our lives through urban design*. Anchor Canada. (Chapter 10)

A2. In-Class Reflection (on Beatley & Newman, Condon, Montgomery, and panel discussion)

Part 2, Sept 28

Research Methods, Part I

Readings (required)

Bryman & Bell (2016). Asking questions. (Chapter 6)

Bryman & Bell (2016). Interviewing in qualitative research. (Chapter 10)

Bryman & Bell (2016). Ethnography and participant observation. (Chapter 11)

A3. Quiz (on Bryman & Bell Chapters 3 and 18)

WEEK 5

Part 1, Oct 3

Integrated Socio-Ecological Systems

Readings (optional)

Montgomery, C. (2013). *Happy city: Transforming our lives through urban design*. Anchor Canada. (Chapter 11)

Newman, P. & Jennings, I. (2008). *Cities as sustainable ecosystems: Principles and practices*. Washington, DC: Island Press. (Chapter 2)

Register, R. (2006). *Ecocities: Rebuilding cities in balance with nature, revised edition*. Gabriola Island, BC: New Society Publishers. (Excerpt)

A2. In-Class Reflection (on Montgomery, Newman & Jennings, Register, and lecture)

Part 2, Oct 5

Research Methods, Part II

Readings (required)

Bryman & Bell (2016). Survey research. (Chapter 5)

Bryman & Bell (2016). Structured observation. (Chapter 7)

Bryman & Bell (2016). Breaking the qualitative/quantitative divide. (Chapter 15)

A3. Quiz (on Bryman & Bell Chapters 6, 10, and 11)

WEEK 6

No Classes for Thanksgiving Holiday (Oct 10th) or Reading Break (Oct 12th)

Part 2, Oct 14 (make-up class)

Syntheses and Analyses of Results

Readings (required)

Bryman & Bell (2016). Qualitative data analysis. (Chapter 14)

Bryman & Bell (2016). Content analysis. (Chapter 16)

A3. Quiz (on Bryman & Bell Chapters 5, 7, and 15)

WEEK 7

Part 1, Oct 17

Group Facilitation Techniques

Readings (optional)

IDEO.org. (2015). *The field guide to human-centred design*. Ideo.org/Design Kit. Retrieved from <http://www.designkit.org/resources/1>

Kolko, J. (2011). *Exposing the magic of design: A practitioner's guide to the methods and theory of Synthesis (human technology interaction)*. New York, NY; Oxford, UK: Oxford University Press.

Westley, F., Laban, S., Rose, C., McGowan, K., Robinson, K., Tjornbo, O., & Tovey, M. *Social innovation lab guide*. Waterloo Institute for Social Innovation and Resilience. (Excerpt)

A2. In-Class Reflection (on IDEO, Kolko, Westley et al., and lecture)

Part 2, Oct 19

Communication and Data Visualization

Readings (required)

Bryman & Bell (2016). Writing up social research. (Chapter 17)

Lankow, J., Ritchie, J., & Crooks, R. (2012). *Infographics: The power of visual storytelling*. Hoboken, NJ: John Wiley & Sons Inc. (Chapters 8, 9 [p.203-210], and 10)

Pratt, M.G. (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52(5), 856–862. Retrieved from http://aom.org/uploadedFiles/Publications/AMJ/Pratt_Oct%202009.PDF

A3. Quiz (on Bryman & Bell Chapters 14 and 16)

WEEK 8

Part 1, Oct 24

Developing Sustainability Initiatives

Readings (optional)

Dunster, B. (2013[2010]). The ZEDfactory. In M. Mostafavi & G. Doherty (Eds.), *Ecological Urbanism* (p.274-277). Zürich, SW: Lars Müller Publishers.

Newman, P., Beatley, T., & Boyer, H. (2009). *Resilient cities: Responding to peak oil and climate change*. Washington, DC: Island Press. (Chapter 4)

Thackara, J. (2015). *How to thrive in the next economy: Designing tomorrow's world today*. London, UK: Thames & Hudson. (Chapters 7 & 9)

A2. In-Class Reflection (on Dunster, Newman et al., Thakara, and lecture)

Part 2, Oct 26

Assessing Links Between Issues

A5. Poster Presentations

A2. In-Class Reflection (based on poster presentations and an in-class activity)

WEEK 9

Part 1, Oct 31

Community Resilience and Placemaking

Readings (optional)

- Alexander, C. (2002-2005) *The nature of order: An essay on the art of building and the nature of the universe; Book three: A vision of a living world*. Berkeley, CA: The Center for Environmental Structure. (Excerpt)
- Hamdi, N. (2004). *Small change: About the art of practice and the limits of planning in cities*. Sterling, VA: Earthscan. (Chapter 6)
- Newman, P. & Jennings, I. (2008). *Cities as sustainable ecosystems: Principles and practices*. Washington, DC: Island Press. (Chapter 6)
- Park, C. (2009). Stepping stones: Seven insights into community sustainability. *Alternatives Journal*, 35(5), 22-23.

A2. In-Class Reflection (on Alexander, Hamdi, Newman & Jennings, Park, and lecture)

Part 2, Nov 2

Multi-Stakeholder Engagement

Readings (required)

- James, S. & Lahti, T. (2004). *The natural step for communities: How cities and towns can change to sustainable practices*. Gabriola Island, BC: New Society Publishers. (Chapter 16, 17, and 18)
- Newman, P. & Jennings, I. (2008). *Cities as sustainable ecosystems: Principles and practices*. Washington, DC: Island Press. (Chapter 7)
- Westley, F. & McGowan, K. (2014). Design thinking, wicked problems, messy plans. In C. Reed & N.M. Lister, *Projective ecologies* (pp.290-311). New York, NY: Actar Publishers.

A3. Quiz (on Bryman & Bell Chapter 17; Lankow et al. Chapters 8, 9 [p.203-210], and 10; and, Pratt)

WEEK 10

Part 1, Nov 7

Transformational & Social Learning

Readings (optional)

- Davis, W. (2004). A world made of stories: Saving the web of cultural life. In K. Ausubel & J.P. Harpignies, *Nature's operating instructions: The true biotechnologies* (pp.214-226). San Francisco, CA: Sierra Club Books.
- Di Cicco, P.G. (2007). *Manifestos for the creative city*. Toronto, ON: Mansfeld Press Inc. (Excerpts).
- Honoré, C. (2004). *In praise of slow: How a worldwide movement is challenging the cult of speed*. Toronto, ON: Vintage Canada. (Chapter 2)
- Hopkins, R. (2011). *The transition companion: Making your community more resilient in uncertain times*. Cambridge, UK: Green Books. (p.114-121)

A2. In-Class Reflection (on Davis, Di Cicco, Honoré, Hopkins, and lecture)

Part 2, Nov 9

Managing for Feasibility and Impact

Readings (required)

- Hopkins, R. (2011). *The transition companion: Making your community more resilient in uncertain times*. Cambridge, UK: Green Books. (p.158-160, p.172-173, and p.239-245)

A3. Quiz (on James & Lahti Chapters 16, 17, and 18; Newman & Jennings Chapter 7; and, Westley & McGowan)

WEEK 11

Part 1, Nov 14

Adaptive Planning

Readings (optional)

Alexander, C. (2002-2005) *The nature of order: An essay on the art of building and the nature of the universe. Book two: The process of creating life*. Berkeley: CA.: The Center for Environmental Structure. (Excerpt)

Lister, N.M. (2013[2010]). Insurgent ecologies: (Re) Claiming ground in landscape and urbanism. In M. Mostafavi & G. Doherty (Eds.), *Ecological Urbanism* (p.536-547). Zürich, SW: Lars Müller Publishers.

van der Ryn, S. & Cowan, S. (2007[1996]). *Ecological design, 10th anniversary edition*. Washington, DC: Island Press. (First Principle)

A2. In-Class Reflection (on Alexander, Lister, van der Ryn & Cowan, and lecture)

Part 2, Nov 16

Long-Range Scenario Planning

Readings (optional)

Newman, P., Beatley, T., & Boyer, H. (2009). *Resilient cities: Responding to peak oil and climate change*. Washington, DC: Island Press. (Chapter 3)

Readings (required)

Hopkins, R. (2011). *The transition companion: Making your community more resilient in uncertain times*. Cambridge, UK: Green Books. (p.40-43)

Swart, R.J., Raskin, P., Robinson, J. (2004). The problem of the future: Sustainability science and scenario analysis. *Global Environmental Change*, 14(2), 137-146.

A3. Quiz (on Hopkins p.158-160, p.172-173 and p.239-245)

WEEK 12

Part 1, Nov 21

Group Presentations

with guest review panel

Groups 1, 2, and 3

A4. Peer Review (submit in class)

Part 2, Nov 23

Group Presentations

with guest review panel

Groups 4, 5, and 6

A4. Peer Review (submit in class)

WEEK 13

Part 1, Nov 28

Group Presentations

with guest review panel

Groups 7, 8, and 9

A4. Peer Review (submit in class)

Part 2, Nov 30

Group Presentations

with guest review panel

Groups 10, 11, and 12

A4. Peer Review (submit in class)

WEEK 14

Part 1, Dec 5 (make-up class)

From Research to Practice

with feedback on the group presentations and notes on how to prepare for the final examination

Readings (optional)

Register, R. (2006). *Ecocities: Rebuilding cities in balance with nature, revised edition*. Gabriola Island, BC: New Society Publishers. (Chapter 8)

Thackara, J. (2015). *How to thrive in the next economy: Designing tomorrow's world today*. London, UK: Thames & Hudson. (Chapter 10)

A2. In-Class Reflection (on Register, Thackara, and lecture)

A3. Quiz (on Hopkins p.40-43; and, Swart et al.)

ADVISORIES

Attendance

Students are expected to attend all lectures and complete all in-class quizzes and assignments. Allowances will be made under exceptional circumstances, with the provision of appropriate documentation. Students should contact the instructor prior to an absence.

Late Penalties

Late submissions will be penalized 10 per cent (of the 100 per cent available for that particular assignment) for each day or part thereof that they are late. Exceptions will be made only in extraordinary circumstances, with the provision of appropriate documentation.

Workload

Full-time university enrollment constitutes five courses per term, and assumes that the student will spend nine hours a week on each course. The assigned course workload is assessed at that amount including class time, readings and assignments. In this course, the readings are heavily weighted at the beginning to leave time for students to work on the assignments at the end.

Communication

University policy requires that official email correspondence be addressed to UW userids. Please make sure that you use an active UW email account in correspondence with the instructor and teaching assistants.

Religious Observances

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Note for Students with Disabilities

AccessAbility Services, located in Needles Hall, Room 1401, 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.

Mental Health

The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may 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, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Academic Integrity

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. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>. Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 – Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 – Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Turnitin

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Learn

Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password.