

School of Environment, Resources and Sustainability
Faculty of Environment
University of Waterloo

ERS 210/ ERS 201

Environmental Analysis and Solutions III: Greening Communities

Wednesdays 2:30 – 4:20 pm (RCH 305)

Instructor:

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Instructor Office Hours: Tuesdays 1:00 - 3:00 pm

TAs:

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Description:

The course considers how 'green' communities might be fostered in a contemporary urban setting including the policy and governance around the process. It includes concepts and theories related to transformational learning, community resilience, socio-ecological systems thinking, communications, and public engagement. Students learn some basic qualitative methods which are then applied to assignments. Students also learn how to undertake research in an ethical manner and how to effectively communicate their ideas and findings.

Intended Learning Outcomes:

The learning objective of this course is intended to equip students to know how to foster sustainable green communities through the ethical development of qualitative research methods and their effective communication to a wider audience.

Skills: Knowledge of qualitative methods, research ethics, and the role of secondary research
Introductory knowledge of concepts of greening communities with a focus on the Region of Waterloo.
Communications abilities: oral, visual, listening, and multi-media

Subject: Region of Waterloo

Goal: Developing skills with the ultimate goal of fostering socio-ecologically sustainable and green communities

¹ When communicating via email, please identify the course (e.g. "ERS 210/201") in the subject line. Make sure to use your UW account.

Approach:

Lectures will be used to provide an overview of key topics and also to highlight important themes. Key topics and themes will be elaborated on through in-class discussions and by regular attention to case studies. Assigned readings throughout the semester are critical for providing additional depth and breadth. The final exam and assignments provide an opportunity for integrating key topics and themes, as well as for linking them with the broader scholarly literature on greening communities and social research methods.

Office Hours: Tuesdays 1:00 – 3:00 PM - EV2 2028

Please limit your use of email to ask questions – most questions for this type of course are most efficiently and effectively dealt with in person during office hours, lectures and tutorials. Office hours and tutorials are there for you to ask questions or discuss issues with the instructor that you are experiencing in the course. So do come see me, and your TAs, if you require assistance or clarification. We are here to help.

Website: <http://learn.uwaterloo.ca> (LEARN, ERS 210/ ERS 201)

You will need to access the course website frequently, as some of the course material will be made available and managed through LEARN (Desire2Learn).

Required Readings:

Social Research Methods by Alan Bryman and Edward Bell. Fourth Edition. Oxford university.

Required and suggested readings are presented below (“*Course Schedule*”). Additional material will be presented in class and/or made available through the LEARN website.

COMMUNICATION

Students’ UW email accounts will be used for communication outside of lectures. Students are responsible to check their UW email and ‘Learn’ accounts regularly. All course announcements will be posted to LEARN. An effort will be made to deal with email requests within two business days of receipt. The instructor does not respond to email outside of regular working hours (M-F ~8AM-6PM). Questions regarding the course material are usually most efficiently and effectively dealt with in person rather than using email.

Course and University Policies

Attendance:

Attendance in class is HIGHLY RECOMMENDED, but it is at your discretion. There is often extra content in the notes displayed in class vs. the notes posted on the course webpage (e.g., discussion points or questions asked of the class, graphics-heavy images such as maps or diagrams), and all in-class discussions are valid “testable” material. In addition, all A/V materials (e.g., DVDs screened in class) are valid, “testable” materials, so complete notes should be taken for each lecture and each video screened.

Missed Examinations:

All exams are mandatory, and thus, students are expected to be present at the time of each exam. If you miss an exam you must provide reasonable documentation explaining the reason for your absence, degree of incapacitation, dates covered by the note to be considered for an alternative arrangement. Please make a copy of

this note and give the copy to your instructor by hand or scanned and sent by email (email to cbarbeau@uwaterloo.ca)

Requests for Extensions for Assignments: Regular Deadline and Extended Deadline

There is an extended deadline available to you for *Assignment 1* and *Assignment 2*. You have **7 calendar days** past the assignment due date to submit your assignment without any late penalty. This extended deadline is available to everyone and therefore you do not need to ask me for an extension. **However, after the 7 day extended deadline assignments will no longer be accepted.** *No further extensions will be granted.*

Note for Students with Disabilities:

The Office for Persons with Disabilities (OPD), 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 the OPD at the beginning of each academic term.

Religious Observances:

Student needs 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.

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. See

(www.uwaterloo.ca/academicintegrity).

Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>.

Discipline:

A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs 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. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. For typical penalties, check Guidelines for Assessment of Penalties,

<http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>. When in doubt please contact your Undergraduate Advisor for details.

Appeals:

A decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 – (Student Discipline) may be appealed, A student who believes he/she has a ground for an appeal should defer to Policy 72 (Student Appeals) <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Consequences of Academic Offences:

Students are strongly encouraged to review the material provided by the university's Academic Integrity office. See (<http://www.adm.uwaterloo.ca/infoacad/Students/index.html>) .

University Policies: Plagiarism

Please familiarize yourself with the University of Waterloo's policy dealing with plagiarism. Be especially careful when using materials from the internet, and be aware that software available to instructors can be used to check student submissions for plagiarism (e.g. www.Turnitin.com). Plagiarism offences are normally treated quite seriously by the University and can result in significant penalties being assessed (e.g. failing grade on an assignment, repeating a course, suspension or expulsion).

Definition of Plagiarism: "The act of presenting the ideas, words or other intellectual property of another as one's own." - Source: University of Waterloo, Policy 71.

To Avoid Plagiarism

The use of other people's work *must* be properly acknowledged and referenced in all written material such as take-home examinations, essays, research papers, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under Policy 71.

Quoting, paraphrasing, and summarizing (source: <http://owl.english.purdue.edu/owl/resource/563/1/>)

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author with page number.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Turnitin:

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. Turnitin is primarily a plagiarism detection tool, but can also be used to help students understand academic integrity in written assignments. Turnitin generates 'originality reports' on student submissions, which can provide instructors with information about plagiarized sources, but the reports can also be used to help students understand the proper use of quotation marks, how to cite sources properly, and how to paraphrase.

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. NOTE: any student not wishing to submit materials for Turnitin detection must contact the instructor by **September 20th**, to arrange for an alternative assignment.

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](#).

EVALUATION:

Your final grade will be based on two assignments, an in-class final exam, research proposal presentation, tutorial attendance and participation and the completion of the online ethics tutorial. The professor determines the content and establishes the grading rules for all assignments, course components and the exam. The teaching assistants will assist the instructor with grading course work.

The exam is based on material covered in lectures, including guest lectures and readings. When determining a student's final grade in the course, the instructor will examine the record of each individual student's achievement; the final grade may be adjusted to take into account extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

<i>Course Component and Due Dates</i>	<i>Percentage</i>
Online Research Ethics Tutorial (September 20th) Emailed to TA	5%
Assignment 1 (October 13th) <i>Group</i> Assignment	15%
Assignment 2 (November 3rd) <i>Individual</i> Assignment	25%
Research Proposal Presentation in Tutorial Based on Assignment 1 & 2 (November 17th)	25%
Exam (In class – November 29th)	25%
Tutorial Attendance and Participation	5%

Numeric grades on a scale from 0-100 are used in grading all assignments at the University of Waterloo. The following list will give you an idea of the basis upon which numeric grades are assigned:

- >90%** Work that shows a high level of initiative and is clearly above and beyond what is expected. Referencing, style, grammar/spelling, content and the development of ideas are all superior. (similar to A and A+ in the previous system)
- 80-89%** Work that shows good initiative and is above what is expected. Referencing, style, grammar/spelling, content and the development of ideas are all good. (Similar to B+ and A- in the previous system)
- 70-79%** Work that shows initiative and is about what is expected, but one or more problems are evident in referencing, style, grammar/spelling, content and/or the development of ideas. (Similar to B- and B in the previous system)
- 60-69%** Work that does not demonstrate initiative, has a series of problems in referencing, style, grammar/spelling, content and/or the ideas, and overall, does not fully convince the reader that the topic has been well considered (Similar to C-, C and C+ in the previous system)
- 50-59%** Work that is substandard/sloppy in places, has many problems in referencing, style, grammar/spelling, content and/or the development of ideas, and overall, raises more questions in a reader's mind than the work answers. (Similar to D-, D and D+ in the previous system)
- 40-49%** Work that is of consistently poor quality, demonstrates gaps in comprehension of the assigned material, and/or indicates that not enough time was taken to properly address the assignment. (Similar to F and F+ in the previous system)
- <40** Work that is clearly of poor quality, demonstrates a lack of comprehension of the assigned material, shows little attempts at a personal development of ideas or efforts to back up arguments with suitable evidence, and/or indicates that the work was completed 'at the last minute'

Requirements, Late assignments, Grade Penalties and Special Considerations:

Readability and Clarity:

Students are expected to present well organized, and properly written work. Penalties of up to **25%** may be applied in cases where readability and/or clarity are inadequate.

Lateness penalty:

All assignments are due on the date set by the professor. There is an extended deadline available to you for each assignment. You have 7 calendar days past the assignment due date to submit your assignment without any late penalty. This extended deadline is available to everyone and therefore you do not need to ask me for an extension. **However, after the 7 day extended deadline assignments will no longer be accepted.** *No further extensions will be granted.*

Please ensure that you are diligent in ***backing up computer files*** and making ***draft copies*** of all assignments, as computer/disk failures, printer problems, etc, will not normally be considered a valid reason to waive the late assignment deadline. NOTE: Perhaps the easiest way to prevent computer file loss is to send to yourself an email attachment of your assignment after each significant work session.

Course Notes: Information for Students Using LEARN

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes, etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how LEARN is being used from one course to another.

Logging Into LEARN

Since LEARN is a web-based system, you will need a browser. Minimum requirements include:

PCs running Windows:

- Internet Explorer 7 or 8 ([Download Version 8](#))
- Firefox 2 or 3 ([Download Firefox](#))

MACs running OS X:

- Firefox 2 or 3 ([Download Firefox](#))

Once you have started up your browser, type in the following URL: <http://learn.uwaterloo.ca>. Provide your Quest/UWdir userid and password (case sensitive). Once you have logged in, you should see a list of your LEARN courses under the Courses header bar. Clicking on the course name will take you to that course.

Downloading Notes

About 70% of the content of any given day's lecture is posted on LEARN in PowerPoint format (in the "Content" section of the webpage), normally by 12:00 pm on the day of lecture. It is recommended that you print off these notes ahead of each class, and bring these to class regularly so you can add the remaining 30% of content (guest lectures, discussion notes, additional points, off-the-cuff examples given in class, etc).

Multimedia Notes (DVDs, Videos, in-class internet-based videos, etc).

Approximately 15% of course content is delivered through multi-media materials (DVDs, online audio or video clips), and ALL of this material is valid testing/quiz material. Therefore, each student should attend regularly and take comprehensive notes. If you miss a day when this material is shown, please arrange to obtain the notes

from a classmate, and if possible, discuss these notes briefly with the note-taker. Most materials shown are the personal property of the instructor and some are available on the internet.

PowerPoint Viewer

The web addresses for Microsoft PowerPoint viewers (for those who do not have PowerPoint on their computers) is: <http://www.microsoft.com/download/en/details.aspx?id=13>

Course Schedule (Note: topics might span more than one class and are subject to change):

**** There will be additional required readings uploaded onto LEARN you are responsible for this material also****

Each lecture will address a key aspect of greening communities and will draw upon key social research methods covered in the text. Interactive exercises and guest lectures will be utilized throughout the term.

	Date	Topic	Required Readings from the Textbook	Tutorials (Fridays)
Week 2	September 13th	Course Outline What is greening? What is a community? Why do we need green communities?	Introduction to the Course Syllabus Chapter 1: General Research Orientations	First Week of Tutorials Determine groups of 4 for Assignment 1 and your presentation
Week 3	September 20 th	Sustainable Development Research Ethics *Guest Lecture: Office of Research	Chapter 3: Research Ethics	Discuss weekly readings Finalize topic for your assignments
Week 4	September 27th	Greening the Government	Chapter 2: Research Designs	Discuss weekly readings Work on Assignment 1
Week 5	October 4	Greening the Region of Waterloo	Chapter 4: The Nature of Quantitative Research	Discuss weekly readings Work on Assignment 1
Week 6	October 13th <i>Note* This is a Friday class</i>	Greening the Campus *Guest Lecture – University of Waterloo Sustainability Coordinator	Chapter 5: Survey Research: Structured Interviewing and Questionnaires	**No Tutorials**
Week 7	October 18 th	Barriers to the Adoption of Greener Development Improving Community Engagement and Understanding	Chapter 6: Asking Questions	Discuss weekly readings and determine individual focus for Assignment 2

Week 8	October 25 th	Greening the Built Environment *Guest Lecture – REEP	Chapter 7: Structured Observation	Discuss weekly readings Work on Assignment 2
Week 9	November 1 st	Green Roofs and Urban Ecosystems – Promoting Urban Biodiversity	Chapter 8: Other Sources of Data	Discuss weekly readings Work in your group from Assignment 1 to begin the development of your research proposal presentation
Week 10	November 8 th	Tree Protection and Natural Area Preservation and Restoration *Guest Lecture: Grand River Conservation Authority	Chapter 10: Ethnography and Participant Observation Chapter 11: Interviewing in Qualitative Research	Discuss weekly readings Work in your group on your research proposal presentation
Week 11	November 15 th	Urban Agriculture and Local Food Production	Chapter 12: Sampling Chapter 14: Qualitative Data Analysis	Group Presentations
Week 12	November 22 nd	*Guest Lecture: Systems Thinking and the Green Community Thinking of the Big Picture Final Review for the Exam		
Week 13	November 29 th	In-Class Exam		

****Please check LEARN for marking criteria for all your assignments as well as additional resources ****

RESEARCH ETHICS TUTORIAL CERTIFICATE (5% OF FINAL GRADE):

Certificate is due September 20th to your TA's LEARN Dropbox.

The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Office of Research Ethics (<http://iris.uwaterloo.ca/ethics/>). The ethics review and clearance processes are intended to ensure that projects comply with the guidelines established through Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.).

All students must complete the research ethics tutorial (the TCPS Online Tutorial <http://tcps2core.ca/welcome>) and submit their certificate online in the LEARN dropbox for your TA. ***The certificate takes about 3-6 hours to complete.***

RESEARCH PROPOSAL ASSIGNMENTS 1 & 2 (40% of Final Grade)

You will complete two assignments. *Assignment 1* is worth 15% of your final grade and *Assignment 2* is worth 25% of your final grade. Both these assignments will be part of a research proposal. This type of research proposal would be similar to those used for ethics approval, research grants and the development of thesis research for both undergraduate and graduate projects. You will not be carrying out the project just preparing the steps that you would go through before undertaking a research project.

See LEARN for the Assignment Resources.

- **IMPORTANT:** You should present your papers in an academic research paper format, based on adequate and appropriate reading and reflection, and it must acknowledge intellectual indebtedness through proper citations. Use the "Writing Effective Essays and Reports" booklet by Rob de Loë as guidance: http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/twopage_format.pdf (also posted on LEARN)

Required format for both assignments:

- Your assignment must have a plain title page with the title of your assignment, your name (or name of all group members), course number (ERS 210/201), the date, your student number (or student numbers for all group members), the term, your TA's name and the instructor's name.
- Include your name & student ID number on each page (inserting this into a 'header' is the easiest way to go!).
- Please number all pages
- Typed/word-processed, with 1" margins.
- Maps, diagrams and figures/tables are optional, but appreciated. If included, should be at the end of your assignment, starting on a separate page and referenced correctly.
- There must be a minimum of **5 properly formatted references for Assignment 1 and 2**. The **APA reference** format should be used for all references, including websites (for info on using the APA style, see [http://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Library/PDFs/apa.pdf](http://www.okanagan.bc.ca/Assets/Departments+(Administration)/Library/PDFs/apa.pdf))
- Failure to follow these requirements can result in up to a 5% overall mark reduction per assignment

ASSIGNMENT 1 – SUMMARY OF PROPOSED RESEARCH (15%)

In this **group** assignment (group of 4 people from your tutorial section), you will prepare a summary of proposed research based on a key concept of community greening in the Region of Waterloo (examples for topics will be posted on LEARN) . **You must inform your TA by September 22nd of your group members.**

Deadline: Electronic copy (MS Word file): Friday October 13th, 11:59 p.m. (LEARN dropbox).

NOTE: It is critical to provide **evidence** throughout your paper. Thus, you will need to cite all ideas, facts/dates, identified trends, etc. that are not yours throughout your paper. Papers written without reference to appropriate evidence **will have many marks deducted**. Below is a guide of what to include in this summary of proposed research. This is taken from the guidelines for the submission of research ethics from the office of research at the University of Waterloo.

Assignment 1 Essential Components (more details will be posted on learn):

Length: maximum page length is 5 pages double spaced (excluding title page, reference list page, tables and figures).

Section 1: Purpose and/or rationale for proposed project

Your group must include a detailed description of the purpose and rationale for conducting the project.

Purpose/ Rationale: The purpose section should describe the main reason the study is being conducted and should include the direct implications or applications of the study. The reason for conducting the study could be to determine safety, effectiveness, dosage level, etc.

Hypothesis (Research Question to be Answered): The hypothesis section should outline the aim of the research which is the precise research questions being evaluated in the study.

Justification for the study: The justification section must include background evidence that explains the need for the study. This section should explain what is unique about the study and what new research questions can be answered to support generation of new knowledge in the area of greening communities.

Objectives: The objectives section must outline the specific goals and outcomes/endpoints of the research.

Section 2: Lay summary

Often the most important factor in research is that someone without the academic knowledge on a topic can read your research and understand it. This is a skill that takes years to develop but is arguably one of the most important. Your group needs to provide a summary of approximately 100 words that describes the project in lay language (plain and simple language). There should be no jargon. Use simple terms so someone with no academic knowledge of the area can understand the project however, remain professional. This should include the purpose and the anticipated benefits, and procedures to be used (Office of Research, University of Waterloo, 2017).

Signed Assignment Checklist

Make sure you read and sign the assignment checklist form (at the end of this document) and include it with your assignment.

Group Work

Marks for Assignment 1 will be given as a group mark. It is your responsibility to inform your instructor and TA of any problems that you run into when working with your group **before the due date of the assignment**. We will work to address these concerns. Marks will not be adjusted after they have been released.

ASSIGNMENT 2 - DETAILS OF THE PROPOSED STUDY (25% OF FINAL GRADE)

In this *individual* assignment, you will prepare a research paper that details the proposed study from Assignment 1.

- ***Length:*** The maximum page length for this assignment is 5 pages (double-spaced) (excluding title page, reference list page).

Deadline: Electronic copy (MS Word file): Wednesday November 3rd, 11:59 p.m. (LEARN dropbox).

Assignment 2 Essential Components (more details will be posted on learn):

Methodology/procedures

The methods section of a research proposal describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify and analyze the specific problem. This section requires complete details on all your procedures including qualitative techniques in which participants will be asked to participate. These must be detailed sequentially, as they will occur for the participant. Some researchers even claim that your methodology section should be detailed enough that another researcher could undertake your study. Use your textbook to support your use of specific qualitative research methods and procedures.

Section 1: Introduction

The introduction to your methodology section should begin by restating the research problem and objectives and underlying assumptions underpinning your study.

Section 2: Project Design - Interview and survey procedures

In most cases, there are a variety of different methods you can choose to investigate a research problem. The methodology section of your paper should clearly articulate the reasons why you chose a particular procedure or technique (Bem, 2008). Your proposed study must include both an interview section and a survey section. You

will discuss your plan to interview **one** “expert” (you must explain why this person is considered an expert) on your topic of interest. You will then plan a survey to give to a selected number of participants (you will have to determine how many surveys you will give).

You must include your interview questions (script) and your survey questions in the appendix of your assignment (not to be included in your page limit)

Section 3: Participants involved in the study

You are to list and *justify* all of the participants who are to be involved in the study. The persons who will be participants in the study must be described with respect to group affiliation, gender, age range, and any other characteristics. If the study focuses on a particular population which has defined characteristics that are relevant to the study, or will impact recruitment procedures or study procedures, then those characteristics are to be described in this section. For example, participants with a particular condition may tend to be of a particular age, gender, and have specific health issues (Office of Research University of Waterloo, 2017)

You are to provide the number of participants to be recruited for successful completion of the study with an explanation for the sample size (support this claim with reference to the literature and the course text)

Section 4: Recruitment process and study location

Make sure to include details on and *justify* the procedures to be used in recruitment of participants as well as who will do the recruitment. Also, explain how you will contact potential participants, including how contact information will be obtained for potential participants. You will also need to indicate and *justify* where the study (both interview and surveys) will take place (specific location).

Grading Assignment 1 & 2

- Evaluation of assignments takes into account organization, structure, style and presentation, research and quality of analysis/critique, as well as proper referencing style and in-text citation. Writing quality and content are both considered in grading.
- Students are expected to present well organized and properly written work. Penalties of up to **20%** may be applied in cases where writing quality, readability and/or clarity are considered inadequate.
- Any questions regarding your mark or any feedback on your assignment are to be directed towards your TA. Any concerns after talking with your TA can then be sent to the instructor.
- **Any requests for remarking of an exam question and/or an assignment must be submitted in writing to the instructor within *two weeks* of the release of the mark for the exam/and or assignment in question**
- **Your request for a remark must be specific and you must be able to clearly state what questions or component you feel were mis-marked and why.**
- **There is a peer evaluation portion of your mark that is built into your research proposal presentation (5%) this is where you will have an opportunity to evaluate your group members based on their contributions to group’s work.**

Handing in your Assignments:

- You are responsible for making sure that your professor receives your work. Both assignments are to be submitted via LEARN dropbox using the course website.
- ***Lost or misplaced assignments:*** It is your responsibility to make more than one electronic copy of your

work. Excuses are not accepted in the case of crashed computer and lost or misplaced work.

Tips/Hints:

- Seek out help from your TAs – they are there to help you
- Begin well in advance of the deadline – last minute work is usually obvious to markers.
- As you write, use the concepts, language and ideas presented in lecture materials as a source of inspiration/discussion in your assignment.
- Create sub-headings for each of the main sub-sections (you can remove these or keep these later...they are intended as a guide to writing to ensure you address each sub-section!).
- Cite all materials/information you obtain from sources other than your own personal knowledge. The ***APA reference*** format should be used for all references, including electronic sources.
- Don't forget to include personal knowledge and 'brainstorming' in your analysis – it's a very powerful way to personalize your writing.
- Proofread and spell-check your work before submission, please.

Unclaimed Work

- 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.

RESEARCH PROPOSAL PRESENTATIONS: GROUPS FROM ASSIGNMENT 1 (25% OF FINAL MARK)

To be done in your groups from Assignment 1. You and your group will give a 10 min (max) research proposal presentation based on your Assignment 1. You will also (as a group) select and include *one* group member's Assignment 2 methodology/procedures to present to your tutorial section. It is up to you how you would like to present your proposal. Each group member can present certain sections or two group members can present together (at least 2 group members must present). This is up to you, however remember that all members of the group need to peer edit the whole group's contribution and are responsible for understanding and knowing the content of the whole presentation. Do not forget to use your TA as a resource and your instructor. We have all done lots of research proposal presentations so we can help you organize your information.

Grading: 5% of your final mark will be based on the peer-assessment of the group process for Assignment 1 and for the development and presentation of your research proposal. 20% of your mark will come from the instructor and TA assessment of your research proposal presentation.

TUTORIAL ATTENDANCE AND PARTICIPATION (5% OF FINAL MARK)

Meaningful participation is not just about showing up, although attending class and tutorials is a pre-requisite. For that matter, showing up and having many opinions does not necessarily constitute meaningful participation either. Quality is more important than quantity. In the context of this course, meaningful participation enriches the immediate environment—makes it more interesting and thought-provoking. It is based on a collaborative learning approach where no one person has a monopoly on the answers or available discussion time. Participants are informed through reading, observing, listening, 'ground-truthing' and thinking. Those engaged in meaningful participation recognize the power dynamics in the room; respect the opinions and world views of

others by listening carefully with an open-mind and by acknowledging those views. ***Most notably, your mark will be assigned on the demonstrated knowledge of the readings in the text, lecture content, and contribution to tutorial assignments.***

Tutorial participation: any missed tutorials will receive a .5% reduction for each class missed unless you have a documented exception or a permissible conflict (discuss this with your TA ***prior*** to any tutorial you might miss) Always check ahead with your TA. If you are present and contributing as stated above you will receive a mark of .5% per tutorial. If you are present but not contributing then your mark for the tutorial will be .25% of your final mark (there are 9 tutorials). You will be given one free pass on missing one tutorial.

The following student signed Checklist was developed by the University of Waterloo Secretariat as a means of emphasizing the importance of attribution of referenced work and reducing plagiarism.

Please read, sign, and hand in with your Assignment 1.

Group Work

Please read the disclosure below following the completion of your group assignment. Once you have verified these points, hand in this signed disclosure with your group assignment.

- 1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- 2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
- 3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
- 4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
- 5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Date: _____

Name (print)	Signature	Section Contributed	Section Edited

