

Department of Environment and Resource Studies
Faculty of Environment
University of Waterloo

ERS 215

Environmental and Sustainability Assessment I

Winter 2015

7:00-9:50 pm, Thursdays
AL 116

Instructor:

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Description:

This course is an introduction to the world of environmental assessment (EA). We will explore processes and techniques for incorporating environmental considerations in planning and evaluating proposals for future undertakings that may have significant social and ecological effects. The course provides an overview of the methodologies for the design and conduct of environmental impact studies. The main objective of this course is to introduce students to environmental assessment, with a focus on the origins, purposes, processes and gradual evolution of EA toward a sustainability-oriented framework, with particular reference to the Canadian federal environmental assessment regime.

Intended Learning Outcomes:

By the end of this course, students should be able to...

- Define the aims and objectives of environmental assessments, as well as key terms and concepts in EA
- Identify the role and relevance of EA as a potential venue that can contribute to sustainability;
- Describe the different steps and components of an EA process, particularly in Canada;
- Apply EA principles for best practices to case studies and critically analyze the strengths and weaknesses of environmental assessments; and
- Identify the important relationship between EAs and other environmental planning and management instruments (i.e., SEA, CEA, SA).

¹ When communicating via email, please identify the course (e.g. "ERS 215") in the subject line.

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. Exams and assignments provide an opportunity for integrating key topics and themes, as well as for linking them with the broader scholarly literature on environmental assessment.

Website: <http://learn.uwaterloo.ca> (LEARN, ERS 215)

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 Textbook:

Noble, Bram (2014). **Introduction to Environmental Impact Assessment: a Guide to Principles and Practice**, 3rd Edition. Don Mills, ON: Oxford University Press.

Weekly readings are presented below ("*Course Schedule*"). Additional material will be presented in class and/or made available through the course website or library.

Course and University Policies

Attendance:

Attendance in class is at your discretion. However, 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" materials**. 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 DVD screened. For these reasons, attendance at each lecture is HIGHLY RECOMMENDED.

Missed Tests:

All tests are mandatory, and thus, every effort should be made to attend each test. The only exceptions to this are those students who have a valid medical reason, personal or family emergency, etc.:

1. *Valid medical reason such as illness or accident (appropriate proof such as a Doctor's note is required);*
2. *Personal or family emergency, death in the family, etc. (with suitable proof where possible);*

If you know in advance that you will not be able to make a test, please contact the instructor as far in advance as possible to discuss alternatives.

If you miss a test:

1. Communicate to the instructor the reason you missed the quiz.
2. IMPORTANT! As soon as possible, please obtain a valid medical, counselor's or other 'proof of absence' note explaining the reason for your absence, degree of incapacitation, dates covered by the note, etc.
3. Please make a copy of this note and give the copy to your instructor by hand or scanned and sent by email (email to dkirchho@uwaterloo.ca).

Note for students with disabilities: The AccessAbility Office 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 AccessAbility Office 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 (www.uwaterloo.ca/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.

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. 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 if there is a ground, 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. 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.

Turnitin: Plagiarism detection software (Turnitin) may be used to screen assignments in this course. This may be 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.

To Avoid Plagiarism

The use of other people's work ***must be properly acknowledged and referenced*** in all written material such as assignments, 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. However, use of such material without complete and unambiguous acknowledgement is an offence under UW 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.

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 and two in-class exams. The professor determines the content and establishes the grading rules for all assignments, tests, and any quizzes. The teaching assistants will assist the instructor with grading course work.

The first exam is based on material covered in lectures and readings up to and including the class before the first exam. The second exam is mostly based on the second part of the course material (weeks 8-12). Recurrent topics may be part of both exams (e.g., VECs, main EA steps, etc.). Both exams will include multiple choice and short answer questions. Students are expected to be present in class at the time tests are scheduled.

Course Component	Percentage
First Exam (in class, Feb 12 th)	25%
Assignment 1 (due Feb 26 th)	15%
Assignment 2 (due April 2 nd)	35%
Second Exam (in class, Apr 2 nd)	25%

Information on using Waterloo 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. Once you have started up your browser, type in the following URL: <http://learn.uwaterloo.ca>. Provide your Quest/WatIAM userid and password (case sensitive) to login. 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.

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 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 (topics might span more than one class):

Date	Topic	Reading
Week 1 08-Jan	Course Outline and Introduction to EA	<p>Readings: Course Syllabus Morgan, Richard K (2012). Environmental impact assessment: the state of the art, Impact Assessment and Project Appraisal, (30):1, 5-14.</p> <p>Chapter 1: Aims and Objectives of EIA</p>
Week 2 15-Jan	EA in Canada	<p>Readings: Chapter 2: A Brief Overview of EIA in Canada</p> <p>Gibson, Robert B. (2012). In full retreat: the Canadian government's new environmental assessment law undoes decades of progress, Impact Assessment and Project Appraisal, (30):3, 179-188.</p> <p>Hanna, Kevin S. (Ed.). 2009. Environmental Impact Assessment: Practice and Participation. (Chapter 2: Progress and Uncertainty: The Evolution of Federal Environmental Assessment in Canada). 2nd Edition. Don Mills, ON: Oxford University Press.</p> <p>Hanna, Kevin S. (Ed.). 2009. Environmental Impact Assessment: Practice and Participation. (Chapter 19: The Ontario Environmental Assessment Act). 2nd Edition. Don Mills, ON: Oxford University Press.</p>
Week 3 22-Jan	EAs, the ecosystem approach and the Berger Inquiry	<p>Readings: Royal Commission on the Future of the Toronto Waterfront (1992). Chapter 1: The ecosystem approach Berger, T. R. (1988). Letter to the Honorable Warren Allmand (April 15, 1977).</p>
Week 4 29-Jan	The EA process I: • Screening • Scoping	<p>Readings: Chapter 5: Screening Procedures Chapter 6: Scoping and Environmental Baseline Assessment</p> <p>IAIA and IEA. (1999). Principles of Environmental Impact Assessment Best Practice. Retrieved October 20, 2012, from http://www.iaia.org/publicdocuments/special-publications/Principles%20of%20IA_web.pdf</p>
Week 5 05-Feb	The EA process II: • Identifying and Predicting Impacts • Methods used • Impact Significance	<p>Readings: Chapter 4: Methods Supporting EIA Practice Chapter 8: Determining Impact Significance Chapter 7: Predicting Environmental Impacts</p>
Week 6 12-Feb	First exam (in-class)	
Week 7 19-Feb	Reading Week	

Week 8	26-Feb	Public Participation	<p>Readings:</p> <p>Chapter 11: Public Participation in EIA</p> <p>André, P., B. Enserink, D. Connor and P. Croal (2006). Public Participation International Best Practice Principles. Special Publication Series No. 4. Fargo, USA: International Association for Impact Assessment. Retrieved from http://www.iaia.org/publicdocuments/special-publications/SP4%20web.pdf</p> <p>Fitzpatrick, Patricia. (2006). In it together: organizational learning through participation in environmental assessment. Journal of Environmental Policy and Management, 8(2), 157-182.</p>
Week 9	05-Mar	Monitoring and Follow-up	<p>Readings:</p> <p>Chapter 10: Post-decision Monitoring</p> <p>Morrison-Saunders A., R. Marshall and J. Arts (2007). EIA Follow-Up International Best Practice Principles. Special Publication Series No. 6. Fargo, USA: International Association for Impact Assessment. Retrieved October 20, 2012, from http://www.iaia.org/publicdocuments/special-publications/SP6.pdf</p> <p>Noble, B., & Storey, K. (2005). Towards increasing the utility of follow-up in Canadian EIA. Environmental Impact Assessment Review, 25(2), 163-180.</p>
Week 10	12-Mar	Cumulative Effects Assessment (CEA)	<p>Readings:</p> <p>Chapter 12: Cumulative Environmental Effects</p> <p>Dunkier, Peter. & Greig, Lorne (2006). The Impotence of Cumulative Effects Assessment in Canada: Ailments and Ideas for Redeployment. Environmental Management, 37(2), 153-161.</p> <p>Canter, Larry, & Ross, Bill. (2010). State of practice of cumulative effects assessment and management: the good, the bad and the ugly. Impact Assessment and Project Appraisal, 28(4), 261-268.</p> <p>Additional reading: Hegmann, G., Cocklin, C., Creasey, R., Dupuis, S., Kennedy, A., Kingsley, L., . . . Stalker, D. (1999). Cumulative Effects Assessment Practitioners Guide. Retrieved October 20, 2012, from http://www.ceaa.gc.ca/43952694-0363-4B1E-B2B3-47365FAF1ED7/Cumulative_Effects_Assessment_Practitioners_Guide.pdf</p>
Week 11	19-Mar	Strategic Environmental Assessment (SEA)	<p>Readings:</p> <p>Chapter 13: Strategic Environmental Assessment</p> <p>IAIA. (2002). Strategic Environmental Assessment Performance Criteria. Retrieved October 20, 2012, from http://www.iaia.org/publicdocuments/special-publications/sp1.pdf</p> <p>PCO and CEAA. (2010). Strategic Environmental Assessment: The Cabinet Directive on the Environmental Assessment of Policy, Plan and Program Proposals Retrieved October 20, 2012, from http://www.ceaa.gc.ca/Content/B/3/1/B3186435-E3D0-4671-8F23-2042A82D3F8F/Cabinet_Directive_on_Environmental_Assessment_of_Policy_Plan_and_Program_Proposals.pdf</p>
Week 12	26-Mar	Sustainability Assessment (SA)	<p>Readings:</p> <p>Pope, Jenny. (2006). Editorial: What's so special about sustainability assessment? Journal of Environmental Assessment Policy and Management, 8(3), v-x.</p> <p>Gibson, Robert B. (2006). Sustainability assessment: basic components of a practical approach. Impact Assessment and Project Appraisal, 24(3), 170-182.</p>
Week 13	02-Apr	Second Exam (in-class)	

ASSIGNMENTS (50% of final grade)

You will complete two assignments. Assignment I is worth 15% of your final grade and Assignment II is worth 35% of your final grade. Assignment I is a short paper about the ecosystem approach and the Berger Inquiry. Assignment II is a research paper that critiques a completed EA.

- **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/rde/oe/writing_booklet/twopage_format.pdf

Required format for both assignments:

- Your assignment must have a plain title page with the title of your assignment, your name, course number (ERS 215), the date, your student number, and the term 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.
- Double-spaced and 12 font (Times New Roman)
- Please staple all pages in the upper left corner. ***Bindings and/or folders should not be used.***
- Maps, diagrams and figures/tables are optional, but appreciated. If included, should be at the end of your assignment, starting on a separate page.
- There must be a minimum of **3 properly formatted references for assignment I and 5 properly formatted references for assignment II**. 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))

Assignment I (A1) – Short paper - Ecosystem approach and the Berger Inquiry

In this **individual** assignment, you will prepare a short paper on the following question:

"In the 1970s, Justice Thomas Berger was in charge of conducting the Mackenzie Valley Pipeline Inquiry. Did Justice Berger use the ecosystem approach principles as developed/used by the Crombie Commission when considering the future of the Toronto Waterfront?"

To answer the question, use the five ecosystem approach themes/principles developed by the Crombie Commission as guidance to discuss the extent to which each principle was used during the Berger Inquiry.

- **Length:** The maximum page length for this assignment is 6 pages (excluding title page, reference list page, tables and figures), double spaced. Extra pages will not be read.
- **Deadline:** **Electronic copy (MS Word file):** February 26th, 11:59 p.m. (LEARN dropdown).

ASSIGNMENT 1 ESSENTIAL COMPONENTS:

1. Title page (check requirements under "Assignment format" above)
2. Introduction:
 - introduce the topic discussed and what you are going to do/write about it
3. Body of paper:
 - Crombie's 5 ecosystem approach principles: use sub-headings to discuss each of them, providing details/examples from the Berger Inquiry to support your argument
4. Conclusion:
 - brief closing to your paper
5. References – There must be a minimum of **3 references (check week 3 readings)**.

- Statements in the assignment must be supported by the literature. Only articles cited in the text are to appear in the Literature Cited section (and vice versa).
 - Wikipedia **should not** be used as reference.
 - The **APA reference** format should be used for all references, including websites (for info on using the APA style, see <http://ereference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides#Allstyles:RefWorks>)
6. 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

Assignment II (A2) – Critique of an EA

In this **individual or group (3 people max.)** assignment, you will prepare a research paper that *describes, illustrates, and critiques* an Environmental Assessment in a Canadian jurisdiction. To do this, you will choose and use the EA report from a project (i.e., your case study) as your main source of information. The case can be from any province or the Canadian federal EA legislation. Your paper must include a critical/analytical component as well as descriptive elements. You must demonstrate that you are familiar with the current state of EA in your case study jurisdiction. You may include figures, maps, tables and comparative lists/charts to help explain key points.

- **Length:** The maximum page length for this assignment is 12 pages if it is done individually or 20 pages if done by more than one person (excluding title page, reference list page, tables and figures), double spaced. Extra pages will not be read.
 - **Deadlines:** **Electronic copy (MS Word file):** April 2nd, 11:59 p.m. (LEARN dropbox).
- *** **IMPORTANT:** If you decide to write this assignment as a group, let the instructor know who the group members are (by email) before **March 2nd**. This information will be used to set up LEARN's dropbox group submissions.

ASSIGNMENT 2 ESSENTIAL COMPONENTS:

1. Title page (check requirements under “Assignment format” above)
2. Introduction
 - Introduce the topic of your paper (but keep it short)
3. Body of paper – Likely more than one section
 - Brief description of the EA system in the chosen jurisdiction (for example, definition of environment narrowly defined?, types of EA under the relevant legislation and the one that was followed, what triggered the EA legislation?)
 - Critical discussion about the case study (addressing for example: appropriateness of the type of EA used, what alternatives were considered?, public participation, methods used, adherence to EA best practice principles)
4. Conclusions
 - At least 4 conclusions about strengths and weaknesses (2 of each if possible) of the analysed EA (or the EA system as a whole)
5. References – There must be a minimum of **5 references**.
 - One reference will be the EA report (or Environmental Impact Statement) of the chosen project.
 - Statements in the assignment must be supported by the literature. Only articles cited in the text are to appear in the Literature Cited section (and vice versa).
 - Wikipedia **should not** be used as reference.
 - The **APA reference** format should be used for all references, including websites (for info on using the APA style, see <http://ereference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides#Allstyles:RefWorks>)
6. 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

Important Steps for assignment 2:

Step 1: Choose a project

Identify a project that you will use for analysis. The project must be concrete and set in a Canadian jurisdiction. You will need the environmental assessment report (e.g., Environmental Impact Statement under the CEAA), submitted by the proponent for this project as the main source of information for your analysis/critique. You can find and download EA reports from a specific public registry website (see below for web address):

Table 4.2 Public registry websites for those jurisdictions providing full or partial Internet access

Jurisdiction	Internet Web Address (accessed March 2009)
Alberta	http://environment.alberta.ca/1283.html
British Columbia	http://a100.gov.bc.ca/appsdata/epic/html/deploy/epic_home.html
Canada	http://www.acee-ceaa.gc.ca/050/index_e.cfm
Manitoba	http://www.gov.mb.ca/conservation/eal/registries/index.html
New Brunswick	http://www.gnb.ca/0009/0377/0002/index-e.asp
Newfoundland and Labrador	http://www.env.gov.nl.ca/env/Env/EA%202001/pages/index.htm#Projects
Northwest Territories	http://www.mveirb.nt.ca/registry/index.php
Nova Scotia	http://www.gov.ns.ca/nse/ea/projects.asp
Ontario	http://www.ebr.gov.on.ca/ERS-WEB-External/
Prince Edward Island	No on-line public registry but EA info is available at http://www.gov.pe.ca/infopei/index.php3?number=40190&lang=E
Quebec	http://www.bape.gouv.qc.ca/sections/mandats/
Saskatchewan	http://www.environment.gov.sk.ca/Default.aspx?DN=dd506e76-4819-4493-a22b-6411133ca469
Yukon	http://www.yesab.ca/assessments/public_registry.html

Source: Sinclair, A. J. and Diduck, A. (2009). Public Participation in Canadian Environmental Assessment: Enduring Challenges and Future directions. In Hanna, Kevin S. (Ed.). Environmental Impact Assessment: Practice and Participation. 2nd Edition. Don Mills, ON: Oxford University Press.

Every registry works differently and some are more user-friendly than others. It is your job to find a suitable case for your assignment (i.e., a project that has undergone an EA process and you can access the EA report (e.g., draft or final Environmental Impact Statement – EIS)), and marks will be deducted for not using a draft or final EA report. If in doubt, ask the instructor or a TA about it.

In addition, a list of potential projects will be made available on the course website (LEARN), but you are free to choose a project of interest to you.

Step 2: Describe and analyze/critique the EA work

Based on what was learned in class about good quality EA work (best practices), describe and critique EA elements related to your case, such as:

- the proponent and proposed activity;
- the legislation used in the application of EA;
- the type of EA used;
- scoping and alternatives (e.g., VECs and other important issues considered, space and time boundaries of the study, alternatives considered, etc.);
- public involvement (e.g., main publics involved, degree of involvement, etc);
- methods used; and,
- adherence to EA best practice principles as indicated in the literature (e.g., IAIA and IEA, 1999)

Step 3: Conclude

Based on your preceding discussion and what was learned during this course, what do you conclude about the strengths and weaknesses of the EA case study you are using for the assignment?

"In academic writing, a well-crafted conclusion can provide the final word on the value of your analysis, research, or paper. Complete your conclusions with conviction! Conclusions show readers the value of your completely developed argument or thoroughly answered question. Consider the conclusion from the reader's perspective. At the end of a paper, a reader wants to know how to benefit from the work you accomplished in your paper. Here are **ways to think about the purpose of a conclusion**:

- To **connect** the paper's findings to a larger context, such as the wider conversation about an issue as it is presented in a course or in other published writing.
- To **suggest** the implications of your findings or the importance of the topic.
- To **ask** questions or suggest ideas for further research.
- To **revisit** your main idea or research question with new insight."

Source: <http://www.writing.wisc.edu/Handbook/Conclusions.html>

NOTE: It is critical to provide **evidence** throughout your paper. **Thus, you need to cite in the text all ideas, facts/dates, identified trends, etc. that are not yours.** Papers written without proper citation to appropriate evidence **will have marks deducted.** It may be helpful to think of writing your paper like a lawyer argues a court case: a systematic presentation of documented evidence that eventually convinces the 'jury' (i.e., the reader) to believe you.

Helpful Online Resources for assignment 2:

Canadian Environmental Assessment Agency: <http://www.ceaa.gc.ca>

International Association for Impact Assessment: <http://www.iaia.org>

Journal of Environmental Assessment, Policy and Management: <http://www.worldscinet.com/jeapm/>

Impact Assessment and Project Appraisal: <http://www.ingentaconnect.com/content/tandf/iapa>

Environmental Impact Assessment Review:

http://www.elsevier.com/wps/find/journaldescription.cws_home/505718/description

Peer-reviewed articles from the above Academic Journals (JEAPM, IAPA and EIAR) can be accessed through UW's Library website: <http://sfx.scholarsportal.info/waterloo/az>

Assignment Grading (both A1 and A2):

- 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.

Lateness penalty:

- All assignments are due on the date set by the professor. To be fair to students who hand in their assignment on time, late assignments will be penalized. The first day an assignment is late brings about a **20% penalty**. A cumulative **5% penalty** is assessed for each additional late business day. A student's assignment more than one week late will not be accepted and a grade of 'zero' will be recorded for that assignment.
- Any requests for extension without penalty or for more than one week must be made in writing in advance of the assignment due date. The instructor reserves the right to waive this deduction if the following prevents the student from handing in an assignment on time:
 1. Valid medical reason such as illness or accident (appropriate proof such as a Doctor's note is required);
 2. Personal or family emergency (with suitable proof, when possible);
- Please ensure that you are diligent in **backing up computer files** of all assignments, as computer/disk failures, printer problems, etc., will not be considered a valid reason to waive the late assignment deduction.

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 make more than one electronic copy of your work. Excuses are not accepted in the case of broken computer and lost or misplaced work.

Tips/Hints:

- 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.

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.

Assignment Checklist

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

1. I have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. I have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
3. This assignment was completed by my own efforts and I did not collaborate with any other person for ideas or answers.
4. This is the first time I have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Signed: _____

Date: _____

Print Name: _____

UW-ID# _____

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