

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

# ERS 315

## Environmental and Sustainability Assessment II

Lecture: 11:30-13:20 pm, Thursdays  
RCH 112

### Instructor:

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Office EV2-2038

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Instructor Office Hours: TBD

### TAs:

Christine Barbeau	cbarbeau@uwaterloo.ca
Holly Gardner	h2youden@uwaterloo.ca
Jeff Thomson	jatthoms@uwaterloo.ca
Skye Vandenberg	scvanden@uwaterloo.ca

TA Office Hours: TBD

Tutorial: TUT 101	Th	2:30pm - 3:20pm	HH 259	Skye Vandenberg
TUT 103	Th	3:30am - 4:20am	HH 259	Skye Vandenberg
TUT 102	Th	2:30pm - 3:20pm	HH 124	Jeff Thomson
TUT 104	Th	3:30am - 4:20am	HH 124	Jeff Thomson
TUT 105	Th	2:30pm - 3:20pm	EV2 2022	Christine Barbeau
TUT 106	Th	3:30pm - 4:20pm	EV2 2022	Christine Barbeau

Textbooks: **Required reading.** Electronically-formatted Environmental Assessments (EAs) and associated documents will be posted on LEARN or assigned during lectures.

**Suggested reading.** Noble, Bram (2010). Introduction to Environmental Impact Assessment: a Guide to Principles and Practice, *2nd Edition*. Don Mills, ON: Oxford University Press.

Course prerequisites: ERS 215 and ENV 200

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### Course Description:

This course introduces students to several categories of EAs used in Ontario and Canada - and the common elements of EAs (used worldwide) – through the use of case studies and a simulated EA. Tutorial work will be semi-directed and self-guided.

The assumption in ERS 315 is that students are already familiar with the principles and basic design requirements of impact assessment and that they have some understanding of the role of impact assessment in planning, management, and regulation particularly for Ontario or areas under the jurisdiction of the federal government. The concepts introduced to you in ERS 215 and 315 are applied to a broader range of pursuits in the next course in the assessment series, ERS 415. ERS 215, ERS 315 and ERS 445 are all required courses for the Environmental Assessment Diploma.

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<sup>1</sup> When communicating via email, please identify the course (e.g. "ERS 315") in the subject line. Make sure to use your UW account. Gmail, Yahoo, Hotmail, among other non-UW domains, can be treated as spam by the university system.

## **Course objectives:**

For students:

1. To gain an understanding of the different categories of EAs (and methods used) through a case study approach.
2. To develop some of the tools necessary for conducting an EA through completion of a simulated EA (i.e., the scoping process).

## **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 315)

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 and suggested readings are presented below ("*Lecture 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**. Also, 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](mailto:dkirchho@uwaterloo.ca)).

### **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.

## **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.*

### **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 an assignment 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 in-class exam is based on material covered in lectures and readings up to and including the class before the exam. The second in-class exam is based on the second part of the course material. Both exams will include multiple choice and short answer questions. Students are expected to be present in class at the time tests are scheduled.

<b>Course Component</b>	<b>Percentage</b>
In-class exam (Oct 17 <sup>th</sup> )	<b>25%</b>
Assignment (due Nov 28 <sup>th</sup> )	<b>50%</b>
In-class exam (Nov 28 <sup>th</sup> )	<b>25%</b>

### **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.

#### **Getting Help**

Documentation has been tailored to the uWaterloo environment.

- URL for Student Help for LEARN - <https://uwaterloo.ca/learn-help/students>
- URL for Student FAQ - <https://uwaterloo.ca/learn-help/students/frequently-asked-questions>

Additional queries can be sent to the Waterloo LEARN help email: [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

#### **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 (topics might span more than one class):**

Date	Topic	Reading	Tutorial
Week 1 12-Sept	<b>Intro to course:</b> <ul style="list-style-type: none"> <li>• Overview of Course</li> <li>• Overview of EA</li> <li>• Discussion of possible assignment topics</li> </ul>	<b>Required Readings:</b> Course Syllabus	Getting started on the assignment
Week 2 19-Sept	<b>EA and Systems Thinking</b>	<b>Required Readings:</b> Waltner-Toews, D., and J. Kay (2005). The evolution of an ecosystem approach: the diamond schematic and an adaptive methodology for ecosystem sustainability and health. <i>Ecology and Society</i> 10(1): 38. [online] URL: <a href="http://www.ecologyandsociety.org/vol10/iss1/art38/">http://www.ecologyandsociety.org/vol10/iss1/art38/</a>  <b>Suggested Readings:</b> Kay, J. (2008). An Introduction to Systems Thinking. in Waltner-Toews, Kay and Lister (eds.) <i>The Ecosystem Approach: Complexity, Uncertainty, and Managing for Sustainability</i> . Columbia University Press. New York, pages 1-13 (on LEARN, week 2)	Discussion of activity and screening to discern whether an EA is required and why
Week 3 26-Sept	<b>The Scoping stage of EA</b>	<b>Required Reading:</b> Read the EA documents on LEARN for week 3 <u>paying special attention to project description/information</u>  <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Noble                             <ul style="list-style-type: none"> <li>◦ Chapter 6 (Scoping and Env. Baseline Assessment ) (on LEARN, week 3)</li> </ul> </li> </ul>	Discussion on relevant legislation, RAs, EA triggers, and type of EA
Week 4 03-Oct	<b>EA and the Internal Workings of a Project I</b> <ul style="list-style-type: none"> <li>• Major Capital Projects</li> <li>• Environmental Work Plan</li> </ul>	<b>Required Readings:</b> Read the documents on LEARN for week 4	Meeting with TAs by appointment
Week 5 10-Oct	<b>EA and the Internal Workings of a Project II</b> <ul style="list-style-type: none"> <li>• Environmental Work Plan cont'd</li> <li>• Valued Components and EA Methods</li> </ul>	<b>Required Readings:</b> Read the documents on LEARN for week 5  <b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>• Noble                             <ul style="list-style-type: none"> <li>• Chapter 6, pages 89-98</li> </ul> </li> </ul>	Meeting with TAs by appointment
Week 6 17-Oct	<b>In-class exam</b>	<b>Content:</b> Week 1 - week 5	Meeting with TAs by appointment
Week 7 24-Oct	<b>EA and Aboriginal peoples</b>	<b>Required Readings:</b> <ul style="list-style-type: none"> <li>• Noble                             <ul style="list-style-type: none"> <li>• Chapter 11 (Public Participation in EIA), pages 186-189</li> </ul> </li> </ul>	Meeting with TAs by appointment
Week 8 31-Oct	<b>EA in Africa</b>	<b>Required Readings:</b> TBA  <b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>• Noble                             <ul style="list-style-type: none"> <li>• Chapter 1, page 15 (Developing nations and development agencies)</li> </ul> </li> </ul>	Meeting with TAs by appointment

<b>Week 9</b>	07- Nov	<b>EA in Brazil</b>	<b>Required Reading:</b> Kirchhoff, D. (2006). Capacity Building for EIA in Brazil: Preliminary Considerations and Problems to be Overcome. <u>Journal of Environmental Assessment Policy and Management</u> . 8(1):1-18 (on LEARN, week 7).	Meeting with TAs by appointment
<b>Week 10</b>	14- Nov	<b>EA and the Internal Workings of a Project III</b> <ul style="list-style-type: none"> <li>• Change management</li> <li>• Schedules</li> </ul>	<b>Required Readings:</b> Read the documents on LEARN for week 10	Meeting with TAs by appointment
<b>Week 11</b>	21- Nov	<b>EA and the Internal Workings of a Project IV</b> <ul style="list-style-type: none"> <li>• Schedules cont'd</li> <li>• Environmental Impact Statement</li> </ul>	<b>Required Reading:</b> Read the documents on LEARN for week 11	Meeting with TAs by appointment
<b>Week 12</b>	28- Nov	<b>In-class exam</b>	<b>Content:</b> Week 7 - week 11	<b>Assignment due date</b>

**ASSIGNMENT: Individual or Group Scoping Project**  
**(50% of final grade, due Thursday November 28<sup>th</sup>)**

In this **individual or group** assignment, you will select and carry out a portion of work on a specific project related to EA. No primary data collection will be required for this assignment. In this simulation, each individual or group will act as a **CONSULTING COMPANY** working on an EA. Each person or group will decide which project he/she/they will be working on for the assignment.

- **Length:** The maximum page length for the assignment is 15 pages if it is done individually or 25 pages if done by more than one person (excluding title page, bibliography page, tables and figures), double spaced. Extra pages will not be read.
- **Deadline: Hardcopy:** November 28<sup>th</sup>, 2:30 to 4:20pm in EV2 2022 for all tutorial groups.

**The assignment is designed to give the student an opportunity to:**

1. Select an appropriate and agreeable topic for an EA scoping exercise
2. Become familiar with the basic and general concerns of scoping
3. Designéconduct an EA with respect to scoping
4. Produce a written report

**Assignment Format:**

- Your assignment must have a plain title page with the title of your assignment, your name, course number (ERS 315), 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 **5 properly formatted references**. 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>)

**IMPORTANT STEPS:**

**Step 1: Choose a project**

**Topic selection.** Begin by identifying what possibilities are available and of interest as a project topic and select one for analysis. A short list of possible topics is given below and tutorial members are encouraged to make their own suggestions; however, the project must be concrete and set in a Canadian geographical location.

**POTENTIAL SCOPING PROJECT TOPICS:**

1. Cliffs Chromite Project
2. Kabinakagami River Hydro Project
3. Victor Diamond Mine Extension Project
4. Frontier Oil Sands Mine Project
5. Enbridge Northern Gateway Project
6. New Prosperity Gold-Copper Project
7. Vancouver Airport Fuel Delivery Project

**Step 2: Screening (Ontario and Federal EA Legislation; note – you may choose a project outside of Ontario, but screening and other parameters may differ)**

- Determination of whether the action is subject to an EA under the regulations or guidelines present, and if so what type of assessment is required

### Step 3: Scoping and Alternatives

- Important issues to be considered
- Appropriate space and time boundaries of study
- Information necessary for decision-making
- Help define feasible alternatives

### Step 4: Identifying Valued Ecosystem Components (VECs)

- A VEC is any part of the environment that is considered important by anyone involved in the assessment process
  - proponent
  - public
  - scientists
  - government
- Importance may be determined on the basis of
  - scientific value
  - cultural value
  - social value
  - economic value
  - historical value
  - archaeological value
  - aesthetic value, etc.
- Describe how VECs were identified or may be determined/identified.

### **ESSENTIAL ELEMENTS OF THE SCOPING REPORT:**

#### 1) *Describe the Proposed Activity*

- A list of project actions associated with the constructions and operation of the proposed undertaking (for example, site clearing, pit constructions, blasting, etc.)
  - a) Proponent
    - i. Who are they?
    - ii. What is their mandate?
    - iii. Information about the company/organization or governing body.
  - b) Proposed location of activity
    - i. Provide the basic geographical and political boundaries of the activity, provide a map.
  - c) Interested publics
    - i. Preliminary identification of likely affected and interested publics for consultation
  - d) Additional information you find relevant

#### 2) *Relevant legislation and associated governing bodies.*

- a) Does the activity fall under EA legislation (screening)?
  - If yes, what type (e.g., Provincial – class EAs, individual EAs; Federal – screening EAs, comprehensive EAs, review panel EAs)?
- b) What governing bodies will be reviewing the EA (e.g., CEAA, DFO) and why (i.e., what permits and licenses are required)?

#### 3) *Scope Project Alternatives*

- a) Begin to describe possible alternatives (alternatives to the proposed undertaking as well as alternative means to undertake the project)



4) *Identify VECs*

- a) Brainstorm and draft a preliminary list of potentially affected human and biophysical VECs, and delimit an appropriate spatial boundary for the assessment

5) *Identify Potential Impacts and Issues of Concern*

- a) Complete an impact matrix identifying and characterizing the potential impacts on the affected VECs (similar to figure 6.4, page 97, but applied to your chosen topic)

6) *Sign Assignment Checklist*

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

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 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:**

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](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:**

- Evaluation of assignments takes into account organization, structure, style and presentation, research, quality of analysis and content. 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 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. Students who mail assignments in, place work on the floor outside an office, or slip assignments under a door **do so at their own risk**.
- **Lost or misplaced assignments:** It is your responsibility to keep a photocopy of your work, and to make more than one copy of your work. Excuses are not accepted in the case of 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.
- Before printing off your final version, proofread and spell-check your work 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 essay.**

## Group Work

### 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. We have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. We have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
3. This assignment was completed by our own efforts and we did not collaborate with any other person for ideas or answers.
4. This is the first time we have submitted this assignment or essay (either partially or entirely) for academic evaluation.
5. 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.
6. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are identified, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team will also be subject to disciplinary action, but the penalties for the extended team members may be less severe.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

UW-ID# \_\_\_\_\_

### Individual Work

#### 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# \_\_\_\_\_