

**GEOG 293**  
**Professional and Scholarly Practice in Geography**  
**Fall 2017**  
**M/W 4:00 to 5:20**  
**EV2 2002**

---

**University of Waterloo**  
**Faculty of Environment**

**Susan J. Elliott**  
**EV 1 120**  
**[elliotts@uwaterloo.ca](mailto:elliotts@uwaterloo.ca)**

**Office hours:** Monday and Wednesday 2 – 3:30 pm or by appointment

**Teaching Assistant:** Diamir de Scally ([ddescall@uwaterloo.ca](mailto:ddescall@uwaterloo.ca))

Office Hours Tuesdays 3:30 – 4:30 pm and Thursdays 9:30 – 10:30 am

**Course description:**

This course is designed to introduce students to the tools of doing, consuming and communicating research: how to ask a good question; how to answer a question; how to critically read and synthesize the literature; how to judge the source and quality of evidence; how to frame a research problem; how to operationally define and measure the factors necessary to answer a good research question; how to report the results of that research well. It's a lot to do in a very short time! And you may not be ready for all this BUT the goal really will be to INTRODUCE you to these aspects of research in order that you may apply them across your courses over the next few years AND BEYOND.

**LEARN:** Users can login to LEARN via:<http://learn.uwaterloo.ca/> use your WatIAM/Quest username and password. LEARN is an important component of this course, so please be sure to login for course updates and information. You will find lots of useful information there AND that's where grades will be kept. I will also use LEARN for any announcements/updates so keep an eye out!

**Required Textbook:**

Bryman A., Bell E. (2016) *Social Research Methods (4<sup>th</sup> Canadian Edition)* Don Mills: Oxford University Press.

**Course Format and Evaluation:**

We will do everything we can to endeavor to create an active learning environment in this course. At times, this may be restricted by class size, but that will always be the goal! We will have several guest speakers in attendance throughout the term. These people are experts in their field and are outstanding contributors to the science around methodology and methods.

It is important to note that all material covered in the course (lectures, readings, guest speakers, films) is eligible for testing on exams.

**Course structure:**

Do you know what a ‘flipped’ classroom is? The definition of flipped learning is:

...a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the instructor guides students as they **apply** concepts and **engage creatively** in the subject matter (*Flipped Learning Network (2014) The Four Pillars of Flip*).

So, that’s what we’re going to do! Students will review lecture material and course text reading assignments **PRIOR** to arriving in class. Class time will be spent **applying** the concepts and ideas gained through the pre-class preparation in order to meet the overall learning objectives of the course.

This class will meet twice per week for 90 minutes each time. We also have the luxury of tutorial times that are in the schedule and that **CAN** and **WILL** be used on occasion for: extra sessions, class presentations, and group work time.

Throughout the entire term, you are expected to be a present and active participant in every class. The evaluation components will reflect active participation in the course at all stages.

**Elements of Evaluation:**

Assessment Activity	% Final Grade	Comments
Class participation	20%	Class participation is a very big part of a flipped classroom. This involves being present in class, being an active contributor, and being a helpful colleague.
Completion of ethics tutorial*	5%	If completed by October 13 <sup>th</sup> , you will receive the full 10%; If you complete between October 13 <sup>th</sup> and October 30 <sup>th</sup> , you will receive 5%; after this date, you will receive 0 on this assignment.
Research question assignment	5%	This will be done in small groups <b>due Sept. 25 at beginning of class.</b>
Literature review assignment	10%	This will be done in small groups. <b>Due October 16<sup>th</sup> at beginning of class</b>
Survey assignment	15%	This will be done in small groups. <b>Due October 23<sup>rd</sup> at beginning of class</b>

Research proposal (presentation)	15%	This will be done in small groups.
Final Exam – TAKE HOME	30%	This will be done individually. <b>Due Monday December 18<sup>th</sup> by 9 am via LEARN</b>

**Participation:** you will be assigned a grade that reflects your contribution in class. It will be a function of BOTH your presence in class AND your contributions to the discussions and interactions with other students.

**Written assignments** must be typed and double-spaced. Please include a title page with students' names and numbers, the title of the paper and the date. All work is due on the date stated, at the beginning of class, unless otherwise arranged in advance. Late penalty: 5% each day after the due date (weekends included). Please ensure you save an electronic copy of your work just in case!

\* The link for the ethics tutorial can be found on the LEARN site for GEOG 293. The tutorial takes around 3 hours to complete, but you must register with your @uwaterloo.ca address on the site – this process can take a few hours to be completed on their end, so don't leave this till the last minute! Once you complete, **save your certificate** (it will clearly identify your name) in a safe place, and e-mail a copy to the TA.

**\*\*\*EXTREMELY IMPORTANT INFORMATION\*\*\*PLEASE READ THIS\*\*\***

**Accommodations and Access:** I want this class to be open and accessible to everyone, and to be a safe, welcoming, and collegial environment. So, please feel free to sit where you like, eat snacks, use a laptop, and come and go from the classroom when you need to, so long as none of these activities disturb the learning experience of others. I recognize that classroom learning can be challenging, and I will try and reduce barriers to access in general and also work to meet any specific accommodation needs you may have. You can approach me directly, after class, in my office hours, or via email to discuss any accommodation. Some specific accommodations, such as note taking, extended test writing times, learning technology support, and others can be arranged at the AccessAbility office (located in Needles Hall, Room 1132, (<https://uwaterloo.ca/disability-services/>)). Please register with this office at the beginning of each academic term, if you feel accommodation is required.

**Mental Health:** Pretty much every student has or will face some type of mental health challenge in their time at university. There are many types of physical and emotional challenges that can make it difficult to do your best work and enjoy your studies. **You are not alone, and help is available from many different places.** If you need help, go immediately to the place you feel most comfortable; your residence don, your friends, your professors or to Counselling Services <http://www.uwaterloo.ca/counselling-services>,

located on the 2<sup>nd</sup> floor of the new Needles Hall expansion. Counselling Services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counseling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more. Above all, seek help – these are challenges that you do not need to face alone.

### **Academic Integrity Policies**

**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. [Check [www.uwaterloo.ca/academicintegrity/.](http://www.uwaterloo.ca/academicintegrity/)]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity [check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, 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, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

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

**What does a grade mean?** Students come to the University of Waterloo from a variety of backgrounds, where numeric grades may not be used, or have very different meanings. The following table gives a general definition for what type of work constitutes a particular grade.

Assigned Grades	Description
80-100	Grades in this category signal a sign of excellence and are not something that should be expected for work that simply meets the requirements of the assignment. In this category, a student has demonstrated a full understanding of the subject matter, has capacity to analyze, has demonstrated critical thinking, shows evidence of creative thinking, familiarity with literature and previous work in area, highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for evaluation.
70-79	Student has shown good comprehension of subject matter, evidence of critical and creative thought, familiarity with literature and previous work in subject area, competence in communication and presentation skills, but none of the above to the degree found in A category. The work is of very good quality according to evaluation criteria
60-69	Student has demonstrated some understanding of subject matter, can assimilate and communicate basic aspects of the subject matter. The work is of satisfactory or adequate quality according to evaluation criteria
50-59	Student has demonstrated minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, little evidence of critical or creative thinking. The work is of unsatisfactory but passable quality according to evaluation criteria.
0-49	Inadequate understanding of subject matter, failed to complete course requirements, no demonstration of critical thought, communication skills very poor. The work is clearly of unacceptable quality according to the evaluation criteria.

#### **A NOTE ABOUT ACADEMIC DISHONESTY:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

***The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their Waterloo email and course websites weekly during the term***

**CLASS SCHEDULE:**

<b>Date</b>	<b>Class Topic</b>	<b>Reading</b>
Sept. 11	Introduction – Who are we, what are we doing here, what is a flipped classroom, and what is research?	
Sept. 13	<b>GUEST</b> - Ethics – Sacha Geer, UW Office of Research Ethics	Text, Chapter 3
Sept. 18	What are the SDGs and what is THE research process?	Text, Chapter 1 LEARN, Oligies and Isms slides; Oligies and Isms table
Sept. 20	The research process – wait, what was the question?	Text, Chapter 2 LEARN, research process slides
Sept. 25	WHAT is a literature review and WHY do I have to do it and TO WHAT END???	Text, 354-359 LEARN, Lit Review Slides
Sept. 27	<b>GUEST</b> – Librarian Miriam Davies – Literature searching class	
Oct. 2	Conceptualization, operationalization – what is what? How do we define stuff?	LEARN, Conceptualization and operationalization slides
Oct. 4	Choosing a method: Quantitative: Surveys  <b>GUEST</b> – Sharon McConnell, Senior Manager, University of Waterloo Survey Research Centre	Text, Chapters 4 & 5 LEARN, Survey Slides
October 9	<b>Thanksgiving – no class</b>	
October 11	<b>Study day – no class</b>	
Oct. 16	Designing a ‘good’ survey	Text, Chapter 6
Oct. 18	Design a research question and analytical strategy around a secondary data set	Chapters 7 & 8; LEARN, slides on Secondary Data
Oct. 23	Qualitative research - interviews	Text, Chapter 9 & 11
Oct. 25	Qualitative research – focus groups	
Oct. 30	Qualitative – (non) participant observation	Text, Chapter 10
Nov. 1	Sampling – how to draw a sample?	Text, Chapter 12 LEARN, Sampling slides
Nov. 6	Writing up your research in a clear and concise and understandable manner – a critical appraisal exercise - qualitative	Text, Chapter 17 LEARN slides, How to Read

---

Nov. 8	Writing up your research in a clear and concise and understandable manner – a critical appraisal exercise - quantitative	
Nov. 13	<b>GUEST:</b> How to give an effective presentation (Dr. Kristin Brown, Research Associate, Centre for Teaching Excellence, University of Waterloo)	
Nov. 15	Class presentations	
Nov. 20	Class presentations	
Nov. 22	Class presentations	
Nov. 27	Class presentations	
Nov. 29	Class presentations	
Dec. 4	Review for final exam	
<i>The instructor reserves the right to shift things around in this lecture schedule with due notice to students via class announcements as well as postings on LEARN.</i>		