

**GEO 293**  
**Professional and Scholarly Practice in Geography**  
**Fall 2016**  
**T/Th 4:00 to 5:20**  
**RCH 204**

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

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**Office hours:** Tuesdays and Thursdays 2 – 3:30 pm or by appointment  
**Teaching Assistant:** TBA

**Course description:**

This course is designed to introduce students to the tools of both doing and consuming research: how to ask a good question; how to answer a good 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! 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 of your education 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.

**Required Textbook:**

Bryman A., Bell E., and Teevan J.J. (2012) *Social Research Methods (3<sup>rd</sup> 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:**

This course is ‘front loaded’. What does that mean? I’m going to talk a lot at the beginning and YOU are going to talk a lot at the end! Hopefully, the stuff I’m going to talk a lot about will provide you with all the information YOU need for what YOU are going to talk about at the end!

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 if we run out of time in the lecture time slots, small group instruction, etc.

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            | 10%           |   |
| Completion of ethics tutorial* | 10%           | If completed by November 6 <sup>th</sup> , you will receive the full 10%; If you complete between November 7 <sup>th</sup> & December 2 <sup>nd</sup> , you will receive 5%; after December 2 <sup>nd</sup> , you will receive 0. |
| Research question assignment   | 5%            |   |
| Literature review assignment   | 10%           |   |
| Mid-term                       | 10%           |   |
| Final proposal (written)       | 15%           |   |
| Final proposal (presentation)  | 10%           |   |
| Mid-term**                     | 10%           |   |
| Final Exam                     | 20%           |   |

**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 student's name and student number, 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 print a copy to bring to me in class.

\*\* The mid-term test is designed as a practice run for the final exam.

**\*\*\*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

| 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.   |

particular grade.

#### A NOTE ABOUT

You are expected

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 and to note any changes.*

#### LECTURE SCHEDULE:

| Date | Topic | Reading |
|------|-------|---------|
|------|-------|---------|

|              |  |  |
|--------------|--|--|
| September 8  | Introduction – Who are we and what are we doing here?  |  |
| September 13 | <b>GUEST</b> - Ethics – Sacha Geer, UW Office of Research Ethics   | Text, Chapter 4-3                                |
| September 15 | Ologies and Isms, oh my!   | Text, Chapter 1                                  |
| September 20 | The research process – wait, what was the question?  | Text, Chapter 2                                  |
| September 22 | WHAT is a literature review and WHY do I have to do it and TO WHAT END???  | Text, <del>325</del> 327-354-359                 |
| September 27 | <b>GUEST</b> – Librarian Miriam Davies – Literature searching class<br><br>Conceptualization, operationalization – what is what? How do we define stuff? |  |
| September 29 | Choosing a method: Quantitative: Surveys   | Text, Chapters <del>3, 4 and 5</del> 4, 5 & 6    |
| October 4    | Cont'd   |  |
| October 6    | Structured observation & Secondary data  | Chapters 7 & 8                                   |
| October 11   | <b>NO CLASS</b>  |  |
| October 18   | Qualitative research   | Text, Chapters <del>8, 9 and 10</del> 9, 10 & 11 |
| October 20   | Qualitative (cont'd)   |  |
| October 25   | Qualitative (cont'd)   |  |
| October 27   | Sampling   | Text, Chapter 12                                 |
| November 1   | <b>Mid-term</b>  |  |
| November 3   | <b>GUEST:</b> How to give an effective presentation (Ms. Kristin Brown, PhD Candidate, School of Public Health and Health Systems)                       |  |
| November 8   | Take up mid-term   |  |
| November 10  | Class presentations  |  |
| November 15  | Class presentations  |  |
| November 17  | Class presentations  |  |
| November 22  | Class presentations  |  |
| November 24  | Class presentations  |  |
| November 29  | Class presentations  |  |
| December 1   | Review for final exam  |  |