

WHAT TO EXPECT: LIFE AS AN ENV STUDENT

JULY 29, 2020



UNIVERSITY OF
WATERLOO

FACULTY OF
ENVIRONMENT



INTRODUCTIONS

Who we are

- ***Cheri Oestreich***, ENBUS Academic Advisor



- ***Bennett Gallant***, 2B ENBUS & Co-President, WEBS



- ***Samantha Kanemy***, 4A ENBUS



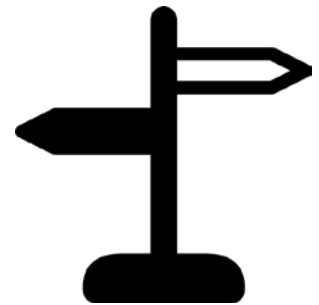
- ***Lauren Petropoulos***, 4A ENBUS



- ***Michael Wood***, Associate Director, Undergraduate Studies

QUESTIONS WE WILL ANSWER TODAY

- What is the main differences between high school and university?
- What is expected of me as a Waterloo student?
- What are the important dates I should know?
- What will courses be like?
- What information should I know to succeed?



WHAT IS DIFFERENT?

In some high schools...

- No preparation for class was necessary
- Teachers taught material in class
- Homework was sometimes assigned to do outside of the classroom
- Limited independent work was necessary

80% learning in class

20% independent learning outside of class

In university...

- It is expected you have prepared **BEFORE** lecture
- Instructors focus on teaching main concepts in class
- Regular studying and reviewing outside of the classroom is necessary
- Emphasis on working in groups (outside of the classroom)

20% learning in class

80% independent learning outside of class



HIGH SCHOOL VS. UNIVERSITY

	High School	University
Total Class Time	110 hours	48 hours (lectures, labs)
Class Size	30	30 to 300
Learning Environment	Controlled, Monitored	Less Structured
Course Load (per term)	4 courses	5 courses
Assessment	More weight on homework, projects	More weight on tests, exams
Expectations	Medium	High
Grades	80s	Low 70s



WHAT WILL BE DIFFERENT?

Academic tasks	Life tasks
Preparation for class/labs/tutorials	Extracurricular activities
Lecture/class time	Time with family and friends
Daily review/create lecture summaries	3 meals a day
Completing course readings/materials	Part time job/volunteering
Completing assignments/course work	Me time
Preparing for quizzes, midterms, exams	Laundry/ Self care
Time to catch up!!!	SLEEP!!!

EXPECTATIONS OF AN ENVIRONMENT AND BUSINESS STUDENT

FIRST YEAR COURSES

Fall

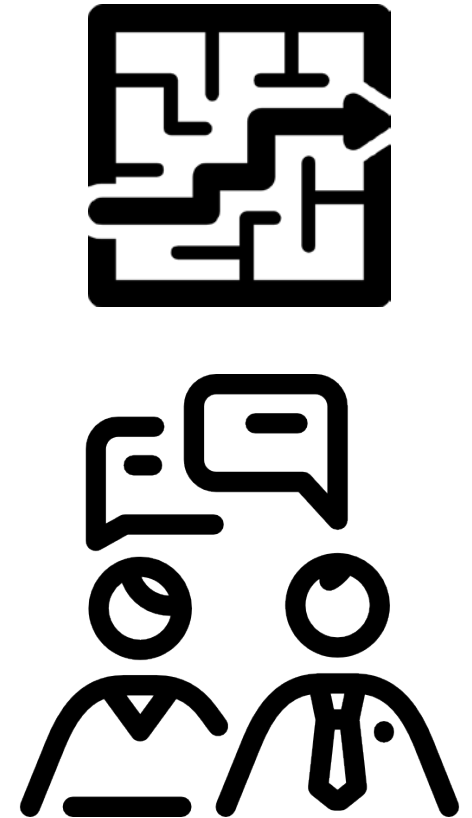
- AFM 131
 - Introduction to Business in North America
- ECON 101
 - Introduction to Microeconomics
- ENBUS 102
 - Introduction to Environment and Business
- INDEV 100
 - Introduction to International development
- Plus one elective

Winter

- AFM 123
 - Accounting Information for Managers
- ENBUS 112
 - Operationalizing Sustainable Development within Business
- ENVS 131
 - Communications for Environmental Professions
- ENVS 178
 - Environmental Applications of Data Management and Statistics
- ENVS 195
 - Introduction to Environmental Studies

ACADEMIC EXPECTATIONS

- **20 Academic Units**
- **Minimum work terms: 4**
- **Minimum PD courses: 4**
- **Minimum work term reports: 4**
- **Minimum cumulative overall average: 65%**
- **Minimum cumulative major average: 70%**
- **English Language Requirement: ENVS 131 (65%+)**



IMPORTANT DATES AND COURSE INFORMATION

FIRST YEAR COURSES

Important Dates:

- Last day to add: Sept. 21
- Drop, no penalty: Sept. 28
- Drop, penalty 1 (WD): Sept. 29
- Drop, penalty 2 (WF): Nov. 24



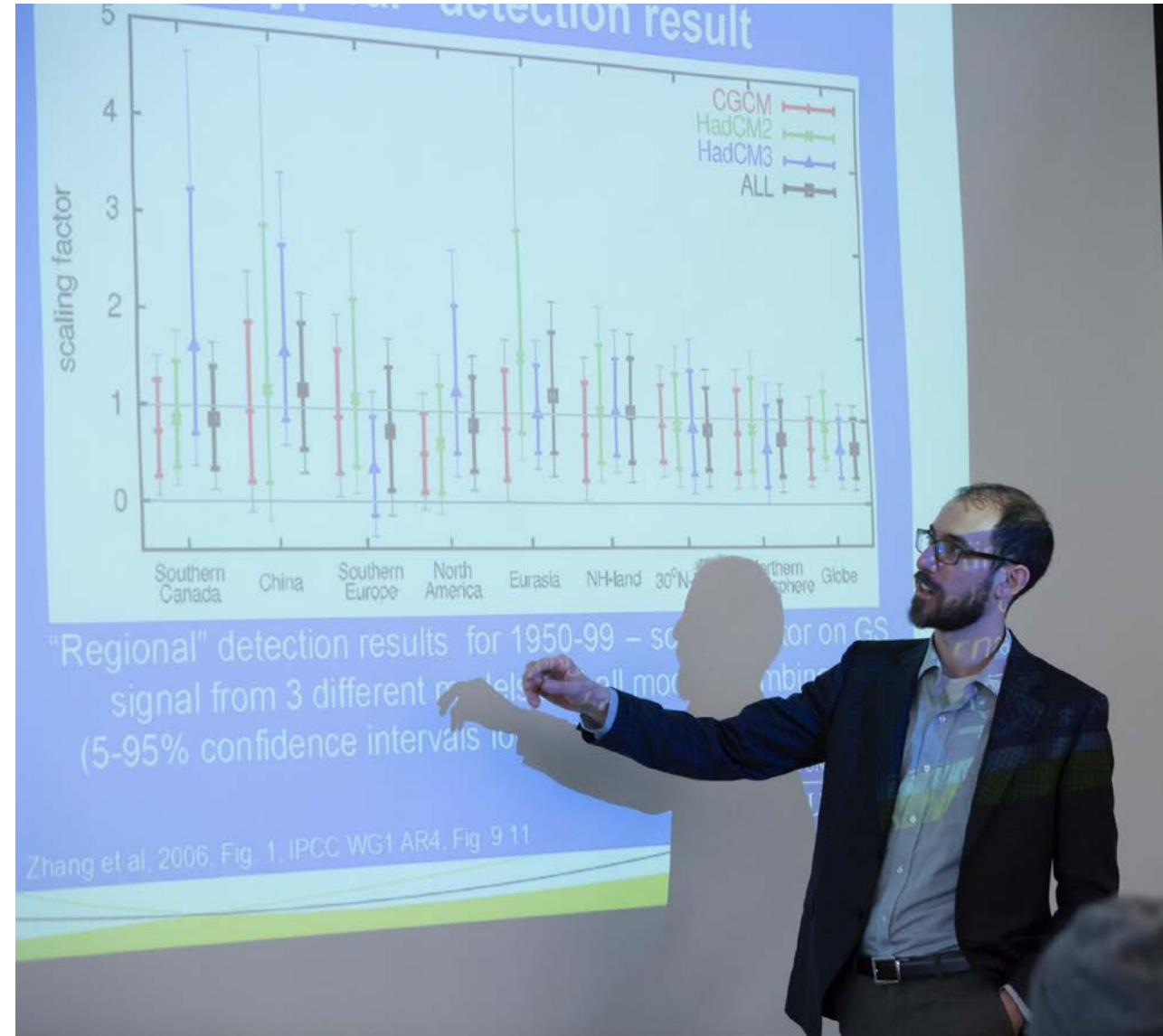
ONLINE LECTURES

- 2 -3 lectures a week that are 1 to 1 ½ hours long or 1 lecture per week for 3 hours
- 100-300 people per class, with multiple classes per course
- Ensure you're in a comfortable workspace that's conducive to your learning



FIRST DAY OF LECTURES

- Information you will get on the first day:
- Overview of Syllabus
- Navigating the Course Online
- Introduction to TAs (if applicable)



SYLLABUS/ COURSE OUTLINE

Will include all relevant course information including:

- Class instructor's name, office, contact information, office hours
- Course description and objectives
- Required text and/or readings
- The evaluation structure
- Institutional-required statements
 - Academic Integrity
 - Discipline
 - Appeals
 - Note for students with disabilities
 - Etc.

ENVS 178
Environmental Applications of Data Management and Statistics

FALL 2018

Instructor:

Dr. Leila Minaker
EV3 3239 – 519-888-4567 x35615
lminaker@uwaterloo.ca

Office Hours:
Mondays & Tuesdays 1:00PM – 2:00PM

Graduate Teaching Assistants:

Ester Suen	esuen@uwaterloo.ca
Sajida Sultana	ssultana@uwaterloo.ca
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Jack Virgin	jvirgin@uwaterloo.ca

COURSE OUTLINE

CALENDAR DESCRIPTION

This course introduces techniques for collecting, evaluating, and using data-based evidence in environmental research, including descriptive statistics (measures of centre, variation and shape, and measures of association between two variables), statistical research designs, sampling theory, and fundamental probability theory for inferential statistics. The course also develops skills in using statistical software for data display and analysis.
(Prereq: Not open to students in the Faculty of Mathematics.)

COURSE OBJECTIVES

The objectives for this course fall into three broad thematic areas:

- 1) Data management and visualization
 - a) To introduce students to data management using spreadsheet software
 - b) To introduce students to graphing and other data visualization techniques
- 2) Statistics
 - a) To verify knowledge of basic mathematics and develop quantitative aptitude
 - b) To provide an introduction to the statistical techniques used to describe data
 - c) To provide a foundation for learning more about inferential statistics in future courses
- 3) Probability

LEARNING MODES

This course consists of weekly lectures, tutorials, and self-directed homework exercises.
Attendance and completing weekly exercises are very important to student success.



TIPS FOR SUCCESS

WHEN THINGS GET TOUGH...

Speak up and let us (or someone else you feel comfortable around) know when things go wrong. We won't know unless you tell us

- Friends
- Upper-year student
- Parents
- Professor



WHO CAN I ASK FOR HELP?

Getting help – Who to ask? How to ask?

Program Advisor(s)

- Program requirements, questions, concerns and/or changes
- Course planning for your future terms
- Course load, how to drop a course
- Academic support (not course specific)

Academic and Life Skills

- Student Success Office
 - Peer Success Coaching
 - Workshops

Social

- Environment Peer Mentors
- Waterloo Undergraduate Student Association (WUSA)
- Waterloo Environment and Business Society (WEBS)

Wellness

- Counselling Services
- Health Services
- Athletics Recreation Programs and Clubs

SEEK BALANCE

- **More work does not always create better results**
- **Research in creativity tells us that best thinking comes during breaks in work**
- **Schedule time for fun**
- **This is the only time in your life that you will be surrounded by people your age, with similar interests and comparable schedules**
- **Explore those things you enjoy – school/life balance is important!**

TIPS FOR SUCCESS

- **Quest**

- Course enrollment, final grades, tuition

- **Email**

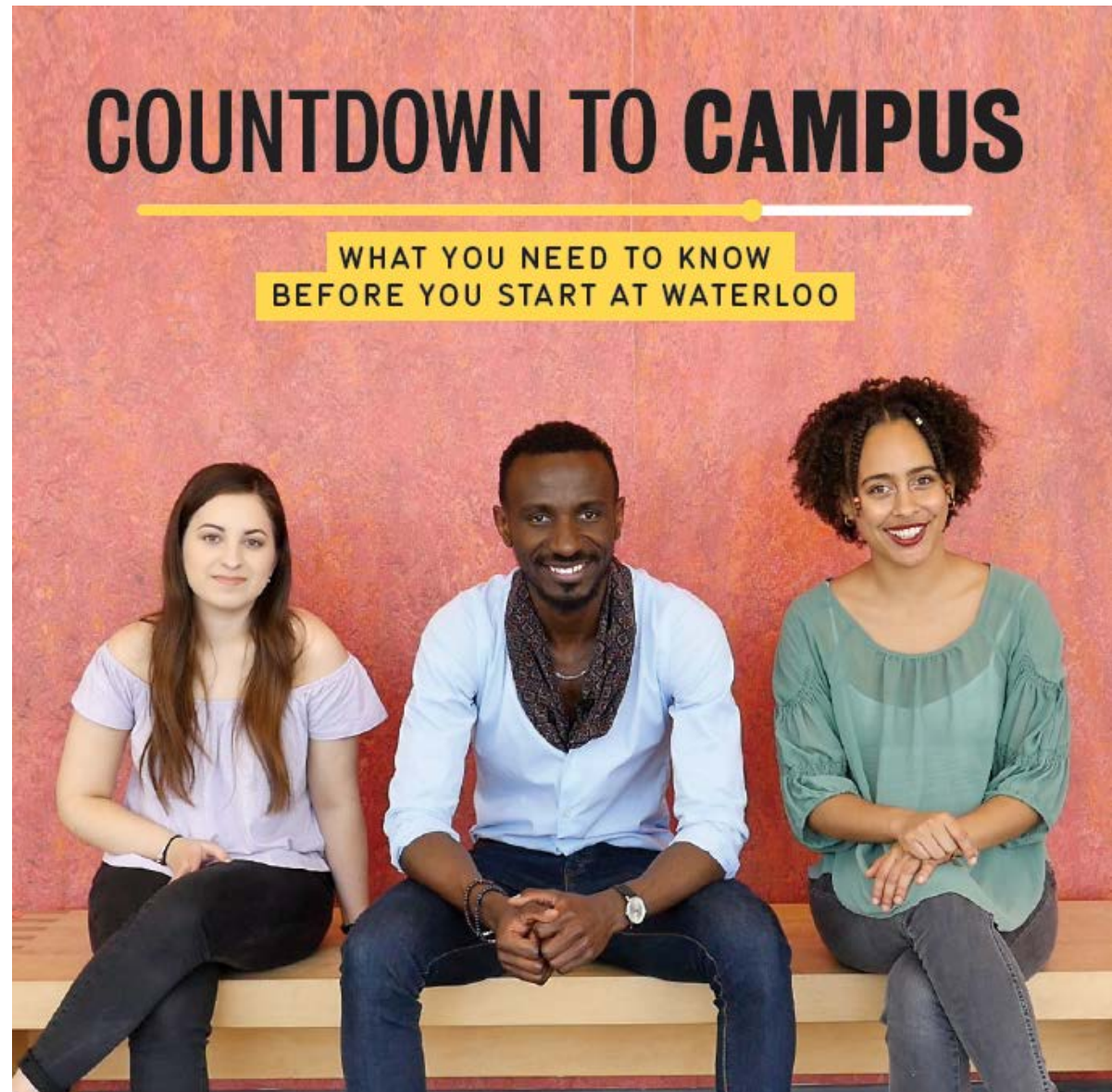
- Staying connected

- **Portal**

- Staying informed

- **LEARN**

- Online course content



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STUDENTS WHO MANAGE THE TRANSITION

- Create a network of friends and stay connected in their virtual community
- Balance school work and leisure
- Seek out information when they have questions
- Attend classes, labs, tutorials and office hours
- Know their course requirements and faculty policies
 - Talk to friends, family or seek out resources to talk
 - about their struggles and successes

HOW CAN MANAGING MY LIFE AND SCHOOL HELP?

- Helps you to break down tasks into smaller more manageable chunks
- Decreases procrastination –smaller tasks, more often
- Increases motivation to get started on your tasks earlier
- Helps you to balance multiple priorities during busy times
- Decreases **STRESS!**
- Increases **SLEEP!**
- Increases **PRODUCTIVITY!**

WHAT QUESTIONS DO YOU HAVE?

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