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?**

<table>
<thead>
<tr>
<th>In some high schools...</th>
<th>In university...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No preparation for class was necessary</td>
<td>• It is expected you have prepared BEFORE lecture</td>
</tr>
<tr>
<td>• Teachers taught material in class</td>
<td>• Instructors focus on teaching main concepts in class</td>
</tr>
<tr>
<td>• Homework was sometimes assigned to do outside of the classroom</td>
<td>• Regular studying and reviewing outside of the classroom is necessary</td>
</tr>
<tr>
<td>• Limited independent work was necessary</td>
<td>• Emphasis on working in groups (outside of the classroom)</td>
</tr>
</tbody>
</table>

**80% learning in class**

<table>
<thead>
<tr>
<th>20% independent learning outside of class</th>
</tr>
</thead>
</table>

**20% learning in class**

| 80% independent learning outside of class |
### HIGH SCHOOL VS. UNIVERSITY

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Class Time</strong></td>
<td>110 hours</td>
<td>48 hours (lectures, labs)</td>
</tr>
<tr>
<td><strong>Class Size</strong></td>
<td>30</td>
<td>30 to 300</td>
</tr>
<tr>
<td><strong>Learning Environment</strong></td>
<td>Controlled, Monitored</td>
<td>Less Structured</td>
</tr>
<tr>
<td><strong>Course Load (per term)</strong></td>
<td>4 courses</td>
<td>5 courses</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>More weight on homework, projects</td>
<td>More weight on tests, exams</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>80s</td>
<td>Low 70s</td>
</tr>
</tbody>
</table>
## WHAT WILL BE DIFFERENT?

<table>
<thead>
<tr>
<th>Academic tasks</th>
<th>Life tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for class/labs/tutorials</td>
<td>Extracurricular activities</td>
</tr>
<tr>
<td>Lecture/class time</td>
<td>Time with family and friends</td>
</tr>
<tr>
<td>Daily review/create lecture summaries</td>
<td>3 meals a day</td>
</tr>
<tr>
<td>Completing course readings/materials</td>
<td>Part time job/volunteering</td>
</tr>
<tr>
<td>Completing assignments/course work</td>
<td>Me time</td>
</tr>
<tr>
<td>Preparing for quizzes, midterms, exams</td>
<td>Laundry/ Self care</td>
</tr>
<tr>
<td>Time to catch up!!!</td>
<td>SLEEP!!!</td>
</tr>
</tbody>
</table>
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 1/2 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. Leia Minaker
EV3 3239 – 519-888-4697 x35615
minaker@uwaterloo.ca
Office Hours: Mondays & Tuesdays 1:00PM – 2:00PM
Graduate Teaching Assistants:
Ester Suen esuern@uwaterloo.ca
Sajida Sultana ssultana@uwaterloo.ca
Mubtahed Mohamed Alzayit ma@uwaterloo.ca
Oluwole Abideyi Odoyemi odoiyemi@uwaterloo.ca
Lingjie Ma jimma@uwaterloo.ca
Jack Virgin jvjinsh@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.

(Prep: 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)

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

**Academic and Life Skills**
- Student Success Office
  - Peer Success Coaching
  - Workshops

**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
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?