Key Course Information

Instructor: Dr Paul Mensink, paul.mensink@uwo.ca

Prerequisites: There are no prerequisites for this course.

Instructor

Your course instructor is the coordinator for the course and is responsible for organizing and delivering course content. Questions about the course material, structure and organization, exams and accommodation should be directed to your course instructor.

Office hours

- Thursday 1:30-2:30 pm
- Appointments outside of office hours can be scheduled by email

Students must use their Western (@uwo.ca) email addresses when contacting their instructors.

Course overview
(Sat Sep 05, 2020 08:40 AM)

Course description and details

This course is divided into two key components:

- Core and Foundational Knowledge
- Scientific Writing and Communication

Core and Foundational Knowledge

Every day the media reports on many environmental issues, including the loss of insect pollinators, the development of oil pipelines, and the changing climate. This course is intended to give you the scientific background and skill set necessary to think critically about these issues. The course focuses on the practical and applied aspects of environmental science through studying environmental problems in terms of their causes, assessment and solutions.

We will tackle the most pressing environmental issues including the loss of wildlife and biodiversity, food provision and security, water security, supply and pollution, plastic waste, air pollution, the mining and oil industry, sustainable development, energy production and climate change.

Throughout the course, students will apply their foundational knowledge to work through case studies based on current issues and learn about strategies that are used to mitigate and manage topical issues of environmental concern.

Scientific Writing and Communication
ENVIRSCI 1021G is an essay course. An essay is defined by the university as:

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose[1].

For your ‘essay’ in this course, you will be completing a set of assignments that are designed to help you develop your skills in scientific writing. Your writing assignment will mimic aspects of a scientific article and will help you gain practical skills in scientific writing.

Please note: You cannot pass the course without passing the writing assignment portion.

Teaching Assistants

Your teaching assistants (TAs) are a talented group of graduate students and are vital in the running of this course. You will be assigned to a specific TA who will help mentor you throughout the course, in particular the Scientific literacy and communication aspect of it, and act as your first point of contact for any issues you may encounter regarding your writing assignments.

Your TAs will be available by email and via Zoom (please see Tutorial Schedule for details) and you may ask to set-up appointments with them outside of this time period as well if they are available. You have been assigned to a TA approximately based on your surname and your group is also available on OWL under Site Info.

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Email</th>
<th>Group</th>
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<tbody>
<tr>
<td>Breanna Craig</td>
<td><a href="mailto:bcraig22@uwo.ca">bcraig22@uwo.ca</a></td>
<td>1</td>
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<tr>
<td>Colleen Wardlaw</td>
<td><a href="mailto:cwardlaw@uwo.ca">cwardlaw@uwo.ca</a></td>
<td>2</td>
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<tr>
<td>Andrew Pitek</td>
<td><a href="mailto:apitek@uwo.ca">apitek@uwo.ca</a></td>
<td>3</td>
</tr>
<tr>
<td>Isabel Taylor</td>
<td><a href="mailto:itaylo@uwo.ca">itaylo@uwo.ca</a></td>
<td>4</td>
</tr>
<tr>
<td>Spencer Kalan</td>
<td><a href="mailto:skalan@uwo.ca">skalan@uwo.ca</a></td>
<td>5</td>
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Course learning outcomes

Course learning outcomes
Upon completion of this module, students should be able to:

- **Environmental knowledge** - Summarize a range of pressing environmental problems, identify their causes and consequences and discuss possible solutions
- **Environmental awareness** - Appreciate, value and respect the environment and the role of society in it, along with the diverse viewpoints and perspectives of stakeholders
- **Scientific literacy** - Identify the validity of scientific sources, synthesize and critically analyse the existing literature on environmental topics, interpret graphical representations of data
- **Scientific writing** - Apply practical skills in scientific writing to convey detailed information about an environmental topic

**Course delivery**

**Course delivery methods**

**Interactive course notes**

Over the summer, I created a set of interactive course notes (based loosely on PowerPoints from previous years) and transferred them into an online "textbook". The notes include YouTube videos, interactive data visualizations, embedded links to websites, short recorded lectures, mini-applications and more. In several places, you will be interacting directly with environmental data and asked to make your own inferences about environmental issues. I've highlighted areas that I consider background information as well as the ones that are critically important for the mid-term and final examination.

**Why this format instead of an official textbook?**

- **Updates** - Things in the environmental sector are changing too rapidly. For example, just last year we needed to update and alter our curriculum to discuss the ongoing pipeline protests (https://globalnews.ca/news/6634179/indigenous-consent-pipeline-protests/), the cancellation of the Teck oilsands project (https://www.cbc.ca/news/canada/calgary/teck-frontier-1.5473370) and the ongoing overhaul of Ontario's Endangered Species Act (https://globalnews.ca/news/5250500/ford-government-proposes-major-changes-to-ontarios-endangered-species-act/). I expect the same to happen this semester and printed textbooks are inherently behind before they even sell their first copy. As much as we can, we will be dealing with issues as they emerge and having a set of online course notes allows us to do that.

- **It is more concise** - Textbooks are big. Publishers include a lot of information in their chapters, which is fantastic, but some of which isn't really relevant to our course. I've purposefully kept the writing to more of a conversational tone and tried to be succinct and concise.

- **Expense** - If I thought not having a textbook would hamper your ability to learn about environmental issues, we would have one. But I think that this is a more flexible and adaptable format that also comes with the bonus that it is free!

- **Feedback** - In this course, we really value your feedback and opinion. It is important that these notes facilitate your learning and if there is something you would like to see just let me know and I can try to update it right away (within reason of course).

The lecture notes for each week will be released on Wednesday every week; however, you can see the line-up for the entire semester over on the syllabus page. Again, the course is released week-by-week, similar to a face to face...
class, so that we can be nimble and adjust to our progress as we go along.

- OWL Quizzes: For each Chapter in the interactive notes, there will also be an associated quiz on OWL. These quizzes are designed to help you practice the material that is covered each week.

## Course readings

The course reading are aligned to weekly lecture topics and are selected to (1) demonstrate a variety of scientific writing styles (scientific articles, informal articles, media articles, blogs) and (2) further your knowledge about environmental issues. Your course readings are mostly drawn from the scientific literature, but they may also include shorter, more informal articles and blogs as well. The course readings are somewhat independent from our online lecture notes, which means you can move ahead in the course readings before the online notes for that week are released. For each week’s reading, there is an associated **discussion forum** where we will grapple with challenging environmental questions. It is a space for you to meaningfully interact with your peers, form opinions and discuss ideas.

## Course timetable

**Course timetable**

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Lecture topic</th>
<th>Assignments &amp; readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 9th</td>
<td>01 – Silent Spring</td>
<td>• Complete week #1 readings&lt;br&gt;• Submit weekly quiz #1</td>
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<tr>
<td></td>
<td></td>
<td><em>The history of environmental science, processes and problems; human population and urbanization</em></td>
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<td>2</td>
<td>Sept 16th</td>
<td>02 - Age of Extinction</td>
<td>• Complete week #2 readings&lt;br&gt;• Submit weekly quiz #2</td>
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<td><em>6th mass extinction, Deforestation &amp; Biodiversity loss</em></td>
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<td>3</td>
<td>Sept 23rd</td>
<td>03- Feeding the World</td>
<td>• Complete week #3 readings&lt;br&gt;• Submit weekly quiz #4</td>
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<td><em>Food production, safety and security, agriculture, aquaculture and fisheries</em></td>
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<td>4</td>
<td>Sept 30th</td>
<td>04 – Blue marble</td>
<td>• Complete week #4 readings&lt;br&gt;• Submit weekly quiz #4</td>
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<td></td>
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<td><em>Water resources and aquatic ecosystems; pollution</em></td>
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<td>5</td>
<td>Oct 7th</td>
<td>05- Planet Plastic</td>
<td>• Complete week #5 readings&lt;br&gt;• Submit weekly quiz #5</td>
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<td><em>Solid waste, recycling and organic waste</em></td>
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<td>6</td>
<td>Oct 14th</td>
<td>06- Air of Death</td>
<td>• Mini-review due (1200 words)&lt;br&gt;• Complete week #6 readings</td>
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<td><em>Air pollution, primary and secondary pollutants</em></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<tr>
<td>Oct 22nd</td>
<td>Mid-term (will include Lectures 1-6) – 15%</td>
<td>Submit week #6 quiz</td>
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<td>Oct 28th</td>
<td>07- Digging and drilling</td>
<td>Complete week #7 readings</td>
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<td><em>Extracting minerals, gas and oil</em></td>
<td>Submit weekly quiz #7</td>
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<td>Nov 11th</td>
<td>08- Pipelines and politics</td>
<td>Complete week #8 readings</td>
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<td><em>Economy versus the environment, environmental impact assessments, politics and environmental issues</em></td>
<td>Submit weekly quiz #8</td>
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<td>Nov 18th</td>
<td>9 – Powering the planet</td>
<td>Complete week #9 readings</td>
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<td><em>Non-renewable and renewable energy sources</em></td>
<td>Submit weekly quiz #9</td>
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<td><strong>Group video submission (5 mins)</strong></td>
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<td>Nov 25th</td>
<td>10 – The Climate Emergency</td>
<td>Complete week #10 readings</td>
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<td><em>Climate change and sustainable development</em></td>
<td>Submit weekly quiz #10</td>
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<td><strong>Responses to reviewers due</strong></td>
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<td><strong>Blog submission (~600 words)</strong></td>
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<td>Dec 2nd</td>
<td>11 – The Power of One</td>
<td>Complete weekly quiz #11</td>
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<td></td>
<td><em>Living a sustainable lifestyle</em></td>
<td>Submit weekly quiz #11</td>
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**Methods of Evaluation**

**Methods of Evaluation**

The course is assessed via a diverse range of methods that are designed to help you learn the material and develop your practical skills.

**Core and foundational knowledge**

- 4% Discussion forums (weekly)
- 1% Online quizzes (weekly)
15% Midterm (Week of Oct 19th)

35% Final exam (date to be determined by the Registrar’s office)

Scientific literacy and communication

25% Mini review – 1200 words Oct 14th

10% Response to reviewers Nov 25th

5% Blog (February 26th) – ~500 words Nov 25th

5% Group presentation - 5 minute video submission Nov 18th

- All assignments are due at [11:55 pm EST] unless otherwise specified
- Virtual proctoring will be used
- Written assignments will be submitted to Turnitin (statement in policies below)
- Rubrics will be used to evaluate assessments and will be posted with the instructions

Discussion forums (4%)

To encourage discussion around your course readings, you'll be participating in OWL forums each week. Participation in the forums is worth 4% of your overall mark. In order to obtain the marks for each week, you must author at least two posts a week, which can be either an initial post or response to another post. The readings for weeks 1-6 and their discussion forums are now accessible via the link below. Your posts in the discussion forums should be informed by your course readings and represent a thoughtful and critical response to questions. Your posts on the discussion forums are anonymous to other students, but your instructor will have access to your identity in order to award marks and moderate the discussion boards.

In order to get full marks for the Discussion forum, you must post before the following deadlines:

Weeks 1-6 (12 total posts minimum)- Oct 21st
Weeks 7-12 - (10 posts minimum) - Dec 9th

Online Quizzes (1%)

To encourage your active participation and improve learning, you will be given quiz questions associated with each week in class. The quizzes are meant to allow you to practice material for the mid-terms and final examination. The quizzes will be released every week with the course notes and then will be due the following week on the following schedule (the deadlines for each quiz are also available from the quizzes page):

<table>
<thead>
<tr>
<th>Online Quiz</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Week 1 – Silent Spring</td>
<td>Sept 16th</td>
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<tr>
<td>Week 2 – Age of Extinction</td>
<td>Sept 23rd</td>
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</tbody>
</table>
When you are learning online, it can be a struggle to manage your time. The idea behind the quiz schedule is that it keeps you on track and working your way through the course in a timely manner so that it doesn't pile up on you around the mid-terms and finals. The quizzes are completely open book. This year is obviously going to be a different one, so I want to build in some flexibility when it comes to the quiz schedule and when you complete them. As long as you complete 7 of out the 11 quizzes on or before their due date AND score 60% or greater overall on the quizzes you will receive the full 1% for your quiz mark. I have intentionally made the quizzes very low-weight (1% of your overall mark) to provide some encouragement to go through the material each week, but if you do not go through the course on time, it won't affect your mark very much.

Midterm (15%)

The midterm is scheduled for week of Oct 19th and is worth 15% of your final mark. The test will include multiple choice and written questions and will draw on material up to and including week 6 (Air of Death lecture). The midterm will be completed online using the remote proctoring service, ProctorTrack.

Final exam (35%)

Your final exam is cumulative and will include questions on all lecture material from week 1.

The final exam will be scheduled by the Registrar’s office for a date in the fall exam session. The final exam is worth 35% of your final mark. The exam will include multiple choice and written questions (including a long answer) and will draw on the material from the entire course, with an emphasis on material from after the midterm (approximately 40% before mid-term, 60% after mid-term). Some questions may test your ability to integrate information from the first and second halves of the course (e.g., the long answer question).

Scientific literacy and communication (45% of your overall mark)

I have provided detailed instructions on your writing assignments on their individual assignment pages under Course Content -> Scientific literacy and communication. All the instructions and guidance can be found on those pages so it is all held in a central spot for each assignment.
Land Acknowledgement

Land acknowledgment

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

More information about Indigenous Services (https://indigenous.uwo.ca/) and this Land Acknowledgement (https://communications.uwo.ca/comms/land-acknowledgement/) are available.

Academic policies

Academic Policies

The website for Registrarial Services is http://www.registrar.uwo.ca.

In accordance with policy, http://www.uwo.ca/its/identity/activatenonstudent.html, the centrally administered e-mail account provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the student, and why they cannot be used by anyone but the student.

Tests and examinations in this course will be conducted using the remote proctoring service, such as Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to
provide personal information (including some biometric data) and the session will be recorded. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link:

https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link:

https://www.proctortrack.com/tech-requirements/

* Please note that Zoom servers are located outside Canada. If you would prefer to use only your first name or a nickname to login to Zoom, please provide this information to the instructor in advance of the test or examination.

Proctortrack will require you to provide personal information (including some biometric data). The session will be recorded. By taking this course, you are consenting to the use of this software.

More information about remote proctoring is available in the Online Proctoring Guidelines at the following link:

https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf

Support Services

Support Services

Please visit the Science & Basic Medical Sciences Academic Counselling webpage for information on add/drop courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: https://www.uwo.ca/sci/counselling/

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Student Accessibility Services (SAS) at (519) 661-2147 if you have any questions regarding accommodations.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: https://www.uwo.ca/se/digital/.

Learning-skills counsellors at the Student Development Centre (http://www.sdc.uwo.ca) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.
Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/mental_health) for a complete list of options about how to obtain help.

Additional student-run support services are offered by the USC, http://westernusc.ca/services.

This course is supported by the Science Student Donation Fund. If you are a BSc or BMSc student registered in the Faculty of Science or Schulich School of Medicine and Dentistry, you pay the Science Student Donation Fee. This fee contributes to the Science Student Donation Fund, which is administered by the Science Students’ Council (SSC). One or more grants from the Fund have allowed for the purchase of equipment integral to teaching this course. You may opt out of the Fee by the end of September of each academic year by completing the online form linked from the Faculty of Science’s Academic Counselling site. For further information on the process of awarding grants from the Fund or how these grants have benefitted undergraduate education in this course, consult the chair of the department or email the Science Students’ Council at ssc@uwo.ca.

Online behaviour

Professionalism & Privacy:

Western students are expected to follow the Student Code of Conduct. Additionally, the following expectations and professional conduct apply to this course:

- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments

Online Etiquette:

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- if you attend the optional synchronous tutorials, please “arrive” to class on time at 12:30 pm
- use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- to minimize background noise, mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- In order to give us optimum bandwidth and web quality, turn off your video camera for the entire class
- unless invited by your instructor, do not share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
• Please remember to unmute your microphone and turn on your video camera before speaking.

• Self-identify when speaking.

• Please remember to mute your mic and turn off your video camera after speaking (unless directed otherwise).

General considerations of “netiquette”:

• Keep in mind the different cultural and linguistic backgrounds of the students in the course.

• Be courteous toward the instructor, your teaching assistants, your colleagues, and authors whose work you are discussing.

• Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

• Be professional and scholarly in all online postings. Use proper grammar and spelling. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

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**Accessibility and accommodation**

**Accommodation and Accessibility**

**Accommodation Policies**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The Academic Accommodation for Students with Disabilities policy can be found at: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf)

**Academic Consideration for Student Absence**

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the semester, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

• for exams scheduled by the Office of the Registrar (e.g., December and April exams)
absence of a duration greater than 48 hours,
assessments worth more than 30% of the student's final grade,
if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.

For policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar:


You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (see http://www.registrar.uwo.ca/examinations/exam_schedule.html).

FAQ

Where can I find information about mid-terms, finals, grading schemes, etc?

The syllabus is a good resource for the course and includes the course schedule. You can find the course syllabus here - https://owl.uwo.ca/x/Yls7hA. If you would like to print out a hard-copy you can use the 'Print View' option and either print or save as PDF.

Can you add all deadlines to the course calendar? I see some of the assignments, but would you be able to add all the course dates?
Great idea, I've now added your weekly quiz deadlines, the dates for the optional tutorials, your assignment deadlines and the dates for the discussion forum posts. Once the university sets the mid-term date I will add that as well.

**What is the proper length for the discussion posts? Do I have to author an original post or can I respond to posts from other students? What are you expecting for the forum posts?**

We received a lot of questions about the forum posts. These are designed to give you an opportunity to share your ideas with other students and read the opinions of your peers on emerging environmental issues. In order gain marks for your posts, you need to make at least **two posts** for each weekly forum. These can be original posts or responses to posts from other students. For example, one week your two posts could be responding to posts from other students and the next week you could make two original posts that other students respond to in the comments. The discussion posts are mostly tied to your **Course readings** so you should complete the readings for that week **before** you post to the forums. I encourage you to keep up with your posts weekly, but I have also built in some flexibility for when you **must** have your posts completed (Weeks 1-6 - Oct 21st, Weeks 7-12 - Dec 9th).

When grading the discussion posts, I am looking more for quality than quantity (outside of the minimum 2 posts per week), but an average post would be at least a small paragraph. The key is to think critically about the problem and then convey your opinion on it in an effective way. Overall, I am very impressed with your posts so far! Here is a nice example from Week 1:

**Original post:**

"I think that, while each country should do their part, the fairest way to reduce emissions globally is for reductions to be calculated based on current emissions. If we are to reach our ambitious global reduction goals, it is not fair to allow major polluters to slide by on small reduction goals. As stated by G. Peters, the US, EU, and Chinese goals did not leave room for any other nations to emit whatsoever. There are also no negative consequences if countries with smaller populations, such as Canada, can do more for the planet than their current emissions requires. I do, however, think that Talberg and Meinshausen's concept of 'Distributive Justice' creates a more fair policy. This way, nations are not penalized for the actions of the past, but on their current level of emissions. I do not think that developed vs. developing world would be a fair method of reducing emissions because those nations have a responsibility to keep up with their industrialization. If developing nations can afford a lifestyle that requires aggressive polluting, they must advance technology in order to negate their environmental impact."

And some responses:

"I appreciate your discussion post. I agree with your state that each country should do their own part when it comes to global reduction goals. A country who is involved with the global problem of emissions, regardless of its financial state, should be responsible for paying the price of its own use of emissions. I did not think to incorporate Talberg and Einshausen's concept of 'Distributive Justice' in my post, but I am glad you did in yours. We should not necessarily act on a country's past actions but instead focus on their current emission levels. In order to reduce emissions, we must look at our future and determine what it would cost to gradually reduce global emissions."

"I think that this was very well put. Although in the past developing nations have kept a steady rate of emissions, it is crucial that all nations are on the same page in order for all countries to reach the ambitious global reduction goal. I do believe however that major polluters do need to start by making greater efforts than some of our smaller nations. I agree that it is fair to say that countries should select an equitable approach that best fits their nation. Like said before, developing nations who can afford such large means of production, should also be required to reduce their environmental impact as a result. Renewable energy technologies should be something nations such as China
should consider. "As in 2014 China accounted for 27 percent of global emissions." Current reduction strategies are underfunded, therefore our nations need to begin to create individual approaches to bring to the table."

Are bonus marks available if I post a lot on the forums?

Not under the current design.

Where can I get the textbook for this course?

There is no textbook to purchase, but rather Course notes that I've put together for you.

How do I access the course notes?

You can access the course notes through the side-panel and also under your weekly pages in Course Content. In the future, you may have to enter in your PAM credentials, these are your Western username (not email) and your password.

What is the difference between the course readings and the course notes?

Course readings are selected pieces of environment literature (mostly scientific articles) that are focused on a particular topic. They are meant to be self-study on individual topics that you then form opinions on and post in the discussion forums. You could be asked general questions on an exam about the readings, but you will never be asked to regurgitate fine-level specifics (authors, dates, exact percentages, etc.). Your weekly quiz is a good guideline for the type of information that might be asked on an exam from the course readings. You do not need to read anything in the course readings that has been blacked out - I've removed those sections from the readings as they are not relevant for our purposes.

Course notes replace face to face lectures and again are focused on particular topics each week. These can be thought of as essentially my personal notes for each lecture topic. You will be examined on the course notes in the mid-term and final examination.

What is tested on the online quizzes and when should they be completed?

In the weekly quiz, you will be asked questions about both the course readings and the course notes from that week. Ideally, you should complete your quizzes each week before Wednesday at 11:55 pm. You can now see all of your quiz deadlines on the course Calendar - https://owl.uwo.ca/x/ZnfZUl and they are listed in your course Gradebook as well.

I wanted to build in some flexibility for you given the unusual circumstances in case you could not complete your weekly quiz on time each week. So, in order to get the 1% mark for your quizzes you must complete 7 of out the 11 quizzes on or before their due date (i.e. you can miss up to four quiz deadlines) AND score 60% or greater overall average on the quizzes (info in syllabus). Quizzes are completely open book and have no time limit. I realize this intended flexibility has caused a bit of confusion (my apologies), so as I mentioned before you can now see all the quiz deadlines in the Calendar tool and also in your Gradebook. Hit seven of those deadlines and get 60% and you will earn that 1% mark.

Do we receive participation marks for attending weekly tutorials?

Our weekly synchronous tutorials (schedule now on the calendar) are optional attendance so no marks are directly awarded for participation. We will use these opportunities to review course material and discuss course content. I
think it went well last week so let's keep it up!

**Will we have group tutorials with our TAs or is it just be email for the assignments?**

You can email or meet with your TA over Zoom, but there are no scheduled tutorials for each of your groups. This week, we'll be posting some more information on the Mini-review assignment so I will let you know when that is available. For now, start selecting your topic and conducting some preliminary research.

**What is tested on the mid-term and final exams?**

The mid-term covers weeks 1-6 and the final is cumulative (covering week 1-12). These examinations will cover both the course notes and course readings and will include multiple choice, short answer and for the final, a long answer question. Given our discussions at the tutorial, I think I'll put together a page for the exams with helpful tips and example of past questions this week for everyone.