



## GEOG 3471 ENVIRONMENTAL ASSESSMENT & MANAGEMENT COURSE SYLLABUS WINTER 2023

**Instructor:** *Amanda Hooykaas, PhD, MPhil, MSW, BES, FRCGS*  
**E-mail:** ahooykaa@lakeheadu.ca (email subject: "GEOG 3471")  
**Office Hours:** By appointment via Zoom  
**Lectures:** Mondays and Wednesdays 5:30-7:00pm  
**Course Website:** Located via D2L

**Course Overview:** *This course is an introduction to environmental assessment within the context of a sustainable development framework. Environmental assessment is a process that aims to mitigate some of the real and potential costs of development. Students will learn about planning processes utilised to predict, evaluate and mitigate the impact of a proposed project, program or policy on the bio-physical and socio-economic environment. By focusing on the history, politics, processes, and methods of environmental assessments students will better understand and evaluate the policies and practices of environmental management and stewardship. Course material will focus primarily on the Canadian context, exploring several case studies from territorial and provincial jurisdictions.*

**Course Structure:** This is a collaborative, learner-centred course that actively engages all students in discussions and activities. The course requires careful reviewing of all requirements and material placed on the website including this syllabus. Make sure that you are prepared to read and to actively engage in the class and in the community around you before you enroll in the course. This will be a flipped classroom, meaning that rather than being taught by a "sage on the stage," your instructor will be a "guide on the side". The Team-Based Learning approach is a pedagogical model of a flipped classroom in which the typical lecture and homework elements of a course are reversed. You will spend approximately ½ the lecture time in your consulting team and 30% of your final grade will be based on those experiences. *The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities; this also means that students have a requirement to actively participate; individual inquiry and collaborative effort are necessary.*

**Land Acknowledgement:** *Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We are all Treaty people. I am committed to decolonizing my research, teaching, and life practices, which means working toward reconciliation with the Land and the people of this Land.*

**Textbook:** Noble, B.F. (2021). *Introduction to Environmental Assessment: A Guide to Principles and Practice*. Oxford University Press. In addition, students are required to review additional course material posted on D2L by your instructor, peers, and guests.

### Evaluation

Evaluation Component	Value	Responsibility	Due Date
Environmental Assessment Project	30%	Team	March 29 (11:59pm)
Journal Ignite Presentation/Document	20%	Individual	January 23, February 6, February 27, March 13, April 27 (5:30pm) *
Online Quizzes (5)	35%	Individual	January 25, February 8, March 1, March 15, March 29 (7:00pm)
Peer Assessment	15%	Individual	April 5 (7:00pm)

\* All presenters are required to upload presentations (formatted with correct timing) to Assignments by 11:59pm the night before the presentation— no modifications will be accepted after that time. One-page documents are to be posted to the discussion board before the beginning of the class you are presenting in.

**Course Components** (*Select Content => Assessments in the table of contents panel to review further details*)

**Assessment Project (30%):** This assignment requires your consulting team (4-5 randomly-assigned students) to work through an assessment relevant to the course. Each module you will have a work period during which to discuss and apply principles to the project, though additional work outside of that work period may also be needed. As a team you will be expected to define an Ontario-based project, the project components, activities, etc. and other project details based upon the information provided. Consulting teams are expected to scope the project and assessment, describe the project and environment, identify and assess environmental effects, identify measures to mitigate adverse environmental effects, evaluate significance of residual environmental effects, and other required tasks. Consulting teams are responsible for identifying, assigning, and scheduling the environmental assessment tasks and presenting their results before the class. The presentation and report will be a collaborative effort. Students will also work together to complete and hand in bi-weekly worksheets (updates). The final document should be of sufficient length (~ 20 pages +/- 1 page). The role/responsibility of each student must be briefly described in the Acknowledgements to the assessment.

**Online Quizzes (35%):** These assessments may consist of multiple choice, T/F, matching, and long-answers. Questions are based on the material from the most recent module, including lecture, summary, and Ignite presentations; these test comprehension of key concepts and important events.

**Journal Ignite Presentation/Document (20%):** You will choose a paper from a peer-reviewed academic journal to present for a wider audience (aim for a tenth-grade level). The paper should be on an aspect of environmental assessment and management that we do not discuss in detail in lecture (see chapters to focus on in "Readings"). Your article should be recent (from within the last five years). Presentations will occur throughout the term (sign up early to choose the date that works best for you). Presentations will be formatted as Ignite Presentations; each presentation is accompanied by 20 slides, which are set to automatically advance every 15 seconds (5 minutes in total). In addition, you will be required to provide your peers with a one-page document highlighting key points from your presentation and discussing how they relate to the chapter being covered. *All presenters are required to upload presentations (formatted with correct timing) to Assignments by 11:59pm the night before the presentation— no modifications will be accepted after that time. One-page documents are to be posted to the discussion board before the beginning of the class you are presenting in.*

**Peer Assessments (15%):** This is an opportunity for you to be honest and reflective of the contributions of your peers in your collaborative work. 5% will be from the quality of your assessment of your peers; 10% will be from the average of your peers' assessments of you.

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**COURSE POLICIES/GUIDELINES**

1. Students are responsible to be familiar with the course outline, coming to class on-time, completing readings before class, being prepared to discuss the readings, regularly check their LU email and D2L site, and engage in responsible and respectful group work/group activities.
2. All written assignments need to adhere to APA 6th Edition formatting guidelines.
3. Please submit all assignments electronically through D2L. If you know in advance that you will not be able to meet a particular deadline **for any reason**, please contact the instructor to make alternative arrangements.
4. Please use technology respectfully.
5. All assignments and quizzes are due at the time outlined in the schedule. The quizzes and Ignite presentations must be completed during the scheduled class (with the Ignite presentations due at 11:59pm the night before). For the assessment project and the peer assessments, assignments will be accepted up to 5 days after the due date with a penalty of 10% per day to a maximum of 50%. For example, if an assignment is due at 11:59pm, submitting by 11:59pm the next day will be a 10% penalty; if submitted at 12:00am that night, a 20% penalty will be deducted). If you know in advance that you will not be able to meet a particular deadline for any reason, please contact the instructor before the deadline to make alternative arrangements. Your e-mail request for an extension must have your completed work to date for the assignment attached. No extension will be granted if you have not completed what the course instructor considers to be a reasonable amount of work on the assignment.
6. Downloading Notes: Limited lecture notes will be posted online; these will be available on D2L (in the "Content" section of the webpage), normally by 4pm the day before any given lecture. It is recommended that you save slides ahead of class and add additional content in class (discussion notes, examples given in class, etc.).
7. Collaboration/Plagiarism: Students are referred to section IX of the Lakehead University Calendar concerning regulations on academic dishonesty. There is a zero tolerance for plagiarism and academic dishonesty. When in doubt, site where

and from whom you are using ideas, concepts, and language.

**Regulations:** It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies, and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules. Information can be found at the [Academic Calendar](#).

**Support for Students:** There are many resources available to our students; these include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

*Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services at <http://studentaccessibility.lakeheadu.ca> or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca)).*

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## COURSE COMPLETION

**Expectations for Group Work/Group Contract:** The group-based assessments are heavily weighted in this course. The expectations for this course are that students should be able to work effectively together to achieve results. It is essential that you ensure your groups remain cohesive and supportive if effective learning is to occur. The course instructor requires group members to contract for this at the outset of the course. These group contracts will not be graded but are a required component of the course.

**Social Loafing:** In the event of “social loafing” or other team dysfunction, or contravention of the group contract, the first course of action is to attempt to resolve these within the group, using the group contract as a resolution mechanism. The groups should identify and address the issue(s) early in the process, so speedy identification and resolution is key. Call a team meeting to discuss the issue(s); keep personalities out of the discussion focus on the issue(s) at hand. Look to your contract for solutions to the social loafing or team dysfunction. If this is not possible, it is your responsibility to raise these issues with the Course Instructor as a group.

**Grading of Individual and Group Work:** Students must pass all assessments in the course to receive a passing grade. For example, a student earning 80% in the group assessments of the course would fail the course if they did not achieve a passing grade in the individual assessments. The default position is that all students in a group will receive the same grade for group-based work. If there is a situation where a student is not fairly contributing to the production and completion of the group assignment and does not respond to group requests to enhance their efforts, group members should contact the Course Instructor. In special cases such as this, a peer evaluation process will be instituted to enable group members to each assess a fair allocation of marks for the work completed. This assessment may result in group members receiving different grades for the same assignment. The instructor will have final say on the grade allocated in all cases. Such instances in this course are rare; the expectation is for all group members to direct efforts toward proactively resolving internal issues related to working in teams, using their group contract as a basis for establishing expectations and resolving conflicts.

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**COVID-19 statement:** *It likely goes without saying that we are in the middle of an unprecedented time living through the global COVID-19 pandemic, even with increased vaccinations and the sense of safety that comes with it. I want to make clear that the pandemic is very much impacting each one of us in various ways, even or especially as we navigate a new phase of the pandemic. We are all adjusting to being back on campus and out in the public more. Perhaps some of us are balancing taking care of children, partners, and/or older relatives amidst our studies. Some of us may also be facing economic distress. Perhaps we, or people we know, have contracted COVID-19. I write this note as an effort to normalize the individual and collective struggles we are facing, many of which are likely being exacerbated by COVID-19. Please know that I am centering compassion, understanding, and flexibility in this course. If you encounter any struggles that negatively influence your studies, please contact me so we can work through a plan of action together. Please also note that there are a multitude of Lakehead University and community*

*programs, services, and resources that may help during these challenging times. In the event we must shift to an online mode of delivery for the course, we will use Zoom as a platform, and decide as a group what best serves our learning needs and goals. You can expect me to be flexible and supportive if this transition were to arise.*

***Black racism/anti-racist statement:*** *Alongside the global COVID-19 pandemic, we are witnessing a growing focus on racism against Black people in the United States, Canada, and across the world—as well as calls for anti-racist action and policy. Instances of police officers shooting and murdering African Americans throughout the United States, Indigenous people and Black Canadians in Canada in recent months has led to the on-going Black Lives Matter social justice movement (among other movements) capturing the attention and engagement of many throughout the world. During this period of great unrest, I want to make clear that I will make every effort to create a safe, welcoming space for us all, collectively to explore how we can be truly anti-racist in our actions. I also understand that this period is likely impacting us all in different ways—especially our BIPOC (Black, Indigenous, and People of Colour) colleagues. I implore us all to centre love, understanding, and compassion within everything we do both inside and outside of this class. After all, we are far stronger together!*

**Tentative Course Delivery Schedule:**

Week	Date	Topic	Readings	Task (in addition to assigned readings)
1	January 9	Introductions, Expectations, Assignment Introductions	Chapter 1 pp.1-16 (Aims and Objectives of Environmental Assessment)	Review syllabus and myCourseLink
	January 11	Group Introductions/Planning/Group Contract Reflexivity		Submit Group Contract (5:30pm) Propose three possible topics (asap)
2	January 16	<b>Module 1 Environmental Assessment in Canada</b> Situating ourselves in this course	Chapter 2 pp.17-36 (Environmental Assessment in Canada) Chapter 4 pp.58-70 (Determining the Need for Assessment)	
	January 18	Assessment Project Work Period		
3	January 23	Class Summary		Ignite Presentations (5)
	January 25	Quiz 1		
4	January 30	<b>Module 2 Pre-Project Planning and Public Engagement</b>	Chapter 3 pp.37-57 (Pre-project Planning and Public Engagement) Chapter 5 pp.71-92 (Scoping Baseline Assessment)	
	February 1	Assessment Project Work Period		
5	February 6	Class Summary		Ignite Presentations (5)
	February 8	Quiz 2		
6	February 13	<b>Module 3 Evaluating Potential Assessments</b>	Chapter 8 pp. 147-171 (Significance Determination) Chapter 10 pp.192-210 (Indigenous Consultation and Engagement)	
	February 15	Assessment Project Work Period		
	February 20/22	Reading Week – no classes		
7	February 27	Class Summary		Ignite Presentations (5)
	March 1	Quiz 3		
8	March 6	<b>Module 4 Impact Prediction and Management</b>	Chapter 6 pp.93-126 (Impact Prediction and Characterization) Chapter 7 pp.127-146 (Managing Project Impacts) Chapter 9 pp.172-191 (Follow-Up and Monitoring)	
	March 8	Assessment Project Work Period		
9	March 13	Class Summary		Ignite Presentations (5)
	March 15	Quiz 4		
10	March 20	<b>Module 5 Professional Practice and Ethics</b>	Chapter 11 pp. 211-237 (Cumulative Effects Assessment) Chapter 12 pp.238-271 (Strategic Environmental Assessment)	
	March 22	Assessment Project Work Period		
11	March 27	Class Summary		Ignite Presentations (5)
	March 29	Quiz 5		Assessment Project due (11:59pm)
12	April 3	What now? Job Talk	Chapter 13 pp.272-282 (Professional Practice and Ethics) Chapter 14 p.283 (Environmental Assessment Prospects)	
	April 5	Peer Assessment (asynchronous)		Peer Assessment due (7:00 pm)