



GEOG 3471 ENVIRONMENTAL ASSESSMENT & MANAGEMENT COURSE SYLLABUS FALL 2024

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Office Hours: TBA
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 utilized 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-centered 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.*

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	December 05 (11:59pm)
Journal Ignite Presentation/Document	20%	Individual	TBA
Midterm Exam	15%	Individual	October 23
Final Exam	35%	Individual	TBA

* 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.

Assessment Project (30%): This assignment requires your consulting team (2 to 3 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.

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.*

Mid-Term Exam (15%): This will include T/F, Matching, Fill ups, short answers, long answers.

Final Exam (35%): This will include T/F, Matching, Fill ups, short answers, long answers, situation-based questions.

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)

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.

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.

Tentative Course Delivery Schedule

September

- Week 1- Introductions, Expectations, Assignment and Group Introductions
- Week 2- Environmental Assessment in Canada, Determining the need of assessment.
- Week 3- Class summary and Presentations
- Week 4- Pre-project Planning and Public engagement

October

- Week 5- Scoping Baseline Assessment
- Week 6- Significance Determination
- Week 7- Reading week (October 15 to October 18)
- Week 8- Midterm Exam (October 23), Class Summary and Presentations
- Week 9- Indigenous Consultation and Engagement

November

- Week 10- Impact Prediction and Characterization
- Week 11- Managing Project Impacts, Follow-up and Monitoring
- Week 12- Professional Practice and Ethics, Class Summary and Presentations.
- Week 13- Environmental Assessment Prospects in professional world

December

- Week 14- Final Exam

