ENVS*2070 - Environmental Ethics and Perspectives
Fall 2024 Course Outline
Section: DE
Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course provides an interdisciplinary approach to environmental issues that focus on normative questions of human perspective and choice. Students will investigate the ethical issues that arise from the impact of our actions on the natural world. The course will analyze and assess various influential approaches to developing a normative understanding, including those of philosophers, economists, indigenous communities, feminists, artists, and scientists. Students will develop the necessary intellectual skills to be able to understand and engage fruitfully in normative debates about the environment.
Department(s): School of Environmental Sciences

Instructor Information

John Ferguson, PhD
Course Director
Email: jofergus@uoguelph.ca

Seyedeh Setareh Alamdar
GTA
Email: salamdar@uoguelph.ca

Method of Delivery

This course is a fully interactive online course and requires disciplined time management. To successfully complete this course, it is essential that you begin work as of the first week of the course and participate regularly throughout the semester. You will be required to access the course website frequently (at least three times per week). Your ability to participate online regularly is critical to your success in this course.

Course Learning Outcomes

By the end of the course, students will develop their skills in,

- distinguishing and describing several major ethical perspectives on environmental sustainability.
- distinguishing fundamental approaches to ethical justification.
- evaluating the strength of several prominent ethical perspectives.
- explaining the ethical rationale and implications of a range of environmental policies.
- discerning and examining the fundamental assumptions of value and obligation found in environmental discourse.
- advancing and developing more refined and persuasive normative positions to guide personal and public decisions, policy and behaviour.
- researching and evaluating evidence supporting distinct decisions about the best approach to a specific environmental issue.
- critically reflecting on the environmental implications of their own assumptions and practices.
- expressing respect for other ethical perspectives.
- understanding of advantages and disadvantages of various approaches to environmental stewardship.

- appreciating the relationship between human values and ecological integrity.
- communicating effectively in formal scholarly and scientific ways
- working individually and as a member of groups.
- and confidence in public expression.

Success in the course and accomplishing these learning objectives is dependent on authentic, earnest, sincere, and respectful student engagement with all participants and course materials.

Learning Resources

Go to Courselink>Content>Perusall, read the preamble and click on the link to Perusall.com immediately!

Download the Brightspace "Pulse" app on your phone for the most current updates, course info, status, changes, grades, etc.

Campus Resources

Your success is our success!

The University of Guelph provides extensive resources to help you succeed and excel in your courses, program, degree and aspirations. You will benefit greatly by consulting with your program counsellor regularly, enrolling in study, research and writing workshops and checking in with student services to make sure you are feeling healthy and engaged with your self, courses, classmates, instructors, and programs. These will all help ensure you stay healthy and successful as a person and as a student! Make some appointments now (with the following resources) for best results!

Learning, studying, note-taking, research, writing, etc.

https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (https://www.uoguelph.ca/uaic/programcounsellors/) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Student Wellness

https://wellness.uoguelph.ca/

Library Course Reserve (Ares)

Most course materials (required for reading, annotation and interaction with other course participants) are on Perusall.com. Log in to Perusall from the course Content page on Courselink on day 1.

You will also find required materials at the University of Guelph McLaughlin Library collection and ARES. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.
For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials (https://lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material/).
If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:
Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Teaching and Learning Activities

Method of Learning

Learning is most effective when active and engaged. In this course, the goal is to provide materials that will inspire and stimulate engagement and discussion.

Participants will learn the major ethical perspectives and approaches to environmental sustainabiity concerns and issues. Sincerely engaging with each other in discussing course materials will advance your ability to,

- understand theories and concepts presented in the readings.
- think independently and critically.
- reflect on and critically evaluate your own assumptions and values.
- develop and present arguments and communicate ideas.
- listen to and understanding others.

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of GUELPH

- respectfully challenge ideas, concepts, arguments, practices and policies by attending to their assumptions, evidence and implications.
- calmly and confidently think, research and write clearly and cogently.

Participants will learn the major ethical perspectives and approaches to concerns and issues around environmental sustainability. We will actively look for and find examples of these in our own behaviour and local, regional, national and global practices and policies.

This course is probably somewhat different than others you have taken, with a strong emphasis on learning by doing.

The first form of assessment and course credit comes through demonstrating the rhythmic (at least 3x-weekly) practice of reading, listening and/or viewing course materials while "annotating" (posting thoughtful reflections supported by explained and cited evidence) and interacting with others (different people/groups for each item) students on the on-line Perusall platform. Each week we will discuss, engage, interact with our classmates and "annotate" (reflect and comment on) course materials on the Perusall reading platform. These require multiple different sessions per week with a weekly due dates at the end of each week.

These will increase your environmental knowledge and skills of expression while inspiring your curiosity in your environmental quest. You will also be rewarded by earning a grade for reading these course materials. This includes credit for reading the assignment instructions!

Course Topics
- Introduction to Ethical Thinking and Thought
- Sustainability as an Ethical Concept
- Utilitarianism, Deontology and Virtue Ethics
- Ethics as Contract, The Golden Rule, Feminist Ethics
- Bio-, Eco-, and Anthropo-centrism
- Indigenous Perspectives
- Environmental Economics
- Environmental Issues and Examples
  - Humans and Other Earthlings
  - Ecosystems and Biodiversity
  - Climate Change
  - Population and Consumption
  - Biodiversity
  - The Precautionary Principle
  - etc.

Schedule
The course schedule and Perusall have due dates for weekly course materials and assignments. Frequent multiple interactions per week are required and will optimize your success in this course.

Open Ed - Course Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course. Additional content is outlined within CourseLink for each unit.

Unit 01: Introduction
Thursday, September 5 to Sunday, September 8
Readings

- Go to Courselink>Content>Perusall

Activities
- Familiarize yourself with the course website esp Grades and Dropbox.
- Review **Outline** and **Assessments** on the Perusall to learn about course expectations, assessments, and due dates
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly readings on Perusall

Unit 02: Introduction to Environmental Ethics

Monday, September 9 to Sunday, September 15
Readings
 • Go to Courselink>Content>Perusall

Activities
 • Read annotate and Discuss course materials on Perusall..

Assessments
 • Weekly readings on Perusall

Unit 03: Ethical Perspectives - Utilitarianism and Deontology

Monday, September 16 to Sunday, September 22
Readings
 • Go to Courselink>Content>Perusall

Activities
 • Read annotate and Discuss course materials on Perusall

Assessments
 • Weekly readings on Perusall

Unit 04: Ethical Perspectives - Virtue and Contract

Monday, September 23 to Sunday, September 29
Readings
 • Go to Courselink>Content>Perusall

Activities
 • Read annotate and Discuss course materials on Perusall

Assessments
 • Weekly readings on Perusall

Unit 05: Ethical Perspectives - Feminist and Golden Rule

Monday, September 30 to Sunday, October 06
Readings
 • Go to Courselink>Content>Perusall

Activities
 • Read annotate and Discuss course materials on Perusall

Assessments
 • Weekly readings on Perusall

Unit 06: Indigenous Perspectives

Monday, October 07 to Sunday, October 13
Readings
 • Go to Courselink>Content>Perusall

Activities
 • Read annotate and Discuss course materials on Perusall

Assessments
Weekly readings on Perusall

Unit 07: Eco and Biocentrism

Monday, October 14 to Sunday, October 20
Readings
 • Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall
- Submit Assessment 2 The Environmental Ethics of an Action, Plan or Policy to the Dropbox

Unit 08: Environmental Economics
Monday, October 21 to Sunday, October 27
Readings
- Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall

Unit 09: Humans and Other Earthlings
Monday, October 28 to Sunday, November 03
Readings
- Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall

Unit 10: Issues: Climate Change, Biodiversity, Human Population
Monday, November 4 to Sunday, November 10
Readings
- Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall

Unit 11: Energy and Consumption
Monday, November 11 to Sunday, November 17
Readings
- Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall

Unit 12: Sustainability
Monday, November 18 to Sunday, November 24
Readings
- Go to Courselink>Content>Perusall

Activities
- Read annotate and Discuss course materials on Perusall

Assessments
- Weekly course material on Perusall
- Submit Assessment 3 The Environmental Ethics of an Action, Plan or Policy to the Dropbox
- Prepare for Final Exam

Assessments

1. Perusall Reading, Annotation, Interaction Weekly Assignments (PRAIs) = 30% (cumulative) (Due Weekly, Sundays before 23:59)
2. Ethical Issue Analysis and Application 1 = 20% (Due in the Courselink Dropbox before 23:59, 10/20/24)
3. Ethical Issue Analysis and Application 2 = 20% (Due in the Courselink Dropbox before 23:59, 11/24/24)
4. Final Exam 30% (On-line on Courselink at 08:30, 12/03/24)

        Total 100%

Assessment Details

Assessment 1: Weekly Perusall Reading, Annotation, Interaction Assignments (PRAIs)

Perusall is a reading annotation and social interaction tool for course materials. For further details on the weekly PRAIs assignment readings and links, select Content>Perusall and click on the link. This will take you to Perusall. Some materials require a fee for access.

Assessment 2 The Environmental Ethics of an Action, Plan or Policy

Determine the permissibility of an active action, plan or policy with Environmental Impacts or Implications by applying 3 major ethical perspectives and their principles (Utilitarianism, Deontology and Virtue Ethics).

(20%)(Due in the Courselink Dropbox before 23:59, 10/20/24)

Assessment 3 The Environmental Ethics of an Action, Plan or Policy

Determine the permissibility of an active action, plan or policy with Environmental Impacts or Implications by applying 3 major ethical perspectives and their principles (Utilitarianism, Deontology and Virtue Ethics).

(20%)(Due in the Courselink Dropbox before 23:59, 11/24/24)

Assessment 2 and 3 Instructions

Your topic can include existing practices that should be discouraged or stopped or new or proposed practices that should encouraged or started! It is also helpful if you can find a live example where there are advocates and opponents who have given reasons and evidence for their perspective.

A few (very short and preliminary list of) examples (to get you thinking) might include,

- applying a carbon tax
- subsidizing electric vehicles
- designating and protecting an area of the earth
- legalizing or prohibiting hunting or fishing (of specific species)
- medical experiments on animals
- diet (meat eating, vegetarianism or veganism)
- geoengineering
- genetic modification, biotechnology
- energy (hydro dams, nuclear, a proposed new form of energy-including energy conservation measures, etc.)
- resource extraction (fracking, mineral mining, etc.)
- waste reduction and disposal
- rewilding
- lawbreaking/civil disobedience, violence
- etc.

Overview

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1. Describe the environmental issue you are addressing and how the action, plan or policy relates.
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Analyze the issue in light of,
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A. Consequences (Utilitarianism)

B. Duty to other persons, future generations, nature, etc.

C. Virtues worthy of having, encouraging and practicing.

Consider and articulate your conclusions and decisions about the overall ethical permissibility of the action, plan or policy based on your findings and analysis.

Details

Compare and Contrast the Core Values at Stake.
Consider the,

A. Consequences (utilitarian benefits v costs)

B. Duties

C. Virtues

1. Possible effects of the proposed action, plan or policy.

A. Define and distinguish short-term and long-term consequences.

B. Explain which seem likely (possible) or very likely (probable).

C. How uncertain are your predictions (low, medium, or high)?

2. Estimate and compare the benefits and costs of the action, plan or policy (including the current costs and benefits of the *status quo* situation).

A. Identify any *externalities* and explain <u>if</u> and how they might be *internalized* or minimized to an "acceptable" level.

B. Consider, list, and qualitatively assess any *nonmarket values* at risk (arguably inviolable duties or virtues).

3. Do the benefits outweigh the costs in both consequences and effects on non-utilitarian values (such as duties or virtues)?

A. Assess salient and likely risks to ecosystems integrity or duties to humans or other earthlings.

B. Evaluate other risks that require only convincing evidence.

4. Decide

Explain how the action, plan or policy is ethically impermissible, permissible or obligatory according to the core values at stake and your findings and analysis.

Materials
Your position paper should rely on academic, peer-reviewed sources, not popular websites or magazines. You should have a minimum of five academic, peer-reviewed resources. Visit Using Evidence Effectively (https://guides.lib.uoguelph.ca/UseEvidenceEffectively/) (from the University of Guelph Library's Learning Commons) to learn more about academic sources will need to be included and specifically discussed and cited.
Consult the Harvard guide to writing ethical arguments (https://writingproject.fas.harvard.edu/files/hwp/files/er_15_guide_lo_res.pdf) and The Book of Bad Arguments (https://bookofbadarguments.com/) to help you avoid logical fallacies and optimize coherence and cogency.
I have provided some materials related to various different topics in the library area of Perusall. Beyond this, a minimum of 5 scholarly academic articles.
Specifications:

Style and organization

Formal academic paper with clear and accurate English.
First person is acceptable.
Title Page and Bibliography.
Sub-headings should be used to divide and organization the various sections of your paper.

Length

<9 pages/2000 words n/i Title Page and Bibliography.

Font

The text should use Times New Roman, 12-point font and double line spacing with 1" margins all around.

Referencing

In-text citations should appear throughout your paper and a list of references should appear at the end of your paper. Use American Psychological Association (APA) for both formatting and referencing. V
Visit, https://www.lib.uoguelph.ca/ for assistance in all stages of your research and writing. (They love to help!)

Assessment 4 Final Exam (30%)

Final Exam

Date: Dec 3

Time: Tu 8:30am-10:30am

Location: SEE*ONLINE *Please see Web Advisor closer to the date of scheduled final for location.*

To understand rules and regulations regarding Examinations students are encouraged to read Student's Responsibilities (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/examinations/)

If the student is unable to meet the final exam requirements due to medical, psychological or compassionate circumstances they are encouraged to review Student's Responsibilities in the Academic Consideration, Appeals and Petitions (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/) section of the Academic Calendar.

Last Day to Drop Course

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: November 29

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Code of Conduct
You are a Gryphon!

I Am a Gryphon
Caring. Determined. Engaged. Respectful. Authentic.
#CaringInCovid #GryphonCare

Caring
I am caring. In my daily interactions I am kind, compassionate, supportive and honest. I want others to feel welcome here and will do my part to convey a caring sense of community.

Determined
I am determined. I want to achieve the highest goals I can envision, and I will do so with integrity, perseverance and courage. I will welcome a helping hand when I need it and extend mine to others along the way.

Engaged
I am engaged. Contributing to the life of my campus and community is important to me. I will strive to meet my commitments and offer my best effort. I will be held accountable for my actions because I understand that they reflect on all of us.

Respectful
I am respectful. I am respectful of others and the physical environment we share. I have self-respect and I create space for diverse voices to be heard.

Authentic
I am authentic. Being true to who I am, my values and beliefs are important to me. I recognize that every person is on a journey of self-discovery and don't make assumptions about them or their motivations.

Be an ally
Allyship is an ongoing and lifelong process of building relationships with others.

An ally,

· listens to others lived experience.

· evaluates their own biases and perceptions.

· recognizes that the challenges some may be facing during this time might be different than your own.

· "Calls in" others who spread harmful words, actions, or behaviours.

Calling in is,

· done privately and after the fact, rather than publicly, in the moment.

· invites conversation about why the behaviour was hurtful and provides someone the opportunity to reframe what was said in a more appropriate way.

· leads to long-term shifts in perspectives and behaviours.

· avoids a public condemnation that could be counterproductive.

Fostering a culture of inclusion
Be inclusive by,

· broadening your perspectives to understand the unique needs of our diverse community.

· including a diverse set of voices at the decision-making table.

· applying an "other-regarding" equity lens while making difficult decisions.

· being kind and knowing that we are all working and learning together under challenging circumstances.

· practicing patience and respect during communication.

Be there for yourself and your Gryphon Family.
We are all in this together.

Sign the pledge at iamagryphon.ca
#GryphonCare

Fairness and integrity demands we,

1.   develop our knowledge and skills by working hard to discover, think, research and write our own material. Our course work is our own work.

2.   encourage others to develop their knowledge and skills by working hard to discover, think, research and write their own material. Our course work is our own work (and do not give anyone else the answers).

3.   will not engage in any activities that will deprive us of our learning and development.

Foster and follow your curiosity. Work hard, develop your knowledge and skills, behave honourably, appropriately, and with academic integrity.

Align yourself with your future self!

You are a Gryphon! Be Inclusive. Welcome and Encourage Others!

Safe and Secure - Freedom From for Freedom To!

UGuelph takes many proactive measures to increase the safety and security of faculty, staff and students. This includes strengthening after-hours security measures across UG campuses, enhancing security in student housing spaces, and mandating sexual violence, student conduct, and diversity, equity, and inclusion training for students before arriving in residence.

You are encouraged to make use of the following.

· Download the SafeGryphon app (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx3f1b4x015954&) to access all the personal safety tools available.

· Register for U of G alerts (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx36d2x015954&) to receive notifications of emergency incidents on campus and instructions on how to respond to protect your safety.

· Review information on how to Be Prepared (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx31d9c0x015954&) in the event of an emergency located on the Campus Safety Office website.

You can help foster a safe and inclusive environment by completing the following training programs and resources.

· Principles of Belonging: Anti-Oppression and Anti-Racism Training (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx3c61ax015954&)

· Sexual and Gender-Based Violence Awareness Training (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx3f558x015954&)

· Positive Space Project (https://maestro.uoguelph.ca/trk/click/?ref=z12igfsq5w_0-39dbx31d9c1x015954&)

"We are in a time of profound societal change – change that we have the power to shape and to influence. We must rise to the challenge – not solely because our conscience demands it, but because our values as Gryphons demand it. We must stand together to denounce hatred in all forms, and to ensure our campuses are safe and welcoming spaces for all."

Gwen Chapman
Provost and Vice-President (Academic)

Acceptable Use
The University of Guelph has an Acceptable Use Policy (https://ithelp.uoguelph.ca/policy/acceptable-use-policy/), which you are expected to adhere to.

Netiquette Expectations
Communicating with Your Instructor(s)
During the course, your instructor will interact with you on various course matters in the course website using,

· Announcements: On Courselink or through Perusall. Please check frequently.

· Email: Please check your UGuelph E-mail frequently and send your queries or comments to jofergus@uoguelph.ca.

· You may also ask questions specific course material through Perusall directly (put @John Ferguson in your post) in the article or on the Chat, One-on-One or Discussions page.

For distance education courses like this, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

· Posting inflammatory messages about your instructor or fellow students;

· Using obscene or offensive language online;

· Copying or presenting someone else's work as your own;

· Adapting information from the Internet without using proper citations or references;

· Buying or selling term papers or assignments;

· Posting or selling course materials to course notes websites;

· Having someone else complete your quiz or completing a quiz for/with another student;

· Stating false claims about lost quiz answers or other assignment submissions;

· Threatening or harassing a student or instructor online;

· Discriminating against fellow students, instructors, and/or TAs;

· Using the course website to promote profit-driven products or services;

· Attempting to compromise the security or functionality of the learning management system;

· Sharing your username and password; and

· Recording lectures without the permission of the instructor.

Punctuality
Learning to plan ahead and manage your valuable time is a course learning objective. More importantly, it inspires confidence and calm. You will sleep better and be far more healthy, productive and successful.

Perusall is a live discussion. Due dates are unalterable. Extensions cannot be granted.

Joining the course late does not change this.

Extensions on some other course requirements can be granted.

However, extensions are dangerous to your health.

Extending one assignment contributes to an assignment log jam. This generates stress and wastes time and psychic energy.

· Read the entire course outline.

· Put due dates in your calendar.

· Anticipate and add a buffer for the fact that everything requires more time than we anticipate.

· Start reading assignment requirements well ahead of time a little bit at a time. (Smaller amounts at a time actually gain more credit on Perusall and, more importantly, will lower the pulsating background stress of looming unknown assignment requirements and due dates. Knowing what is expected and when it is due will give you much more time and psychic energy to succeed and excel.)

· Last minute "grinding" yields poor results.

· If you think you can do it in 1 hour, plan for at least 2.

· Make an appointment with the library early in the term to develop your research, writing and presentation skills (https://www.lib.uoguelph.ca/). This small investment will yield huge returns on your skills, confidence, gpa and future pathways! Do it right now!

· Aim high in steering and keep pedaling to stay safe and balanced.

If you need an extension, simply write,

"I am requesting an extension until [Date]."

Spend your valuable and scarce time on the assignment (rather than explaining why you have not been able to complete it).

If further explanation (or verification - medical or otherwise) is required, we will ask.

If your request is granted, save the text of the permitting correspondence (i.e. E-mail).

> *Thank you in advance for completing your work on time. Extension requests are time consuming for all. (Before asking, think about how the time you are about to use in asking might be better-directed to meeting the due date.)*

Use of AI

Learning and skill development is our vital overall goal. "AI" can be a useful tool. It is important to consider if and how it enhances you and your learning. If will not do so if it replaces learning to think independently. AI cannot replace genuine engagement and effort. It can map out a vigorous workout route for you but you still need to put in the effort, build your strength and skill by doing the actual workout.

AI is sometimes used as an abbreviation for both "Academic Integrity" and "Artificial Intelligence."

The two are not obviously incompatible. "Artificial Intelligence" can be a useful tool in doing research and learning. You ARE welcome to use it in exploring a topic. You ARE NOT welcome to submit its results as if they were your own. This violates of "Academic Integrity."

While representing something as your own is obviously dishonest and inauthentic, a more troubling problem is that learning and developing knowledge and skills takes effort and focus. The easier something is, the less learning and skill development occurs. If we are not challenging ourselves by independently thinking, speaking and writing critically and copiously, we are not developing. In fact, we are wasting a lot of time and money delaying something we will inevitably be required to confront.

Authenticity is intrinsically valuable. The honest actual thoughtful process of exercising your curiosity and discovering things for yourself is where vital and sustainable learning and self- actualization occurs. There are no short cuts.

Learning and skill development is its own reward. We do not "get" our degree, we "earn" it. It takes no more time to earn and learn than it does to evade and avoid.

"AI" is "artificial" but it is not "intelligent." Intelligence and understanding is far deeper than trotting out a mindless list of associated items.

Personal esteem, strength and confidence arises from having and acting on our own set of principles. Failing to do this results in decline towards self-hatred and depression.

"The collapse of self-esteem is not reached in a day, a week, or a month: it is the cumulative result of a long succession of defaults, evasions, and irrationalities— a long succession of failures to use one's mind properly." (Nathaniel Brandon, 1969)

Some think receiving a "degree" or "certificate" of accreditation is their "ticket." They should ask themselves, "To where am I traveling?" When it is inevitably discovered that you have far less skill and knowledge than your "ticket" communicates, your travel will end in unfamiliar, uncomfortable and fearful surroundings.

Should we staff our swimming areas with lifeguards who obtained their "ticket" falsely?

Do you prefer warnings or encouragements?

"Warning, drownings ahead
… and the "lifeguard" (i.e. you) might be among them."
OR
"Swim with strength and confidence in yourself and you will get to the other side."
University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity

Artificial intelligence (AI) systems are powerful tools that promise to revolutionize research, teaching and learning. In all three areas and in the future of work, there exist creative and forward-thinking opportunities for the use of AI. Many University of Guelph faculty, instructors, staff and students are currently looking at ethical uses of AI, including research through U of G's Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI) (https://www.care-ai.ca/).

At the same time, the development of increasingly sophisticated AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies.

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

Faculty and instructors are encouraged to continue to develop modes of assessment that foster academic integrity (https://otl.uoguelph.ca/teaching-learning-resources/assessment-student-learning/encouraging-academic-integrity-assessment/) and assess learning outcomes. Where appropriate, this may include building into assessments requirements that students explain and provide evidence of the research and thought processes used in completing the assignment.

Ongoing information and education sessions on artificial intelligence and academic integrity will be available across the University.

Relevant academic integrity policies:

Undergraduate Calendar (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/)
Associate Diploma Calendar (https://calendar.uoguelph.ca/associate-diploma/associate-diploma-regulations-procedures/academic-misconduct/)
Guelph-Humber Calendar (https://calendar.uoguelph.ca/guelph-humber-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/)
Graduate Calendar (https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/)

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.For more information on your rights and responsibilities when learning in the online environment, visit Rights and Responsibilities (http://opened.uoguelph.ca/student-resources/rights-and-responsibilities/).

Technology Requirements and Technical Support

Courselink System Requirements

You are responsible for ensuring that your computer system meets the necessary system requirements. (https://opened.uoguelph.ca/student-resources/system-and-software-requirements/) Use the browser check (https://courselink.uoguelph.ca/d2l/systemCheck/) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window)

Respondus LockDown Browser and Monitor Requirements

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, your computer system must meet the following system and software requirements (https://opened.uoguelph.ca/student-resources/system-and-software-requirements/#Respondus-LockDown-Browser-and-Monitor).

If you have any concerns about meeting system requirements, contact CourseLink Support (https://support.opened.uoguelph.ca/contact/).

Respondus LockDown Browser Requirements

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If you have any concerns about meeting system requirements, contact CourseLink Support (https://support.opened.uoguelph.ca/contact/).

[Tool Name] Requirements

If applicable, insert any other specific technical requirements (e.g.. OS 10.5, webcam, etc). List these alphabetically by tool name (e.g. Zoom Requirements).

Video Assignments is a tool that facilitates the creation and use of student-created videos in course activities and assessments. You are responsible for ensuring that your computer system meets the necessary system requirements. You will need to have a microphone and a webcam to record audio and video.

Virtual Classroom is a video conferencing tool used to facilitate synchronous virtual meetings. You are responsible for ensuring that your computer system meets the necessary system requirements. You will need to have a microphone, headset or speakers, and a webcam to participate fully in Virtual Classroom sessions.

This course uses **Zoom** as a video communication tool.

System Requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE)
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
3. A webcam or HD webcam - built-in or USB plug-in

Peer Evaluation, Assessment and Review (PEAR)

This course will use the Peer Evaluation, Assessment and Review (PEAR) tool. The PEAR tool is subject to the University of Guelph's Access and Privacy Guidelines outlined on the University website. An accessibility statement does not exist for this course technology.

Microsoft Teams System Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone to record video, and headphones/speakers to play back the recording are also needed. In order to use Microsoft Teams, you must meet the following technical requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE);
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth;
3. A webcam or HD webcam - built-in or USB plug-in;

Supported mobile platforms: Android 4.4 or later and iOS 10.0 or later.

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox, Quizzes, Discussions,** and **Grades** (the instructors for this are given in your course);
- Access, navigate, and search the internet using a web browser (e.g., Chrome, Firefox, Microsoft Edge, Safari, etc.);
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

Courselink Support
University of Guelph
Day Hall, Room 211

Email: courselink@uoguelph.ca (https://calendar.uoguelph.ca/syllabi/2024-fall/envs-2070-de01-envs_2070_de01/email to:courselink@uoguelph.ca)
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):
Monday thru Friday: 8:30 am-8:30pm

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30am-8:30pm
Saturday: 10:00am - 4:00pm
Sunday: 12:00pm - 6:00pm

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an Acceptable Use Policy (https://ithelp.uoguelph.ca/policy/acceptable-use-policy/), which you are expected to adhere to.

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters in the course website using the following ways of communication:

- **Announcements**: The instructor will use Announcements on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about the content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email**: If you have a conflict that prevents you from completing course requirements or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will generally respond to your email within 48 to 72 hours.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online Dropbox tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has been successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files were uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs) or send them to your email account, so that should something happen to your computer, the assignment could still be submitted on time or resubmitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not an excuse not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support (https://support.opened.uoguelph.ca/contact/).

Extension Considerations

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked, you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into WebAdvisor (https://webadvisor.uoguelph.ca) (using your U of G central ID). Open Learning program students should log in to the OpenEd Student Portal (https://courses.opened.uoguelph.ca/portal/logon.do?method=load) to view their final grade (using the same username and password you have been using for your courses).

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Respondus Policy Violation Consequences

If your video is flagged, your instructor will review it. If this review indicates a suspected case of academic misconduct, your instructor will initiate the procedures for such cases and you may be subject to the penalties as outlined in the University's Academic Misconduct Policy (https://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml/)

Open Text Field #3

open textbox to put any information

Standard Statements for Open Learning Program Students

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students and should consult the Open Learning Program Calendar or the Open Learning Program Counsellor for information and guidance on academic and administrative policies, procedures, and services, including academic accommodations and accessibility.

Standard Statements for Undergraduate Courses

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (https://www.uoguelph.ca/sas/)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (https://wellness.uoguelph.ca/). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (https://wellness.uoguelph.ca/navigators/) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (https://wellness.uoguelph.ca/shine-this-year/). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (http://www.uoguelph.ca/registrar/calendars/?index) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/)

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