

ENVS*2120 - Introduction to Environmental Stewardship

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 introduction to the concepts of resource management, environmental planning and assessment, land stewardship and sustainable development. Case studies of specific issues such as parks and natural heritage conservation, agricultural land loss, and integrated rural resources management will provide insight on approaches to decision making. Included will be discussion of the concept of stewardship as an environmental ethics.

Department(s): School of Environmental Sciences

Instructor Information

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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,

- scientifically distinguishing and articulating vital ecological components and participants in a regional landscape.
- conducting an environmental inventory.
- articulating the meaning of "stewardship" and "sustainability" and their implications for the place of the human species in its landscape.
- understanding local and regional planning and zoning rules.
- researching, finding and evaluating practical examples of environmental stewardship.
- outlining several common approaches to environmental stewardship and sustainable development at local and regional levels.
- critically reflecting on their own participation in environmental stewardship.
- distinguishing and describing several major perspectives on environmental sustainability.

- manifesting respect for other perspectives on stewardship and sustainability, including distinct ways of knowing and describing components of our ecology and landscapes.
- understanding of advantages and disadvantages of various approaches to environmental stewardship.
- appreciating the ecological conditions that make human life possible.
- communicating ideas and arguments effectively in 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 sustainability 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.
- 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.

We will learn about three major approaches we as a society use to care for our environment.

- The management of public land, as in the case of provincial or national parks;
- The land use planning system;
- The conservation practices of private landowners that I refer to as private stewardship.

We will actively look for and find examples of these approaches in our own local community.

This course is probably somewhat different than others you have taken, with a strong emphasis on learning by doing, especially in the two field projects.

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!

The two major field assessments are very hands-on. The first requires you to conduct a detailed Environmental Inventory in an area that you can physically attend nearby. The second ("Getting to Know Your Landscape") is a report on an area that has been or is the subject of active conservation efforts including public consultation and public and private action.

Your major work in this course will involve carrying out two field studies that will begin to expose you to the challenges involved in these approaches to environmental stewardship (Assessments 3 and 4). The first involves carrying out a specific study of a property. The other involves exploring the region where you live. In doing these exercises, you will learn to use maps and to identify trees and other vegetation. You will also become familiar with the agencies and policies that influence conservation programs in your own community. In addition, you will have the opportunity to read a book that is a conservation classic, and to reflect on some of the ethical issues involved in environmental stewardship at the global and the personal levels.

Course Structure

- Unit 01: Carrying Out an Environmental Inventory
- Unit 02: Exploring and Understanding the Larger Landscape
- Unit 03: Public Land Management
- Unit 04: The Land Use Planning System
- Unit 05: Private Stewardship Programs
- Unit 06: Reflections on Sustainable Development: Think Globally and Act Locally

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.

Assessments

1. Perusall Reading, Annotation, Interaction Weekly Assignments (PRAIs) = 25% (cumulatively) (Due Weekly, Sundays before 23:59)
 2. Perusall Reading, Annotation, Interaction Assignment (PRAIs) - Aldo Leopold's, *A Sand County Almanac* (Entire Book) = 10% (Due 10/06/24 before 23:59)
 3. Conducting an Environmental Inventory 35% (Due Sunday 10/27/24 before 23:59)
 4. Getting to Know Your Own Landscape 30% (Due Sunday 11/24/24 before 23:59)
- Total 100%:

Assessment Descriptions

Assessment 1: Weekly Perusall Reading, Annotation, Interaction Assignments (PRAIs) = 25%

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 (e.g., "A Sand County Almanac") require payment.

(Due Weekly, Sundays before 23:59)

Assessment 2: Weekly Perusall Reading, Annotation, Interaction Assignments (PRAIs)

A Sand County Almanac, Aldo Leopold (Entire Book) = 10%

For this assessment you will be required to read Aldo Leopold's classic *A Sand County Almanac* and discuss it with your colleagues on Perusall. The purpose of this assessment is to inspire you and develop your powers of observation while walking around our world. This assignment will also help you get you thinking about the ethics of environmental stewardship. Dealing with society's environmental problems requires more than just new technologies, changed economic measuring sticks, and regulatory policy. Both at the personal and community levels, there are ethical aspects to the issues involved. Leopold has his own perspective which is enriching to consider. You are encouraged to consider other perspectives especially critiques of Leopold's.

Aldo Leopold is a very skilled observer of natural processes and a wonderful writer. His book is a joy to read and will hopefully inspire you and your discussion with others while reading it and walking around our earth.

(Due 10/06/24 before 23:59)

Assessment 3: Conducting an Environmental Inventory = 35%

This assessment will require you to conduct an environmental inventory on a location of your choosing. This field study report should convey the information you gathered in the field as briefly and clearly as possible.

Please carefully review the detailed assessment expectations in the corresponding rubric before beginning to complete an assessment.

(Due Sunday 10/27/24 before 23:59)

Assessment 4: Getting to Know Your Own Landscape = 30%

This report should describe the location of your site and topics that your report will focus on and must explain or detail the following: physical description of the area, your chosen topics (conflict/issue/activity, current and future actions/recommendations), and connections between physical attribute of the landscape and the topics.

Please carefully review the detailed assessment expectations in the corresponding rubric before beginning to complete an assessment.

(Due Sunday 11/24/24 before 23:59)

Course Schedule

Unit 01: Environmental Orientation

Weeks 1 & 2 – Thursday, September 5 to Sunday, September 22

Read

- Website: Unit 01 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs")
Due Weekly Sundays before 23:59

Assessments

Assessment 1 (25%) Perusall Readings, Annotations and Interactions ("PRAIs") Due Weekly Sundays before 23:59

Requirements and due dates for all Assessments can be found on Perusall (Every time, go to Courselink>Content>Perusall and click on the link to Perusall)

Check Courselink Dropbox for Due dates and Rubric for Assessments 3 and 4

PRAIs assignment: Course Process Related Assignments on Perusall

Due: Sunday, September 08 before 11:59 pm ET

PRAIs assignment: The Trouble with Wilderness
Due: Sunday, September 15 before 11:59 pm ET

PRAIs assignment: Indigenous. Perspectives
Due: Sunday, September 15 before 11:59 pm ET

Start reading Aldo Leopold's *A Sand County Almanac* (It is an entire book and will take extra time)

Unit 02: Exploring and Understanding the Larger Landscape

Weeks 3 & 4 – Monday, September 23 to Sunday, October 6

Read

Courselink Unit 02 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs") Due Weekly Sundays before 23:59

Assessments

Requirements and due dates for all Assessments below can be found on Perusall (Every time, go to Courselink>Content>Perusall and click on the link to Perusall)

Keep Reading Aldo Leopold's *A Sand County Almanac* (It is an entire book and will take extra time)

Unit 03: Public Land Management

Weeks 5 & 6 – October 7 to Sunday, October 20

Read

Courselink Unit 03 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs")
Due Weekly Sundays before 23:59

Assessments

Requirements and due dates for all Assessments below can be found on Perusall (Every time, go to Courselink>Content>Perusall and click on the link to Perusall)

Assessment 2 (10%) PRAIs assignment: Aldo Leopold's *A Sand County Almanac* (Entire Book!)(10%) Due: Sunday, October 06 before 11:59 pm ET

Unit 04: The Land Use Planning System

Weeks 7 & 8 – Monday, October 21 to Sunday, November 3

Read

Courselink Unit 04 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs")
Due Weekly Sundays before 23:59

Assessments

Requirements and due dates for all Assessments below can be found on Perusall (Every time, go to Courselink>Content>Perusall and click on the link to Perusall)

Assessment 3 (35%): Environmental Inventory Check CourseLink Dropbox for due date and rubric Due: Sunday, October 27 before 11:59 pm ET

Unit 05: Private Stewardship Programs

Weeks 9 & 10 – Monday, November 4 to Sunday, November 17

Read

CourseLink Unit 05 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs")
Due Weekly Sundays before 23:59

Assessments

Requirements and due dates for all Assessments below can be found on Perusall (Every time, go to CourseLink>Content>Perusall and click on the link to Perusall)

Unit 06: Reflections on Sustainable Development: Think Globally and Act Locally

Weeks 11 & 12 – Monday, November 18 to Friday, December 1

Read

CourseLink Unit 06 Content

Activities

Perusall Readings, Annotations and Interactions ("PRAIs")
Due Weekly Sundays before 23:59

Assessments

Requirements and due dates for all Assessments below can be found on Perusall (Every time, go to CourseLink>Content>Perusall and click on the link to Perusall)

Assessment 4 (30%): Getting to Know Your Landscape Check CourseLink Dropbox for due date and rubric Due: Sunday, November 24 before 11:59 pm ET

Learning and Development is

"Success is the feeling you get when you know you have tried your hardest."

Energy

There is a direct correlation between the value of something and effort that was required to achieve it. The things we value (and remember) most are those that come with some difficulty. Striving to go beyond your comfort zone is more likely to accelerate your development. "Trying your hardest" is built right into the definition of success.

Success takes long hours of personal patience, understanding and determination. The most important knowledge and skills are most effectively and sustainably built on frequent, manageable interactions (with learning material and each other) *over time*. Patience and perseverance in the long hours of development has rates of return unsurpassed by any financial or material asset.

As Ovid observed, "Dripping water hollows out stone, not through force but through persistence."

If I may use a travel metaphor, attending to what is on the path immediately in front of you is the optimal method of delivering you most safely and completely to your (currently unimaginably distant) destination. It is redolent of one of Zeno's paradoxes. To get to the end of the race, you need to get halfway. To get to halfway, you need to get to half of half way... and so on. Or, to use the popular financial saying, 'take care of the pennies and the dollars will take care of themselves.' Pedaling up this incline is difficult but, if I do it as hard as I can with gusto, it will build me and make the next hill easier. What you are doing *right now* sets the stage for your many tomorrows.

Direction

So, raw determination and effort is vital to success. Yes! There is another crucial ingredient in the recipe for success. Effort needs motivation, direction, and guidance. We have all heard the mantra: “work smarter!” This is great news! You can maximize the effects of your effort!

There are many resources available at the university and beyond that will generate much higher returns on your efforts. I have provided some resources on Perusall to get you started. There is a short course on Coursera I have linked to on Perusall. (<https://www.coursera.org/learn/learning-how-to-learn/home/info>) (<https://www.coursera.org/learn/learning-how-to-learn/home/info/>). Here is another one you might find useful <https://youtu.be/8akxOqojWME?si=WwYOrBg7E010trvs> (<https://youtu.be/8akxOqojWME/?si=WwYOrBg7E010trvs>) .

Surround yourself with people with similar goals and ideas about how to achieve them. Stress will dissipate while Success will invigorate!

Now you are cookin'!

Listen and be kind to your future self (FS)

Your FS is your best friend. How do you treat best friends?

Ask FS,

“What can I do to help you?”

FS will likely respond by asking you to do things that will contribute to life-long happiness and strength. They might say something like,

“Drink more water; walk, cycle, dance, eat well, enjoy – lather, rinse, repeat! Invest in *our* health and strength by prioritizing the things that will enrich *us* more fully and focusing on accomplishing them; by investing in yourself (and, therefore me)!

I look forward to enjoying the great benefits everything you gave to me with all your hard work you did for me to make me the best person I can be.

Thank you so much!

Sincerely, FS.”

What would FS encourage you to do *right now*?

Trust your well-earned awareness that “an ounce of prevention is worth a pound of cure.” Imagine how much more sustainable humans will become as we develop our ability to anticipate the results of our choices. What if we made choices for FS?. What we acted on the basis of how FS will feel (*after* you make the decision) rather than on the basis how you feel *right now before* you make the decision). (Imagine how many hangovers and ruined brain cells will be averted!)

This, we might call, “**Futicipation**” (“Future” + “anticipation”).

All this would suggest that our mutual goal is to prepare our *noodles* to a *futicipitous* consistency.

Flex Your Exuberance!

Cognitivity is built just like physicality: through the development of associated muscle groups. Learning is developing our cognitive muscles through work and play. So, pick up a concept and press it a few times. Pick up an idea and give it a curl. Sit up and take notice. Pull up a concept. Push back on an argument. We will get stronger. We are building our cores together!

Express Your Perspective!

Would you rather be tried by a judge alone or by a jury? Many say they would prefer a jury and explain that they think that the perspectives of twelve people are more likely to coalesce in a more thorough understanding of a situation.

Can you say “Perspectivalism”? Sure you Can!

Perspectivalism is the view that the truth reveals itself most fully in the consideration of many perspectives. You may need this course if only for the credit but, from the perspective of a perspectivalist, this course needs you! That is to say that both your experience and that of the your colleagues will be enriched by your venturing to share your presence and your perspectives.

This idea is described in James Surowieki’s, *The Wisdom of Crowds* (2004) where he provides the example of Francis Galton who witnessed this phenomenon at a county fair contest where people tried to guess the weight of an ox. He observed that, as more people “weighed in” with their estimates, the more the average converged on the actual accurate weight of the ox.

Teaching and Learning as a Team Sport

The role of teacher is like that of coach. It would not serve learning well if teaching were dominated by the coach. Players would not learn if the coach merely talked about the practices required for development.

Teaching and learning are not so distinct. They are two aspects of the same process. An important motivation for teaching and coaching is an appetite for learning and playing. Both coaches and players learn best when they are encouraged to actively rehearse and practice their skills.

An important part of developing players skills is learning to coach oneself and others through presenting, explaining and engaging skills and ideas with others. We all develop most fully when we push beyond our comfort zone into what feels difficult. Coach and player development depends on an active, enthusiastic and engaged learning strategy wherein we take responsibility for our teaching and learning with an appetite for knowledge and skill acquisition.

Collective Effervescence

“Collective effervescence” refers to the amplification of excitement when a group of people experience and appreciate something together.

Successful collective effervescence requires a mutual,

1. focus on an idea or goal and,
2. motivating force (such as a drive to develop our skills).

We have both!

Assessment Details

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.

<https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/fall-semester/>

Conduct and Course 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. It 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-2120-de01-envs_2120_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 (Some of this is a repeat of above.)

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:

- Broaden your perspectives to understand the unique needs of our diverse community.
- Include a diverse set of voices at the decision-making table.
- While making difficult decisions, apply an equity lens.
- We're all working and learning under challenging circumstances: be kind.
- Practice patience and respect during communication.

Be there for 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.

It's simple; it's straightforward. Work hard, develop your knowledge and skills, behave honourably, appropriately, and with academic integrity.

You are a Gryphon!

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(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 at the end of your) in the article or on the Chat, One-on-One or Discussions page.

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/>).

Submission of Assignments

As instructed.

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/>).

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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cim | all