

ENV1198 Research in Environment and Sustainability, Part II

Day & Time: Wednesdays 10:10am-12:00pm

I CONTACTS

INSTRUCTOR

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Office hours: Wednesdays 2:10pm-4:00pm (In my office or virtual)

II COURSE OVERVIEW

COURSE DESCRIPTION:

In the prerequisite for this course, ENV1197, you covered the following topics:

- √ Developing Research Questions and Objectives
- √ Developing a Research Project Concept Map
- √ Fostering Research Partnerships
- √ Conducting a Literature Review
- √ Introduction to Zotero
- √ Tools for Data Collection: introduction
- √ Navigating Research Ethics
- √ Thesis Draft: Introduction, Literature Review, Methods

In the present course, you will be exposed to diverse research approaches of select faculty members in the School of the Environment, and practice communicating your research. The ultimate goal of this course is to develop a final research proposal and become prepared to execute your research (or the remainder of your research) and write your final thesis.

STUDENT LEARNING OUTCOMES:

Together with the sister course, ENV1197H Research in Environment and Sustainability, Part 1, you are expected to achieve the following learning outcomes:

- Understand how multiple data sources and research methodologies from multiple disciplines—in the social sciences, natural sciences, and humanities—are used to create and interpret knowledge in environment and sustainability,
- Critically evaluate the body of trans-disciplinary research relevant to specific problem(s) and solution(s) in environment and sustainability,
- Compare strategies and develop solutions to sustainability challenges by applying methodologies and tools from multiple disciplines and drawing on multiple lines of

evidence,

- Critique the choices of problem framing and system boundaries in descriptions of environment and sustainability issues to identify uncertainties, missing voices, and missing sources of knowledge, and
- Communicate with clarity and accuracy using a variety of narrative structures to explain an issue and to build support for a proposed course of action among a broad cross-section of stakeholders.

III HOW THE COURSE IS ORGANIZED

Readings will be made available on Quercus on week before each class. You are expected to complete the readings and be prepared to discuss them in class.

COURSE SCHEDULE

Date	Topic, <i>Guest Lecturers</i>
Week 1 Jan 10	Introductions Revisions: Discussion
Week 2 Jan 17	<i>Michael Classens</i> Reflexivity & Anti-Oppressive Community Research
Week 3 Jan 24	<i>Hanna Morris</i> Grounded Theory & (Critical) Discourse Analysis
Week 4 Jan 31	<i>Jesse Sutherland</i> Cree Wellness Leader & Social Worker (MSW) Fort Albany First Nation, ON
Week 5 Feb 7	<i>Meredith Franklin</i> Quantitative Analysis - Introduction to R
Week 6 Feb 14	Coding Qualitative Data NVivo Workshop
	<i>READING WEEK</i>

Week 7 Feb 28	Analysis: What is Important?
Week 8 Mar 6	Publishing & Communicating Research –TBD
Week 9 Mar 13	Telling Meaningful Stors Presentation and Poster Skills
Week 10 Mar 20	<i>Dan Newman</i> Writing Workshop
Week 11 Mar 27	Final Presentations / Sharing Research
Week 12 April 3	Final Presentations / Research Impact

IV EVALUATION/GRADING SCHEME

Evaluation	% of Grade
Participation/Discussions	25%
Presentation: Final Proposal	25%
Final proposal	50%
TOTAL	100%

Your evaluation in the course is based on participation, presentations and a final thesis research proposal.

Participation

Your participation grade will be based on your weekly attendance as well as reasoned, thoughtful and informed contributions to this course in the classroom and on Quercus Discussion forums. Participation marks are awarded for class interaction, clear evidence of familiarity with assigned readings, focused attention, and engagement with guest speakers. Sustainable solutions require constructive dialogue and respectful relationships; you will be evaluated on your ability to discuss difficult

issues through supportive dialogue with your peers. Weekly required readings and videos must be completed before every class and are available in on Quercus one week prior to class. Some weeks, you will be prompted to post reflections or questions in a Quercus Discussion thread.

Final Proposal

Revisions, Detailed Methods of Data Collection/Analysis, Results (Format & Interpretation), Expected Outcomes & Future Research, Revised Concept Map

Your final proposal will include **revisions** based on feedback given by your supervisor, committee and 1197 instructor for the following sections: **Introduction, Research Goals/Objectives, Literature Review.**

Your **Method** section will be revised, refined and finalized, including data collection and analysis. Guest speakers from the School of the Environment will present their research approaches throughout the course, which may assist you in this process.

Your **Results** section should:

1. Outline the format in which you expect to present your research findings (tables, figures, narrative),
2. Clearly explain how you will interpret these findings,
3. Clearly illustrate how this interpretation will effectively meet your initial research goals/questions.

Many of you will not yet have results; you will outline the three points above based on the *type* of results that will emerge from your study. For those of you who are already conducting research, you can use this opportunity to start presenting your results in this section.

When writing the Results section, you should consistently look back to your original research goals/questions; if your proposed methods and expected data interpretation do not meet your goals/objectives, you will need to adjust one or more steps in this process: goals/objectives, methods, or presentation/interpretation of results. Your proposal should demonstrate continuity in addressing your research goals across all sections and should logically and progressively build to meet those goals.

The **Expected Outcomes & Future Research** section is a summary of the overall outcomes of your study. Return to your **Concept Map** and revise it based on the progress you have made in your project. Clearly illustrate how the expected findings and study outcomes address your specific research goal and how they contribute to a broader environment or sustainability context?

Presentations

On Week 2 you will give a succinct 3-minute thesis presentation highlighting significant features of your study including: significant background information, purpose/research gap, goals/objectives/hypotheses/literature review conclusions and proposed research methods. You will receive feedback and presentation strategies in a 3-minute thesis workshop, which you will apply to your final presentation. In one of the last two weeks of class, you will give a 10-minute presentation (25% of your grade) outlining your complete proposal and any research findings to-date.

CRITERIA FOR EVALUATING WORK

The primary criteria used in evaluating written work are the following:

- 1) **Mechanics:** Your work must be completely free of grammatical errors, spelling errors or major factual errors. References can be in any style but the same format must be used consistently and they must be accurate.
- 2) **Writing style:** Your papers should be written in a clear and unambiguous style which assists, rather than impedes, communication with the reader.
- 3) **Structure:** Your written work should have a clear focus, provided by the research question, and a structure which logically flows from that focus.
- 4) **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
- 5) **Analysis:** Your analysis should display understanding of the topic and, based on that understanding, originality of thought.

The primary criteria used in evaluating presentations are the following:

- 1) **Success in communicating** key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
- 2) **Mechanics of communication**, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
- 3) **Ability to respond** appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.
- 4) **Creative, neat and organized presentation**, including legible aids (ex. A/V, images, props, text, guides, worksheets) that support audience engagement and comprehension.

V COURSE POLICIES

- I am available during office hours or by appointment. I will respond to email within 48 hrs on weekdays.
- Please refer to the University statement regarding a positive learning environment: *“The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other,*

and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities."

- **Deadlines:** Late submission of an assignment will result in a penalty of -5% per day. If there are extenuating circumstances (illness, death in family) that prevent you meeting the assignment deadline you must email the course instructor as soon as possible BEFORE the deadline and NO LATER than one week after the due date.
- **Submission methods:** Please use the Assignments Tab on Quercus for assignment submissions. All assignments should be submitted as a Word(.doc) file, saved with the title: lastname.firstname.assignment.doc
- Students **may not create audio or video recordings of classes** with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

VI TECHNOLOGY REQUIREMENTS

In the event of online learning, U of T has outlined the following technology requirements here: <https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Here is general advice regarding online learning:
<https://onlinelearning.utoronto.ca/getting-ready-for-online/>

This course requires the use of computers, and of course sometimes things can go wrong when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.

VII INSTITUTIONAL POLICIES AND SUPPORT

ACADEMIC INTEGRITY

On Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's

Code of Behaviour on Academic Matters

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <https://www.academicintegrity.utoronto.ca/>).

COPYRIGHT

If a student wishes to copy or reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct. More information regarding this is available here: <https://teaching.utoronto.ca/ed-tech/audio-video/copyright-considerations/>

ACCESSIBILITY NEEDS

Students with diverse learning styles and needs are welcome in this course. The University of Toronto is committed to accessibility: if you require accommodations for a disability, or have any other accessibility concerns about the course, please contact [Accessibility Services](#) as soon as possible.

ADDITIONAL SERVICES and SUPPORT

- General student services and resources at [Student Life](#)
- Full library service through [University of Toronto Libraries](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information for [Technical Support/Quercus Support](#)
- [English Language Learning](#)
- Mental Health Resources: <https://mentalhealth.utoronto.ca/>
- Counselling and Therapy: <https://studentlife.utoronto.ca/service/mental-health-care/>
- Health and Wellness Centre: <http://www.studentlife.utoronto.ca/hwc>
- Sexual Violence Prevention and Support: thesvpcentre@utoronto.ca
- Sexual and Gender Diversity: sgdo@utoronto.ca
 - Support is also available **24/7** for students within and outside of Canada at: **U of T My Student Support Program** (U of T My SSP) at **1-844-451-9700** or, outside of North America, **001-416-380-6578**.
- More info is available at: <https://studentlife.utoronto.ca/service/myssp/>