ENV1198 Research in Environment and Sustainability, Part II

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

I   CONTACTS

INSTRUCTOR
Name: Nicole Spiegelaar
Email: Nicole.spiegelaar@utoronto.ca

II   COURSE OVERVIEW

COURSE DESCRIPTION:
In the prerequisite for this course, ENV1197, you learned to:

√ Develop a research question and write a thesis statement
√ Assemble an annotated bibliography
√ Write a literature review
√ Identify theoretical frameworks
√ Develop an approach to answer your research question
√ Identify and distinguish various research methodologies and their applications
√ Select appropriate methodological approach for your research question
√ Correctly cite research (using Chicago Manual of Style, author-date format)
√ Evaluate appropriate data sources and material for research
√ Evaluate peer work according to established criteria

In the present course, you will:
- Revise your research concept map
- Learn how to differentiate between methodology and methods
- Analyze the strengths and limitations of different research methods
- Refine your research methodology and methods
- Learn how to interpret and apply methods of data analysis
- Further develop research communication skills (verbal & written)
- Explore a sustainability research topic through collaborative work
- Refine your literature review
- Explore means of communicating research
- Learn thesis writing strategies

The ultimate goal of this is course is to develop skills that will support your transition from a proposal to execution of your research and writing a sustainability thesis.

STUDENT LEARNING OUTCOMES:
Together with 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, *Guest Lecturers*
Week 1 Jan 8	Introductions Proposal Revisions Intro to 3-Minute Thesis
Week 2 Jan 15	Research Concept Maps Break-Out Groups
Week 3 Jan 22	**Presentation**: 3-Minute Thesis Methodology & Methods
Week 4 Jan 29	Grounded Theory & Critical Qualitative Research

Week 5 Feb 5	Community Research Revisiting the Literature Review
Week 6 Feb 12	**Group Presentations**
	READING WEEK
Week 7 Feb 26	Publishing & Communicating Research *Teresa Kramarz*
Week 8 Mar 5	Qualitative Data Analysis (NVivo Workshop)
Week 9 Mar 12	Writing Workshop *Dan Newman*
Week 10 Mar 19	Quantitative Data Analysis
Week 11 Mar 26	**Presentation**: Progress Report
Week 12 April 2	**Presentation**: Progress Report

IV   EVALUATION/GRADING SCHEME

Evaluation	% of Grade
Participation/Discussions	20%
Presentation: Group, **Feb 12**	15%

Presentation: Research Progress, **March 26 or April 2**	20%
Research Progress Report, **March 19**	45%
TOTAL	100%

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

Participation (20%)

Your participation grade will be include:
- Weekly attendance
- 3-Minute Thesis Presentation
- Classroom participation
- Quercus discussion posts (when prompted)

Classroom participation includes reasoned, thoughtful and informed class interactions, clear evidence of familiarity with assigned readings, focused attention, and engagement with guest speakers. Sustainable solutions require constructive dialogue and respectful relationships with diverse people; you will be evaluated on your ability to discuss difficult issues through supportive dialogue with your peers. Harassment, bullying and any form of discrimination will not be tolerated. 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 required to write thoughtful reflections or questions on Quercus Discussion threads.

The 3-Minute Thesis will summarize key research elements (significant background information, purpose/research gap, goals/objectives/hypotheses and proposed research methods) and demonstrate the significance of your research.

Final Research Progress Report (45%)

Your final research progress report is a transition from your proposal to a final thesis. Use the SGS final thesis template* with the following format:

Thesis Title Page

Abstract

Table of Contents

List of Tables (if any)

List of Figures (if any)

List of Appendices (if any)

Chapters (body of the report)

Bibliography

Appendices (including revised Concept Map)

*You do not need to include Acknowledgements or Copyrights at this time.

The Chapters (body) of your report should be 14-20 pages and include:

1. Introduction with clear research question and objectives, demonstrating significance of the research project
2. Literature Review
3. Methodology and/or methods
4. Results (aka: Findings)
5. Expected Outcomes & Interpretations
6. Next Steps

You may adjust the organization and titles of these chapters according to your disciplinary orientation. For example, many of you will include a theoretical/conceptual framework, which might appear in its own chapter, in the introduction or in the methodology. All progress reports, regardless of discipline, must include some form of the following: Introduction, Literature Review, Methods, Expected Outcomes/Interpretations and Next Steps. The structure and titles for your final thesis will likely differ.

The first three chapters should demonstrate rigorous revisions to your 1197 proposal based on feedback from your supervisor, committee and 1197 instructor.
The **Methodology** section should be revised, refined and finalized, including expected or completed methods for data collection and analysis.

The **Results** section depends on your research progress: it may include complete results, preliminary results, or incomplete results. For incomplete results, do not guess your results; instead, should outline the format in which you expect to present your research findings (tables, figures, narrative). For some disciplines, this may have other language, such as "Findings." This section should be clear, short and simply list the results or expected data, without analysis or discussion.

The **Expected Outcomes and Interpretations** should explain how you will interpret your findings and illustrate how this interpretation will effectively meet your initial research goals/questions. Meaning, you must make a very clear connection between your research question(s), theoretical propositions and expected outcomes. It should highlight he significance of these outcomes within the field of environment and sustainability.

When writing the Methodology, Results and Interpretation sections, 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 report should demonstrate continuity in addressing your research goals across all sections and should logically and progressively build to meet those goals.

Revise your **Concept Map** based on the progress you have made in your project and include it as an appendix. Refer to your concept map throughout the report. Most notably, 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: Group (15%) and Individual Research Progress (20%)

You have one group presentation on a topic TBD in class. In one of the last two weeks of class, you will give a presentation outlining your complete research progress report and any research findings to-date. The 3-minute thesis presentation will be part of your participation grade.

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 if relevant (ex. A/V, images, props, text, guides, worksheets) that support audience engagement and comprehension.

5) **Demonstrated research significance**.
6) **Timeliness**!

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/