ENVS 990
SEMINAR IN ENVIRONMENT AND SUSTAINABILITY

School of Environment and Sustainability
Term 1

Course Coordinators: Saman Razavi
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Course times: EIGHT SEMINARS: Wednesdays from Sept. 11 to Oct. 30 at 15:30 -16:30

Course notes: Information on the seminars can be found at:
https://water.usask.ca/lecture-series/dls.php#LiveStream

Assessment: The students need to attend all the seminars to pass the course.

Prerequisites: None

Enrollment limit: 30

A. Course summary

Course description

SEMINAR IN ENVIRONMENT AND SUSTAINABILITY is a seminar course, linked to the Distinguished Lecture Series on Breakthroughs in Water Security Research, for students in the Master for Water Security program. The purpose of this course is to expose students to the latest research in water security, to connect students to the top researchers in the field internationally, to help students understand what constitutes world-class research and to further develop awareness and understanding of major concepts in water security. Each week will focus on a different sub-field of water security with an attempt to cover a co-equal blend of five thematic areas: hydrology, aquatic science, water policy, water resource engineering and indigenous perspectives on water security.

Learning Outcomes

On completion of the course, students are expected to be able to demonstrate:

- Improved levels of knowledge and understanding of recent breakthroughs in water security research.
- Improved ability in reading, assimilating, evaluating, presenting and discussing current research literature.
- Improved understanding of how recent breakthroughs in water security research might be developed into their own research.

B. Detailed course description

Seminars

Reed Maxwell, Breakthroughs in large scale hydrological modeling, Colorado School of Mines, Sept 11

Bart Nijssen, Breakthroughs in coupled regional climate models, University of Washington, Sept 18

Adrian Harpold, Breakthroughs in ecohydrology, University of Nevada, Sept 25

David Hannah, Breakthroughs in UNESCO water security, University of Birmingham UK, Oct 2

Bridget Scanlon, Breakthroughs in groundwater, UT Austin Oct 9

Martyn Tranter, Breakthroughs in snow and ice, Bristol University, Oct 16

Nandita Basu, Breakthroughs in nutrient modeling, University of Waterloo Oct 23

Karen Kidd, Breakthroughs in human activities on freshwater systems, McMaster University Oct 30

Readings

There is no required textbook for this course.

Instructors Role

This is a non-traditional seminar course. The course instructor will serve as the overall coordinator and facilitator of interactions between students in the class and the visiting speakers.

C. Assessment criteria

Attendance at all seminars is mandatory for passing the course (unless there is a legitimate reason for absence and the course leader was informed prior to or soon after the session).

D. School and University policy statements

1. Grading System Description

SENS uses the following grading system as adopted by the College of Graduate Studies and Research:

<u>90%-100%: Exceptional</u>

A superior performance with consistent strong evidence of

- an informative and incisive account of the student's research goals or area of personal/professional interest;
- an exceptional, in-depth evaluation of the student's research or professional needs and how this course can address those needs;
- an exceptional capacity for original and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;

<u>80%-89%: Very Good to Excellent</u>

A very good to excellent performance with strong evidence of

- an informative account of the student's research goals or area of personal/professional interest;
- a very good to excellent evaluation of the student's research or professional needs and how this course can address those needs;
- a very good to excellent capacity for original and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;

<u>70%-79%: Satisfactory to Good</u>

A satisfactory to good performance with evidence of

- a satisfactory account of the student's research goals or area of personal/professional interest;

- a satisfactory evaluation of the student's research or professional needs and how this course can address those needs;
- a satisfactory to good capacity for logical thinking;
- some capacity for original thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;

60%-69%: Poor

A generally weak performance, but with some evidence of

- some attempt at outlining the student's research goals or area of personal/professional interest;
- some evaluation of the student's research or professional needs and how this course can address those needs some familiarity with the relevant literature and techniques;

<60%: Failure

An unacceptable performance

2. Assessment Issues and Grade Disputes

A student shall be permitted to see any examination unless otherwise stated at the beginning of the course. Students dissatisfied with the assessment of their work in any aspect of course work, including midterm or final examination should consult the University policy '*Student Appeals or Evaluation, Grading and Academic Standing'* found at the Office of the University Secretary (http://www.usask.ca/university_secretary/policies/student/policy-on-student-appeals-of-evaluation,-grading-and-academic-standing.php).

3. Academic Honesty

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:
http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

UNIVERSITY OF SASKATCHEWAN
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Academic Integrity Checklist

Honesty and integrity are expected of every student at the University of Saskatchewan. There are many forms of academic misconduct; perhaps the most common is plagiarism. According to the University of Saskatchewan Guidelines for Academic Conduct:

"Plagiarism is the theft of the intellectual creation of another person without proper attribution. It is the use of someone else's words or ideas or data without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students."

There are many resources on campus to assist you with proper citation and paraphrasing.

- For guidance on when and how to quote from other documents and how to properly paraphrase information in other documents, see http://library.usask.ca/howto/honesty.php.
- To learn about different styles of citation and how to properly cite a variety of different sources including statistics, archival materials, maps, legal documents and government reports, see http://libguides.usask.ca/citation.

When in doubt about a citation requirement or your approach to paraphrasing, ask your librarian or your course instructor or your academic supervisor for assistance.

Before you submit any written work, review it against the following checklist:[1]

- ❒ I have acknowledged the use of all ideas with accurate citations.
- ❒ I have used the words of another author, instructor, information source, etc., and I have properly acknowledged this and used proper citation.
- ❒ In paraphrasing the work of others, I have put the idea into my own words and did not just change some words or rearrange the sentence structure.
- ❒ I have checked my work against my notes to be sure that I have correctly referenced all quotes or ideas.
- ❒ When using direct quotations I have used quotation marks (or other means to clearly identify the quoted text) and provided full citations.
- ❒ Apart from material that is a direct quotation, everything else in the work is presented in my own words.
- ❒ When paraphrasing the work of others I have acknowledged the source or the central idea.
- ❒ I have checked all citations for accuracy (e.g. page numbers, journal volume, dates, web page addresses).
- ❒ I have used a recognized reference style (i.e. APA, MLA, Chicago etc.) consistently throughout my work.
- ❒ My list of references/ bibliography includes all of the sources used to complete the work.
- ❒ I have accurately and completely described any data or evidence I have collected or used.
- ❒ I fully understand all of the content (e.g., terms, concepts, theories, data, equations, ideas) of the work that I am submitting.
- ❒ The content of the work has not been shared with another student, unless permitted by the instructor.
- ❒ The content of the work reflects wholly my own intellectual contribution or analysis and not that of another student(s), unless the instructor approved the submission of group or collaborative work.
- ❒ If another person proofread my work it was for the sole purpose of indicating areas of concern, which I then corrected myself.
- ❒ This work has not been submitted, whole or in part, for credit in another course or at another institution, without the permission of the current course instructor(s).
- ❒ I understand the University of Saskatchewan's policy and expectations concerning academic honesty and the consequences of plagiarism or other forms of academic misconduct.

[1] Compiled based on York University (http://www.yorku.ca/tutorial/academic_integrity/acadintechecklist.html), Curtin University (http://academicintegrity.curtin.edu.au/global/checklist.cfm, University of Toronto (http://www.utoronto.ca/academicintegrity/resourcesforstudents.html), and Skidmore College (http://cms.skidmore.edu/advising/integrity/checklist.cfm) checklists for academic integrity.