

GRADUATE SEMINAR (FOR 1001F) Fall 2018 – Winter 2019

Course Coordinator: Sandy M Smith (s.smith.a@utoronto.ca)
ESC 2011 (647-393-4817)

Class Schedule: Mondays 1:00-3:00pm -- FALL ESC 4001; WINTER ESC 1016B

Course Website: *Quercus*

Objective:

To introduce the student to the broad area of forest research and familiarize them with the main science and policy issues at a graduate level. The course provides an overview and forum within which individual proposed research can be developed and discussed. It is intended to provide an overview of the topics of importance in the discipline of forestry for new graduate research students. As such, the Graduate Seminar will not tell you what type of research problem to address, nor what approach or experimental design is most appropriate (these are details for the supervisory committee). Instead, the intention of this course is to provide a forum within which general ideas and approaches are brought forward so that your specific forest research studies can be developed to provide applied solutions in a broader context.

Course Format:

The Graduate Seminar course will acquaint students with the nature of forest conservation and some of the important issues associated with their own research within this broad area. It will expose students to the issues and challenges of managing our world's forests in a global community using, wherever possible, case studies from Canada. Current and emerging critical issues affecting sustainable management and conservation of the world's forests will be examined to help integrate information derived from other courses in the program. Material is presented by experts from both outside and within the University to illustrate the broad nature and complexity of forest conservation, and the degree to which various specializations may contribute to our understanding and ability to effect change.

Topics covered this year include: 1) Settled/Urban Landscapes (policy, planning and ecological implications); 2) Intact Forests (boreal forest initiative; Far North; wood supply issues; wildlife issues); 3) Aboriginal Perspectives (cultural & social aspects; historical issues; traditional environmental knowledge); and 4) the Forest Industry (certification; emerging technology & trends; intensive & sustainable forest management). All attempts will be made to present the material sequentially, however, due to individual schedules there may be some rescheduling. Speakers will be asked to provide reference material so that students can come prepared for the seminars.

Different approaches to science in the diverse field of forestry will be addressed through seminars, guest lectures, and class assignments. The seminar format allows students to develop practical communication skills in information synthesis, critique, and evaluation.

During the fall term, students are required to attend lectures and participate in weekly classroom discussions with the MFC students, write a short 1-2 page press release on their own research area, present their proposed research in a poster session towards the end of term, and participate in a final class exam with the MFC students. In preparation for their first supervisory committee meeting during the spring term, they will prepare a formal written research proposal and give an oral presentation of this proposal on their own research in seminar format.

Course Evaluation:

One press release is required to practice focused, succinct writing about a specific research area but aimed at a non-science audience. The major fall course assignment is *one poster to be presented in workshop format* based on each individual’s specific research interests. As well, *each student will be responsible for participating in one weekly discussion/question group* with the MFC students and the guest lecturers in class as part of their fall participation mark. The *final written exam will take place during the last regularly scheduled class 10 December (2 hours)* and will ask students to consider the roles of different sectors in forest conservation in terms of the issues and aspects raised.

Students are evaluated in this course on a pass/fail (credit)/no credit basis. As such, the weightings below are merely reference for the relative importance of each component. All students are expected to participate weekly and to complete the assignments. Credit for the course will appear on the transcript at the end of the year once all requirements are complete.

COMPONENT	VALUE	DUE**
FALL TERM		
1. Press Release (1-2 pages)	10% (Individual)	5 Nov 2018
2. Poster Workshop	20% (Individual)	3 Dec 2018
3. Final Exam (Written Question)	20% (Individual)	10 Dec 2018
4. Course Participation (Weekly Seminars)	10% (Individual)	Assigned
WINTER TERM		
5. Written Research Proposal (5-page max)	25% (Individual)	Mar 2019
6. Research Seminar Presentations (15 min)	15% (Individual)	Apr 2019

Assignments are to be submitted to Quercus in PDF format before midnight on the date due. Assignments should be single-spaced wherever possible. **Late assignments will be penalized 10% per day up to a maximum of 40% unless discussed with the instructor. Unforeseen extensions or delays **must** be justified with a medical certificate and the UoT Verification of Illness or Injury form <http://www.illnessverification.utoronto.ca/>.

Plagiarism is unacceptable and will be penalized according to University of Toronto policy (see: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Assistance in avoiding plagiarism is at: <http://homes.chass.utoronto.ca/~nscharer/plagmain.htm>. Students should be aware that any written material submitted may be reviewed using TURNITIN software.

FALL/WINTER GRADUATE SEMINAR (FOR 1001F) 2018/19

Date	Section Topic	Speaker	Assignment Due
FALL 2018			
Sept. 17	Introduction Settled Landscapes	Sandy Smith	Course Outline
24	Conservation Authorities	Laura Timms (<i>Credit Valley</i>)	
Oct. 1	AWAY Big Cities (Toronto, NYC)	Amory Ngan (<i>City Toronto</i>)	
8	Thanksgiving	NO CLASS	
15	Intact Forests (Boreal-NGO)	Justina Ray (<i>Wildlife Cons Soc</i>)	Press Release Assigned
22	Aboriginal Perspective	Henry Lickers (<i>Akwesasne 1stNations</i>)	
29	Forest Management Models	Rob Baker (<i>Temagami District Forester</i>)	
Nov. 5	Aboriginal-Tropical-Forests	Barb Zimmerman (<i>Envir Defense Fund</i>)	*Press Release (15%)
12	AWAY Innovative Forest Industry	Mohini Sain	
19	Ontario Forest Industry Forest Products Assoc Cdn	Ian Dunn (<i>OFIA</i>) Sarah Todgham (<i>Sustainability FPAC</i>)	
26	Wildlands League - NGO Rouge National Park	Dave Pearce (<i>CPAWS</i>)	
Dec. 3	(noon-1pm) Research Poster Session Forest Conservation Today	Grad Research Students Stacey Bowman (<i>Env. Comm. Ont. Office</i>)	(4001 Lobby)
10	Final Fall Course Written Exam (20%)		

WINTER 2019

NOTE: All lectures during the Winter Term will be held in the Dean's Conference Room (ESC 1016B).

March	4	Data Management Writing Proposals	Laure Perrier (<i>Res. Data Mgmt Librarian</i>) Sandy Smith
	11	Data Analysis Research Publishing	Sean Thomas
	25	Research Proposal (5-page)	<i>Due on Quercus (midnight) (25%)</i>

April 1 (1-5pm) Research Presentations (15 min) (15%)

WEEK DISCUSSION TOPIC GROUP ASSIGNED (10%)

- 1) **Sept 24: Urban Forestry – Conservation Authorities (Credit Valley)**
Jishan Liaao & Chelene Hanes
 - 2) **Oct 1: Urban Forestry – Big Cities (Toronto, NYC, York Region)**
Stephanie Seymour
 - 3) **Oct 15: Intact Forests - (ENGO) Wildlife Conservation Society)**
Shannon MacDonald
 - 4) **Oct 29: New Forest Management Models (Temagami)**
Jonathan Stellato
 - 5) **Nov 5: International Aboriginal Perspective - Kayapo Brazil**
Zhe Dai & Jamie Maloney
 - 6) **Nov 12: Forest Industry (Innovation)**
Julian Nicholls & Lingling Qiu
 - 7) **Nov 26: Forest Conservation-Wildlands League (CPAWS)**
Kenneth Dearborn
 - 8) **Dec 3: Provincial Forest Issues (ECO)**
Leeladarshini Sujeeun & Melanie Sifton
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COURSE AND UNIVERSITY POLICIES

Assignments:

Unless stated otherwise, assignments are to be submitted electronically through Quercus at midnight on the due date. *Late assignments will be penalized 10% per weekday up to a maximum of 40%, unless discussed with the instructor.* Assignments should be single-spaced in 12pt Times Roman.

Grading standards:

The University of Toronto grading scale will be used for marking.

Percentage	Letter Grade	Grade Definition for Graduate Students	
90-100	A+	Excellent	Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-89	A		
80-84	A-		
77-79	B+	Good	Evidence of grasp of subject matter, some evidence of capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B		
70-72	B-		
67-69	C+	Inadequate	Student who has limited understanding of the subject matter in the depth required for graduate work; ability to develop only simple solutions to problems in the material and unable to address the inherent complexity.
63-66	C		
60-62	C-		

Academic integrity:

The University of Toronto's Code of Behaviour on Academic Matters, which all students are expected to know, says it is an offence to:

- Use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism.
- Include false, misleading or concocted citations in their work.
- Provide unauthorized assistance to another student. This includes showing another student completed work.
- Submit their own work for credit in more than one course without permission.
- Falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes.
- Use or possess an unauthorized aid in any test or exam.

Thus, plagiarism is unacceptable and will be penalized according to University of Toronto policy. Assistance in avoiding plagiarism can be found here (Ctrl + click to follow). Please be aware that all written assignments may be reviewed using TURNITIN.

Attendance:

It is expected that all students attend lectures, as they are chosen and designed to help with the course assignments. If a student cannot make it to a lecture, it is expected that the student will get updates from fellow classmates. Whenever possible, PowerPoint presentations of lectures will be uploaded to Quercus, but be advised that this material alone will often not suffice to understand what was taught in the class. It is not the instructor's nor the TA's responsibility to inform students about a lecture's content when a lecture was missed.

All students are expected to appear some minutes ahead of the lecture, so that the lecture can start on time. This is especially important for guest lectures, as it is a sign of disrespect to the guest lecturer if students arrive late and thus disturb the lecture. To avoid lateness due to time required to change rooms from a previous lecture, the course will start every week at 10:10am (which means that you are required to arrive BEFORE that time).

Communication with the Instructor and the TA:

You can communicate with the course instructor either in person before or after the lecture, or by email (see email addresses above). Office hours are to be arranged with the Professor and TA as necessary. The TA will announce his availability for Office Hours, but students can write the instructor for a meeting anytime. The TA will not attend all lectures but will generally be able to answer emails and arrange meetings by email, if needed. For all communication by email, it is advised to use your official University of Toronto account (e.g., @mail.utoronto.ca), as sometimes emails coming from other email providers will end up in the spam folder.

Health and safety:

The course follows the University of Toronto's Health and Safety Policy and students are responsible for being safe in compliance with this policy.

Accessibility needs:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca.

Student support:

In order to excel in this course, students must keep up with the assignments and readings, as well as attend lectures. The course is designed to help students achieving excellency, when all instructions are followed. If in doubt about the understanding of any course content, please contact the TA or course instructor. Because writing is a key-component in the assignments of this course, please refer to the University of Toronto's Writing website, where useful advice can be found.

Mental health and wellness:

As a university student, you may experience a range of health and/or mental health issues that may result in significant barriers to achieving your personal and academic goals. The University of Toronto offers a wide range of free and confidential services and programs that may be able to assist you and you should seek out these resources early and often.

Student Life Website: <http://www.studentlife.utoronto.ca>

Health and Wellness Website: <http://studentlife.utoronto.ca/hwc>

If, at some point during the year, you find yourself feeling distressed and in need of more immediate support, visit the Feeling Distressed Webpage:

<http://www.studentlife.utoronto.ca/feeling-distressed>, for more campus resources.

All students in the Faculty of Engineering have an Academic Advisor who can advise on academic and personal matters. You can find your department's Academic Advisor here:

<http://undergrad.engineering.utoronto.ca/advising-support-services/academic-advising/>

Immediate help is available 24/7 through Good2Talk, a post-secondary student helpline at 1-866-925-5454.

Acknowledging Toronto's First Peoples:

Toronto is a city of immigrants and has been for hundreds of years and has been a gathering site for humans for over 15,000 years. This sacred land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River.

The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, a coming together of the Iroquois and Ojibwe Confederacies and other allied nations to peaceably share and care for the resources around the Great Lakes.

Today, Toronto is still a meeting place for Indigenous people from across Turtle Island, and immigrants, both new and old, from across the world. We are grateful to have the opportunity to work in the community, and on this territory.