## Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. As we engage in community collaborations and research with partners on this land, please note that this land has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

## Course Information

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| Climate Action Lab 1 | ENVR 201 101 | 1 |

### Prerequisites

none

## Contacts

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| --- | --- | --- |
| **Course Instructor** | **Contact Details** | **Office Hours** |
| Tara Ivanochko | Please email me directly at: tivanoch@eoas.ubc.ca | I am available to meet with students outside of class hours to discuss class assignments and to answer questions. To meet with me, please send me an e-mail and we will find a time that works for both of us.  |

## About Tara (She/her/hers)

I have been teaching environmental science courses at UBC since 2009. Over this time, I have focused on developing collaborative opportunities for students to engage with communities to advance sustainability and climate action. The Climate Action Labs are the newest of these opportunities. I am excited by the format of the Climate Action Labs, which allows all students in the series to work together on community climate action. I am hoping that this format will encourage strong relationships and opportunities for peer mentoring among students. I chose the pass/ fail format of the class to shift the focus from achieving high grades to thoughtful creativity, teamwork and community building. I intend to build a trusting and supporting environment for students, instructors and other educators. I encourage all students to reach out to me or the TA’s at any time with suggestions on how I can do this better. I welcome and will provide opportunities for constructive feedback.

## Other Instructional Staff

|  |  |  |
| --- | --- | --- |
| **Teaching Assistant** | **Contact Details** | **Office Hours** |
| Bianca Phillips | bphillips@eoas.ubc.ca | Will be communicated periodically throughout the year |

## Course Introduction

The 2019 UBC declaration of a climate emergency inspires us, as students, faculty, citizens and a university community, into climate action. It is an emergency that is felt disproportionately and differently but connects us all with a sense of urgency. The barrier that faces so many individuals and organizations is knowing what to do with that urgency. What is climate action? What does an individual contribution to collective action look like? How can we (as students, researchers, collaborators) contribute to communities working on climate action? These are the guiding questions of the Climate Action Labs (CALs); their goal is to identify a climate action opportunity and generate a working, feasible response. Throughout the term, students, guided by the course instructor, will work on a climate related challenge identified by a community partner organization. In interdisciplinary teams, students will think through the challenge to propose potential responses. Over the three year series, through workshops, readings and individual initiatives, students will build a skill set in climate action. The CALs are intended to empower climate action and build community, leading to social change.

The CALs are a series of three one-credit labs (ENVR 201, 301, 401) that will be offered together in a single multi-year classroom. As a part of the Certificate in Climate Studies and Action, students will be expected to complete all three labs. This allows students to develop skills and build competencies over time. Students in all three labs will work together in teams on the climate action proposals, but will participate in year-specific workshops to develop targeted skills.

ENVR 201 is the first course in the CAL series. All of the courses in the series are delivered together in a single multi-year classroom. The courses are tied together by the term-long climate action proposal project, where teams will have representation from all of the year levels. Each course is differentiated by 1) the role each cohort plays in the proposal project, 2) assignments and 3) the skills that are the focus of the workshops. ENVR 201 will focus on local climate action and develop skills for characterizing climate action problems.

## Course Structure

ENVR 201 is split into two units: Skills Development and Proposal Development. In the first half of the lab, through workshops and small assignments you will develop the skills that are needed to develop a proposal that will meet the community partner needs. In the second half of the lab, you will practice teamwork, visioning, scoping and effective communication skills as you iterate on your project ideas. The allocation of class time for project work is intended to align the course workload with the allocation of one credit for the lab.

### WOrkshops

Workshops will be run by guests and will provide an opportunity to learn from variety of people. During workshops we will meet together as a class in the classroom. Attendance during the workshops is the best way to develop skills and meet the course learning objectives.

### Independent Team Work

To facilitate team work, class time is dedicated for you to work on your project independently from the course instructors. I know that scheduling is a challenge for teamwork. Giving you class time to work together should help you to meet regularly (in person or online).

### Consultations

During consultations, the instructor and teaching assistant will meet with your teams separately (~20 minutes/ team) to answer your specific questions and help you navigate challenges. These meetings will take place during class time. In advance of the consultations, to facilitate the discussion and help us use the allocated time efficiently, your team will be asked to provide me with an agenda that includes discussion points.

## covid safety in the classroom

**Covid Safety**: For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for Covid-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against Covid-19, vaccines are available to you, free. The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

### Your personal health

**If you’re sick, it’s important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other).**

* If you are concerned about symptoms or exposure to covid, complete a self-assessment for using this tool:<https://bc.thrive.health/covid19/en>
* Do not come to class if you have Covid symptoms, have recently tested positive for Covid, or are required to quarantine. You can check this website to find out if you should self-isolate or self-monitor: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation#Who>.
* Your precautions will help reduce risk and keep everyone safer. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed:

**If you are going to miss class because of illness:**

* Please contact me and your **team members** as soon as possible to discuss how you will be supported.
* Consult the class resources on Canvas. We will post class slides after class.

### Instructor health

I will do my best to stay well, but if I am ill, develop Covid symptoms, or test positive for Covid, then I will not come to class. If that happens, here’s what you can expect:

* If I am well enough to teach, but am taking precautions to avoid infecting others, I may teach online for a session or two. If this happens, you will receive an announcement in Canvas telling you how to join the class. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.

or

* Someone from the teaching team will lead the face to face activities

## Schedule

See separate schedule document on Canvas. The schedule details may change. Check the Canvas and the assignment submission boxes for up to date due dates and deadlines.

## Learning Outcomes

I designed this course with specific goals in mind. If you are willing and able to meet the requirements, by the end of this course, you will be able to:

1. Support the creation of a proposal for an interdisciplinary community-engaged or public interest research project that is directly related to climate change or climate action.
2. Apply systems thinking to characterize climate action problems.
3. Plan and engage in local climate action.
4. Draw on knowledge from multiple disciplines and employ interdisciplinary thinking in interpreting the impacts of climate change, climate change science, policy and popular discourse and in developing responses to climate change issues.
5. Apply good climate change communication principles to generate clear, compelling and creative proposals for climate action projects.
6. Develop networks, connections and relationships in communities, groups, institutions and organizations working on and/or affected by climate change within UBC and beyond.
7. Participate in advancing action on climate change with humility

## Learning Activities

A combination of team assignments and individual assignments have been designed to foster the above skills and gather the accompanying knowledge.

The team assignments relate directly to scoping, planning, executing and communication a proposal for climate action that meets the needs of a community partner. The individual assignments are designed to facilitate personal reflection, develop project related skills and evaluate / review the work of others.

## Assessments of Learning

All of the assignments in the class are pass/fail and peer-evaluations contribute to the assessment. The pass/fail evaluations are intended shift the focus in the class from the end product (and grades) to the process.

I will use structured grading plans (rubrics) to assess all of the assignments. These will be available to you on canvas before the assignments are due. Reviewing the rubrics before submitting your work will help you understand my expectations and ensure that you don’t miss critical aspects of the assignments.

In some cases (the workshop assignments), if you fail the assignment you will be able to resubmit a revised version. In some cases (submitting peer evaluations) a pass is achieved by submitting a complete assignment. It is possible to pass the class if you fail the draft proposal presentation, or receive a fail on the midterm peer evaluation.

In ENVR 201 there are two types of assignments:

**Individual Assignments:** these are submitted by all students in the class.

* + Workshop assignments (4): must pass – opportunity to resubmit if failed
	+ Annotated proposal: must pass
* Peer Evaluation of Workshop Facilitation: pass = completion
	+ Personal Climate Action Plan: must pass – opportunity to resubmit if failed
* Personal Climate Action Shareback: pass = completion
* Peer evaluation of teammates (2): pass = completion

**Group Assignments:** these are submitted by one member of the team on behalf of the whole team. The assessment received is the same for all members of the team.

* Draft Proposal Presentation
* Final Proposal Presentation and written submission (must pass)

### Marking Policies

There will be no course examinations in ENVR 201. Assessment of pass / fail will be done by the course instructors and TA.

**If you are sick, DO NOT come to class**. Please contact me and your team members. We will discuss marking accommodations on a case by case basis. Types of accommodations that we can make include:

* Extending the deadlines for individual assignments
* Adjusting the division of labour amongst team members

## Academic Integrity

Academic work is founded on the values of honesty, civility and integrity. Individuals engaged in academic pursuits share an understanding of acceptable, ethical, ways to produce knowledge. Distinguishing between your work at the work of others, is core to this value system. To ensure academic integrity, academics and researchers don’t take credit for the work of others:

* We acknowledge the work of others through citations and references to distinguish between what is our contribution and what is not.
* When working in groups, we list all contributors as authors of the work: either alphabetically or in order of contribution (usually most significant to least significant).
* We submit our own ideas on tests and written assignments, not those bought from, provided by or edited by others (peer review is not editing).
* We don’t falsify data or sources.
* We don’t hand in the same work in more than one place (more than one class for assessment or more than one journal for publication).
* We don’t provide work that will be submitted under someone else’s name.

As a UBC student you are bound by this declaration:

[Student Declaration and Responsibility](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0).

UBC has a number of policies that clearly outline expectations for student behaviour. To familiarize yourself with these policies please:

* Academic Honesty
* Academic Misconduct
* Disciplinary Measures

I expect ALL students in ENVR 201 to abide by these guidelines of academic integrity. Any instance of plagiarism, taking credit for someone else’s work, whether intentionally or unintentionally, will often result in a fail for the assignment and can result in a fail for the course. Academic misconduct, violations of these guidelines, will be reported to the Associate Head Undergraduate Affairs in the Department of Earth Ocean and Atmospheric Science and the appropriate designate in the Dean’s office.

Harvard has an excellent series of video tutorials about how to avoid plagiarism. If you aren’t sure what to do, or you just need a refresher, go to:

<http://gseacademic.harvard.edu/~instruct/gutman_library/paraphrasing/module1/player.html>

<http://gseacademic.harvard.edu/~instruct/gutman_library/paraphrasing/module2/player.html>

<http://gseacademic.harvard.edu/~instruct/gutman_library/paraphrasing/module3/player.html>

And/or,

See the “[Tips for Avoiding Plagiarism](https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/)” from the UBC Chapman Learning Commons.

## University Policies

If you are well, I do expect you to attend class. I would like to bring your attention to the [UBC policy](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,795,874) related to student attendance.

UBC also provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon [the UBC Senate website](https://senate.ubc.ca/policies-resources-support-student-success).

Please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>  for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom.

For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

## Other Course Policies

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas and Zoom. These tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

* View overall class progress
* Track your progress in order to provide you with personalized feedback
* Review statistics on course content being accessed to support improvements in the course
* Assess your participation in the course

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructors or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

If you are planning to record course lecture and / or activities please let the instructors know.

*Version: August, 2022*