happy to discuss career options both inside and outside academia. Please find more information about me and my research at my website: sophiacarodenuto.com. Here you can also find out about opportunities for you to get involved in research.

REQUIRED TEXT
There is no textbook for this course. Assigned readings will be posted on the course Brightspace. It is important to complete these readings prior to each class so that you can actively engage in class discussions. If you don't do the readings, you will not achieve the learning outcomes of the course.

LEARNING OUTCOMES
By the end01B5≥7Q003011A≥9Q17D/Span AMCID 11/Lang (en-GB)≥BDC q0.00000912 0 612 792 reW*nBTGB

Weekly virtual reflection (15%): Each week, you will write a personal reflection (roughly 400 words) of the material that you have learned about that week and how it applies personally to your life. Consider this a weekly journal in a blog form that is available for others to read. These weekly reflections are due by 5 PM on Thursday of the week of that class. Here I encourage you to read and react to each other's' posts to increase peer-to-peer learning and engagement with your classmates.

Assignment 1: Sustainability Indicator (20%): Early on in this course, we will learn about the importance of science and other forms of knowledge and information in influencing environmental decision making. In this assignment, you will devise and justify your own sustainability indicator as a tool for decision makers to understand whether progress is being achieved (or not) on a specific environmental or social issue.

Assignment 2: Briefing Note (20%): For this assignment, you will provide a synopsis of the key issues and recommended actions resulting from your analysis of a select report on sustainability. You will be given a list of reports to choose from, but you are also welcome to find your own report to write the briefing note on. Please confirm any reports that are not from the list provided with me before completing the assignment. This is a real-world task that many of you will encounter in some shape or form in your future professions.

Assignment 3: Group Term Project (30%): Again reflecting real-world situations, the final assignment for this course will involve collaboration with peers on a topic of your choice. For this final assignment, you will apply what you learned in this course to an environmental decision of your choice, so I encourage you to get thinking early and often about an environmental decision that is of interest to you. Please be ready to present your project on the last day of class. Only in exceptional circumstances will students be allowed to complete the final project individually rather than as a group. If group-based work is especially challenging due to the pandemic, please contact me for an exemption to complete the assignment alone.

Extra credit opportunity: This semester, the Geography Seminar Series is geared toward undergraduate students to showcase the diversity of what you can do with your degree. Held Friday afternoon from 2-3 pm, these sessions will give you an overview of

GRADING SYSTEM
As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an
A	8	85-89%	
A-	7	80-84%	

April 6		statement due
	Written component of final group assignment due April 13 at 5 PM	*Thursday, April 8 at 5 pm*

DISCLAIMER
The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, such as changing schedules of our high-level guest speakers.

GUEST SPEAKERS
One of the functions of the course is to engage students with information and ideas presented by people with experience (often called experts) in a particular area. These are highly sought-after individuals who have taken precious time out of their busy schedules to inspire you and share their knowledge. Each of the invited speakers will present a specific point of view on a given issue.

One of the key learning outcomes of this course is that you become better able to analyze the information you hear/read/view and clearly articulate your thoughtful response to that information. Therefore, please pay special attention to the readings in advance of guest speakers. Since you will only see this person once, taking full advantage of the class means you need to come to class prepared to discuss your reading for that week and ask questions of the guest speaker. *Having your video on and engaging with them is also a sign of respect and appreciation for their time and effort.*

POLICY ON LATE ASSIGNMENTS
Missing or late journal entries will not be marked. For the Indicator, Briefing Note and Term Project, 10% will be deducted for every day the assignment is late. This policy is to ensure fairness to students who do meet the deadlines. Please mark all important dates in your calendar.

ACADEMIC INTEGRITY
It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.

Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.
The Instructor reserves the right to use plagiarism detection software programs, web searches, discussions with other instructors, or other methods to investigate evidence of plagiarism in all submit1 72.0256s

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

> Where: Sexualized violence resource office in EQHR; Sedgewick C119
> Phone: 250.721.8021
> Email: svpcoordinator@uvic.ca
> Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

students. https://www.uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* https://www.uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* https://www.uvic.ca/services/cal/

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and*