



SOIL 510 – LAND AND WATER SEMINAR

Term 1 & 2, 2016 – 2017, 3 credits

Instructors:

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Seminars:

Friday 14:00* – 16:00, Rm. 154, MacMillan Building

*Note: Seminars are generally 1 hour long, but some may commence at 15:00. See forthcoming schedule.

COURSE DESCRIPTION

Weekly seminar series addressing current and emerging issues relevant within the general context of land and water systems, and the significance of professional credibility and exposure.

COURSE FORMAT

Weekly meetings will include UBC students, UBC faculty and guest speakers, including practicing professionals. Each week there will be an oral presentation not to exceed 45 minutes, followed by an open discussion. Weekly presentations may involve panel discussions and the open discussion sessions may involve group workshops. Students who wish to receive academic credit must regularly participate in the weekly seminars.

MLWS students enrolled in SOIL 510 are required to complete 2 short presentations, one in term 1 and one in term 2. These presentations are aimed for a general professional audience.

- Term 1: Each student will give a short presentation on her/his Major Project proposal (SOIL 548). These will take place over two seminar periods in November.
- Term 2: Each student will give a 15 minute presentation as a progress report on their SOIL 548 Major Project. These will take place all together over two to three seminar periods in March

COURSE OBJECTIVE

To provide instruction and experience in effective and informed oral communication for practicing natural resource professionals.

LEARNING OUTCOMES

As a result of this course, students will be able to:

- Engage in informed debate and utilize critical analytical skills in delivering public presentations.
- Provide informed insights into a breadth of issues central to land and water systems.
- Select formats for oral discourse for professional dialogue congruent with nature of the audience, information details and objectives of presentations.
- Present topics focused on land and water systems in a seminar format and make informed comment on issues.

GRADING

Presentations: Students are expected to come prepared, engage the audience, show creativity and present with effective communication aids (2 presentations - 60%). Evaluation guided by the following grading rubric:

Components	3 - Excellent	2 - Competent	1 - Needs Improvement
Organization 20%	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style 15%	Level of presentation is appropriate for the audience. Presentation is a planned conversation, not reading of a paper. Speaker seems comfortable and can be heard.	Level of presentation is generally appropriate. Pacing needs improvement. Audience occasionally has trouble hearing.	Aspects of presentation are too elementary or too sophisticated for audience. Much of the information is read.

<p>Use of Communication Aids</p> <p>10%</p>	<p>Communication aids enhance presentation. Font is readable. Information is represented to maximize audience comprehension.</p> <p>Details are minimized - main points stand out.</p>	<p>Communication aids contribute to the quality of the presentation.</p> <p>Font size is mostly readable.</p> <p>Appropriate information is included.</p> <p>Some material is not supported by visual aids.</p>	<p>Communication aids are poorly prepared or used inappropriately.</p> <p>Font size not appropriate.</p> <p>Too much information is included.</p> <p>Details unimportant may confuse the audience.</p>
<p>Content</p>			
<p>Depth of Content</p> <p>10%</p>	<p>Accurate and complete explanations of key concepts and theories, drawing on relevant literature/resources. Applications of theory illuminate issues.</p>	<p>Explanations of concepts and theories are accurate and complete. Some helpful applications are included.</p>	<p>Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.</p>
<p>Accuracy of Content</p> <p>15%</p>	<p>Information (names, facts, etc.) included in the presentation is consistently accurate.</p>	<p>No significant errors are made, or any errors the result of nervousness or oversight.</p>	<p>Errors distract a knowledgeable listener. Some information is confusing and listener must determine what information is reliable.</p>
<p>Use of Language</p>			
<p>Grammar and Word Choice</p> <p>20%</p>	<p>Sentences are complete and grammatical. Words are well chosen; they express the intended meaning precisely.</p>	<p>Sentences are complete and grammatical for the most part. With some exceptions, words are well chosen and precise.</p>	<p>Listeners are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is inappropriate.</p>
<p>Responsiveness to Audience 10%</p>			

Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.

Participation: Students are expected to actively engage in discussions, ask questions and attend all seminars (40%). Class participation will be evaluated by the instructor each week, with a mark recorded for each student using the following rubric:

- A score of "1" would be awarded if the student failed to prepare for the class, had not listened carefully to what other classmates were saying, had either not communicated or communicated poorly during the class, had been disrespectful and/or had made no contribution in class.
- A score of "2" would be awarded if the student's awareness, listening skills, communication, respectfulness and contributions allowed the student to make small but limited contributions to the class discussion.
- A score of "3" would be awarded if the student's awareness, listening skills, communication, respectfulness and contributions allowed that student to participate actively and courteously in the class discussion and enhance the class's understanding of the subject materials, the issues at hand and provide some suggestions for resolving the issues under discussion.
- A score of "4" would be awarded if the student's awareness was very good, listened carefully at all times to other classmates, communicated clearly, respected the contributions of other members and made a substantial contribution to the understanding and resolution of the issues in discussion.
- A score of "5" would be awarded if the student demonstrated outstanding and/or excellent performance in any category.

Note: Students will lose 5% off final grade if they miss, without written approval, 3 sessions in total over the two terms.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work

done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work.

Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.