

GEOG 3000/ENST 2900  
Field Camp: Oxbow Park, Carleton University  
September 11 – December 11, 2020

**Instructor:** John Milton  
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**Course Times:** Fridays, 11:35 – 2:25 pm  
**Course Location:** on-line via the BBB  
**Office Hours:** on-line Fridays following class via the BBB  
or by appointment/arrangement

### Course Description

What makes geography/environmental studies unique, both as a discipline and professional field of work, is its integrated nature. We combine natural and social sciences. That is what we will be doing in this field camp. You will be completing a series of assignments which will include in-field sample collection/field assessment with laboratory testing and evaluation. Unfortunately, because of the current reality, you will not be doing actual laboratory work. You will be introduced to the various laboratory methods for assessing soils, water and vegetation, but this will be done virtually. However, you will still use many of the in-field methods wherever possible.

This is the very first on-line field course offered by the Department. As such, it will be a much different experience from that of other years where the students would work together in teams in the field and in the laboratory. There may be bumps on the road ahead, but we'll deal with these as they arise.

I will be holding live classes every second week on Friday, as identified in the course schedule below. Attendance for those is mandatory. These will be augmented with pre-recorded videos on various techniques and methods. I will also be holding virtual office hours every second Friday beginning at 11:30 as well as after the mandatory classes to handle any questions or concerns you may have during the course.

This course is structured around step-by-step laboratories, provided on the course cuLearn site, designed to help you acquire basic knowledge and skills associated with a range of field techniques independently. The course's success will very much depend upon your individual commitment. Follow along. Despite being an on-line camp, this course will still provide with invaluable experience in the diverse activities in the environmental work.

## Course Schedule

Date	Laboratory	Activity
Sept 11 <i>Mandatory</i>	Reconnaissance	Introduction to the course. Overview of field research. Selection of your individual sites and task. Overview of Reconnaissance.
Sept 18	Reconnaissance	An introduction to Ian McHarg's ecological analysis (pre-recorded).
Sept 25 <i>Mandatory</i>	Surveying People - I	How to build a questionnaire and develop a sampling strategy for surveying real living people. How to approach people.
Oct 1	Surveying People - I	How to analyze the data from your questionnaire. Quantitative and qualitative analysis approaches (pre-recorded).
Oct 9 <i>Mandatory</i>	Soils	Introduction to in-field soils sampling and assessment (with some words on in-field geomorphology and geology).
Oct 16	Soils	Introduction to laboratory assessment of soils and demonstrations (pre-recorded).
Oct 23 <i>Mandatory</i>	Hydrology	Introduction to in-field sampling and analysis of a site's hydrology. Sampling and in-field testing methodologies.
Nov 6	Hydrology	Introduction to laboratory assessment of water and demonstrations (pre-recorded).
Nov 13 <i>Mandatory</i>	Surveying People - II	Today we return to your survey. We will examine how to approach the analysis of this data set using both quantitative and qualitative methods.
Nov 20	Surveying People - II	A case study: An analysis of student opinions concerning Oxbow Park, Carleton University (pre-recorded).
Nov 27 <i>Mandatory</i>	Vegetation	An introduction to vegetation and wildlife surveying.
Dec 4	Vegetation	A case study: vegetation of Oxbow Park and indicators of wildlife (pre-recorded).
Dec 11 <i>Mandatory</i>	Final Proposal	A look at what is expected in your final proposal. Introducing report writing.

## Course Textbooks

There is no single text identified for this course. However, you are encouraged to consider two texts if you plan to undertake fieldwork in the future, either academically or professionally. These are:

- Northey, M. and J. McKibbin. 2010. *Making Sense. A Student's Guide to Research and Writing*. Oxford: Oxford University Press. This is the 8<sup>th</sup> edition of this book. In addition to providing you with some insight into research activities, this book introduces you to a wider set of skills you will need both academically and professionally.
- Sproull, N.L. 2002. *Handbook of Research Methods*. Lanham, Maryland: Scarecrow Press Inc. I still personally love this book. It is very comprehensive and well laid out, providing you with a comprehensive overview of field research.

See also:

- Robinson, G.M. 1998. *Methods and Techniques in Human Geography*. New York: John Wiley & Sons. This is another great reference book on methodologies even though it might seem a little dated. Fieldwork methods, however, do not really become dated or irrelevant.
- Simonds, J.O. 2006. *Landscape Architecture: A Manual of Environmental Planning and Design*. Toronto: McGraw-Hill. 4th edition. I also like this book a lot and would recommend it to anyone who is planning on pursuing a career in planning. A word of warning, however: it is a hard cover book. For some reason, the publishers have not opted to print a soft cover version.

## Deliverables and Grading

The objective of the Honours Field Camp is to introduce students to the range of biophysical and human field research methodologies and sampling approaches coupled with actual in-field experience. This includes:

1. An understanding of the diversity of qualitative and quantitative methodologies available for the researcher when conducting field research;
2. An understanding of the challenges facing the researcher in the field when attempting to secure specific data of relevance for a defined research question or issue;
3. The importance of proper preparation in preparing for field work, including both theoretical and practical issues the researcher might face in the field; and
4. An understanding of the challenges of teamwork in the field.

## Deliverables

As a field course, an emphasis will be placed upon the active participation of each student in the field. The grading is broken down as follows:

- *Laboratory Assignments*: Each student must complete all five laboratory assignments. There are laboratory templates for each laboratory as well as supplemental information and data to ensure that you gain a full experience of fieldwork and analysis.
- *Final Vision*: You will develop and present a vision for a site you have selected that is local to your home-base, based upon the findings of the biophysical and human field assignments. This vision will constitute your final exam. It will be evaluated both for its creativity and for its use of the findings from the fieldwork.

## Grading

The grading is as follows:

• Laboratory Assignments	60%
• Final Proposal Vision	40%
<i>Total</i>	<i>100%</i>

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

WDN = Withdrawn from the course                      ABS = Student absent from final exam

DEF = Deferred

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean's approval.

## Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

## Requests for Academic Accommodations

### For Students with Disabilities:

Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre (PMC) to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the mid-term exam. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

### For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Other Notes**

#### *Written Assignments*

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

#### *Academic Standing and Conduct*

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2020-2021 Carleton University Undergraduate Calendar.

#### *Drop/Withdrawal Date*

Please refer to the 2020-2021 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

#### *Retain Copies of Work Submitted*

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

#### *Student Life Services*

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.

#### *University Regulations Regarding Cheating and Plagiarism*

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

A Note on Plagiarism: Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.