

**ESE 300**  
**Seminar I & II**  
**1 Credit**

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## **ESE 300 Version: 12**



### **Seminar I & II**

#### **Calendar Description**

This course is designed to expose the students to a broad range of topics and career opportunities in environmental sciences, to encourage discussion and critical thinking, and to promote individual exploration and interest in these topics. It may include guest speakers, a field tour, capstone presentations and a professional conference. P/F

#### **Rationale**

This is a required course for students in the Bachelor of Applied Science: Environmental Management program. Students are provided with an opportunity to learn from a variety of environmental specialists. The field tour allows students to explore and become involved with environmental activities conducted by industry relevant to current programming at the college. Attending the capstone presentations that are completed by practicum students exposes the current students to a diverse range of environmental topics and the variety of practicum positions our students qualify for and successfully complete. A professional conference connects students to a network of environmental professionals and includes presentations on current field projects and research.

#### **Prerequisites**

None

#### **Co-Requisites**

None

#### **Course Learning Outcomes**

Upon successful completion of this course, students will be able to

1. critically evaluate and assess perspectives and information on various environmental systems and topics.
2. assess, inquire and evaluate the responsibilities of people working in various fields of environmental management.
3. analyze and appraise the nature, integrity and function of the ecosystem (or portion thereof) the seminar speaker (or their organization) is seeking to conserve or manage; and

- assess, evaluate, deduce and explain the purpose and effectiveness of management strategies presented.
4. analyze and explain the nature of any pollutants being managed by the seminar speaker (or their organization), and characterize, evaluate and explain how these pollutants could potentially impact the environment.
  5. separate and evaluate types of current and future employment opportunities within various environmental industries and areas of expertise.
  6. demonstrate the use of effective English writing skills including correct grammar, punctuation, composition and sentence structure when creating summary reports of the contents and critical pertinence of each professional seminar presentation.
  7. demonstrate appropriate courtesy, decorum and effective listening skills during a professional seminar, and effective verbal communication skills and integrative thinking when participating in the seminar question/answer period.

## **Essential Employability Skills**

Essential employability skills are critical for workplace success and lifelong learning. Lakeland College prepares its graduates for the workplace and lifelong learning by integrating and promoting essential employability skills development in its curricula. Each credit course offered at Lakeland College emphasizes one or more of the following five essential employability skills:

- A. **Communication Skills** that enable individuals to listen, interpret, express, and convey knowledge and ideas so that they are received and understood.
- B. **Teamwork Skills** that enable individuals to respect the thoughts and opinions of others as they work together to plan activities, meet deadlines, complete projects, and contribute to an organization's goals.
- C. **Critical Thinking Skills** that enable individuals to conceptualize and analyze issues from various perspectives while rationally evaluating the strengths and limitations of each perspective and deciding what action to take.
- D. **Adaptability Skills** that enable individuals to respond quickly, willingly, and positively to new conditions and changing times.
- E. **Positive Attitude and Behavioural Skills** that enable individuals to be confident about themselves and to deal with people, problems, and situations with honesty, integrity, and personal ethics.

Please refer to the Knowledge/Skills Matrix of this course outline to review the essential employability skills emphasized in this course.

## **Resource Materials**

### ***Required Text:***

None. Handout materials will be provided from guest speakers and/or the course coordinator.

## Conduct of Course

This course may include guest speakers, a field tour, capstone presentations and a professional conference. Each speaker presents up to a 1.5-hour seminar, followed by the opportunity for students to ask questions. The field tour may be up to several days away from campus and involve field related activities. Capstone presentations are held over several afternoons in the winter term but may run into the evening, with the potential for some presentations to be held outside of the regular schedule. The conference is typically off campus for several days. Attendance is required at all events.

Students are expected to give the speakers and hosts their undivided attention and respect. Students are expected to actively participate and ask questions indicative of an evaluative, analytical, and integrative thought process. At the discretion of the course instructor, students may be required to submit a one to two page summary report and/or provide answers to follow-up questions provided by the course instructor.

## Evaluation Procedures

This is a pass/fail course. Attendance is required at all events. Students may be required to submit a written summary report (or follow-up assignment) of each event (format as required by the course coordinator). These reports are graded on a pass/fail basis according to the required use of correct spelling, grammar, punctuation, composition and sentence structure. Students may be required to rewrite reports until a satisfactory standard of integrative thinking and written communications are achieved.

## Knowledge/Skills Matrix

### Students apply and demonstrate their knowledge and skills to use

#### A. Communication Skills

<b>A1. by listening, reading, interpreting information, and communicating effectively</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>A2. by using written, spoken, and/or visual formats and media to communicate and meet needs of each particular audience</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>A3. by using libraries, Internet, technical publications, journals and other sources to find pertinent information</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

#### B. Teamwork Skills

<b>B1. by using interpersonal skills to create an atmosphere that maximizes the strengths of group members to accomplish tasks</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

<b>B2. by using interpersonal skills to resolve conflict, relate to others, and assist others</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>B3. by contributing and listening to others as group determines realistic objectives, prioritizes tasks, and identifies resources and timelines</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>B4. by treating other members of the group open-mindedly and fairly</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>B5. by developing tactics/strategies to accomplish tasks</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

**C. Critical Thinking Skills**

<b>C1. by seeing critical thinking as a lifelong process of self-assessment</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C2. by examining problems closely</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C3. by examining beliefs, assumptions, and opinions, and weigh them against the facts</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C4. by seeking out the truth</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C5. by finding solutions; make decisions</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C6. by incorporating new ideas that may not necessarily agree with previous thought on the topic</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>C7. by seeing connections between topics and use knowledge from other disciplines to enhance reading and learning experiences</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

**D. Adaptability Skills**

<b>D1. by working independently or as part of team</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>D2. by carrying out multiple tasks or projects</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>D3. by being innovative and resourceful: identify and suggest alternative ways to get the job done</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>D4. by being open and respond constructively to change and uncertainty</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

**E. Positive Attitude and Behavioural Skills**

<b>E1. by dealing with people, problems, and situations with honesty, integrity, and personal ethics</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

<b>E2. by showing interest, initiative, and effort</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>E3. by affirming the need for positive solutions and encourage positive interaction and feedback</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7
<b>E4. by balancing personal and family activities with job-related activities</b>
Evaluation(s)/Goal(s): Seminar summary reports/Goals 1-7

## Attendance

Classroom and laboratory attendance is considered vital to the learning process and as significant to the students' evaluation as examinations and reports, therefore absenteeism is recorded.

- a. Students having a combination of excused and/or unexcused absence of 20 percent or higher for the scheduled course hours can be required to withdraw and would then automatically receive a "RW" (required withdrawal) for the course, regardless of any other evaluation results. (RW is a failing grade).
- b. An excused absence is one that is verified with your instructor. Verification should be prior to the absence or the next class day following the absence. Verification of the absence may take the form of a note from your doctor/College nurse regarding illness, or a note from another instructor regarding a field trip or other activity, or authorization by your instructor following an in-person meeting. Be sure to contact your instructor and ask what they will require from you as verification of each absence. An unexcused absence is anything NOT verified by the instructor prior to the absence or the next class day following the absence.

NOTE: Any exceptions to the above attendance policy (e.g. timetable conflicts, work-related issues) must be approved in writing by the Department Chair prior to the beginning of the course.

It is the students' responsibility to know their own absentee record.

Normal hours are 8:30 a.m. to 6:30 p.m., with potential for evening courses, exams or extended field trips. Students are expected to be available for classes during these times.

## Course Units/Topics

### *Guest Speakers*

Topics selected are based on environmental career opportunities and/or environmental problems/issues/solutions for industries, governments, and communities.

### ***Field Tour***

The field tour will involve field oriented environmental activities that are relevant to the coursework and/or the program. The field tour may be held away from campus for up to several days. It may involve spending multiple nights in a remote location.

### ***Capstone Presentations***

Capstone presentations are scheduled events with 4th year students that are completing the practicum requirements of a written report and presentation. The 4th year students return to the college and deliver their capstone presentation to an audience of students, staff and industry professionals.

### ***Professional Conference***

The conference is an organization of environmental professionals and topics. It can involve several days away from campus in a professional setting.



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