| COURSE INSTRUCTOR: | C.T. Smith  
Professor and Dean Emeritus (Forestry)  
Office: 3038 ESC  
Email: tat.smith@utoronto.ca  
Phone: 416-978-4638  
Office hours: 4:00-5:00 pm Wed or by appointment |
|-------------------|--------------------------------------------------|
| TEACHING ASSISTANT: | Nicolas Tanguy  
Office: 2016 ESC  
Email: nicolas.tanguy@mail.utoronto.ca  
Office hours: 3:00-5:00 pm Wednesday or by appointment |
| COURSE TIME AND LOCATION: | Lecture: Tuesdays 5-7, Room 4001, ESC  
Tutorial: Thursdays 3-4, Room 4001, ESC |
| FIELD TRIPS: | All day, Saturday, 11 March |
| REQUIRED READINGS: | Readings will be assigned from a variety of sources. Books and journal articles may be placed on 2-hour reserve in the Noranda Earth Sciences Library, or found on the web, as indicated in the required reading list.  
There is one required text for this course:  
Bioenergy from Sustainable Forestry: Guiding Principles and Practice.  
This book is available electronically through the University of Toronto library website, and hard copies are on reserve at the Noranda Earth Sciences library. |
| COURSE WEBSITE: | Course materials and updates will be posted to a Blackboard-based site throughout the semester. This site will also provide forums for discussion and interaction. Students in the class are encouraged to attend Blackboard training (provided through CTSI, Centre for Teaching Support & Innovation), and will be provided access to the site once registered for the course. |
| COURSE EVALUATION: | The course grade will be based on the following:  
- Active participation (including lectures, guest speaker interaction, student-led seminars): 10%  
- Discussion Leader: 10%  
- 2 Problem sets: 10%  
- Mid-term exam: 15%  
- Final term paper: 40% (incl. proposal & seminar)  
- Take home essay exam: 15% |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>5 January (tutorial)</td>
<td>Course overview and introductions</td>
</tr>
<tr>
<td>10 Jan (lecture)</td>
<td>Setting the stage and framing the big issues</td>
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<td></td>
<td>- why bioenergy?</td>
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<td>- posing the major questions</td>
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<td>Getting to know each other and our interests</td>
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<td>Discussion of the broader issues</td>
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<tr>
<td>12 Jan (tutorial)</td>
<td>Biomass availability and bioenergy use in Canada and around the world</td>
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<td>- the resource base</td>
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<td>- major drivers</td>
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<td>17 Jan (lecture)</td>
<td>Sustainable forest management – theory and practice</td>
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<td>19 Jan (tutorial)</td>
<td>Evaluation of GHG balance benefits of forest bioenergy</td>
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<td>Discussion of the issues</td>
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<tr>
<td>24 Jan (lecture)</td>
<td>Supply chain management for bioenergy production</td>
</tr>
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<td></td>
<td>- systems overview with Canadian examples</td>
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<tr>
<td>26 Jan (tutorial)</td>
<td>First problem set handed out – Biomass and bioenergy conversions</td>
</tr>
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<td></td>
<td>-- Problem set tutorial</td>
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<tr>
<td>31 Jan (lecture)</td>
<td>The role of plantations in feedstock production</td>
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<td>- case study and discussion</td>
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<tr>
<td>2 Feb (tutorial)</td>
<td>Forest biomass – the science of feedstock and conversion processes I</td>
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<td>First problem set due</td>
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<tr>
<td>7 Feb (lecture)</td>
<td>Forest biomass – the science of feedstock and conversion processes II</td>
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<td></td>
<td>Mid-term review</td>
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<td>Term paper topic and outline due</td>
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<tr>
<td>9 Feb (tutorial)</td>
<td>Mid-term exam</td>
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<tr>
<td>14 Feb (lecture)</td>
<td>Social, economic and environmental sustainability</td>
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<td>*student led discussions</td>
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<tr>
<td>16 Feb (tutorial)</td>
<td>Social, economic and environmental sustainability</td>
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<td>*student led discussions</td>
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<tr>
<td>21 &amp; 23 Feb</td>
<td>READING WEEK – NO LECTURE OR TUTORIAL</td>
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<tr>
<td>28 Feb (lecture)</td>
<td>Social, economic and environmental sustainability</td>
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<tr>
<td>2 Mar (tutorial)</td>
<td>Social, economic and environmental sustainability</td>
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<td>*student led discussions</td>
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<tr>
<td>7 Mar (lecture)</td>
<td>The business case in developing the forest bioenergy sector</td>
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<td>*Guest speakers: Wayne Barnes and Joe Maure, Forestry Innovation Team,</td>
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<td></td>
<td>Ministry of Natural Resources and Forestry, Business Development</td>
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<td></td>
<td>Branch, Sault Ste. Marie (tbd)</td>
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<tr>
<td>9 Mar (tutorial)</td>
<td>Second problem set handed out - Biorefinery concepts</td>
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<td>-- Problem set tutorial</td>
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<tr>
<td>Sat, 11 March</td>
<td>Field trip to Haliburton Forest (details to be provided)</td>
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<tr>
<td>14 Mar (lecture)</td>
<td>Policy framework for forest bioenergy</td>
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<td></td>
<td>*Guest speaker: Kathleen McFadden, Assistant Deputy Minister, Forest</td>
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<td>Industry Division, Ministry of Natural Resources and Forestry, Sault</td>
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<td>Ste. Marie (tbd)</td>
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<td>16 Mar (tutorial)</td>
<td>Energy system reform</td>
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<td>Discussion of the issues</td>
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<td>Second problem set due</td>
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<tr>
<td>21 Mar (lecture)</td>
<td>Challenges and opportunities for sustainable forest bioenergy production in Canada</td>
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<td></td>
<td>Where to from here?</td>
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<td>23 Mar (tutorial)</td>
<td>Term papers due</td>
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<td>Student term paper seminars</td>
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<td>28 Mar (lecture)</td>
<td>Student term paper seminars</td>
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<tr>
<td>30 Mar (tutorial)</td>
<td>Student term paper seminars</td>
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<tr>
<td>4 April (lecture)</td>
<td>Student term paper seminars</td>
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<td>6 Apr</td>
<td>Take-home exam uploaded to Blackboard at 5 p.m.</td>
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<tr>
<td>7 April</td>
<td>Take-home exam due 5 p.m.</td>
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<td>7 Feb (L)</td>
<td>Forest biomass (II) Mid-term review</td>
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<td>9 Feb (T)</td>
<td><strong>Mid-term exam</strong></td>
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<td>14 Feb (L)</td>
<td>Social, economic and environmental sustainability</td>
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<td>16 Feb (T)</td>
<td>Social, economic and environmental sustainability</td>
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<tr>
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<td><strong>Reading week</strong></td>
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<td>Social, economic and environmental sustainability</td>
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<tr>
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<td>9 Mar (T)</td>
<td><strong>Second problem set handed out</strong></td>
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<tr>
<td>11 Mar, Saturday</td>
<td>All-day field trip to Haliburton Forest</td>
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<td>4 Apr (L)</td>
<td>Student term paper seminars</td>
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<tr>
<td>6 Apr (T)</td>
<td>Take home exam posted to B’board</td>
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<tr>
<td>7 April</td>
<td>Take home exams due 5 p.m.</td>
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</table>
Required readings:


Encyclopedia of Southern Bioenergy available online at: http://www.forestenycyclopedia.net/p/p2


Available electronically through the University of Toronto Libraries (access via the U of T webpage – search for title through the main catalogue, click on the electronic version, install “ebrary” plug-in if you do not have it), or on course reserve at Noranda Earth Sciences Library.

Available at: http://www.ieabioenergy.com/publications/mobilizing-sustainable-bioenergy-supply-chains/


ADDITIONAL SUGGESTED READING MATERIALS AND WEBSITES

General


Canadian context, feedstock production and processing


**Sustainability**

*Environmental*


*Socio-economic*


**Greenhouse gas balances and lifecycle analyses**


**Biomass based technologies and bio-refineries (includes supply chains and LCA)**


**Energy plantation forests**


**Standards and certification**


Roundtable on Sustainable Biofuels. Available at: [http://rsb.org/](http://rsb.org/)


**Adaptive Forest Management**


SOME WEB SITES


Forest Stewardship Council (FSC). www.fsc.org

Programme for the Endorsement of Forest Certification (PEFC). www.pefc.org

Sustainable Forestry Initiative (SFI). http://www.sfiprogram.org/
Student led discussions

Student led discussions will take place on dates listed in the Topic Outline (14 & 16 Feb and 28 Feb & 2 March). Each person will be expected to assume a specific role and responsibility for the topic they have selected. Please allocate those roles in any way that works for individuals and the whole group. No one should be standing silently in the background; and no one should do it all alone. We will allocate specific time for each person’s portion and for the whole team (25 minutes all together).

Be prepared to:

1. present the theoretical framework underpinning the relevant sustainability values, the ways the case study serves as a good example of the science supporting our knowledge of the sustainability of the system, as well as the opportunities and challenges involved (20 minutes for this portion); and
2. serve as discussion leaders (approximately 5 minutes for this portion) for the ways in which your topic and assigned readings contribute to our understanding of the sustainability of bioenergy from managed forests, and the linkages between science-based and traditional cultural knowledge, policy and management.

Please distribute the following materials to the class one week prior to your presentation so that everyone can prepare for a lively discussion.

Topic outline: Please develop a brief outline of the material you will be presenting to the class. Your main focus should be on developing an overview including theoretical sustainability concepts, the opportunities and challenges underpinning the topic, and ways in which the case study helps us understand the relevant issues.

Reading list: Please recommend 1 or 2 readings for the whole class to read prior to your topic being discussed. Readings might be drawn from peer-reviewed journals, trade magazines, government reports and policies, and reports from NGOs. Case studies should be selected on the basis of their ability to illustrate the salient points of the conceptual framework (context, issues, theory) and/or excellent examples of the challenges associated with implementing sustainable forest management for bioenergy.

Discussion Questions Please develop a list of thought-provoking questions to stimulate active discussion of your topic.

Assessment The basis for assessing presentations is below.
14 & 16 February, 28 Feb & 2 March – Social, economic and environmental sustainability

Sessions 1 to 10 (?)

**Topic:** tbd (e.g. economic sustainability below)

**Suggested number of students:** 4

**Time:** 25 min.

**Structure:**

Students lecturing (with accompanying Powerpoint) – 20 min (4 x 5 min each)
- Potential economic opportunities from forest bioenergy production (~ 5 min)
- Potential negative consequences (economics-related) of bioenergy production (~5 min)
- One economic case study from a developed region (i.e., Canada, Europe, the US) (~5 min)
- One economic case study from a developing region (i.e., Africa, Central/South America, Asia) (~5 min)

Class discussion – 5 min
- Student(s) in the group will have prepared a set of thought-provoking questions and will use these to actively lead the rest of the class in a discussion of their topic.
Constructive Comments and Evaluation for Oral Presentations:

Course: _________________________________           Date: _____________________
Presenter: _______________________________________________________________
Title: ___________________________________________________________________

Objectives:
Were there clearly stated goals to presentation?  1  2  3  4  5  6  7  8  9  10

Body of Presentation:
Was information well explained and relevant?  1  2  3  4  5  6  7  8  9  10

Conclusions/Recommendations:
Did these relate to presentation objectives/content?  1  2  3  4  5  6  7  8  9  10

Organization:
Was there a logical flow to material and information?  1  2  3  4  5  6  7  8  9  10

Creativity:
Flair and originality of ideas  1  2  3  4  5  6  7  8  9  10

Use of visual aids:
Good use of audiovisual equipment?  1  2  3  4  5  6  7  8  9  10
Table/figures of high quality and explained to audience?

Handling of questions and discussion period:
Were questions well answered?  1  2  3  4  5  6  7  8  9  10
Did speaker develop ideas and stimulate debate?

Targeted at Audience:
Was material at appropriate depth for audience?  1  2  3  4  5  6  7  8  9  10

Rapport with Audience:
Good eye contact, voice projection, confident speech etc.?  1  2  3  4  5  6  7  8  9  10

Time management:
Was talk delivered within allotted time?  1  2  3  4  5  6  7  8  9  10
If yes, circle 10; if No, deduct 1 mark for each minute over time

General Comments:
What were the strengths of the presentation?

Are there any areas that need further improvement?

Evaluator: ___________________________ Overall Grade: _______________________

3
GUIDELINES FOR TERM PROJECT WORK

Term papers will provide an excellent opportunity for students to develop and strengthen library research skills, as well as the skills associated with critical analysis, synthesis and integration. Another major learning objective associated with this course is to develop student communication skills. Opportunities for developing oral and written communication skills include student lead discussions, term papers, and seminar presentations based on term projects. The following describes the assessment procedures to be used in this course so that students will have a clear understanding of the criteria for excellence.

TERM PAPER TOPIC AND OUTLINE (due 7 February 2017) (10% of semester grade):

There are four components I typically look for (all assumed to be in draft form/status):
1. Title
2. Concise paragraph stating the topic (conceptual background, justification and objectives)
3. Brief outline (depth to two or three levels of detail; demonstrating the main components of the paper and flow of concepts)
4. Current list of key references (demonstrating that you have made solid start on searching the literature on your topic and building confidence that the proposed topic and paper are well conceived)
5. Total length – One or two pages should be adequate.

It is assumed that, by week-5 in the semester, you will have made a solid start on conceiving the topic and approach to take; and also that you will probably revise the approach and maybe objectives as you learn more and begin writing the paper and work through the project. I am keen to see you demonstrate that you have given it a fair amount of thought; and certainly want to encourage you to revise the specifics of your project as you learn more and become more experienced in the topic.

TERM PAPER (due 23 March 2017) (20% of semester grade):
The Term Paper should be based on a critical, analytical review of published information that is related to the science and policies associated with bioenergy from sustainable forest management. Term paper topics should reflect the interests of each individual student. The rubric for evaluating papers is described in the attached that will also be made available on the course web site.

TERM PROJECT PANEL DISCUSSION PRESENTATIONS (23 March – 4 April 2017) (10% of semester grade):
The purpose of the student term paper presentations is to develop oral presentation and debating skills. Procedures:
• Each individual contributing to the panel discussion of (tba) topic should come prepared to defend or refute the statement posed (tba) for their topic by preparing one slide which makes their main points (for or against) and which is based on their term project.
• Each individual will be given 3 minutes to show their (1) slide and orally make their case for or against the statement.
• Following the individual statements, the floor will be opened up to other panel members and the class to discuss the points of view that have been presented and to identify if consensus has been achieved, or not.
FAQs regarding term papers:

The paper should be typed and double-spaced.  
Length: 2500-3000 words, excluding graphics and citations  
Citation format: See below  
Line spacing and font size: Double-spaced, 12-point font  
Use of sub-headings: Very much encouraged; improves structure

OUTLINES:

For a simple discussion of outlines, visit: http://www.trentu.ca/history/workbook/effectiveoutlines.php.

The type of outline I suggest you write is the "Formal Outline", as described on the Trent University web site and below.

Formal Outlines

A formal outline is hierarchical and linear. It shows the stages of development of the essay in relation to each other and the order in which they will be discussed. It also shows the evidence that you will use to support your ideas. Even when creating a formal outline, do not worry too much about which roman numerals or letters you are using. Just make sure that you are breaking your thesis down into smaller arguments, and then developing each argument through examples.

Below you will find the basic format for a formal outline.

• Introduction

• Major Point 1
  A. Evidence
    1. detail
  B. Evidence

• Major Point 2
  A. Evidence
  B. Evidence
    1. detail
    2. detail
      a. even more detail
      i. even more detail

• Major Point 3, etc.

• Conclusion
+References Section: Examples

Article in Journal


Book

Chapter in Book

Conference Proceedings

Scientific and Technical Reports and their Parts

Conference Presentations (Papers) and Abstracts

Dissertations, Theses, and Their Parts

Websites


Newspaper Articles

Documents In Press
## Term paper evaluation rubric

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<thead>
<tr>
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<th>Inadequate &amp; Marginal</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Mark range</strong></td>
<td>0-49% &amp; &lt;59%</td>
<td>60-69%</td>
<td>70-79%</td>
<td>80-100%</td>
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<tr>
<td><strong>Knowledge</strong></td>
<td>Little or no evidence of a familiarity with the information. Little evidence of use of information beyond that provided in lectures and assigned readings. Literature or other sources are outdated or primarily from grey literature. Inordinate use of non-referenced journals, web sites, etc. Fails to relate relevant information to the question, problem or task.</td>
<td>Some evidence of a familiarity with the information. Some evidence of use of information beyond that provided in lectures and assigned readings. Demonstrates an understanding of the question, problem or task. Literature (or other sources of information) reviewed is up-to-date and appropriate.</td>
<td>Strong evidence of a familiarity with and understanding of the information. Clearly relates the appropriate information to the question, problem or task. Literature (or other sources of information) reviewed is substantial, appropriate and up-to-date.</td>
<td>Demonstrates an exceptional understanding of the relevant information. Exceptional ability to identify the most critical information and relate it to the question, problem or task. Literature (or other sources of information) reviewed is extensive, appropriate and up-to-date.</td>
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<tr>
<td><strong>Analysis &amp; Synthesis</strong></td>
<td>Simply &quot;reports&quot; on or summarizes information with only limited evidence of analysis. Little or no evidence of an understanding of the question, problem or task. Little or no attempt to incorporate information or ideas from other sources, jurisdictions, schools of thought, etc. Little or no evidence of original ideas relevant to the question, problem or task.</td>
<td>Some evidence of an ability to analyze the information and relate this to the question, problem or task. Some attempt to incorporate information from related issues or solutions, jurisdictions, schools of thought, etc. Some evidence of original ideas relevant to the question, problem or task.</td>
<td>Clearly demonstrates an understanding of the question, problem or task. Strong evidence of an ability to analyze the information and relate this to the question, problem or task. Many (but appropriate) examples of the incorporation of information from related issues or other sources, jurisdictions, schools of thought. Strong evidence of original ideas relevant to the question, problem or task.</td>
<td>Exceptional analysis of the information with a very strong linkage to the question, problem or task. Carefully selected examples of the incorporation of information from related issues or other sources, jurisdictions, schools of thought, significantly strengthen the response. Extremely well-developed approach to solving the problem, answering the question or accomplishing the task. Original ideas relevant to the question, problem or task form a significant part of the response and are well supported.</td>
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<tr>
<td><strong>Critical Thought</strong></td>
<td>Little evidence of evaluation of competing arguments. Approach is unclear or unsupported. No conclusions and/or recommendations provided OR those that are provided are superficial and/or poorly defended of explained.</td>
<td>Some evidence of evaluation of competing arguments. Conclusion and/or recommendations are reasonable but lack substantial depth, explanation or support. Assumptions that conclusion (of the author or those of other sources) rest on are identified and addressed to some degree.</td>
<td>Many examples of an ability to assess and weigh competing arguments. Develops a logical and well-reasoned approach to solving the problem (answering the question, or accomplishing the task). Clearly defined conclusions and/or recommendations. Assumptions that the conclusions and/or recommendations.</td>
<td>Demonstrates an exceptional ability to assesses and weigh competing arguments. Very in-depth and clearly defended conclusions/recommendations are presented, and clearly relate to the questions, problem or task. Assumptions that the conclusion rest on are clearly identified and justified, and limitations are recognized. Measures to improve the approach used to address the question, problem or task are identified and explained to an appropriate degree.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Very poor organization. Detracts significantly from the answer to the question or solution to the problem. Lacks a logical flow.</td>
<td>Generally well organized with coherent sentence and paragraph structure. Some integration of conclusions, solutions and/or recommendations is evident.</td>
<td>Good organization and logical flow. Objectives and/or hypothesis (where appropriate) are/is presented. The approach is defined and results of the analysis or problem solving effort are clearly presented. Clearly addresses the question, problem or task. Provides appropriate and integrated conclusions, solutions and/or recommendations.</td>
<td>Exceptional organization. Focus on the problem or question is evident throughout. Very clearly articulated objectives (or hypothesis where appropriate), approach (or methods where appropriate), and results. Conclusions, solutions and/or recommendations are clearly related to the question or objectives (or hypothesis where appropriate).</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Very poorly written. Frequent spelling mistakes or typographical errors that could clearly have been corrected by proof reading or the use of a &quot;spelling checker&quot; inadequately referenced and/or inappropriately formatted referencing</td>
<td>Generally well written with some minor spelling or grammatical errors or awkward style. Some minor referencing issues. Minor editing would make this appropriate (based on the communications only) for submission to an outside review or audience.</td>
<td>Clearly and very efficiently written with no spelling or grammatical errors. All necessary references are provided and appropriately formatted.</td>
<td>Clearly and exceptionally well written with no spelling or grammatical errors. No extraneous information that does not add to the value of the document. All necessary references are provided and appropriately formatted. The level of writing is well-suited to the &quot;audience&quot;. Ready for submission to an outside review or audience.</td>
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LEARNING OUTCOMES and COMPETENCIES

Critical and creative thinking
- Read analytically
- Understand and analyze arguments
- Scrutinize and pose questions and hypotheses
- Gather, evaluate, and reason about evidence
- Examine assumptions, biases, and theoretical underpinnings of questions, evidence or concepts
- Use one’s knowledge and skills in addressing real-world problems
- Synthesize ideas and information into new patterns, theories or modes of understanding
- Develop well-informed new ideas, advocate for them, and defend them
- Apply knowledge to new situations and deal effectively with the unexpected

- Differentiate between types and qualities of biomass feedstock and the energy products they produce
- Compare and contrast different forest management techniques for forest fuel production and harvesting

Communication
- Organize ideas into coherent arguments supported by appropriate kinds of evidence
- Structure one’s communications for varying audiences and contexts
- Produce effective written work
- Present one’s work orally and visually in a manner appropriate to the area of study

- Actively listen to the ideas and viewpoints of others
- Participate willingly and actively in weekly discussions

Information literacy
- Develop familiarity with major resources for a discipline or field, including relevant search aids (e.g. library web pages, research guides), databases and tools for data creation
- Evaluate resources and the information they contain, assessing relevance, authority and reliability
- Identify investigative methods and use tools to analyze information to support a particular hypothesis or to produce an original argument

Quantitative reasoning
- Approach complex problems with an understanding of the value of quantitative reasoning
- Make well-founded mathematical, numerical and statistical judgments
- Develop skills to address problems that involve numerical data, uncertainty, statistics, or modeling
- Understand and use a range of algebraic, geometric, statistical, graphical and computational tools when needed in one’s fields of study and in one’s life beyond university

- Explain basic forest science and energy conversion terminologies
• Assess the Canadian energy profile and where bioenergy might contribute
• Solve quantitative problem sets related to biomass and bioenergy production and basic forest science

Social and ethical responsibility
• Identify ethical dilemmas and consider one’s own values in comparison with differing cultural, philosophical or historical perspectives
• Understand the political, social and environmental consequences of applying academic knowledge and evaluate those consequences
• Recognize and act in accordance with personal responsibility to local and global communities

• Evaluate the environmental, social and economic costs and benefits of bioenergy production in Canada and other parts of the world
• Demonstrate an awareness of the differences between the socio-economic concerns of developing and developed countries as they relate to energy production, use, and environmental protection
• Combine knowledge from a variety of subject areas (e.g., science, social science, economics) in the assessment of multidisciplinary topics
• Analyze sustainable forest management from economic, environmental, social and integrative viewpoints

Other skills
• Cooperate with other team members to produce group projects and presentations
• Organize time effectively
HOUSE RULES

Attendance

While no mark is allotted specifically for attendance, it is assumed that all students will attend classes and tutorials regularly. This is important for students to gain maximum benefit from the course. If a student does not attend regularly, this will be reflected in their participation mark.

Field trip

The field trip is a course requirement, and it is expected that students will make every arrangement possible to ensure that they can attend. If attendance is not possible due to prior obligations, please notify the instructor.

Academic integrity

The University of Toronto has a strict policy on plagiarism, which can be found in the Code of Behaviour on Academic Matters (available at http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

The following excerpts from this document outline the university’s policy:

It shall be an offence for a student to knowingly:

(d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ;

(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

Therefore, under no circumstances will plagiarism be accepted in this course, and students who engage in plagiarism will face strict penalties.
The following resource from the University of Toronto provides tips on how to avoid plagiarism:


It is also expected that students will complete individual assignments (e.g., take home exam, problem sets) on their own.

**Course Policy for Late Submissions and Missed Assignments for Medical Reasons**

If you require accommodation for late submission of assignments or a missed midterm examination, you must inform your instructor by email within 24 hours of the due date of the assignment or missed test. In addition, you must also submit University accepted medical or other documentation, in person, to the Faculty of Forestry **within 5 calendar days** for missed assignments or midterm examination. Medical Certificates or Doctor's Notes must be an original U of T Student Medical Certificate (available from the Office of the Registrar's web site) and must include the statement "This Student was unable to write the test on date(s) for medical reasons". Documentation must show that the physician was consulted within **one** day of the test. A statement merely confirming a report of illness made by the student is *not* acceptable. Failure to comply with this policy will result in a grade of zero for the assignment or midterm in question. For students with a documented absence due to a medical condition or other serious event who are unable to submit an assignment within 6 days, the other assignments will be reweighted on a pro rata basis.

**Late assignments**

It is expected that assignments will be handed in by the dates specified on the course syllabus. Late assignments will be penalized 5% per day of lateness, to a maximum of 6 days (30%). After six days, assignments will no longer be accepted and a grade of 0 will be given.

Late assignments can be slipped under the door of office 3038 ESC after regular business hours.

**Participation and group dynamics**

The material in this course will represent many opportunities for interesting, lively and sometimes controversial discussions. Students are encouraged to participate actively in these discussions, and are expected to respect the opinions and ideas of other class members at all times.

**Communication with instructors and TA**

Students are encouraged to approach the instructor and TA with any questions, concerns or ideas they may have throughout the course. If questions are detailed, it is recommended that students visit instructor and/or the TA during office hours rather than
via email (although we will make every effort to answer all emails promptly), as face-to-face may be a more efficient means of communication for some complex questions. If a student is unable to come to any of the specified office hours, please contact us to set up an appointment with an instructor/TA as available.