ESS212: LOCAL AREA CASE STUDY PLANNING 2016 (Draft)
Biodiversity and Conservation Biology department, UWC
Dr Rich Knight, Tel: 9593412, knight.rnc@gmail.com

Module description from the year book (entire module for terms 3 and 4):
- Constitutional Mandate of local government with reference to:
  - Socio-economic rights and environmental management
  - Developmental local government and environmental management
  - Local Government Developmental Framework
- Applicable/relevant legislation, e.g. Land Use Planning Ordinance (LUPO) / National Environmental Management Act (NEMA)
- Capita selecta of Management principles and functions
- Monitoring and Evaluation of environmental management programmes

Main outcomes: (entire module for terms 3 and 4):
After completion the student will be able to:
- Interpret and apply theoretical and legislative issues within a local government framework
- Explain and apply theoretical frameworks to assess environmental issues within a local government area
- Identify and analyse the main local environmental challenges
- Develop an appropriate strategy to address the identified shortcomings
- Analyse data using a personal computer and present their analysis orally to an audience.

Lectures BCB: Tuesday: 12h00;
Tutorials Monday 10:50 L3 (Arts Faculty)
Wednesday 8:30: BCB
Thursdays (Lunch Time & 5th Period BCB) Make up time for missed assignments or enhancement

Lecture venues: All lectures to be held in the BCB labs, 5th floor, Core 2, New Life Science

Evaluation (Entire Course):
- Take Home Tests counts 50%
- Video Project 50%

Practical Mark = Video Project
Theory Mark = Take Home Tests plus Quizzes in Third term

ONLINE RESOURCE:
http://planet.uwc.ac.za/nist/IEM

Dates for Submission (note times and when late a 15% penalty will be applied)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 October</td>
<td>Cumulative Test</td>
</tr>
<tr>
<td>17 October</td>
<td>Video Project</td>
</tr>
</tbody>
</table>

21 October
17:00 All films (plus hard copies of digital stories and full accreditation) must be submitted onto the YouTube account name carboncampus password: dolphin@123. Your film cannot be marked if it is not loaded onto this YouTube channel. Please note if you use copyright material (music or images) and there is a dispute your video material will be deleted from the Carbon Campus YouTube channel (I risk losing all uploaded material). This will be marked in class during the last week and half of class.

ALL ASSIGNMENTS must be clearly labelled with the assignment name, your name and your student assignment.

Web Resources (Main Portals only as we work through the project more links will be posted on Face Book)

Online Lectures
http://planet.uwc.ac.za/nist/IEM/ http://www.facebook.com Make sure you have joined the ESS UWC group.

YOU CANNOT MISS TUTORIALS: This is going to be a challenge for YOU and US so you are WARNED!
For EACH HOUR assigned in CLASS you will need to do THREE hours in your own time to do the readings and project.

What you will be covering:
- Overview of integrated environmental management [1.81 mb]
- Screening [3.1 mb]
- Scoping [1.64 mb]
- Stakeholder engagement [3.74 mb]
- Specialist studies [1.67 mb]
- Impact significance [4.94 mb]
- Ecological risk assessment [14.5 mb]
- Cumulative effects assessment [1.62 mb]
- Cost benefit analysis [1.78 mb]
- Life cycle assessment [1.8 mb]
- Strategic environmental assessment [1.78 mb]
- Criteria for determining alternatives in EIA [1.76 mb]
- Environmental management plans [1.78 mb]
- Review in environmental impact assessment [1.81 mb]
- Environmental auditing [1.78 mb]
- Environmental impact reporting [1.83 mb]
- Environmental economics [1.79 mb]
- Environmental reporting [2.44 mb]
- Environmental assessment of trade related agreements and policies in South Africa [2.32 mb]
- Environmental assessment of international agreements [1.54 mb]
- Linking EIA and EMS [2.36 mb]
- Environmental monitoring committees [1.62 mb]
- Socio-economic impact assessment [1.91 mb]
- Risk management [1.87 mb]

Term 3

Week 1
Overview of Integrated Environmental Management
http://planet.uwc.ac.za/.../Overview%20of%20integrated%20environmental...

Week 2
Screening
http://planet.uwc.ac.za/.../Screening.pdf
Scoping
http://planet.uwc.ac.za/.../Scoping.pdf

Week 3
Stakeholder Engagement
http://planet.uwc.ac.za/.../Stakeholder_engagement.pdf
Specialist Studies
http://planet.uwc.ac.za/.../Specialist_studies.pdf

Week 4
Impact Significance
http://planet.uwc.ac.za/.../Impact_significance.pdf
Ecological Risk Assessment

Week 5
Environmental Resource Economics
http://planet.uwc.ac.za/.../Environmental_economics.pdf

ESS 212 2016 Local Case Studies (presented by Rich Knight)
### ESS 212 Digital Story Board (film) Rubric (70% Film 30% supplied Story Board)

<table>
<thead>
<tr>
<th>Category</th>
<th>10-8 Points</th>
<th>7½-6 Points</th>
<th>5½-4 Points</th>
<th>3½-1 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of film</td>
<td>Establishes a purpose early on and maintains a clear focus throughout.</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to figure out the purpose of the presentation.</td>
</tr>
<tr>
<td>Point of View</td>
<td>The point of view is well developed and contributes to the overall meaning of the story.</td>
<td>The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is stated but no attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is only hinted at, or is difficult to discern.</td>
</tr>
<tr>
<td>Relevant Question</td>
<td>A meaningful relevant question is asked and answered within the context of the story.</td>
<td>A dramatic question is asked but not clearly answered within the context of the story.</td>
<td>A dramatic question is hinted at but not clearly established within the context of the story.</td>
<td>Little or no attempt is made to pose a dramatic question or answer it.</td>
</tr>
<tr>
<td>Content</td>
<td>Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use contents to create an appropriate atmosphere/tone.</td>
</tr>
<tr>
<td>Voice</td>
<td>Voice quality is clear and consistently audible throughout the presentation.</td>
<td>Voice quality is clear and consistently audible through some 70%-80% of the presentation.</td>
<td>Voice quality is clear and consistently audible through some 60%-65% of the presentation.</td>
<td>Voice quality needs more attention.</td>
</tr>
<tr>
<td>Narrative</td>
<td>The pace (rhythm and voice punctuation) fits the story line and helps the audience really &quot;get into&quot; the story.</td>
<td>Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.</td>
<td>Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.</td>
<td>No attempt to match the pace of the storytelling to the story line or the audience.</td>
</tr>
<tr>
<td>Audio Soundtrack</td>
<td>Music fits a rich emotional response that matches the story line well. Images coordinated with the music.</td>
<td>Music fits a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.</td>
<td>Music is ok, and not distracting, but it does not add much to the story. Not coordinated with images.</td>
<td>Music is distracting, inappropriate, or did not work.</td>
</tr>
<tr>
<td>Quality of Images</td>
<td>Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use images to create an atmosphere/tone.</td>
</tr>
<tr>
<td>Economy of (Story) Detail</td>
<td>The story is told with exactly the right amount of detail throughout. It does not seem too short or does it seem too long.</td>
<td>The story composition is typically good, though it seems to drag somewhat or need slightly more detail in one or two sections.</td>
<td>The story seems to need more editing. It is noticeably too long or too short in more than one section.</td>
<td>The story needs extensive editing. It is too long or too short to be interesting.</td>
</tr>
<tr>
<td>Grammar and Language Usage</td>
<td>Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style, and character development.</td>
<td>Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.</td>
<td>Grammar and usage were correctly but errors detracted from story.</td>
<td>Repeated errors in grammar and usage distracted greatly from the story.</td>
</tr>
</tbody>
</table>

### Notes about upload and attribution:

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