



Course Number	ARCH 680-07	Classroom	Zoom
Course Name	Life Cycle Assessment		
Pre/Co-Requisites	none		
Instructor	Dr. Getachew Assefa	Office Hours/Location	By appointment/Zoom
	Email: gassefa@ucalgary.ca		Phone: 403 616 1527 (cell)
Class Dates	Mandatory live Zoom classes: Tuesday and Fridays 9:00am to 10:30am. The scheduled time on Fridays will be used for questioning regarding assignments. (see course schedule on Page 6 for further detail)		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
Name and Email of Teaching Assistant	TBD		

Course Description

Human activities are responsible for a number of environmental impacts at different levels. Many decisions made at the design stage determine impacts of the products, structures, services and business units that manifest during production, use and beyond. Assessment of such impacts can be best done using a life cycle perspective. The analytical tool of life cycle assessment (LCA) supports informed decision-making by avoiding problem-shifting and sub-optimization. When dealing with measures of improving environmental performance, problem-shifting occurs between life cycle stages e.g. upstream to downstream parts of the life cycle. It may also occur between medium such as shifting from air pollution to water pollution. Burden is also being shifted in space (e.g. from urban to rural) and in time (e.g. from today to the future). LCA provides an opportunity of, at least, minimizing such problem-shifting.

This course on LCA in design, offered for senior undergraduate and graduate students, helps would-be engineers, architects, designers and business professionals develop the skill of understanding the far-reaching and lasting implications of the decisions they make at different levels of product and service design and development.

This course explores theoretical background of LCA covering, among others, the following:

a) Methodological

- Identification and delimitation of the system boundary
- Defining and handling of allocation problems
- Midpoint and endpoint approaches

b) Data

- Identification and use of data from LCA databases
- Collection and use of data from other sources

c) Results reporting and application

- Contents of an LCA report
- Analysis and interpretation of LCA results

The course delivery includes Lectures, LCA Review and Project
The lectures cover main topic areas of the course briefly outlined below.

Background to LCA

Reflecting on features of LCA including some brief history of LCA and different phases of LCA.

Goal and scope definition

The first phase of LCA includes aspects of system boundary, functional units, data quality requirements, etc.

Life cycle inventory analysis

Based on the information from the Goal and Scope Definition, quantitative dimension of LCA including data collection and modeling of the product or service system under consideration.

Life cycle impact assessment and Interpretations

The methods and approaches for quantifying the environmental impacts using the data collected; the implication of the choices involved in applying the different methods of aggregating data and weighting.

Data availability and quality in LCA

Data quality and associated issues will be outlined together with presentation of selected LCA software tools.

Product category rules and Environmental product declarations

Environmental product declarations as LCA -based labeling of products and services are the practical way of communicating the environmental performance through independently verified documents. How EPDs are developed based on product category rules will be explored and examples from different sectors will be provided.

Review:

Students will do a critical review of a life cycle assessment study. If group, one full LCA report will be reviewed. If individually, two short articles will be reviewed and synthesized. Full Review Assignment instruction is provided separately.

Project:

Students either as a group or individually will work on a life cycle assessment of a product of choice. They will submit a report of around 25 pages and a make a final presentation. Full Project instruction is provided separately.

Online Delivery

Lecture videos will be posted on D2L for asynchronous learning. The live Zoom sessions during the timetabled periods as indicated in the course schedule will be used for question and answer, for exercises, discussing assignment and for follow up project progress. Students are required to review the lecture videos and do related readings and attend synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity.

Course Learning Outcomes

After completing the course, students should be able to:

1. Understand the overall purpose and principles of LCA.
2. Describe the content and explain the purpose of the different steps of LCA.
3. Carry out a complete LCA of a defined system based on the ISO standard for LCA.
4. Write an LCA report complying with guidelines and terminologies of the ISO standard.
5. Discuss possible applications and limitations of LCA.
6. Understand how a third-party critical review of LCA is done.

Learning Resources

Required readings, textbooks and learning materials:

Matthews, H. S., Hendrickson, C. T., & Matthews, D. H. (2015). Life cycle assessment: Quantitative approaches for decisions that matter. (e-book available for download for free at: <https://www.lcatextbook.com/>)

For project, the free Life Cycle Assessment Software, OpenLCA (<http://www.openlca.org>) will be. **Students are expected to learn the software using online resources such manuals and YouTube videos from the vendor.**

Technology requirements: Reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components:

Note that students can choose scheme 1 or scheme 2 options at the beginning of the course. Once that choice made, they are expected to stick to the same scheme for the full term. Group assignments will be based on 80% instructor grading and 20% group members' average peer-grading.

Assessment Method	Description	Weight		Aligned Course Learning Outcome
		Scheme 1 – group focused (4 items)	Scheme 2 – individual focused (6 items)	
Quizzes – 5 multiple choice quizzes (only 4 best will be considered)	Individual	20%	20%	1-6
Review 1	Group or individual	25% (full report)	10% (article 1)	1-6
Review 2	Individual		10% (article 2)	1-6
Synthesis of review 1 and 2	Individual		5%	1-6
Project: Report and presentation	Group or individual	30%	30%	1-6
Test (open questions – whole course)	Individual	25%	25%	1-6
Total		100%	100%	

Assessment and Evaluation Information

Attendance and Participation Expectations: students are expected to attend synchronous sections and participate actively in group assignments.

Guidelines for Submitting Assignments: assignment should be submitted before the end of the day (before midnight) of the deadline date through D2L Dropbox.

Final Examinations: there is no scheduled final examination for this course other than the quizzes and the test.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>): students are expected to write assignments using understandable English with clear structure using appropriate headings following assignment instructions citing sources used properly and consistently. Clearly show names of students. Write in single spaced 12pts times new roman or equivalents.

Late Assignments: assignments submitted late 1 mark per day late will deducted for each late submission of assignment.

Criteria that must be met to pass: Students are required to pass the total of course components to successfully pass the course.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a secondary level.

- A2: Research Skills
- A4: Verbal and Writing Skills
- A5: Collaborative Skills
- B4: Sustainable Design

Topic Areas & Detailed Class Schedule			
Date and time	Topic	Readings	Assignments/Due Dates
September 7	L1- LCA Overview		
September 10	Assignment session		
September 14	L2- Goal and Scope Definition	Chapter 4	
September 17	Assignment session		
September 21	L3- Life Cycle Inventory	Chapter 5	
September 24	Assignment session		Quiz 1 focusing on L2
September 28	L4- Data sources and issues	Chapter 5	
October 1	Assignment session		Quiz 2 focusing on L3
October 5	No class / SAPL Block Week		
October 8	No class / SAPL Block Week		
Thursday October 14			Review 1 submission
October 12	L5- Life Cycle Impact Assessment	Chapter 10	
October 15	Assignment session		
Thursday October 21			Review 2 submission – only for individuals
October 19	L6- LCIA methods in OpenLCA	Chapter 10	
October 22	Assignment session		Quiz 3 focusing on L5
Thursday October 28			Synthesis of review 1 and 2 submission - only for individuals
October 26	L7- Interpretation		
October 29	Assignment session		
November 2	L8- LCA studies example		
November 5	Assignment session		Quiz 4 focusing on L7
November 9	No class – term break		
November 12	No class – term break		
November 16	L9- Product Category Rules and Environmental Product Declarations		
November 19	Assignment session		
Friday November 19			Project report and presentation file submission
November 23	Assignment session		Quiz 5 focusing on L9
November 26	Assignment session/Project presentation		
November 30	Project presentation		
December 3	Project presentation		

December 7	Test		
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Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf)

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit

consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://www.ucalgary.ca/secretariat/student-appeals>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk