1) Introduction:

This section re-iterates the specific problem statement and/or research question driving the GIS activity. Students must explain what the specific focus and purpose of the exercise is using their own terms. Other items that may be included:

- Working assumptions (e.g., theoretical frameworks or datasets);
- Constraints (e.g., time, data, criteria used in the analysis);
- Scope of work (i.e., in both procedure and geographic extent);
- Expectations for outcomes.

2) Materials

Student will outline what materials they have to work with and explain the nature of the datasets (i.e., what does the data actually represent). Other pertinent facts about the datasets (e.g., time, theme format, source) should be included. Materials will also include secondary supporting technologies (e.g., Internet resources – CHASS Data Center U of T).

3) Methods and Results

The method section will evolve from simple explanations of the type of procedures used (e.g., map symbolization, geo-coding, overlay analyses, etc), to a section including a detailed flowchart of the entire procedure. Students are discouraged from making a detailed account of each “button they pushed”. Only pertinent points are required (i.e., what someone would need to evaluate or replicate their work). Students will then present their maps and other supporting figures (e.g., tables and charts). These figures must be labeled and referenced appropriately. Each figure should have an annotation below with a concise explanation of what it is illustrating. Documenting methods with supporting images (e.g., screen captures) and a description of results should be integrated smoothly into a single section.

4) Discussion

Students will interpret the significance of their results in the context of the specific problem statement. Connections should be made to the original data, the analysis, supporting theory and the cartographic output.

Limitations of the work can also be included. Students may be critical in this section if it is appropriate. They may make suggestions for additional analyses, limitations of the dataset, or future research directions.

* References (if required)

** Only word-processed (i.e., typed) lab submissions will be accepted as outlined on the course syllabus