



<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2021</b>	
<b>GEOG 120-1</b>	<b>Physical Geography</b>	<b>Prerequisite:</b>	<b>none</b>
		<b>Credits:</b>	<b>3</b>

Class Information		Instructor Information	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Dr. Stephen Jeans
<b>Type:</b>	Spring two-week MODULE	<b>Email:</b>	sjeans@ambrose.edu
<b>Days:</b>	Monday to Friday	<b>Phone:</b>	403-284-3630
<b>Time:</b>	1:00 p.m. - 4:30 p.m.	<b>Office:</b>	by arrangement
<b>Room:</b>	A-1085, Airhart Theatre	<b>Office Hours:</b>	by appointment
<b>Lab/ Tutorial:</b>	in class time, add half hour one class outside TBD	<b>First day of class:</b>	May 3
<b>Final Exam:</b>	within class time ( <i>including accommodations</i> )	<b>Add/Drop Deadline:</b>	Midnight on first day of class

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An introduction to the science of spatial pattern, variation, process, and interrelationship of Earth's major surface systems along with their influence on human habitat and human interdependence with the planet, including elements of atmosphere, waters, landforms, soils, and biotic communities.

### Expected Learning Outcomes

Learning focuses on research and study in many physical geography fields. Geographic tools and research techniques are utilized including remote sensing and field work to confirm, interpret the environment, and resolve geographic issues.

***At the conclusion of the course students will be able to:***

- (knowledge)
- explain the history, techniques, and major scientific fields of physical geography,
  - understand broad concepts of Earth as a globe explained by mapping, geometry, and systems theory,
  - distinguish climate from weather along with circulation patterns, water budgets, and energy balance,
  - explain surface water, groundwater, and ocean location/quality along with hazards including flooding,
  - interpret surface landforms patterns as lithospheric, fluvial, or other natural process and movement,

- understand and hypothesize about cold regions, permafrost, and resources of northern communities,
- classify typical soil profiles, formation, distribution, management, and environmental governance,
- identify biotic and abiotic ecosystem components, diversity and distribution, and resource importance,
- relate natural resources to population, densification, development, regulation, and sustainability,

- (skill)
- identify and utilize geospatial materials and processes including maps, remote sensing, and GIS ,
  - undertake ground truthing to collect and confirm map, satellite, and air-photography imaging,
  - model and communicate quantitative and qualitative data in relation to environmental and settlement,
  - develop cartographic and interpretative materials to communicate science and physical geography,

- (attitude)
- appreciate aspects of the finite and interconnected nature of Earth and human habitation of it, and
  - express a perspective on science and human values including faith for geographic decision-making.

### Textbooks

Mastering Geography with Pearson eText -- Standalone Access Card Package -- for Christopherson, R.W., Birkeland, G., Byrne, M.-L., & Giles, P. (2016). *Geosystems: An introduction to physical geography (4th Canadian edition)*. Pearson Canada Inc. ISBN-13: 9780134854069 [OR previous version, looseleaf book, etc.]

### Course Schedule

A tentative schedule is proposed below, and is therefore subject to change, because of outdoor observing and geographical learning exercises that may take advantage of clear skies (or your own back yard or from your window) at the instructor's discretion. Planned for the course are readings and topics in the following order:

<u>Date</u>	<u>Reading</u>	<u>Topic</u>	<u>Note</u> [information for that activity]
05-03	Ch. 1, 2	About physical geography and seasons	intro to maps and Assignment
05-04	Ch. 3, 4	Atmospheric structure and energy balance	geographic techniques used outside
05-05	Ch. 5, 6	Global temperature and fluid circulation	
05-06	Ch. 7, 8	Atmospheric moisture and weather	
05-07	Ch. 9, 10	Water resources and global climate systems	in-class <b>Midterm Exam</b> , Assignment work
05-10	Ch. 11, 12	Climate change and our dynamic planet	
05-11	Ch. 13, 14	Tectonic, quake, volcanoes, mass wasting, etc.	geographic techniques used outside
05-12	Ch. 15, 16	River systems, coastlines, oceans, and deserts	
05-13	Ch. 17, 18	Glacial and periglacial environments, and soils	
05-14	Ch. 19, 20	Ecosystems, biogeography, and biomes	in-class <b>Final Exam</b> , Assignment completed

Please go to [www.ambrose.edu/covid](http://www.ambrose.edu/covid) for information on the Ambrose University response to the COVID-19 pandemic. Our class will follow that protocol, details of classroom procedures will be reinforced and adapted in-class and posted on Moodle in the document **COVID-19\_Physical-Geography.pdf**. This course could move online should that be required; therefore, students should have access to a computer, the internet, and be prepared for changes as they arise.

**Requirements:***Daily Work with Exit Slip*

Each day, a topic specific **LAB AND TEXT COURSEWORK** document will be posted on Moodle. It is the responsibility of the student to download and complete any required pre-class activities according to instructions on that document.

The **LAB AND TEXT COURSEWORK** document must be brought to class, electronically on a charged laptop computer, to complete the class-time portion and exit slip. This document must be delivered to the instructor, by email, prior to leaving the class. Contact your instructor if there are any issues with doing this daily work electronically. Note that exit slips typically consist of five multiple-choice questions answered in about 5 minutes.

*Fieldtutorial Journal Assignment*

A term assignment called **FIELDTUTORIAL JOURNAL** will be demonstrated and discussed in class. It is an opportunity for practical engagement of physical geographic science work being studied. This assigned project is due on the last class (or at the end of the weekend following the last class). Download the **Fieldtutorial Journal .docx** file from Moodle.

This assignment includes small activities and researched writing, a portion of which is completed in-class with the instructor. Safe observation of local geographical phenomena on campus (or if needed, the home of the student) is planned in the Course Schedule (listed above). Out of class activity is weather dependent, AHS rules dependent (i.e., groups of no more than 10 people), therefore advance notice of at least a day will be given for any change, along with notice of the one class-period that may require an additional half-hour outside to be completed.

(Note: there is an alternate open-ended assignment to the Fieldtutorial Journal for creative self-starters, please inquire.)

*Cautions and Student Equipment*

To reinforce concepts encountered during this course, participants will be asked to observe and/or take part in multiple demonstrations and activities that will include the use of equipment. Safety is an expectation of each student for themselves, for the well-being of others. Only simple materials will be used (basically kitchen science), and where possible supplied, but a listing of any items that you may need will be provided a day before the start of a class.

**Attendance:**

Class attendance is mandatory. Participation in-class activities is mandatory and/or if moved online, participation in Zoom class and related activities is mandatory (COVID concern - contact instructor). Marks/points lost through excused absence can be discussed with the instructor and suitable alternate arrangements made at the instructor's discretion.

## Grade Summary:

### Grading Schedule

Daily Work with Exit Slip	25%	downloaded by the student well ahead of each class meeting
Mid-term written examination	25%	mix of short questions and practical possible
Fieldtutorial Journal assignment	25%	
Final written examination	25%	mix of short questions and practical possible, non-cumulative
Total: 100%		

Late assignments may be accepted at instructor's discretion – if contact and arrangements are made. However, the mark achieved may be reduced by 5%/day (up to 10%/day if no contact is attempted by the student prior to the due date).

The available letters for course grades are as follows:

Grade	Numeric equivalent	Interpretation	Grade Points
A+	100	<b>Mastery:</b> Comprehensive understanding of subject matter	4.00
A	95		4.00
A-	90		3.70
B+	85	<b>Proficient:</b> Well-developed understanding of subject matter	3.30
B	81		3.00
B-	76		2.70
C+	71	<b>Basic:</b> Developing understanding of subject matter	2.30
C	67		2.00
C-	62		1.70
D+	59	<b>Minimal Pass:</b> Limited understanding of subject matter	1.30
D	55		1.00
F	Up to 49%	<b>Failure:</b> Failure to meet course requirements	0.00
P	(if taking the class as P/F)	<b>Pass</b>	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed/emailed out.

### Other:

General class materials and suggested resources are available online through the University Moodle site. Materials to be printed and required for class will be posted and announced at least a class-period before. For help on how to access these files please see the IT Help Desk.

Ambrose University Library has a wealth of connections to online materials/sites, please inquire about this resource.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic

dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Course instructor
- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.