Asynchronous Classes: Monday & Wednesday 4:30 – 5:20  
Synchronous Classes: Friday 4:30 – 5:20, See CourseLink for Class Meeting details  
Instructor: Laura J. Brown (laura@uoguelph.ca)  
Office Hours: Tuesdays 1:30 - 3:30  
Graduate Teaching Assistants: Emma Shay, Isabel Rewucki, Jay Creen, and Alex Scott  
Office Hours: TBA, See CourseLink

Prerequisites: None

REQUIRED TEXT  

CALENDAR DESCRIPTION  
"This course provides an introduction to physical geography, focusing on the principles and processes governing climate, landforms, and vegetation systems and their interrelationships and will examine natural and human-induced changes to environmental systems. Laboratories will address techniques of measurement, representation and analysis of environmental systems using maps and satellite imagery, laboratory techniques, and field observation."

OVERVIEW  
In this course, you will learn to see the Earth through the eyes of a physical geographer. Our planet's surface is an extremely dynamic place, where forces and processes driven by internal and external sources of energy interact to create our climate, landforms, and landscapes.  
We will examine the effects of solar energy, climate, tectonic activity, gravity, weathering, erosion and sediment transport within the context of physical geography. While much of the material covered will be descriptive rather than mathematical, Physical Geography is a quantitative science. Some of the material in this course draws upon basic science theory and relationships. We will use primary numerical relationships from time to time, and you will be expected to solve simple math problems in lab assignments and on the final exam.

LEARNING OBJECTIVES  
This course aims to introduce and enhance the University of Guelph's learning objectives and the Department of Geography, Environment & Geomatics. Specifically, in this course, students will:

- Develop a comprehensive depth and breadth of understanding of the core concepts and processes that drive Earth's Systems. Students will evaluate the Earth as an integrated system by examining dynamic flows, interactions and exchanges at different spatial and temporal scales.  
- Critically and independently recognize, synthesize and evaluate diverse sources of knowledge, and approaches pertinent to exploring elements of geoscientific problems
- Appreciate and begin to reflect critically on the importance of holistic, integrative human-environment perspectives.
- Investigate complex real-world challenges using appropriate concepts, methods, and tools from the geographical sub-disciplines.
- Recognize and identify the societal relevance of geographical knowledge and apply it to real-world human-environment issues.
- Value respectful, responsible, and just community engagement and demonstrate active citizenship when addressing human-environment issues.

**CourseLink Page**

There is a course webpage on CourseLink, GEOG*1300 (01) W21 - Intro to the Biophysical Environment. To access our class webpage, use your central account ID and password. The same login ID and password that you use to access your University of Guelph e-mail and WebAdvisor. CourseLink can be accessed from the University's homepage, and I bookmark it in my browser for easy access.

On the CourseLink page, you will find class announcements, the micro-lectures and lecture notes, lab assignments, weekly quizzes, discussion forums, grades and the link to our synchronous class.

**Overview of Course Content and Organization**

We will have one unit each week:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Units</th>
<th>Readings</th>
<th>Lab Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 11 - 15</td>
<td>0&amp;1: Introduction to Course Geography, systems theory, paradigms, and mapping</td>
<td>Chapter 1</td>
<td>Google Earth &amp; Excel Self-guided</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 18 - 22</td>
<td>2: Solar Energy, Seasonality and the Earth's Atmosphere</td>
<td>Chapter 2, 3 to pg. 75</td>
<td>Lab 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 25 - 29</td>
<td>3: Global Energy Balance and Temperatures</td>
<td>Chapter 4, 5 to pg. 27</td>
<td>Lab 1 due</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 1 - 5</td>
<td>4: Circulation in the Atmosphere and Oceans</td>
<td>Chapter 6</td>
<td>Lab 2</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 8 - 12</td>
<td>5: Water, Atmospheric Moisture and Weather</td>
<td>Chapter 7, 8 to pg. 216</td>
<td>Lab 2: due</td>
</tr>
<tr>
<td></td>
<td>Feb. 15 - 19</td>
<td><strong>Reading Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 22 - 28</td>
<td>6. Weather and Climate</td>
<td>Chapter 8 pg. 216 on 11pg. 310 -337</td>
<td>Lab 3</td>
</tr>
<tr>
<td>7</td>
<td>Mar. 1 - 5</td>
<td>Midterm Exam</td>
<td>Chapter 9, 15 pgs. 454-459</td>
<td>Lab 3: due</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 8 - 12</td>
<td>7. Hydrology and Catchments</td>
<td>Chapter 12, 13 pgs. 38-400</td>
<td>Lab 4</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 15 - 19</td>
<td>8. Rock cycle, Plate Tectonics, and Landforms</td>
<td>Chapter 14</td>
<td>Lab 4: due</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 29 -31*</td>
<td>10. Fluvial Systems</td>
<td>Chapter 17</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr. 5 - 9</td>
<td>11. Glacial and Periglacial Landscapes</td>
<td>Chapter 19</td>
<td>Lab 5: due</td>
</tr>
<tr>
<td></td>
<td>Apr. 12</td>
<td>12. Biosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr. 19-23</td>
<td><strong>Final Exam online</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We will cover each unit through a combination of asynchronous micro-lectures, textbook readings, and synchronous classes and discussions.

Each week students will complete an online review quiz based on the lecture material, discussions and assigned readings for that week; students are responsible for preparing and completing these quizzes in the time frame stipulated.
There are five 2-hour lab sessions that students must attend. These lab sessions will be run through the Microsoft Teams platform.

**EXPECTATIONS**

Students are expected to take notes from the textbook readings and the micro-lectures and synchronous classes to supplement the posted lecture material. All quizzes, tests and final exam questions will be based on these notes micro-lectures, readings, synchronous discussions and lab material.

**COURSE NOTES**

I will post the slides I use in my micro-lectures on CourseLink so you can follow along and take notes.

**Learning Services for First-Year Courses**

Although many of you may not be first-year students, because this course is designated as a first-year course, you might not be aware of additional resources. Learning resources at the Library and Learning Commons offer free services to help you succeed in first-year courses at the University of Guelph.

These opportunities include:

- meeting with a peer helper to talk about study strategies or your writing assignments
- attending Supported Learning Groups
- getting assistance finding journal articles and books
- registering for academic workshops

For more information, please visit the Library website or ask me to direct you to someone at the Library and Learning Commons. Library website, [www.lib.uoguelph.ca](http://www.lib.uoguelph.ca)

**COURSE EVALUATION**

The final grade will be assessed from weekly review Quizzes completed online (10%), five Lab Assignments (5% each, 25% total), and two tests, a Midterm (25%) and the Final exam (40%). Quizzes are based on information presented in asynchronous micro-lectures and discussed in weekly synchronous meetings. The midterm is in week seven and covers the lecture material presented in the first half of the course. The final exam is focused primarily on the second half but has some cumulative content and a lab component. It is scheduled during the second week of the university exam period. Both exams are online, and more details will be provided on CourseLink.

In summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Labs</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>25% online exam – March 1</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40% online exam - Apr. 19-23</td>
</tr>
</tbody>
</table>
Students with a documented conflict for any tests need to see me at least two weeks before to arrange an alternative time. There is no guarantee that this will be accommodated, but ensuring that you address the issue several weeks in advance will certainly assist the process.

**Weekly Review Quizzes – worth 10%, completed online**

The weekly review quizzes are an incredible opportunity for students to review and 'test' themselves on the relevant material at a relatively frequent pace. These quizzes, in total, are worth 10% of the final grade in the class. They are used to incentivize engagement with the course material one more time. So if you read the assigned readings before you watch the micro lectures, take helpful notes of the reading and lecture material, participate in the synchronous class, review your notes each week that is approximately six points of engagement with the material. Adding the quiz makes it seven points. These points of engagement with the material are vital to an in-depth and comprehensive understanding of complex concepts in GEOG*1300. So, the quizzes might feel like extra work – and they should – because the whole point was to get you to engage with the material one more time. Furthermore, the quiz questions help me to gauge student comprehension and usually reflect the most important or challenging ideas and concepts covered during that week. Finally – quiz questions are often re-used on the exams – so in case you needed one more reason to pay attention to them, they will likely help you out with the tests.

The lowest three quiz grades are dropped before the Quiz component of your final grade is calculated. I do this to cover instances where quizzes are missed due to losing track of time and missing the deadline, computer or internet issues, or illness. Therefore, there are no extensions or second attempts. If you do all of your quizzes, then the lowest three scores are dropped, so if you have an opportunity to identify concepts or ideas that need further work to understand without it affecting your final grade.

**Lab Assignments – 5% each, 25% total**

These assignments are an opportunity for you to demonstrate to us that you understand key concepts. More details about these assignments will be presented at the beginning of each scheduled lab period by your GTA. Your lab assignments are due one week after your scheduled lab before midnight. For example, if you are in Section 101, your labs are scheduled for Tuesday at 10:30, and your lab is due the following Tuesday before midnight.

Your assignments must be submitted through Dropbox on CourseLink. Late assignments (without prior approval by your GTA) will be penalized at a rate of 10% of the assignment's value per day. This course uses Turnitin to help encourage academic integrity.

Extensions must be requested in advance and will be evaluated by the GTAs on a case-by-case basis. Additional detailed information on assignments, midterms, final exam Instructor or Department Policy on Late or Missed Assignments is available in the Undergraduate Calendar.

Your GTA handles all lab related questions and grading.
COMMUNICATION

This course uses CourseLink, Teams and Zoom as the primary tools for communication and distribution of course materials.

Following university regulations, all e-mail correspondence will be sent to your University of Guelph e-mail address. I usually respond to student inquiries within 24-36 hours during University Business hours. I also do not reply to messages from off-campus e-mail addresses because they are often spam or phishing scams (indeed, the University forbids it). Keep in mind this is a professional environment, and your messages should reflect this. For example, I do not normally answer e-mails that begin "Hey," or "Yo Prof" or include texting lingo.

University of Guelph Policy Statements:

E-mail Communication
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or a designated person, such as a GTA) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date
Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas
Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class e-mail. All University-wide decisions will be posted on the COVID-19 website [https://news.uoguelph.ca/2019-novel-coronavirus-information/] and circulated by e-mail.

Illness
The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.