Welcome to Geography 141: The Natural Environment! This course looks at the major drivers which influence and shape the world around us. Even though this is an introductory course, there is a fair amount of material to get through. Each week, there will be an overview page that has an estimated time for how long it will take to get through each assignment and reading. Be sure to plan accordingly and use your time well. Do not put everything off until the last minute. Subject matter builds on the previous weeks, and the labs are meant to enhance your understanding of general natural world processes. This syllabus outlines what we will accomplish in this course, as well as times and policies you need to be aware of to get the most out of this class. Please read through this and orient yourself on the structure of the course. We begin labs and lectures in Week 1 (March 29 – April 2), and unless otherwise stated, your assignments are due by 11:59pm one week later (example: a Week 1 assignment assigned on Monday March 29, 2021 will be due by the following Sunday night April 4th at 11:59 pm PDT).

Objectives of the course

- Using readings, lectures, and laboratories to develop an understanding and appreciation of natural processes that occur every day or over every year. The basics of meteorology (the study of the atmosphere and weather), climatology (longer-term trends in weather and its variation over the earth), biogeography (distribution of life on earth) and geomorphology (processes that shape the surface of the earth).
- Students will understand the important properties of maps and students will use maps and digital mapping tools to explore spatial patterns on earth.
- Topics in meteorology will range from why weather changes daily to the causes of global patterns of climate. Students will be able to interpret patterns and explain causes, of maps of various weather elements (temperature, air pressure, humidity, wind).
- In climatology, students will study the causes of seasonal patterns of temperature and rainfall in different locations on earth. Students will be able to link the causes of these
seasonal patterns to patterns in atmospheric circulation, and the role of various other factors such as elevation and location within continents. Last, students will be able to roughly locate climatic data (presented as a graph) to actual locations on earth.

- In biogeography, students will be able to explain why climates produce major biome types on earth, including the causes of the changes in vegetation in Oregon.
- In geomorphology and hydrology, students will understand the pathways of water from precipitation to ocean and atmosphere, and how rivers sculpt the surface of the earth. Students will be able to identify mass-wasting and glacial features from topographic maps.

**Required materials**

- **Physical Geography, 5th Edition (optional, but recommended)** by de Blij, Muller, Burt, and Mason. The textbook is available in the bookstore. It is a common book and available from many sellers (be sure you get the 5th edition). We will not cover the entire book, but it is an excellent resource to have.

- **Google Earth Pro desktop** application, version 6 or higher (free software).
  [https://www.google.com/earth/versions/](https://www.google.com/earth/versions/) *(Links to an external site.)*

  NOTE: You can not use the online or mobile device version of Google Earth. You must download the desktop application. The reason for this is that the .kmz files you need to complete labs only work with the desktop version.

- Additional and supplementary materials will be made available on Canvas (canvas.uoregon.edu).
- A camera (the one on a smartphone or other mobile device all work well).

**Grading**

Your grade will be determined based on five different categories: two exams (20% of total), lab assignments (20% of total), quizzes (20% of total), discussions (20% of total), and weekly assignments (20% of total). You must receive a passing grade on the lab assignments to pass the class. On the overview page for each week I will give you an estimate of how long it will take to complete the assignment, so you can plan your time accordingly. The final grade scale is as follows: A+: >98%; A: 92-98%; A-: 90-92%; B+: 88-90%; B: 82-88%; B-: 80-82%; C+: 78-80%; C: 72-78%; C-: 70-72%; D+: 68-70%; D: 62-68%; D-: 60-62%; F: <60%). Grades will be posted on Canvas along with any announcements. I reserve the right to offer extra credit, but you should not expect it or ask for it. If you have questions about your overall grade(s), please make an appointment with me (we can chat using Zoom) or with your GE to discuss your concerns.

DO NOT EMAIL ME ASKING TO ROUND UP GRADES. It's unfair to your classmates.
• **Exams (40% of total grade)**
  o There are two exams in this course, Exam 1/Midterm (20%) and Exam 2/ Final (20%). Tests are not cumulative, however, there will be terms and concepts from earlier in the term that you will come up in the final. I will be offering both the midterm and final exams online. Students who miss a test without a documented excuse will receive a score of ZERO for that test. Except in the case of true emergencies, you must contact me before the exam if you are going to miss it; otherwise, you will receive a grade of zero. University policy requires students to take the final exam on the scheduled final exam date.
  o Both exams will be administered online and you will have at least a 48-hour window to complete them.

• **Lab Assignments (20% of total grade)**
  o The weekly lab assignments are a major part of this course. If your average grade for the lab assignments (after dropping the lowest lab assignment grade) is not a passing grade (>60%), you will not pass the course. The labs provide you with the opportunity to apply some of the concepts you have learned in this course and through the readings to real-world scenarios.
  o Lab assignments begin during Week 1 (March 29th – April 2nd).
  o These assignments will appear as "quizzes" in Canvas, but they count towards the lab assignment portion of the grade.
  o Lab assignments will be made available each week on Friday at midnight PDT. You have a week to complete lab assignment.
  o Your lowest lab grade of the quarter will be not be included in the final tally.
  o **Cheating and plagiarism on labs will not be tolerated and will be reported to the Student Judicial Affairs Office and result in a score of zero.**
  o Late submissions: You have three additional days to submit a late assignment. Each day after the due date results in a reduction of 20% of the grade.

• **Quizzes (20% of total grade)**
  o Each week there will be a quiz. These quizzes provide you with the opportunity to apply some of the concepts you have learned in this course, through the lab assignments, and the readings.
  o You can take each week's quiz up to three times. Canvas will keep your highest score.
  o Your lowest quiz grade of the quarter will be not be included in the final tally.

• **Assignments (20% of total)**
  o It is challenging to get large classes outside, but the ability to look around and understand what is going on is an important component of this course and to your capacity to interpret the world. There will be several assignment that require you to submit a photo, paragraph, a mini-movie, a collage, share a website, book, podcast, movie, or TV show, etc. that demonstrates a topic covered in lecture.
The goal of this part of the course requirements is to take what you have learned from the course materials or readings and interact with the world around you whether it is with the physical environment or in digital media.

The expectations will be clearly stated on the directions for each assignment and will be different week to week. When possible, examples will also be given for each assignment. Be sure to read them in their entirety before you submit your assignment.

How to do well in this course?

• DO NOT WAIT UNTIL THE LAST MINUTE TO WORK THROUGH THE MATERIAL AND ASSIGNMENTS! Please be sure to check the overview page in each week's module for time estimates on completing each part of the module.

• To do well in this course you must keep up with the readings. The information being taught is cumulative. You will not understand the material if you skip sections.

• The best way to move through the material is to first skim the course material and exercises for the week to get a sense of what the subject matter is and to associate the readings to tasks. I highly recommended that you take handwritten notes as you read and move along in the activities and labs so you can easily refer back to them as you do your labs and quizzes.

  ○ There are multiple reasons for this, but the primary reason is that it is far easier to refer back to the material you’ve written than to go through the readings to try to remember the concepts discussed. Notes will also go a long way to helping you do well in the tests. Trust me on this! To help you with your notes, I will make a worksheet/study guide each week for all the material covered. This will not be an assignment that you turn in, instead, it can be completed on your own as a way to help guide you through the material.

• If you have a question, please ask!

Contacting me
The fastest and easiest way to contact me is via email: csaban@uoregon.edu, but you can also send me a message through Canvas (though this generally takes me a little longer to respond to). There will also be discussion boards where you can ask questions too. When asking me questions about the policies of the class, remember that the reading assignments, exam dates, as well as policies on late/make-up work are stated in this syllabus.

Academic Dishonesty
I will not tolerate cheating or academic misconduct/dishonesty in my courses; examples of these behaviors include (but are not limited to):

• Plagiarism (passing off the work of another as that of your own). Plagiarizing occurs when you copy materials from other sources without citing the source (i.e., taking credit
for someone else’s work), or copy someone else’s lab. All students should be familiar with the material in this guide on avoiding plagiarism (http://researchguides.uoregon.edu/citing-plagiarism/plagiarismLinks to an external site.).

- Copying answers from your neighbors during exams/activities
- Dishonesty concerning reasons for absence from class/turning in an assignment late
- Any other actions that might give you an unfair advantage over your classmates.

All cases of academic dishonesty/misconduct will be referred immediately to the Student Judicial Affairs Office. The penalties for academic dishonesty and/or misconduct can range from a grade of “F” for an assignment to an automatic failure of the course. For more information please consult the university policy on cheating and plagiarism at: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-codeLinks to an external site.. If you remain unclear what constitutes “plagiarism” then please contact the instructor or GE before submitting your work. Its always better to check! It can be tempting to go to Course Hero or other similar sites and forums, but just don’t.

Disability Services Notice

We work hard to ensure a quality learning experience for all students. If you need specific accommodations to get the most out of this class, please let me know by 1. informing me of your particular needs, and 2. providing the appropriate documentation from the campus learning services office. I will make every effort to accommodate your needs, but you must notify me by the first week of class if you need special arrangements.

PLEASE NOTE: I consider this syllabus a contract between myself and the students in this course. In writing this syllabus, I have obligated myself to follow the policies and procedures contained herein. You are responsible for understanding and following these policies as well. I reserve the right to make changes to this syllabus. You will receive verbal and written notification of major changes to course policies, procedures, and content.

To accept this agreement you will be asked to enter your name and a key word with a brief definition in the "Start Here!" module.

The word you will include and briefly describe is "grok". This word comes from the book "Stranger in a Strange Land" and it means to understand a subject so thoroughly that the observer becomes a part of the observed. Within reason, it is my hope that you will attempt to grok the topics we will discuss this term and really begin to see the phenomena and cycles of this amazing world!
# Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Mar. 29&lt;sup&gt;th&lt;/sup&gt; - April 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Intro to Physical Geography &amp; Map Skills</td>
<td>• Assignment 1: Maps: The Good, the Bad, and the Ugly&lt;br&gt;Due June 29 by 11:59pm</td>
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<td>2</td>
<td>April 5&lt;sup&gt;th&lt;/sup&gt; – 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Water, Atmosphere, and Topo Maps</td>
<td>• Assignment 2: Water Connections&lt;br&gt;Due June 29 by 11:59pm</td>
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<td>3</td>
<td>April 12&lt;sup&gt;th&lt;/sup&gt; – 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Humidity and Orographic process</td>
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<td>4</td>
<td>April 19&lt;sup&gt;th&lt;/sup&gt; – 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Sun, Earth, and Wind</td>
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<td>5</td>
<td>April 26&lt;sup&gt;th&lt;/sup&gt; – 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ocean Currents and Temperature</td>
<td>• Midterm - July 14 – 16</td>
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<td>6</td>
<td>May 3&lt;sup&gt;rd&lt;/sup&gt; – 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>World Climates</td>
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<td>7</td>
<td>May 10&lt;sup&gt;th&lt;/sup&gt; – 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Weathering and Mass Wasting</td>
<td>• Assignment 3: Weathering in Your Area</td>
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<td>8</td>
<td>May 17&lt;sup&gt;th&lt;/sup&gt; – 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Glaciers</td>
<td>• Assignment 4: Glacial Water</td>
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<td>9</td>
<td>May 24&lt;sup&gt;th&lt;/sup&gt; – 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Rivers</td>
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<td>10</td>
<td>May 31&lt;sup&gt;st&lt;/sup&gt; – June 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deep Time</td>
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<td></td>
<td>Finals Week June 17-21</td>
<td>Final – June 18&lt;sup&gt;th&lt;/sup&gt; (?)</td>
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