

“ELEMENTS OF PHYSICAL GEOGRAPHY”

Geography 155, Section 150

Spring 2012

Tuesdays & Thursdays 2:00- 3:15 pm

Henzlik Hall 124

Instructor: Dr. Rebecca A. Buller

Offices: Geography office on City Campus- 934 Oldfather,
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Office Hours: Tuesdays 9:30- 10:30 am at 406 Hewitt Place,
Thursdays 12:30- 1:30 pm at 934 Oldfather, or by appointment.

DISCLAIMER: This class is designed as an introductory and elementary survey course taught with the assumption that students have had little or no experience with the discipline.

OBJECTIVES: The main objective of this class is for students to gain an in-depth understanding of the physical characteristics and processes of the Earth. Such an understanding will result in the student’s ability to recognize and identify the various ways in which the physical world affects daily life.

ACE INFORMATION: This course satisfies the requirements of the following ACE student learning outcome.

- SLO4. Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.
- This course also reinforces Critical Thinking Skills and Global Awareness.

Ways the Learning Objective is Embedded in the Course

This course is designed to introduce students to the physical environment including the atmosphere, biosphere, hydrosphere, pedosphere, and lithosphere. Students will develop an understanding of how earth and atmospheric processes interact to result in global landforms and climates and how humans interact with and utilize natural resources. The learning objective is embedded in both the lecture and laboratory portions of this course, where students will be presented with data and be required to use the scientific method to analyze, interpret and draw conclusions from the data. Assignments in both lecture and laboratory will be useful for assessing the learning objective. In the laboratory, for instance, one weekly assignment asks students to use the process of elimination and the scientific method to identify different types of rocks and minerals. In another laboratory assignment students are asked to hypothesize about the permeability of different types of sediments, and then perform a number of tests that will either support or refute their hypotheses.

Student work used to assess student achievement of the outcome and how the students demonstrate the knowledge and skills specified by the outcome.

Course lecture exams, quizzes, and weekly laboratory assignments will be useful in assessing student achievement of the learning outcome. In weekly laboratory assignments, students will give short answer responses to how they analyzed the data and how they drew their conclusions. In their responses, hypotheses that are generated prior to a given experiment will be separated from their conclusions.

REQUIRED TEXT:

Hanson, Paul. *Physical Geography 155 Laboratory Manual*. Lincoln: University of Nebraska-Lincoln Print Shop, 2011.

Hess, Darrel. *McKnight’s Physical Geography: A Landscape Appreciation, 10th edition*. Upper Saddle River, New Jersey: Prentice Hall, 2011.

Louv, Richard. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder, 2nd edition*. Chapel Hill, North Carolina: Algonquin Books, 2008.

(Recommended: Any good updated world atlas to help you with map quiz preparation.)

COURSE EXPECTATIONS/POLICIES:

- † **Above all**, the classroom will be maintained as a respectful, mature, and courteous learning community in which all participants will conduct themselves in a way that is respectful to differing mannerisms, ideas, opinions, beliefs, cultures, etc.
- † Attending college is a privileged opportunity, not a right.
 - Every day, thousands of people dream of going to college, but are unable to because of things like finances and family constraints. Each semester, students request overrides into this course, but do not receive them.
 - It is expected that students and their behavior will reflect acknowledgement of and respect for the privileged opportunities available to them.
- † Learning is **NOT** a spectator sport.
 - You, as a student, are partially responsible for engaging yourself in your own active learning. For more information, see the “Sample Practices of Actively-Engaged, Serious Students” on Blackboard.
- 📱 phones and personal electronics
 - No laptops for the sake of the quality of your fellow students’ learning.
 - Turn off the ringer of cell phones during class.
 - If use of personal electronics becomes distracting and/or affects the quality of instruction and others’ learning, it will be dealt with appropriately.
- 🕒 No reading of newspapers once class begins.
- 🍷 No food. If a student chooses to bring drinks and/or newspapers to class, he/she will clean up after him/herself before leaving the classroom.
- † If a student has special needs and/or requires special accommodations to enhance his/her learning abilities please see the instructor.

ATTENDANCE:

- Though attendance will not be regularly taken, a student’s presence is essential to success in the class.
- For any missed classes, students are responsible for acquiring notes from other students.
- If a borderline grade exists at the end of the semester, excellent attendance may increase the overall course grade.

GRADING:

- Remember that *students earn* grades.
- While the instructor will always record grades and keep a gradebook, students are also responsible for keeping track of their grades on each assignment and being aware, at any given time, of their current grade.
 - calculation information is available on Blackboard through the “course points breakdown” document
 - grade confirmation is available by asking the instructor after class or during office hours
- A student must pass BOTH lecture and lab to pass the course. An F in one portion results in an F for the entire course.
- Graduating seniors must take the Final.

- Grades will not be curved.

Test 1	15%	Map Quiz 1	5%	Reading Outline 1	5%	Lab Grade	25%
Test 2	15%	Map Quiz 2	5%	Reading Outline 2	5%		
Test 3	15%	Map Quiz 3	5%	Reading Outline 3	5%		

Academic Dishonesty:

All types of Academic Dishonesty including plagiarism and cheating will ABSOLUTELY NOT be tolerated. In such a situation where Academic Dishonesty does occur, the proper UNL procedures will be followed.

Makeup Work:

- Reading Outlines
 - Only hard copies of reading outlines will be accepted.
 - Will be accepted early.
 - Will not be accepted late (no exceptions!), so plan ahead for computer/printer malfunctions, ink shortages, etc.
 - Will not be allowed to be made up.
- Quizzes and Tests
 - Will not be allowed to be made up, apart from two exceptions.
 1. The student informed the instructor prior to the class absence.
 2. The student informed the instructor within 24 hours after missing the class.
 - If the student will not be able to complete work at the designated time and has the instructor's approval, the student must schedule a time within one week that he/she can meet with the instructor to make up the missed work.
 - Only one make-up will be allowed per student.

Turning Back in Quizzes and Tests:

- After viewing a grade on quizzes and tests, a student will write his/her initials on the document (simply so the instructor knows that the student has viewed the graded document) and turn the document back in to the instructor.
 - Grades will only be recorded after a student has had a chance to look at his/her grade.
 - Then, when the instructor goes to put scores into the gradebook, if a student's quiz or test is missing, that student will not earn any credit for the work.
- Students may keep their reading outlines.

Appealing Grades:

- The instructor and students will follow the "24/7 Rule." The following are the stipulations of such said policy:
 1. The student must wait 24 hours after the assignment, quiz, etc. is handed back to him/her before he/she can discuss/appeal the related grade with the instructor.
 2. The student must create a written defense at least one-half page long documenting why he/she believes the assigned grade was misrepresentative, etc.
 3. The student must discuss the grade with the instructor in person during the instructor's office hours or during a mutually agreed upon meeting time in the instructor's office.
 4. The student must appeal the contested grade within 7 days of the assignment, quiz, etc. being handed back or made public to the student.

97-100%	A+	87-89	B+	77-79	C+	67-69	D+	<60	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

TOPIC SCHEDULE: The following is a preliminary schedule and the instructor reserves the right to alter it according to class/student needs.

<ul style="list-style-type: none"> 🌐 Week 1 <ul style="list-style-type: none"> ○ T 1/10 Introduction to Earth (aka Intro. to Geography) ○ R 1/12 Introduction to Earth (aka Intro. to Geography) 🌐 Week 2 <ul style="list-style-type: none"> ○ T 1/17 Portraying Earth (aka Intro. to Maps) ○ R 1/19 Introduction to the Atmosphere 🌐 Week 3 <ul style="list-style-type: none"> ○ T 1/24 *Map Quiz 1* & Insolation and Temperature ○ R 1/26 Atmospheric Pressure and Wind 🌐 Week 4 <ul style="list-style-type: none"> ○ T 1/31 Atmospheric Pressure and Wind ○ R 2/2 *Reading Outline 1* & Atmospheric Moisture 🌐 Week 5 <ul style="list-style-type: none"> ○ T 2/7 Atmospheric Moisture ○ R 2/9 *Test 1* 🌐 Week 6 <ul style="list-style-type: none"> ○ T 2/14 Atmospheric Disturbances ○ R 2/16 Atmospheric Disturbances 🌐 Week 7 <ul style="list-style-type: none"> ○ T 2/21 Climate and Climate Change ○ R 2/23 Climate and Climate Change 🌐 Week 8 <ul style="list-style-type: none"> ○ T 2/28 *Map Quiz 2* & The Hydrosphere ○ R 3/1 Cycles and Patterns in the Biosphere & Terrestrial Flora and Fauna (aka Biogeography) 🌐 Week 9 <ul style="list-style-type: none"> ○ T 3/6 Cycles... (aka Biogeography) & Soils 	<ul style="list-style-type: none"> ○ R 3/8 *Reading Outline 2* & Introduction to Landform Study 🌐 Week 10 <ul style="list-style-type: none"> ○ T 3/13 Introduction to Landform Study ○ R 3/15 *Test 2* 🌐 Week 11 <ul style="list-style-type: none"> ○ T 3/20 & R 3/22 NO CLASS- SPRING BREAK 🌐 Week 12 <ul style="list-style-type: none"> ○ T 3/27 The Internal Processes ○ R 3/29 The Internal Processes 🌐 Week 13 <ul style="list-style-type: none"> ○ T 4/3 The Internal Processes & Preliminaries to Erosion: Weathering and Mass Wasting ○ R 4/5 Fluvial Processes 🌐 Week 14 <ul style="list-style-type: none"> ○ T 4/10 *Map Quiz 3* & Fluvial Processes ○ R 4/12 Karst and Hydrothermal Processes 🌐 Week 15 <ul style="list-style-type: none"> ○ T 4/17 Karst and Hydrothermal Processes ○ R 4/19 The Topography of Arid Lands 🌐 Week 16 <ul style="list-style-type: none"> ○ T 4/24 *Reading Outline 3* & Glacial Modification of Terrain ○ R 4/26 Coastal Processes and Terrain 🌐 Week 17 <ul style="list-style-type: none"> ○ W 5/2 *Final (Test 3) 1:00 to 3:00 p.m. (in regular classroom)
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