Geography 120 – Our Physical Environment / Spring 2018

*DRAFT: SUBJECT TO CHANGE EXCEPT FOR THE REQUIRED TEXTBOOK*

CLASS LOCATION & TIME:
Lec 402 (Mo/We 10:00-10:50) in BOL B46
Lab 801-805: see PAWS for your time and instructor

COURSE INSTRUCTOR INFORMATION:
Dr. Woonsup Choi
Office: BOL 496 Phone: 229-2671
Email: choiwi@uwm.edu (reserved only for private matters. Your emails will be normally responded to within two working days. Use D2L-Discussion for non-private questions)
Office Hours: Tu/We 14:00-15:00 or by appointment (Office hours are for everyone for any course-related matters. Please take advantage of them)

COURSE DESCRIPTION AND OBJECTIVES:
GEOG 120 Our Physical Environment is an introductory physical geography course that covers the essentials of Earth’s physical processes occurring in the four spheres that make up the Earth system (atmosphere, hydrosphere, lithosphere, and biosphere). The processes occurring in each of these interconnected spheres are important because they form the physical environment in which we live. Example topics include Earth-sun relations, atmospheric temperature and precipitation, weather systems, global climates, creation and distribution of various landforms and soils. Particular emphasis will be given to the energy that drives all the processes and human impacts on the processes.

GEOG 120 is a 3-credit natural science course with required labs and a mandatory field trip. This course is listed as a General Education Requirements <GER> course with the following learning goals:
1) You will have gained basic understanding of major concepts in physical geography and their relationship with related natural science fields
   a. This learning goal meets the UWM GER criteria of “Understand and apply the major concepts of a natural science discipline, including its breadth and its relationship to other disciplines”
   b. This learning goal will be assessed by an assignment that requires students to calculate radiative energy for a variety of locations. This assignment requires understanding of concepts in physics such as energy and radiation. The concept is applied to diverse geographic locations, and students are expected to understand the similarities and differences of radiative energy across the locations and how they are related to the climate of the locations.
   c. It is expected that at least 3/4 of the students receive 80% or better for the assignment.
2) You will understand how to interpret and analyze environmental data and apply them for problem-solving
a. This learning goal meets the UWM GER criteria of “Demonstrate an understanding of the process of generating and testing data, and apply this knowledge to the solution of problems”

b. This learning goal meets the UW System Shared Learning Goals of “Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning”

c. This learning goal will be assessed by an assignment that requires students to generate temperature data in terms of mean, variability, and gradient for different parts of the country.

d. It is expected that at least 3/4 of the students receive 80% or better for the assignment.

STUDY MATERIALS AND RESOURCES:

- D2L Course Website: Go to d2l.uwm.edu and log in with your panther account. Make sure to sign up for your lab session as well.
- Panther Academic Support Services: tutoring center for undergraduates (http://www4.uwm.edu/pass/). However, do not hesitate to see your Instructor or TA first for any questions you have about lectures or labs.

COURSE REQUIREMENTS:

- **Field Trip:** A half-day (09:00-13:00) field trip is scheduled on Saturday, 28th October 2017. The field trip is required by this course in order for me to grant a passing grade. Therefore, if you miss the fieldtrip and fulfill other requirements satisfactorily, you will receive an “I” (incomplete) for the final grade. If you receive an “I”, it will then be your responsibility to complete this requirement during the next semester to receive the grade you deserve. If you still do not participate in the field trip, you shall receive zero for the field trip. You should check your schedule before you decide to stay in this class. If you cannot afford to take an “I” grade in this semester, you MUST attend the field trip. Those who cannot participate due to legitimate reasons (e.g. military training) should contact the Instructor in advance for an alternative arrangement. Detailed guidelines will be provided before the field trip. Before embarking on the field trip, you MUST sign the indemnity form (attached).

- **Examinations:** Exams are open-book/note and will cover the chapters as indicated by Instructor. Exam policies will be announced about two weeks prior to the exams, and a review session will be offered before each exam. Exam 4 will be given on Wednesday, 20th of December 2017, from 12:30 to 14:30. DO NOT HAVE ANYTHING SCHEDULED THAT CONFLICTS WITH THE EXAM.

- **Lab Exercises:** lab instructors are responsible for instructing and grading your lab works. Your lab grades will be turned in to the course instructor at the end of the semester and scaled to the 70-point maximum. If you have any trouble with your lab instructor, talk to course instructor.

- **Quizzes:** Online quizzes must be taken on D2L as the class progresses. There will be up to 15 quizzes throughout the semester. You may take them any time during the
semester but no later than the end of Exam 4. You may use your textbook to take the quiz.

- **Class Participation and Attendance**: You are strongly encouraged to attend every lecture session for your own benefit. In-class assignments such as pop-quizzes/response papers may be given occasionally to encourage thinking and attendance as well. Lecture slides are not provided to students since they are copyrighted materials. They are all available on the textbook.

**TIME EXPECTED FOR THE COURSE:**
- Time spent in class: 2 hrs/wk
- Time spent in a lab session: 2 hrs/wk
- Time for completing a quiz: 0.5 hrs/wk
- Time for reading lecture material: 2 hrs/wk
- Time for doing a lab assignment: 2 hrs/wk
- Time for studying for exams: 0.5 hrs/wk
- Time spent in the fieldtrip: 0.5 hrs/wk
- Average time per week: 9.5 hrs/wk

**EVALUATION:**
Grades will be assigned on the basis of the total points accumulated from the course requirements throughout the semester.

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<thead>
<tr>
<th>Points</th>
<th>Gradingscale</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>80</td>
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<td>A: over 90%, A-: over 88%,</td>
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<td>(20+15+15+30)</td>
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<td>B+: over 83%, B: over 80%, B-: over 77%,</td>
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<tr>
<td>Lab Exercises</td>
<td>70</td>
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<td>C+: over 73%, C: over 70%, C-: over 67%,</td>
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<td>Quizzes</td>
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<td>D+: over 63%, D: over 60%, D-: over 58%,</td>
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<tr>
<td>Field Trip</td>
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<td>F: 58% or less</td>
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<td>TOTAL</td>
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**OTHER COURSE POLICIES:**
- **Academic Integrity**: Plagiarism will not be tolerated in this class and students involved will receive a zero grade. Severer cases will be submitted to the University for further scrutiny. The scope and disciplines of student academic misconducts are specified in Chapter UWS 14 and [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm). UWM Disciplinary Guidelines can be found in the Office of the Dean of Students, Mellencamp Hall, Rm118.
- **Class Etiquette**: I expect that you will conduct yourself in both lecture and lab in the same manner that you yourself would like to be treated. Class disruptions will not be tolerated as it erodes the educational environment for everyone.
- **Finality of Grade**: All grades, once released on D2L or PAWS, are final except in cases of clerical error.
- **Special Accommodation**: Any student who feels he or she may need an accommodation based on the impact of disability, religion, or other civic duty should
contact Instructor privately as early as possible to discuss his or her specific needs. A student should notify Instructor, within the first three weeks of the beginning of class, of the specific days or dates on which he or she will request relief from an examination or academic requirement for a religious observance. The student notification will be kept confidential.

- **Other Notice:**
  - Make-ups will be allowed at the discretion of Instructor when a pre-approval has been obtained or in case of emergency with written proof
  - Problems caused by technical glitches (D2L not working, etc.) may not be accommodated
  - Other unspecified matters will be handled according to the University policies listed on [https://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf)
  - If you are having any trouble in class, please see Instructor as soon as possible
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class content</th>
<th>Textbook Chapter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>4-Sep</td>
<td><strong>Labor Day</strong>&lt;br&gt;Introduction to course&lt;br&gt;Essentials of Geography (no lab this week)</td>
<td>Intro to Physical Geography</td>
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<td>1</td>
<td>6-Sep</td>
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<tr>
<td>2</td>
<td>11-Sep</td>
<td>Essentials of Geography</td>
<td>Intro to Physical Geography</td>
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<td>2</td>
<td>13-Sep</td>
<td>Solar energy, seasons, and the atmosphere</td>
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<tr>
<td>3</td>
<td>18-Sep</td>
<td>Atmospheric energy and global temperatures</td>
<td>2</td>
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<td>3</td>
<td>20-Sep</td>
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<tr>
<td>4</td>
<td>25-Sep</td>
<td>Atmospheric and oceanic circulations</td>
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<td>4</td>
<td>27-Sep</td>
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<td>5</td>
<td>2-Oct</td>
<td>Atmospheric water and weather</td>
<td>4</td>
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<td>5</td>
<td>4-Oct</td>
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<tr>
<td>6</td>
<td>9-Oct</td>
<td>Review for exam</td>
<td>1-3</td>
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<td>6</td>
<td>11-Oct</td>
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<td>7</td>
<td>16-Oct</td>
<td>Water resources</td>
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<td>7</td>
<td>18-Oct</td>
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<td>8</td>
<td>23-Oct</td>
<td>Global climate systems</td>
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<td>8</td>
<td>25-Oct</td>
<td>Review for exam</td>
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<td>8</td>
<td>28-Oct</td>
<td><strong>Field trip</strong></td>
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<td>9</td>
<td>30-Oct</td>
<td><strong>Exam 2</strong>&lt;br&gt;Climate change</td>
<td>4-5</td>
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<td>9</td>
<td>1-Nov</td>
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<td>7</td>
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<td>10</td>
<td>6-Nov</td>
<td>Tectonics, earthquakes, and volcanism</td>
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<td>10</td>
<td>8-Nov</td>
<td>Review for exam</td>
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<tr>
<td>11</td>
<td>13-Nov</td>
<td><strong>Exam 3</strong>&lt;br&gt;Weathering and mass movement</td>
<td>6-8</td>
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<td>11</td>
<td>15-Nov</td>
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<tr>
<td>12</td>
<td>20-Nov</td>
<td>River systems</td>
<td>10</td>
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<td>12</td>
<td>22-Nov</td>
<td><strong>Thanksgiving break</strong></td>
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<td>13</td>
<td>27-Nov</td>
<td>Oceans, coastal systems, and wind processes</td>
<td>11</td>
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<td>13</td>
<td>29-Nov</td>
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<tr>
<td>14</td>
<td>4-Dec</td>
<td>Glacial landforms</td>
<td>12</td>
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<td>14</td>
<td>6-Dec</td>
<td>Ecosystems and soils</td>
<td>13</td>
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<td>15</td>
<td>11-Dec</td>
<td>Biomes</td>
<td>14</td>
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<td>15</td>
<td>13-Dec</td>
<td>Review for exam</td>
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<td>20</td>
<td>20-Dec</td>
<td><strong>Exam 4 (12:30-14:30)</strong></td>
<td>9-14</td>
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FIVE QUICK TIPS FOR WRITING EFFECTIVE E-MAILS

E-MAIL IS AN INCREASINGLY PREFERRED TOOL FOR COMMUNICATION between students and faculty. When communicating with your professors via e-mail, it’s important to remember that many faculty view an e-mail message as a letter that was delivered quickly rather than a quick conversation. Here are a few tips to keep in mind when writing e-mail messages to your professors.

USE APPROPRIATE SALUTATIONS AND TITLES.
Like letters, e-mails should begin with a proper salutation. If “Dear Dr. Choi” seems too formal, begin your message with “Hello Dr. Choi,” but avoid the kinds of casual greetings you would use with friends (e.g., “Hey”) or no greeting at all.

IDENTIFY YOURSELF.
Faculty interact with a large number of students every semester. At the beginning of your message, refer to the class you’re taking with the faculty member or how the faculty member knows you, especially when you’re contacting someone who doesn’t know you very well. Conclude your message with more than just your first name. Provide your full name.

AVOID TEXT ACRONYMS.
If you’re responding to e-mails on a Blackberry or smart phone, it’s tempting to abbreviate or shorten words and phrases (e.g., u instead of you). However, abbreviations are easy to misinterpret or may be completely misunderstood.

BEWARE OF YOUR TONE.
Perhaps the most difficult part of writing an e-mail is achieving the right tone. If you’re writing an especially sensitive e-mail, let your final draft sit overnight and reread it before sending to make sure the message is appropriate. You also can ask a colleague or friend to read your message and offer feedback about how the message might be perceived. Remember, e-mail creates a permanent record of your communication that you have no control over after you click the send button. So if you’re worried about the tone of your e-mail, you might want to skip the message altogether and ask for a meeting with the faculty member.

KEEP IT SIMPLE.
Long e-mails with too many questions can get confusing. If your message is more than one or two paragraphs, rethink the purpose of the message. You may want to start with the most important question or topic. A lengthy e-mail may be a signal that the subject warrants a meeting rather than a written communication.

E-mail communication is an important part of building positive relationships with your professors. It’s always worthwhile to take the time to make sure your messages are clear and appropriate.
University of Wisconsin – Milwaukee Special Program/Event Participation  
Assumption of Risk, Release, and Indemnification

I, the undersigned, in full recognition and appreciation of the hazards and exposures involved do hereby voluntarily agree to assume all of the risks and responsibilities involving my participation in the Geography 120 Field Trip, Saturday, 28th of October 2017. And further, I do for myself, my heirs, and personal representative(s) hereby defend, hold harmless, indemnify and release and forever discharge the board of Regents of the University of Wisconsin System and all its officers, agents, employees, and volunteers from and against any and all claims, demands, and actions, or causes of action of any sort on account of damage to personal property, or personal injury, or death which may result from my participation. I have read and executed this document with full knowledge of its significance. In witness whereof, upon my signature, I have caused this release and indemnification agreement to be executed this 28th of October 2017.

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