

## GEOG 3350b

### Course Outline: Section 001 Winter 2021



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

#### 1. Technical Requirements



Stable internet connection



Laptop or computer



Working microphone



Working webcam  
(recommended)



Zoom application installed

Recommended technical specifications:  
<https://registrar.uwo.ca/academics/timetables.html>

Western Zoom webpage, including privacy  
information: <https://wts.uwo.ca/zoom/index.html>.

#### 2. Course Information



Delivery Mode	Dates	Time
Online	Monday and Wednesdays	4:30 – 6:30

Details about design and delivery of the course are listed below in Section 5

**Important:** Some sessions are synchronous, this varies week by week to keep the experience when we are together active and interactive.

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
January 11	February 13-21	April 12	April 13	April 14-30

\* March 15, 2021: Last day to add a second-term half course



Course Instructor	Contact Information
Dr. Beth Hundey	Teams channel for course beth.hundey@uwo.ca

Teaching Assistant(s)	Contact Information
Rhiannon Kirton	Teams channel for course rkirton@uwo.ca



- Office hours: Dr. Hundey will be available during all synchronous class times, regardless of whether a synchronous session is going on. Additional office hours will be available using Zoom on Wednesdays, 6:30 – 7:30. Feel free to drop in and chat as a group, or join me in a breakout if you need a one-on-one conversation. If no one arrives by 6:45 I will cancel the office hour, so send me a message if you plan to come between 6:45 – 7:30. TA Office hours will be announced on an as-needed basis (during lab weeks).

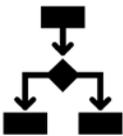
### 3. Calendar Description

The evidence, causes, and chronology of environmental change, with emphasis on the Holocene in North America.

2 lecture hours 2 lab hours, 0.5 course

Antirequisite(s): None

Prerequisite(s): One of [Geography 2310A/B](#), [Geography 2320A/B](#) or [Geography 2330A/B](#), or at least 3rd year standing in an Environmental Science or Earth Sciences program.



Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

### 4. Textbook



- All resources will be posted in OWL in place of a textbook.
- There is no required textbook for this course.
- You may be asked to buy a big bag of M&Ms for one of the weeks. I’m serious. Not those chunky peanut butter or peanut ones, though. They need to be flatter, like the classic chocolate M&Ms, with printing on one of the sides. \$5-9 (because you’ll need more than an individual pack). If you want to buy them now thinking you’ll keep the bag closed until we need them, all the power to you – or you can wait until February 1 when we will need them.

### 5. Course Outcomes and Format

After successfully completing Geography 3350B, students will be able to:

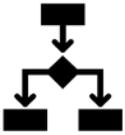
1. Outline a skeleton environmental change research proposal incorporating appropriate methods, records, and techniques, both in groups and independently.
2. Communicate environmental change research to specialist (at the level of classmates) and to non-specialist audiences in both written and oral formats.
3. Critique popular media with a particular focus on climate science.
4. Articulate natural and anthropogenic agents of environmental change, and explain similarities and differences between environmental changes today and in the past.
5. Explain social aspects of environmental change, including vulnerability of populations, examples of mitigation, adaptation, and personal responsibility.
6. Independently interpret and explain key climate science figures, graphs, and maps.
7. Set academic goals, assessing progress, identifying areas for growth, self-reflect and communicating effectively with peers.

<b>Mode</b>	<b>Dates</b>	<b>Time</b>	<b>Frequency</b>
Virtual synchronous	Monday/ Wednesday	4:30 – 6:30 pm	Variable – please check OWL.
Virtual asynchronous	N/A	Variable	Each week has some asynchronous activities. There are more asynchronous activities when the synchronous sessions are shorter, and during the first couple of weeks when the topics are review to some students.

Asynchronous pre-work must be completed prior to synchronous sessions. Note that there are lessons called “Prepare for week X” that have brief activities that will prepare you for the synchronous sessions.

Synchronous sessions will be recorded and posted. The instructor will let you know when recording will not proceed or will be halted to allow for more open conversation and sharing.

Closed captioning will be provided on audio or video asynchronous sessions. Upon request, close captions can also be provided on recordings of live sessions.



All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

## 6. Program Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop knowledge and critical understanding of the fundamental characteristics, processes, temporal changes and landscapes of social and biophysical systems and their interactions.
- Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- Combine breadth of knowledge of Geography with specialized understanding in selected sub-fields.
- Synthesize and evaluate geographical information from diverse sources, including geo-spatial data.
- Collect, analyze and interpret geographical and geo-spatial data in relation to social and biophysical systems
- Describe, explain, analyze and interpret a range of geographical phenomena outside the classroom by engagement with people, places and environments
- Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
- Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically.



## 7. Course Content and Schedule

Week	Dates	Topic	Activity/ Deadlines
1	Jan 11, 13	Why Study Environmental Change?	Participation and Professionalism Reflection Activity
2	Jan 18, 20	Earth's Climate Today. A habitable planet. Greenhouse effect.	Synchronous lab work period
3	Jan 25, 27	Internal interactions. Instrumental records, challenges, and solutions.	Synchronous lab work period
4	Feb 1, 3	Dating methods. Relative dating. Absolute dating.	Archive presentation preparation. Lab Assignment due.
5	Feb 8, 10	Environmental Change methods	Archives presentation preparation.
	Feb 15, 17	Reading Week	N/A
6	Feb 22, 24	Environmental Change methods	Archive presentations and fact sheets due.
7	Mar 1, 3	Research proposal activity Team teaching IPCC Special Report on 1.5 degrees.	
8	Mar 8, 10	UN Climate Negotiations	
9	Mar 15, 17	Debrief EN-Roads Climate Simulation. Fake News.	Project plan/ annotated bibliographies due
10	Mar 22, 24	Earth's history and climate. The Last Glacial Maximum.	
11	Mar 29, 31	Early humans, civilizations, and climate.	
12	Apr 5, 7	In-class showcases	Passion Projects Due.
13	Apr 12	Take home exam review.	



## 8. Online Participation and Engagement



Classroom culture of participation.

This upper-level course requires active participation from students, both for assessment, and to enhance the learning experience of the entire class. Active learning benefits students by supporting higher-level learning and improves retention of material (M.J. Prince, 2004). Participation will be graded, and there are formal and informal expectations of involvement. As in previous years, there will be group brainstorming, activities, work periods and discussion. Unlike previous years, the lecture material and readings will be done largely asynchronously, so it will be up to you to prepare and keep up.

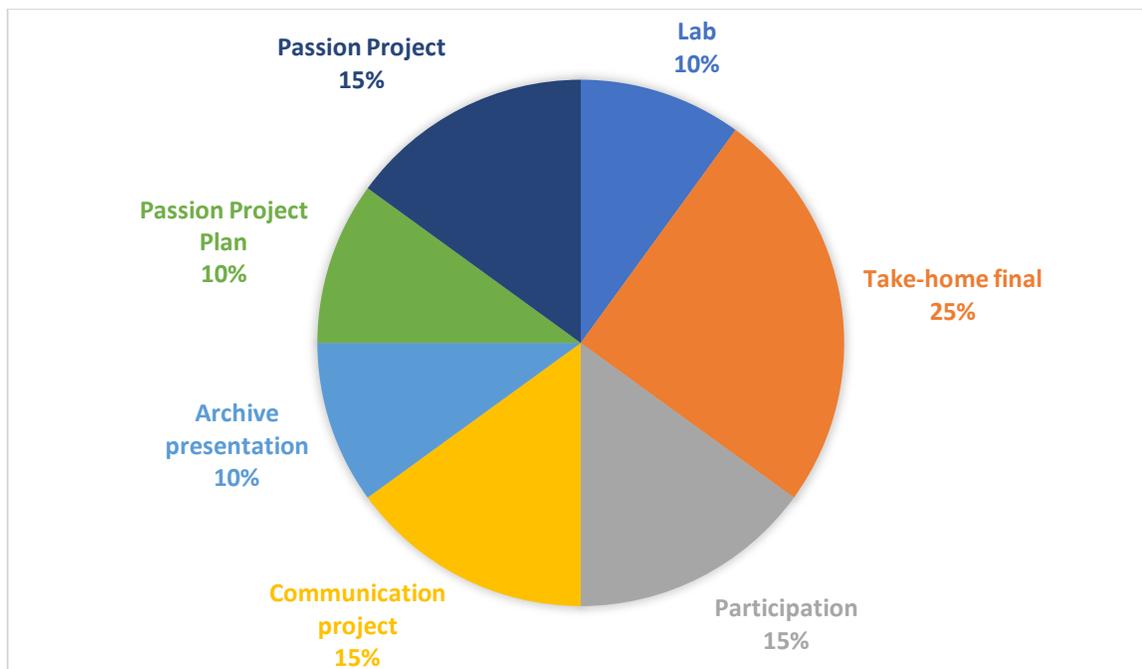
**Please come to class prepared to be involved and to be respectful to your classmates and the instructor team.** Derogatory or offensive remarks and responses are not acceptable, nor are they effective forms of academic discussion or debate.

## 9. Communication



- A weekly video update will be posted on the weekly course page.
- The first place to go for general communication is the class MS Teams channel. Here students will be able to see each others' questions and, in many cases, answer the questions of their peers.
- For any other communication, the centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#). Students will receive a response to email within 24 – 48 hours.

## 10. Evaluation



### Assignment Summaries

Further details will be provided as each assignment is introduced in class.

Evaluation Component	Brief Description	Due date	Percentage of Grade
Lab Assignment	Report with written answers, graphs, and calculations. Two lab work periods will be given.	February 1, 2021	10%
Archives/ Techniques Presentation	In groups, students are required to prepare a presentation and a fact sheet. Students choose from a list of topics or an alternative topic upon approval.	February 24, 2021	10%
Communication project	Students will choose from 3 options for the communication project.	Deadlines vary, up to Mar 15, 2021	15%
Passion projects	Consists of 2 individually graded components: a project plan or annotated bibliography, and the project. The final projects can be a poster, a story map, a video presentation, or another approved topic. All students should be prepared to provide a 3-minute oral summary of their project and can expect to answer questions.	Plans/ Annbib due: March 17, 2021 Showcase: April 5, 7, 2021	25%



Professionalism and Participation	Determined as a combination of self- and peer-assessment with adjustment and approval by the instructor team. Class attendance is critical for participation grades and attendance will be taken. Each student will have 3 class passes, no questions asked, but these do not apply to presentation days.	Ongoing	15%
Take-home exam	An assignment to demonstrate the skills and knowledge you have gained throughout the course.	April 21, 2021	25%

- Written assignments will be submitted to Turnitin
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

**Information about late or missed evaluations:**

- Late assessments without illness self-reports will be subject to a late penalty 5 %/day. Adjustments to most deadlines can be made, but students should ask as soon as possible for consideration.
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

**11. Accommodation Policies**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

**Academic Consideration for Student Absence**

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

## **12. Make-up Examinations**

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office within 48 hours of the scheduled exam, otherwise the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination.

Make-up examinations are very rare in this course because the exam is take-home and multiple days are given to complete it.

### 13. Use of Electronic Devices

Electronic devices are allowed during the exam.

### 14. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



### 15. Use of Recordings

**All of the remote learning sessions for this course will be recorded.** The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation.

### 16. Contingency plan for an in-person class pivoting to 100% online learning

This course would be unaffected by such a shift, given that the course is 100% online currently.

### 17. Statements concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do not share your screen in the meeting

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## **18.Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a [Scholastic Offence](#).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

## **19.Western’s Commitment to Accessibility**

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about "[Accessibility at Western](#)" is available.

## **20. Mental Health**

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

## **21. Support Services**

[Western's Support Services](#)  
[Student Development Centre](#)

## **22. Important Dates**

January 11: Classes resume

January 19: Last day to add a second term half course

February 15: Family Day – Department Office Closed

February 13 to February 21: Spring Reading Week (No classes; Department Office open)

March 15: Last day to drop a first term half course without penalty

April 2: Good Friday

April 12: Classes end

April 13: Study day

April 14 to April 30: Examination Period