

GEOG 2133A– Climate Change Course Outline: Section 001 Fall 2024

This course is a blended, flipped course and is taught online and in-person

1. Course Information

	Delivery Mode	Day/Time	Location
Lecture	Online	Asynchronous	
Class Activities	In-person	Thurs. 2:30-3:30	UCC 146

*Details about design and delivery of the course are listed below in Section 6



Classes Start	Fall Reading Week	Classes End	Study day(s)	Exam Period
September 5	October 14-October 20	December 6	December 7 & 8	December 9-22

September 13, 2024: Last day to add a first-term half course

September 30, 2024: National Day for Truth and Reconciliation (observed as a non-instructional day at Western)

October 14, 2024: Thanksgiving Holiday

November 30, 2024: Last day to drop a first term half course without penalty



Course Instructor	Contact Information	Office Hours
Dr. Katrina Moser	kmoser@uwo.ca	Please email for an appointment

Teaching Assistant(s)	Contact Information	Office Hours
Angelica Ramoutar	aramout2@uwo.ca	Tuesday from 11 am to 12 pm via Zoom
Mohan Joshi	mjoshi65@uwo.ca	Fridays 12-1pm in SSC 2404
Maria Martinez Mendoza	mmart376@uwo.ca	Tuesdays from 10 to 11 am via Zoom

Zoom link for Angelica: <https://westernuniversity.zoom.us/j/91552346077>

Zoom link for Maria:

<https://us04web.zoom.us/j/78220731564?pwd=2jNZlpvnZu7o2cAdlzNKrlccDaNmmK.1>



Forums and Email:

This term we will be using Discussions in Brightspace for questions regarding the class. The system is highly catered to getting you help fast and efficiently from classmates, the TAs, and myself. Please send your questions to the whole class because many questions you have will be shared by others. If you have a personal matter to discuss, please email me or the TAs directly. **Please put Geog2133 in the subject line or your email may be missed.** Note that some of the TAs office hours will be on Zoom. The links to these meetings are available on the course site.

2. Textbook



☒ All resources will be posted in OWL

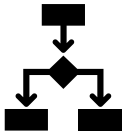
3. Course Description

Calendar Description

Weaving together Eurowestern and Indigenous science and knowledge we explore the processes underlying human-induced climate change and the threats posed to both physical and social systems. We discuss and reflect on how you will be affected by climate change and practise ways to take action and influence our shared future.

Course Description

Climate change is one of the most important issues that we face today, and it will have consequences for everyone, although those consequences are not evenly distributed. This course braids together euro-western and Indigenous sciences – with an emphasis on how systems work, the collection and interpretation of data, and the development and use of numerical models to represent physical processes. This course examines the causes that underlie human-induced climate change and describes climates that have existed in the past and those projected to occur in the future. We examine the impacts of climate change on the physical environment and human societies. We will discuss options that may be used to address climate change providing the opportunity to explore your role in climate change now and in the future.



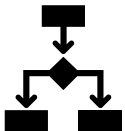
Online Modules and Mandatory, In-Class, 1-Hour, Weekly Class Activities
Prerequisite checking is the student's responsibility

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. Course Format

General Format

This is a blended course meaning it has online and in-person components. There are many types of blended courses; this course is a *flipped* course. In a traditional class students learn fundamental concepts in the classroom through lectures and build on that knowledge outside of the classroom. In a flipped course students learn fundamental knowledge prior to class and in class expand on their knowledge through activities and discussion with the instructor. It is critical (and mandatory) to come to class and to review the weekly online materials prior to the in-person class. The class is comprised of seven modules – each module will take one to two weeks to complete.



Attendance at the weekly in-class activities is required.

All course material will be posted to the new OWL Brightspace learning environment: <https://westernu.brightspace.com/d2l/home>. Any changes will be indicated on the OWL site and discussed with the class.

Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

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

Online Modules

Seven modules will be provided on Owl and will include videos, interactive Story Maps, activities, and short readings. There will be interactive materials and activities interspersed throughout to reinforce what you are learning. ***When listening to the lectures avoid distractions and turn off all social media.*** For Indigenous teachings and storytelling aspects of the course, we recommend focusing on listening first and then taking notes about your key takeaways at the end of the video. For videos with EuroWestern science content, you may wish to take notes as you go, and then reflect on the guiding questions for your key takeaways at the end. There is more information about learning from these different perspectives on the Brightspace Course Site under Course Content, Welcome and Getting Started, Tips for Success. It is a good idea to review what you consider to be the most important parts of each lesson. We provide some guiding questions to remind you to review.

Classroom Culture of Participation

This 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.

Please come to class prepared to be involved and respectful of your classmates and the instructor team.

Derogatory or offensive remarks and responses are not acceptable, nor are they effective forms of academic debate.

In-class Participation is worth 5% of your grade and will be primarily based on attendance. Attend 11 of 13 classes – you can miss 2 classes with no penalty or explanation required. However, once two classes are missed academic consideration will be required.

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

5. Course Content and Schedule

Use the schedule below to plan your semester. Each module is divided between 2 weeks, with tasks split over the 2-3 week period to help keep you up to date with your work. Each of the 7 online modules takes between 3 and 7 hours to complete and should not be left until the last minute. Additional details will be available in each module. Use the checklists under each module to help you stay on track and ensure you complete all the required tasks.

Week	Dates	Online Module Work	In-Class Activities	Reminders/ Due Dates
<i>Module 1: Ways of knowing the climate is changing</i>				
1	Sept 5-6	Welcome and Getting Started – this is an important class! Module 1: Introducing Connecting for Climate Change Action (video)	<i>Introduction Welcome and Getting Started</i>	Read the syllabus and check out the course landing page. Answer Discussion Question “Why are you taking this course?”
2	Sept 9-13	Module 1: Lesson 1 and Activity on Positionality	<i>What are your thoughts on Positionality and Climate Change?</i>	Power Flower exercise
3	Sept 16-20	Module 1: Lesson 2 and Graded Activity: Connect with others, share an aspect of your identity (Contribution 1)	<i>No Class This Week (Provides time for Class Participating in a Community Event – Sept. 30 OR Oct. 17)</i>	Contribution 1: Connect with others, share an aspect of your identity Due Sept. 19 Module 1 Quiz Sept 20
<i>Module 2: The Earth, Climate & Connections</i>				
4	Sept 23-27	Module 2: Creation stories, Lesson 1, 2 and Graded Activity: Connect to your local green space activity (Contribution 2)	<i>Calculating your Carbon Footprint</i>	Climate Change Challenge I (CCCI) Starts!! Sign onto the challenge by Sept. 27; Start Your Challenge by Sept 30
5	Sept 30-Oct 4	Module 2: Lesson 3, 4 5 and 6	<i>Exploring Connections to the Land</i>	Contribution 2: Connect to your local green space Due Oct 3 Module 2 Quiz Oct 4 CCC continues
<i>Module 3: Why is the Earth’s Climate Changing?</i>				
6	Oct 7-11	Module 3: Why is the Earth’s Climate Changing and read a story, Lesson 1-5 and Graded Activity: Intergenerational Interview (Contribution 3)	<i>Meet the course creators</i>	CCC1 continues Reflective Journal I Due Oct 11
	Oct 14-18	READING WEEK		
<i>Module 4: Emissions, Responsibility, and Reimagining Economies</i>				

Week	Dates	Online Module Work	In-Class Activities	Reminders/ Due Dates
7	Oct 21-25	Module 4: Lesson 1, 2, 3 and 4	<i>Participate in a Community Event</i>	CCC1 Continues Contribution 3: Connect about Intergenerational Learning Due Oct 24 Module 3 Quiz Oct 25
8	Oct 28- Nov 1	Module 4: Activity: Listen, Read and reflect on the rights of Mother Earth	<i>CCC I Sharing Day</i>	CCC I Sharing Day CCC1 due Oct 31 Module 4 Quiz Nov. 1
<i>Module 5: Climate Pathways from Data and Experience</i>				
9	Nov 4- Nov 8	Module 5: Lesson 1, 2	<i>CCC II Prep A very simple climate model</i>	CCC II Starts
10	Nov 11- 15	Module 5: Lesson 3, 4, and Graded Activity: Explore Spatial and Social Inequity related to Climate Change (Contribution 4)	<i>TBD</i>	CCC II continues Contribution 4: Reflect on what you've learned about Inequity and Climate Change Impacts Due Nov. 21 Module 5 Quiz Nov 22
<i>Module 6: Exploring Climate Action</i>				
11	Nov 18- 22	Module 6: Lesson 1 and Activity: Explore current approaches and solutions to reach our desired climate future	<i>Your Climate Future</i>	CCC II Ends
12	Nov 25- 29	Module 6: Lesson 3 and 4	<i>TBD</i>	CCC II Due Nov 28 Module 6 Quiz Nov 29
<i>Module 7: Climate Action for Better Climate Future</i>				
13	Dec 2-6	Module 7: Lesson 1 and Graded Activity: What is your gift for climate justice or action? (Contribution 5)	<i>C4CCA Team will share their gifts and hear about yours!</i>	Contribution 5: Share you Climate Action Gift? Due Dec. 5 Reflective Journal II Due Dec 9

6. Learning Outcomes

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



- Describe how, and why, the Earth's climate is changing due to human impacts, with evidence from multiple ways of knowing with specific focus on Western and Indigenous scientific approaches
- Explain how Indigenous perspectives on relationships to land inform understanding of climate change, the environment, and climate action.



- Explore the relationships between climate change and social justice and the systems that create these dynamics Acknowledge your own role in climate change, and carry out and connect with others about an individual action that address your carbon footprint
- Acknowledge the collective roles and responsibilities of humans as part of earth's system in impacting climate change negatively and positively
- Advocate for changes that will impact climate change at the local or provincial scale.

7. Communication



- Students should check the Brightspace site every 24 – 48 hours.
- Updates will be provided on the Brightspace announcements.
- Students should email their instructor(s) and teaching assistant(s) regarding personal issues. **Students should use discussions in Brightspace for questions on course content and logistics.** Students should post all course-related content on discussions so that everyone can access answers to questions; the discussions will be monitored daily by instructors and teaching assistants.
- The discussion will be monitored daily by instructors or teaching assistants.
- Emails will be monitored daily during business hours, but not during weekends. Students will receive a response within 48 hours during business hours. Please only email when you have a personal issue, otherwise use discussions. **It is imperative that you put Geog2133 in the subject line or your email may be missed.** If you have not received a response within 48 hours you should email again.
- For any 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](#).

8. Evaluation

The evaluation methods described in the course outline are essential requirements for the course. Below is the evaluation breakdown for the course. Any deviations will be communicated.

Evaluation Components	Percentage of Course Grade	Assignment Due Dates
Contribution 1: Connect with others, share an aspect of your identity	5	Sept 19
Contribution 2: Connect to your local Greenspace	5	Oct 3
Contribution 3: Connect about Intergenerational Learning	5	Oct 24

Evaluation Components	Percentage of Course Grade	Assignment Due Dates
Contribution 4: Explore Spatial and Social Inequity and Climate Change	5	Nov 21
Contribution 5: What is your Climate Change gift?	5	Dec 5
Climate Change Challenge Part 1	20	Oct 31
Climate Change Challenge II	20	Nov 28
Module Quizzes	10	One quiz per module: Sept 20, Oct 4, Oct 25, Nov 1, Nov 22, Nov 29 Quiz is open 24 hours; you have one hour in the 24-hour period to write the quiz (until 11:55 pm on the last Friday of each module)
Reflective Journal I	10	Oct 11 at 5:00pm
Reflective Journal II	10	Dec 9 at 5:00pm
Participation	5	Attendance and participation in Thursday classes throughout the term.

The evaluation methods described in the course outline are essential requirements for the course. Students are responsible for all module materials as well as materials covered during discussions.

- All assignments are due at 5:00 pm EST unless otherwise specified
- Written assignments will be submitted to Turnitin (statement in policies below)
- Students will have unlimited submissions to Turnitin
- Rubrics will be used to evaluate assessments and will be posted.
- 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+	-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	low 50	Fail

Information about late or missed evaluations:

For all **assessments worth 10% or more** medical academic accommodation is required. Documentation must be submitted by the student directly to the appropriate Faculty Dean's office. It will be the Dean's office that will determine if accommodation is warranted. **Medical accommodations requires that you discuss with Dr. Moser your submission deadline, which will be determined based on the timing and duration of the accommodations. Except in unusual circumstances, any missed assignment must be submitted within seven days, typically sooner, of the assignment due date. If you cannot submit an assignment within that time frame your final grade will be determined based on assessments submitted.**

6 Quizzes are done online. We count the top 5 only, so if you miss one it is okay. Each counted quiz is worth 2% of your final grade. There are no make-up quizzes because you may miss 1 quiz without penalty, but after that any missed quizzes will receive a 0.

- Late assessments worth **less than 10% without medical accommodations** will be subject to a late penalty 10%/day. No assignments will be accepted after 7 days past the assignment due date. Quizzes will not be taken after their due date.
- Late assessments worth **less than 10% with medical accommodations** must be submitted within seven days, typically sooner, after the assignment due date. If they are not submitted after seven days the final grade will be based on all other submitted assessments. You must ask Dr. Moser when you are required to submit your assignment by; the due date will be determined based on the timing and duration of the medical accommodations.
- Students must complete 81% of the course assessments to pass the course.**

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.

Below are very brief descriptions of each assessment type. More information for each assessment will be available on the Owl Site under the Course Assessment Help Page.

Contributions (5 totalling 25%): This course provides knowledge about climate change and our hope is that you will use that knowledge and your gifts to take meaningful action to help mitigate climate change. The course is divided into seven modules and there are five contribution exercises. Each contribution will offer you the opportunity to explore something about yourself, your space in the world and how you can contribute to finding a solution to the climate change challenge. Most graded contributions follow an ungraded activity designed to inspire your thinking. Since each module is 2-3 weeks, you have plenty of time to complete your contributions, so be sure not to leave them for the last minute – they take time and thought. The value of each contribution is 5% and details for each will be provided on Owl. Rubrics can be viewed ahead of time on the Rubric tab.

Climate Change Challenges (2X20%=40%): There are two climate change challenges. These activities are designed to motivate you to take action and make changes to help mitigate climate change. Changes can be made individually or collectively, but we all need to pitch in!

The climate change crisis will only be solved when everyone steps up to help. In these exercises we want you to think strategically about what you can do to make the greatest change most effectively. In the first you will work independently to reduce your personal carbon footprint and in the second you will work in a team or individually to find a way to promote change in your community.

Module Quizzes (Best 5 out of 6 = 10%): Each module will end with a short, online quiz. The quizzes are multiple choice and short answer and are designed to help you review what you have learned and stay on track. You will have one hour to take the quiz during a 24-hour period on the Friday after the final in-person class at the end of each module. Your final quiz mark will consist of your top 5 out of 6 marks, making each of 5 quizzes worth 2% each.

Participation (5%): We will meet each week in person, and the participation part of the grade is based on class attendance. According to Katharine Hayhoe, climate scientist, author and activist, ‘the most important thing you can do to fight climate change is to talk about it.’ This message is front and center in her [TED talk](#). One of our main motivations in creating this course was to provide a safe place for students to talk about climate change, and therefore we view participation as a critical part of the course. This is your opportunity to ask me questions about the online materials, and my chance to ask you questions about what you are learning. The class will usually run as a discussion on a topic relevant to the online materials that week. The purpose of the discussions is to give you a chance to share your views and to listen to your thoughts on climate change. You can check for guiding questions or materials to help you prepare for class in the Course Content tab under “In-class discussions”. You must attend 11 out of 13 of the in-person classes to get full marks. Participation is graded using iClickers.

Reflective Journals (2X10%): Each week you attend class for an in-class activity. After each class questions are posted to guide your reflection. These ask you to consider the facts, your feelings and how both of these will affect what you do in the future. You will submit your reflective journal twice during the course – Oct 11 and Dec 9. For the first reflective journal submission you will have three entries and one of the entries must be from class 2 (Sept 12). In the second submission you will again have three entries and one of the entries must be from the final class Dec. 5.

9. 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](#).

General Information about missed work:

University policy on academic considerations are described here. This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here.

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

Formal Documentation Designation statement:

Climate Change Challenges and Reflective Journals

Please note that these assessments are considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: alternate deadlines.

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is always required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

Course Assessments that Require Supporting Documentation

Climate Change Challenges

For this course the following assessment has been designated as requiring supporting documentation:

Climate Change Challenges – total 40% Due Oct 31 and Nov. 28

Academic Consideration for Course Components with Flexibility

This course has 6 quizzes with only 5/6 quizzes counted towards your final grade. Academic consideration will not be granted for missed quizzes. If students miss 1/6 quizzes, the remaining 5 quizzes will be used in the calculation of the final grade. If students miss greater than 1 quizzes, they will receive a grade of zero on each missed quiz.

This course has a participation grade worth 5% of the final grade. If students attend 11/13 classes they will receive 5% added to the final grade. Academic consideration will not be granted for missed classes. If students miss 2/13 classes, the remaining 11 classes will be used in the calculation of the final grade. If students miss greater than 2 classes, they will receive a grade of zero on each missed class.

This course employs flexible deadlines for contribution assignments and reflective journals. The contribution assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the contribution assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 10% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted. If you have a long-term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

Accommodation for Religious Holidays

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm. 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

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

[Policy on Academic Consideration for Medical Illness - Undergraduate Students](#)

[Student Medical Certificate \(SMC\)](#)

10. 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.

11. Use of Electronic Devices

iClickers will be used in our class to grade participation. Sometime during each class questions will be asked. These questions let me and students know if they are understanding key concepts, but also take attendance. You will receive 1 point for participation for each class assuming that you answer at least one question. You must be in class to answer the question. You may 2 classes without penalty, no questions asked. However, if you miss more than two classes, you will be graded a 0. If you will miss more than two classes you will require medical accommodations, so make sure to only miss classes when you really can't attend. Please make sure to set up your iclicker account prior top the second class Sept. 12. Complete instructions are available [here](#). A link is also available under Module 1 below the checklist site. Students' privacy will be protected with respect to data gathered from the responses; data gathered using the devices will not be used for research purposes without the express written permission of the student.

Western's guidelines for the use of Personal Response Systems ("clickers") state the following:

1. It is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.
2. Students must use only their own clicker. The use of somebody else's clicker or iclicker account constitutes a scholastic offence. The possession of a clicker or ithe use of a clicker account belonging to another student will be interpreted as an attempt to commit a scholastic offence.

12. 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. Review the "Welcome and Getting Started" Tab under the Course Content Tab. Make sure to review the Tips for Success here too.
2. 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. Use the graphic syllabus for inspiration as to how you should budget your time.
3. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
4. Follow weekly checklists created on OWL or create your own to help you stay on track.
5. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively.
6. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
7. Ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
8. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



13. 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>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

14. Western's Commitment to Accessibility

The Department of Geography and Environment 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.

15. 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.

16. Support Services

Western's Support Services
Student Development Centre

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

17. Important Dates

September 5: Classes resume

September 13: Last day to add a first term half course

September 30: National Day for Truth and Reconciliation (observed as a non-instructional day at Western)

October 14: Thanksgiving Holiday – Department Office Closed

October 14-20: Fall Reading Week (No classes; Department Office open)

November 30: Last day to drop a first term half course or a full course without penalty

December 6: Classes end

December 7 and 8: Study days

December 9-22: Examination Period

Program Learning Outcomes and Skills

Learning Outcomes

- ✓ 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.
- ✓ Relate specialized understanding of the geography of bio-physical systems to knowledge and practices in environmental and natural sciences
- ✓ Critically reflect on the scope and intellectual development of the discipline of Geography
- ✓ 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
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- ✓ Identify, analyze and interpret spatial patterns and processes of urbanization, financial and economic aspects of urban development, and processes in urban systems and built

environments.

- ✓ Develop and demonstrate applied skills in geo-spatial data visualization, design and communication.
- ✓ Develop knowledge and practical skill with standard methods in GISci including geo-spatial data acquisition, interpretation, quantitative processing and analysis; geo-spatial databases; spatial modeling; and application to geographic problems.

Geographical Skills

- ✓ Field and/or lab methods: including observation, data collection (of all kinds), mapping
- ✓ Technological skills (computer hardware, software, instrumentation) including use of geographical and data analysis software.
- ✓ Geographical data: statistical concepts, analysis and inference; quantitative and qualitative analysis; numerical and/or mathematical analysis; calculations; programming; problem solving.
- ✓ Map, remote sensing images and geo-spatial data interpretation and analysis
- ✓ Spatial thinking, spatial analysis & spatial processes of human and/or environmental processes (e.g. cultural, social, political, economic, scientific)

Generic Skills

- ✓ Literature and secondary data sources: information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
- ✓ Critical and reflective reading, listening, thinking.
- ✓ Writing – education and practice in writing essays, reports, notebooks.
- ✓ Visual presentation and graphical design: graphical design and production of : maps, diagrams, presentations, posters, web-based media
- ✓ Oral communication/presentation: -structured class discussions (seminars, small-group interaction, debates), individual and group presentations.
- ✓ Project planning, management and design: time management, independent major project, research proposals.

Inter-personal skills: leadership, team facilitation