

**Course Information**

Spring, 2023

Course ID & Section #: GEOG-1-V4575

David Bazard

Course units: 3.0

**Instructor Contact Information**

Office location: Online through Canvas

Office hours: I will check messaging daily and can arrange Zoom or be “live” during messaging if you want an immediate interaction session. **Use the Canvas Inbox for messaging.**

Phone number: 707-476-4224

Email address: [dave-bazard@redwoods.edu](mailto:dave-bazard@redwoods.edu) (only use this for non-class communication).

**Catalog Description**

An introductory study of Earth’s physical systems, including the atmosphere, hydrosphere, and lithosphere. Students will study Earth's energy balance, climate, and landforms, and examine relationships between physical features and natural processes. Interactions between human endeavors and natural systems are explored to understand the influence of the environment and society on each other.

**Course Student Learning Outcomes (from course outline of record)**

1. Apply the scientific method and scientific reasoning to critically evaluate natural phenomena and the development of landforms.
2. Evaluate and apply spatial information to describe interactions within a natural system.
3. Describe how energy is transferred between different elements of the Earth's systems.
4. Demonstrate an understanding of how changes in natural systems influence society by relating elements of climate, the hydrosphere, and/or plate tectonics to specific human impacts.

**Prerequisites/co-requisites/ recommended preparation**

None

**Course Materials (text book)**

Required: *Elemental Geosystems* (9<sup>th</sup> Ed.), Robert Christopherson, ISBN-13: 978-0-13-481744-6, ISBN-10: 0-13-481744-3

Note: older editions of this text and the Geosystems text (not “elemental”) by Christopherson are acceptable. I can help correlate material between chapters if they are not numbered the same as the topics shown in this syllabus. Also, McKnight’s *Physical Geography* (Prentice/Hall) has similar information.

I will be referencing page numbers and figures from the Christopherson 9<sup>th</sup> Ed. text throughout the course

Here is the CR Bookstore site for ordering course textbooks. Be sure to select “Virtual Classroom” as the Site:

[https://bncvirtual.com/vb\\_buy2.php?FVCUSNO=3146&ACTION=chooseCourses](https://bncvirtual.com/vb_buy2.php?FVCUSNO=3146&ACTION=chooseCourses)

## Weekly Schedule (*subject to change with notification*)

Note: Weeks begin on Saturday and continue through the following Friday.

<b>Module and Week</b>	<b>Topics</b>	<b>Reading and PowerPoint Homework, Discussion,</b>
<b>1 (Jan 14)</b>	<b>Module 1:</b> Introduction, Scientific Method, Systems, Our place relative to the sun, measurements, unit conversions.	Chap. 1 (p. 5-24), Narrated PowerPoints <ul style="list-style-type: none"> <li>• Welcome Quiz</li> <li>• Discussion</li> <li>• Homework Questions</li> </ul>
<b>2 (Jan 21)</b>	<b>Module 2:</b> Latitude/Longitude, Earth Dimensions, Geographic Zones, Time Zones, Solar Energy, Seasons	Chap 1 (p. 14-24), Narrated PowerPoints <ul style="list-style-type: none"> <li>• Homework Questions</li> </ul>
<b>3 (Jan 28)</b>	<b>Module 3:</b> Tilt of Earth, Solar Energy and Seasons, Sun Angle, Atmosphere Composition, Earth's Energy Balance/Budget	Chap 2 and 3, (p 36-47, 48-54, 70-95), Narrated PowerPoints <ul style="list-style-type: none"> <li>• Homework Questions</li> <li>• Discussion</li> </ul>
<b>4 (Feb 4)</b>	<b>Module 4:</b> Review (Modules 1,2,3) and Test Preparation	Review of Modules: Homeworks and Discussions. Review PowerPoints <ul style="list-style-type: none"> <li>• Test Review Quiz</li> <li>• Test 1</li> </ul>

**Test I:** Chapters 1, 2, 3, see study guide for specific topics. **Due end of Week 4**

<b>5 (Feb 11)</b>	<b>Module 5:</b> Energy Transfer, Fundamentals of Atmospheric Pressure, Coriolis Effect, and Wind.	Chap 4 (p. 106-123), Narrated PowerPoints <ul style="list-style-type: none"> <li>• Homework Questions</li> <li>• Discussion</li> </ul>
<b>6 (Feb 18)</b>	<b>Module 6:</b> Global Atmospheric Circulation: ITCZ, Hadley Cell, Trade and Westerly Winds, Subtropical & Polar Highs, Polar Front, Jet Stream	Chap 4 (p. 113-126), Narrated PowerPoints <ul style="list-style-type: none"> <li>• Homework Questions</li> <li>• Discussion - North Pacific Gyre</li> </ul>
<b>7 (Feb 25)</b>	<b>Module 7:</b> Atmospheric Moisture and Weather. Climate Classification	Chapter 5, (139-166, 168-170). Koppen Geiger classification (Chap 7: 210-215, Appendix B <ul style="list-style-type: none"> <li>• Homework Questions</li> </ul>
<b>8 (Mar 4)</b>	<b>Module 8:</b> Review (Modules 5,6,7) and Test Preparation	Review of Homework and Discussion. and PowerPoints <ul style="list-style-type: none"> <li>• Test Review Quiz</li> <li>• Test 2</li> </ul>

**Test 2:** Chapters 4, 5, portions of 7 and Appendix B. See study guide for specific topics

<b>Spring Break March 11-18</b>			
<b>9 (Mar 19)</b>	<b>Module 9:</b> <i>Dynamic Earth: Geologic Time, Rock Types, Earth's Interior, and Tectonic Plates</i>	Chapter 9 (p. 272-296; skip magnetic reversals)	<ul style="list-style-type: none"> <li>• <i>Homework Questions</i></li> </ul>
<b>10 (Mar 25)</b>	<b>Module 10:</b> <i>Plate Tectonics, Faulting, Mountains, and Volcanism</i>	Chapter 10 (p. 302-315, 321-329)	<ul style="list-style-type: none"> <li>• <i>Homework Questions</i></li> <li>• <i>Discussion</i></li> </ul>
<b>11 (Apr 1)</b>	<b>Module 11:</b> <i>Landform Evolution, Weathering, Mass Movement</i>	Chapter 11 (p. 335-358)	<ul style="list-style-type: none"> <li>• <i>Homework Questions</i></li> </ul>
<b>12 (Apr 8)</b>	<b>Module 12:</b> <i>Review (Modules 9,10,11) and Test Preparation</i>	<i>Review of Homework and Discussion. Review Module Text</i>	<ul style="list-style-type: none"> <li>• <i>Test Review Quiz</i></li> <li>• <i>Test 3</i></li> </ul>

**Test 3:** Chapters 9, 10, and 11. See study guide for specific topics

<b>13 (Apr 15)</b>	<b>Module 13:</b> <i>Rivers</i>	Chapter 12 (p. 364-387)	<ul style="list-style-type: none"> <li>• <i>Homework Questions</i></li> <li>• <i>Discussion</i></li> </ul>
<b>14 (Apr 22)</b>	<b>Module 14:</b> <i>Glaciers Physiographic provinces</i>	Chapter 14 (436-446) and Module information for physiographic provinces	<ul style="list-style-type: none"> <li>• <i>Homework Questions</i></li> </ul>
<b>15 (Apr 29)</b>	<b>Module 15:</b> <i>Physiographic Provinces Final Review</i>	<i>Physiographic Provinces Preparation for Final Exam, including Modules 13 and 14</i>	<ul style="list-style-type: none"> <li>• <i>Final Essay Instructions Available</i></li> </ul>
<b>16 (May 6)</b>	<b>Final Test (during Finals Week)</b>		

**5-Point Check-In:** You are required to message the instructor each week using the Canvas “Inbox” messaging tool. This is an opportunity to ask for clarification on assignments, ask a homework question, or just a check in to say how you are doing. This allows me to know you are engaged in the course and helps clear up any confusion about the course. These are easy points to earn (about 70 total points). Not participating in the messaging will lower your course grade, so be sure to do this each week.

\*I will announce in advance a few weeks when a “check in” is not required. But you can message me anyway if you have questions.

**Homework:** These weekly exercises are intended to be “practice” to determine your understanding of the material. You will be allowed TWO attempts on the homework.

- Make the first attempt early in the week so you have time to make corrections. The second attempt will be due by Saturday morning (9am).
- For your second attempt you will need to re-enter any “fill in” text questions. I suggest that you open “attempt 1” in Canvas Quiz, and then open a second browser window for making your second attempt. This way you can see incorrect multiple-choice questions that have been flagged in the “attempt 1” version. The fill-in questions are not graded in the first attempt, but reviewing your first responses will help you to determine if you need to edit or augment these fill-in responses for attempt 2.
- **You will receive at least 80% of the homework points if you make a “good faith” effort on the homework and get it submitted by the Saturday 9am deadline.** This means you leave NO question unanswered. I will deduct points if you leave a question blank or it is not fully answered.
- The test questions will be similar to, and in some cases the same as, the homework questions. So, it is important that you learn from the homework exercises.

**Discussions:** Discussions will be assigned during some of the weeks. You will be given full credit for posts as long as your responses represent a “good faith” effort. This means you provide a comprehensive and relevant response to the prompt questions, and you post the requested reply.

### **Late Work Policy:**

**Two late homeworks that are a less than 2 days overdue will be accepted for full credit.**

Any additional late homework or homework submitted later than 2-days late will have 10% deducted for each day late. Late homework is not eligible for the 80% credit referenced above.

Homework submitted a week or more late will not be accepted (score of zero) unless there has been communication and an agreement about accepting the work.

**Tests must be completed on time.** A test submitted late, but before correct answers are posted (typically 24 hours) will be accepted but points will be deducted. Unless prior arrangements have been made, or dire circumstances can be documented, I will not accept a second late test or tests submitted after correct answers are posted (typically 24 hours). The lowest of the three regular semester tests will be dropped, and this may be the best option for a late test.

**The final exam must be submitted on time.** This is essential for completing and submitting final course grades.

### **Participation Policy**

I reserve the right to drop students from the course who have stopped participating. Students who stopped submitting homework and engaging in any required discussions for two or more weeks without communication and an agreement from the instructor may be dropped from the course (for a grade of W before the 10-week drop deadline).

## Evaluation & Grading Policy

The course combines short lectures (narrated PowerPoint slides), textbook readings, explanations within the modules, and additional materials (videos in some cases) to communicate the major concepts.

Weekly Homework Questions and Class Discussion (on some weeks) are assigned for you to determine your level of understanding of the course material. PLEASE message me with any questions about these assignments so I can help you learn the material and succeed in the course.

- The course is made up of weekly modules. Those modules are grouped into four “sections” (Modules 1-4, Modules 5-8, Modules 9-12, Modules 13-14).
- After every three modules, there will be a week of review including a Graded Review Quiz prior to the test.
- The fourth section is shorter and includes only two modules. Test questions for this final section, and some comprehensive course questions, will be included in the comprehensive Final Exam.
- I will drop the lowest of the 100 point tests to recalculate grades based on the remaining points.
- The final exam score is included in all grades and cannot be dropped.
- I also use the total of the 5-point “check ins” as part of your graded points for the course

## Course grades

I will drop your lowest regular semester test score (100pts). The final exam score cannot be dropped. In the rare case where keeping all of your test scores helps your final grade, I will calculate your grade based on the full points of the class. Please message me with any grade questions.

**The Course Grade** will be based on the following percentage of available points. The percentage for each grade designation is listed below. *\*CR does not allow for grades of A+, C-, D+, D-*

A: 91-100%

A-: < 91% to 89.0%

B+: < 89% to 87.5%

B: < 87.5% to 81%

B-: < 81% to 79%

C+: < 79% to 77.5%

C: < 77.5 to 69%

D: < 69% to 60%

F: < 60%

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Admissions deadlines & enrollment policies

Dates for Spring 2023 admission deadlines can be found at the following calendar:

<https://www.redwoods.edu/Portals/0/Academics/2022%20-2023%20Academic%20Calendar.pdf>

- Classes begin: 1/14/23 (Saturday for online)
- Martin Luther King, Jr.'s Birthday (all campus holiday): 1/16/23
- Last day to add a class: 1/27/23 (with instructor approval)
- Last day to drop without a W and receive a refund: 1/27/23
- Census date: 1/30/23 or 20% into class duration
- Spring break (no classes): 3/13/23-3/18/23
- Last day for student-initiated W (no refund): 3/31/23
- Last day for faculty-initiated W (no refund): 3/31/23
- Final examinations: 5/6/23-5/12/23

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

**Del Norte Campus Emergency Procedures** Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

### **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821