

GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2019

GEOGRAPHY 231 H(3-3)

Introduction to Geospatial Methods

Section	Days	Time	Location
LEC01	MoWeFr	10:00 – 10:50	EDC 386
LAB01	Tu	11:00 – 13:50	ES 307
LAB02	Tu	14:00 – 16:50	ES 307
LAB03	Th	14:00 – 16:50	ES 307

Instructor: Victoria Fast	Office: ES 452
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Please note: The emergency evacuation assembly point for all classes taught in Education block is Scurfield Hall Atrium and Earth Sciences is ICT Food Court.

Official Course Description:

An introduction to cartography, remote sensing, geographic information systems and descriptive spatial statistics.

Course Objectives:

In the introduction to geospatial methods course, the primary objective is to introduce students to the tools, techniques, and science of geographic information, including web mapping, cartography, geodesy, GIS, and remote sensing. The course will serve as a foundation for upper-level cartography, GIS, remote sensing, and statistics courses.

Course Learning Outcomes:

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Implement multiple geospatial methods to critically synthesize a human-environment process.	1,2	1
Explain geographic representation and its conceptual underpinning for the major spatial data models used in geography.	3,4	1
Describe the basic nature of geographic/spatial data, including core concepts such as scale, spatial autocorrelation and topology.	5	1
Demonstrate spatial data literacy skills including inputting, managing, analyzing and presenting spatial data.	3,4	1
Describe various spatial reference systems and the challenge of representing a 3-D Earth.	3	1
Apply industry standard software to perform fundamental tasks in GIS, cartography, remote sensing and statistics.	6	1

Generate cartographically sound maps and reports to communicate geographic information in a variety of media.	6,7,8	1
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PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

Prerequisites

Pure Mathematics 30 or Mathematics 30-1 or Mathematics II (offered by continuing Education).

Learning Resources

A take home task will be assigned weekly, and can include readings, videos, and challenges. They will be introduced in lecture and posted on D2L. Please complete the weekly task, as they are developed to achieve the learning goals in this course, and will be tested throughout.

Grading (Weighting)

Laboratory Assignments (6 @ 8% each)	48%
Weekly In-Class Engagement	15%
Midterm	17%
Registrar-Scheduled Final Exam	20%

Note: It is not necessary to pass each course component in order to pass the course.

Grading System

A+	4.00	>96	Outstanding performance
A	4.00	90-95	Excellent performance
A-	3.70	81-89	Approaching excellent performance
B+	3.30	77-80	Exceeding good performance
B	3.00	74-76	Good performance
B-	2.70	70-73	Approaching good performance
C+	2.30	67-69	Exceeding satisfactory performance
C	2.00	64-66	Satisfactory performance
C-	1.70	60-63	Approaching satisfactory performance
D+	1.30	56-59	Marginal pass. Insufficient preparation for subsequent courses
D	1.00	50-55	Minimal Pass. Insufficient preparation for subsequent courses
F	0.00	<50	Failure. Did not meet course requirements

Human subjects: Students will NOT participate as subjects or researchers on human subjects.

Supplementary Fees

No supplementary fee has been assessed for this course.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

SUPPLEMENTAL INFORMATION

Writing across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: www.ucalgary.ca/ssc/writing_support/overview.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: www.ucalgary.ca/access/accommodations/policy. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: geograph@ucalgary.ca).

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: www.ucalgary.ca/pubs/calendar/current/k-5.html.

Internet and electronic communication device information:

There is no restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations will be allowed.

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Posting of Grades and Picking-up of Assignments

All assignments will be handled through D2L or personally. Grades will be available to each student on D2L by password access. Grades and assignments will not be available at the Department of Geography's main office.

POLICY REGARDING ROUNDING OF FINAL GRADES

In an effort to be fair to all students in the class, your individual grade will not be rounded up, regardless of how close you are to a grade break. In short, the final grade breaks are hard breaks. This policy minimizes ambiguity and ensures the grading is as fair and clear as possible. For more information see the "Grade appeal and rounding policy" on D2L.

Faculty of Arts Program Advising and Student Information Resources

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

Contact Information for Student and Faculty Representation

- SU VP Academic Phone: 220-3911 and e-mail: suvpaca@ucalgary.ca
- SU Faculty Rep. Phone: 220-3913 and e-mail: arts1@ucalgary.ca
- The students ombudsman office information can be found at: www.ucalgary.ca/ombuds/

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental->

[health-services](#)) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Documentation for absences or missed course assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform the instructor as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

USRI Surveys

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference, so please participate in USRI surveys.