

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Geosciences	College/School	CNSM
Prepared by	Cary de Wit	Phone	x7141
Email Contact	<a href="mailto:cwdewit@alaska.edu">cwdewit@alaska.edu</a>	Faculty Contact	Cary de Wit

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	GEOG	Course #	111X	No. of Credits	4
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<b>COURSE TITLE</b>	Earth and Environment: Elements of Physical Geography
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input type="checkbox"/>	<b>DESCRIPTION</b>	<input type="checkbox"/>
<b>PREREQUISITES*</b>	<input checked="" type="checkbox"/>			<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>	<b>COURSE CLASSIFICATION</b>	<input type="checkbox"/>
<b>ADD A STACKED LEVEL (400/600)</b> Include syllabi.	<input type="checkbox"/>	Dept.	Course #

**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed? 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>	<input type="checkbox"/>		

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc.)												

RECEIVED

OCT - 1 2015  
 Dean's Office  
 College of Natural Science & Mathematics

Governance  
 10/12/15 ur

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, \*Format 6 also submitted  W = Writing Intensive, \*Format 7 submitted  X = Baccalaureate Core

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES  NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aboriginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**GEOG F111X Earth and Environment: Elements of Physical Geography (n)**

4 Credits

**Introduction to Earth's dynamic environments, systems, and cycles. Major topics include: 1) landscapes- continents, oceans, mountains and landforms. 2) weather and climate(-weather, storms, climate change, ocean systems) and 3) ecosystems and biomes found on Earth. Examine how Earth systems are dynamically linked, how they change, and how humans influence and are conditioned by the environment. Lab section includes map and aerial photo interpretation, field trips, and an introduction to remote sensing of patterns on Earth. Special fees apply. Prerequisites: Placement in ENGL F111X or higher; placement in ~~MATH F151X~~ DEV M F105 or higher; or permission of instructor. (3+3)**

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**GEOG F111X Earth and Environment: Elements of Physical Geography (n)**

4 Credits

**Introduction to Earth's dynamic environments, systems, and cycles. Major topics include: 1) landscapes- continents, oceans, mountains and landforms. 2) weather and climate(-weather, storms, climate change, ocean systems) and 3) ecosystems and biomes found on Earth. Examine how Earth systems are dynamically linked, how they change, and how humans influence and are conditioned by the environment. Lab section includes map and aerial photo interpretation, field trips, and an introduction to remote sensing of patterns on Earth. Special fees apply. Prerequisites: Placement in ENGL F111X or higher; placement in DEV M F105 or higher; or permission of instructor. (3+3)**

8. GRADING SYSTEM: Specify only one.

LETTER:  PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  N/A.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No impact.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

No impact.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**GEOG 111X does not require advanced math skills. The current prerequisite of "MATH 151X or higher is preventing students from registering who are well-prepared to take the course.**

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

 Date 10-1-2015

Signature, Chair, Program/Department of: Geography

 Date 10-9-15

Signature, Chair, College/School Curriculum Council for: CNSM

 Date 10/12/15

Signature, Dean, College/School of: CNSM

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Date

Signature of Provost (if applicable)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
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Signature, Chair

Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

- Course textbook title,  author,  edition/publisher.
- Supplementary readings (indicate whether  required or  recommended) and
- any supplies required.

**4. Course description:**

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

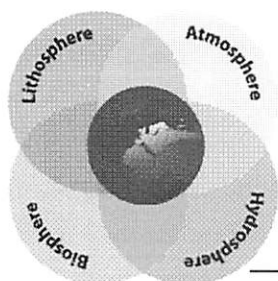
Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See <http://www.uaf.edu/oeo/eo-statement/>



GEOG 111x – Earth and Environment:  
Elements of Physical Geography (4 credits)

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***SYLLABUS***  
***Spring 2015***

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<b>INSTRUCTOR</b>	Chris Maio 907-474-5651 <a href="mailto:cvmaio@alaska.edu">cvmaio@alaska.edu</a>
<b>OFFICE</b>	Reichardt Building, Room 368
<b>OFFICE HOURS</b>	Monday 3:00 – 4:00 Thursday 10:00 – 11:00 And by appointment
<b>LAB INSTRUCTOR</b>	Job Noordeloos <a href="mailto:jnoordeloos@alaska.edu">jnoordeloos@alaska.edu</a> ARHRB 182 Office hours by appointment
<b>LECTURES</b>	Reichardt Building, Room 203 MWF Class Time: 1:00 - 2:00
<b>LABORATORY</b>	Reichardt Building, Room 233 (F01) Tue 2:00 – 5:00 (F02) Wed 2:15 – 5:15

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**IMPORTANT SCHEDULE NOTE:** There is 1 mandatory Wednesday field trip to the Permafrost Tunnel included as part of the lab component and scheduled for 2/11. This field trip will occur **ONLY** on Wednesday so please make arrangements with other instructors to avoid conflicts.

**BOOK**

Required: Geosystems, 7<sup>th</sup> Edition -- R. Christopherson: This is not the most recent edition and is available from a variety of sources. There will be two copies within the reserve section of the library and the instructor has a limited number of copies to loan to students.

### **COURSE DESCRIPTION**

Elements of Physical Geography will explore the processes that create and shape Earth's physical environment. A global systems approach will be used to describe elements of, and interactions between, the atmosphere, hydrosphere, lithosphere, and biosphere. The topic of global climate change will serve as a capstone that integrates course concepts allowing for a comprehensive understanding of Earth surface processes. Lab section includes hands-on activities to reinforce lecture material and 3 field trips. Special lab fees apply.

### **COURSE GOALS**

This course will provide students with a global perspective on Earth surface processes and the interdependent linkages between the lithosphere, hydrosphere, atmosphere, and biosphere. Students will gain practice in the challenges of thinking critically through classroom and laboratory exercises. Through a research report and presentation students will become better writers and communicators. This course is designed to develop an integrated knowledge base from which students will explore and critically assess global environmental change and make informed decisions as global citizens.

### **TEACHING METHODS**

This course will combine traditional lectures with hands-on learning activities within the laboratory and field trips. Lecture topics will focus on the fundamental principles of physical geography while integrating student interests and current events. These topics will then be reinforced through laboratory assignments and field trips to develop a well-rounded understanding of the Earth's systems.

### **LEARNING OUTCOMES**

- Students will gain knowledge of how to describe, understand and identify the different landscapes and processes that shape the surface of our planet.
- Students will learn the general principles of physical geography including the interdependence between the hydrosphere, atmosphere, biosphere, and lithosphere.
- Students will interact and critically discuss course concepts within a group during in-class discussions.
- Students will design and orally present a research topic.
- Students will improve the quality of their research and writing skills through the development of a research paper.

## **COURSE POLICIES**

### ***Expectations***

Students are expected to come to class prepared and on time. This includes reading the assigned material, having completed all assignments that are due and being prepared to discuss the course material. There is also an expectation that students within the lab and classroom will act with professionalism and be respectful to other students, the instructor, and guests. A failure to meet this expectation will result in a lowering of the final course grade and dismissal from the class.

### ***Attendance and Participation***

In class, attendance and participation will be worth a total of 15% of the final grade. Attendance will be taken at the beginning of every class and will count 5%, whereas participation during in-class notecard assignments is worth an additional 10%. If there is an emergency or other important obligation which prevents a student from attending class they are expected to email the instructor prior to the absence. If students do not email prior to the absence, points will be deducted from the participation grade and other related course work. Students are responsible for ascertaining what materials and/or assignments were missed even if their absence from class was excused.

### ***Media Devices***

Cell phones are to be switched off or placed in silent mode. Calls, Texts, and web browsing is not allowed during class periods, unless the instructor has granted permission. Violation of this policy will lead to a loss of grades. Laptops may be used for in-class note taking but use of email, social media or viewing of websites not relevant to the current class is not allowed, and will lead to a loss of grades.

### ***Blackboard***

All course materials and important announcements will be posted on Blackboard. This includes the most current version of the syllabus, lectures, and exercises. Students are required to visit Blackboard regularly to stay up to date with course materials and announcements.



## STUDENT CONDUCT

UAF students are subject to the Student Code of Conduct. UAF will maintain an academic environment in which freedom to teach, conduct research, and administer the university is protected. Students will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community. For a complete description of the University's Code of Conduct please go to [http://www.uaf.edu/catalog/catalog\\_14-15/pdf/04\\_Academics.pdf](http://www.uaf.edu/catalog/catalog_14-15/pdf/04_Academics.pdf) and see Academics and Regulations.

**ACADEMIC HONESTY WILL BE STRICTLY ENFORCED WITHIN THIS COURSE. CHEATING AND PLAGIARISM WILL NOT BE TOLERATED. ANY STUDENT CAUGHT PLAGIARIZING OR CHEATING WILL RECEIVE AN AUTOMATIC ZERO ON THE ASSIGNMENT IN QUESTION AND MAY BE REPORTED TO THE UNIVERSITY AUTHORITIES TO FACE FAILURE IN THE COURSE OR EXPULSION.**

## STUDENT SUPPORT SERVICES

### *Students with Disabilities*

UAF is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health & Counseling (907-474-7043 or [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)), to enlist the appropriate support. I will collaborate to provide accommodations and support or services to assist students in meeting the goals of the course.

### *Veteran Support*

It is an honor to have veterans attending UAF and every accommodation will be made to support their success in this course. Please let me know if there is anything that can be done to facilitate your transition or continuation of an academic career and contact Walter Crary below.

Walter Crary is the Veterans Service Officer at the Veterans Resource Center, 111 Eielson Building. 907-474-2475.  
Email: [wecrary@alaska.edu](mailto:wecrary@alaska.edu)

Fairbanks Vet Center 907-456-4238. VA Community Based Outpatient Clinic at Ft. Wainwright is 907-361-6370.

**STUDENT EVALUATION**

<b>Assignment</b>	<b>Points</b>	<b>Total Percent Course</b>
<b><i>EXAMS</i></b>		<b>20%</b>
Midterm	100	
Final Exam	100	
<b><i>LAB &amp; FIELD TRIP COMPONENT</i></b>		<b>30%</b>
Lab Assignments (11)	220	
Field Trips (3)	80	
<b><i>RESEARCH PAPER</i></b>		<b>15%</b>
Topic Summary	10	
Outline and Source page	30	
Draft 1	30	
Draft 1 Peer Review	20	
Final Draft	60	
<b><i>PRESENTATION</i></b>		<b>10%</b>
Draft 1	25	
Final Draft	25	
In-Class Presentation	50	
<b><i>ONLINE EXERCISES</i></b>		<b>10%</b>
Exercise 1	20	
Exercise 2	20	
Exercise 3	20	
Exercise 4	20	
Exercise 5	20	
<b><i>ATTENDANCE &amp; PARTICIPATION</i></b>		<b>15%</b>
Attendance	50	
Participation (Notecard Discussions)	100	
<b><i>EXTRA CREDIT – CURRENT EVENT</i></b>		<b>4%</b>

**Grading Scale**

<b>Grade</b>	<b>%</b>	<b>Grade</b>	<b>%</b>
A+	97-100	C+	77-79
A	93-96	C	74-76
A-	90-92	C-	70-73
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	<60

**ADDITIONAL ASSIGNMENT INFORMATION**

- 1) **Exams:** The 2 exams will be non-cumulative and include multiple choice, matching, T/F, and short answer questions. A review session will be held prior to each exam.
- 2) **Research Paper:** The research paper will be a total of 6-7 pages long including figures and bibliography. The paper should be in 12-point Times New Roman double spaced font. Detailed instructions will be provided in class. Students will choose a research topic based on course topics and interests. Research topics will be provided upon request
- 3) **Presentation:** This assignment will consist of a 10-15 slide PowerPoint presentation. The topic will be based on the Research Paper. The presentations will be given during class at the end of the semester.
- 4) **Exercises:** The 5 online exercises will be posted on Blackboard and consist of a series of questions drawn from lecture and reading materials. Some exam questions will be drawn directly from exercises. Students will have the option of dropping the lowest grade exercise.
- 5) **Extra-Credit Current Event:** To receive points a student must clip/print a newspaper/magazine article of a current event that relates to class. Mount the article on a larger piece of paper and next to it paste a one paragraph summary of the event. The student will then briefly (2-3 minutes) present the current event during class. Printed digital formats will also be accepted. Each submission will be worth 20 points with a limit of two per student.

***EVALUATION SCHEDULE (NOT INCLUDING LAB ASSIGNMENTS)***

<b>Due Date</b>	<b>Assignment</b>	<b>Course Points</b>
1/16-5/4	ATTENDANCE	50
1/16-5/4	PARTICIPATION (Notecard Assignments)	100
2/2	Exercise 1	20
2/16	Exercise 2	20
2/23	Research Paper: Topic Summary	10
3/4	Research Paper: Outline and Bibliography	40
3/11	Exercise 3	20
3/13	MIDTERM EXAM	100
3/23	Research Paper: Draft 1	30
3/27	Research Paper: Peer Review	20
4/6	Research Paper: FINAL DRAFT	60
4/10	Exercise 4	20
4/13	Presentation: Draft 1	25
4/24	Presentation: Final Draft	25
4/27	Exercise 5	20
4/29	Presentation: IN-CLASS PRESENT	50
5/5 – 5/8	FINAL EXAM	100
	<b>TOTAL POINTS</b>	<b>700</b>

**TENTATIVE COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Lectures</b>	<b>Reading Due</b>	<b>Assignments Due</b>
1	16 Jan F	<i>Lecture 1: Course Introduction</i>	Syllabus	
2	19 Jan M	<b>NO CLASS</b> <b>Alaska Civil Rights Day</b>	Syllabus	
	21 Jan W	<i>Lecture 2: Introduction Continued/The Scientific Method and Universal Laws</i>	Chapter 1 pages 1-33	Read Syllabus Notecard
	23 Jan F	<i>Lecture 3: Essentials of Geography</i>	Chapter 1 pages 1-33	
3	26 Jan M	<i>Lecture 4: Mapping the Earth</i>	Chapter 2 Pages 41-59	
	28 Jan W	<i>Lecture 5: Formation of the Solar System</i>	Chapter 2 Pages 41-59	
	30 Jan F	<i>Lecture 6: The Sun and the Solar Spectrum</i>	Chapter 2 Pages 41-59	
4	02 Feb M	<i>Lecture 7: Earth's Rotation and the Reason for the Seasons</i>	Chapter 3 Pages 61-85	Exercise 1
	04 Feb W	<i>Lecture 8: Earth's Modern Atmosphere</i>	Chapter 3 Pages 61-85	
	06 Feb F	<i>Lecture 9: Peregial landscapes</i>	Chapter 17 Pages 548-554	
5	09 Feb M	<i>Lecture 10: TBA</i>	Chapter 17 Pages 548-554	
	11 Feb W	<b>FIELD TRIP 1: PERMAFROST TUNNEL</b>	Chapter 7 Pages 175-203	
	13 Feb F	<i>Lecture 11: Weather</i>	Chapter 7 Pages 175-203	
6	16 Feb M	<i>Lecture 12: H<sub>2</sub>O: The Amazing Water Molecule</i>	Chapter 8 Pages 206-240	Exercise 2
	18 Feb W	<i>Lecture 13: The Water Cycle</i>	Chapter 9 Pages 245-273	
	20 Feb F	<i>Lecture 14: The Great Ocean Conveyor</i>	Chapter 9 Pages 245-273	
7	23 Feb M	<i>Lecture 15: The Lithosphere Cycle I</i>	Chapter 11 Pages 321-356	Research Paper: Topic Summary
	25 Feb W	<i>Lecture 16: Plate Tectonics: Divergent Convergent, and Transform Margins</i>	Chapter 11 Pages 321-356	
	27 Feb F	<i>Lecture 17: Earthquakes and Volcanism</i>	Chapter 12 Pages 359-399	
8	02 Mar M	<i>Lecture 18: Tectonic Hazards along the Ring of Fire</i>	Chapter 12 Pages 359-399	
	04 Mar W	<i>Lecture 19: Biosphere: Biogeochemical Cycles</i>	Chapter 19 Pages 605-645	Research Paper: Outline and Bibliography
	06 Mar F	<i>Lecture 20: Biosphere: Ecosystems of the North</i>	Chapter 19 Pages 605-645	

Week	Date	Lectures	Reading	Assignments Due
	11 Mar W	Study Session, EXAM 2 REVIEW		Exercise 3
	13 Mar F	<b>MIDTERM EXAM</b>		
10	16 - 20 Mar	<b>SPRING BREAK</b>	Research Paper Sources	
11	23 Mar M	<i>Lecture 21: Coastal Processes I</i> Post-Exam Review	Chapter 16 Pages 501-529	Research Paper: Draft 1
	25 Mar W	<i>Lecture 22: Coastal Processes II</i>	Chapter 16 Pages 501-529	
	27 Mar F	<i>Lecture 23: Geography and climate of Jurassic Alaska</i>	TBA	Research Paper: Peer Review
12	30 Mar M	Lecture 24: Geologic time in Alaska	TBA	
	01 Apr W	<i>Lecture 25: Glacial Modification of Terrain I</i>	Chapter 17 Pages 531-571	
	03 Apr F	<i>Lecture 26: Glacial Modification of Terrain II</i>	Chapter 17 Pages 531-571	
13	06 Apr M	<i>Lecture 27: Natural Recorders of Climate Change</i>	Chapter 17 Pages 531-571	Research Paper: Final Draft
	08 Apr W	<i>Lecture 28: Pleistocene Climate Change</i>	Chapter 17 Pages 531-571	
	10 Apr F	<i>Lecture 29: Holocene Climate Change</i>	TBA	Exercise 4
14	13 Apr M	<i>Lecture 30: Sun Spots: The Medieval Warm Period and Little Ice Age</i>	TBA	Presentation: Draft 1
	15 Apr W	<i>Lecture 31: Humans and the Environment</i>	Chapter 21 Pages 677-687	
	17 Apr F	<i>Lecture 32: Current Trends in Global Warming I</i>	Chapter 21 Pages 677-687	
15	20 Apr M	<i>Lecture 33: Environmental Policy, Management, and Action</i>	TBA	
	22 Apr W	EXAM REVIEW	TBA	Presentation: Final Draft
	24 Apr F	<b>NO CLASS - SPRINGFEST</b>		
16	27 Apr M	<i>Student Presentation I</i>		Exercise 5
	29 Apr W	FIELD TRIP 3: FAIRBANKS LANDFORMS		
	01 May F	<i>Student Presentation II</i>		Research Presentation
17	04 May M	<i>Student Presentations &amp; PIZZA PARTY</i>	LAST DAY CLASSES	Research Presentation
	May 05-08	<b>FINAL EXAM</b>	TBA	

## LABORATORY AND FIELD TRIP COMPONENT

### **LAB INSTRUCTOR**

The lab component of the course is directed by the lab instructor. This includes the lab activities, grading, and student attendance and participation. Any questions on lab assignments should be taken up directly with the lab instructor.

### **LATE ASSIGNMENTS**

All lab and field trip assignments are due by the beginning of the next lab period, unless otherwise requested by your instructors. Any late submissions will incur a penalty of 10% per day.

### **SCHEDULE**

Attending lab sessions and field trips is mandatory for this class. Students will be responsible for being prepared for outside labs and field trips. The GEOG 111 lectures combine students from two sections, but students must only attend the lab section on the day for which they are registered. If you cannot make your scheduled lab section on a particular week, but could attend the other section, you must clear this with the lab instructor prior to doing so.

### **TENTATIVE LAB SCHEDULE**

<b>Lab</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Subject</b>
	20-Jan	21-Jan	NO LAB
1	27-Jan	28-Jan	Introduction to Maps (Scale, Projections, etc.)
2	3-Feb	4-Feb	Eratosthanes [Outside Lab]
3	11-Feb WEDNESDAY ONLY		Field Trip 1: Permafrost Tunnel [Mandatory]
4	17-Feb	18-Feb	Weather [Outside Lab]
5	24-Feb	25-Feb	Principles of Water
6	3-Mar	4-Mar	Lithosphere Cycle - Rocks
7	10-Mar	11-Mar	Tectonic Hazards
	17-Mar	18-Mar	SPRING BREAK
8	24-Mar	25-Mar	Thematic Maps
9	31-Mar	1-Apr	Field Trip 2: Museum of the North [Mandatory]
10	7-Apr	8-Apr	Landscape Interpretation [Outside Lab]
11	14-Apr	15-Apr	Climate Change
12	21-Apr	22-Apr	Field Mapping [Outside Lab]
13	28-Apr	29-Apr	Field Trip 3: Fairbanks Landforms [Mandatory]