Course Description: This course is an introductory examination of the development of the physical environment in which we live. The course covers physical environments, stressing relationships to people; study of the surface of the earth, including meteorology, science of weather, and geomorphology, the science of landforms. Additional material covered relates to the fields of biology and natural resources.

Course Objective: The objective of the course is to assist the student in understanding how the physical environment has developed and its impact on our metropolitan areas both suburban and urban. The student will also understand how general science knowledge is applicable to problem solving in their daily lives. The course is designed to meet the following learning objectives:

Knowledge
- Understand the steps used in the scientific method.
- Recognize how scientific inquiry can be used to understand the development of the natural world that the student lives in.
- Understand how advancement in measurement and observation tools have led to advances in data collection that have enhanced knowledge of how our physical environment has developed over time.
- Understand the design of experimentation, data gathering, and observation.
- Develop an appreciation of the difference of results using analysis, logic and deduction from the scientific method versus other more subjective means.

Skills – quantitative literacy
- Use technology to solve mathematical problems as well as to prepare graphs and charts.
- Understand how to interpret graphs, tables and schematics and to draw inferences from them.
- Represent differences of annual data over time in a symbolic, visual, or verbal manner that has clarity of result.
- Understand natural science phenomena by data collection and analysis using prescribed formulae.
- Recognize, understand and present the limitations of mathematical modeling used in the natural sciences.
Skills – writing

- Develop an ability to find the “real issue” in development of an argument.
- Understand how to apply material learned in the course to the natural world that the student lives in.
- Understand the process of developing an appropriate thesis statement for a paper and being able to apply it.
- Understand how to paraphrase material and to apply it in the context of a paper.
- Develop the ability to appropriately use a citation format.

General Education Statement: This course is approved as a general education course meeting the requirements for the natural science breath of knowledge. Skill areas for this class include writing and quantitative literacy.

Course Method: Although lectures by the instructor are the primary course method, other methods will also be used including guest speakers, videos and class discussion. Students are expected to come prepared to discuss the material that is assigned. Application and quantitative assignments exercises will allow the student to apply what is learned in the class to the natural environment that they live in.

Course Requirements: Students are expected to attend all class periods, submit citation, application and quantitative assignments when due, and complete the midterms and final as scheduled. Student success is enhanced by keeping up to date with required readings. Class attendance is also critical to the student being successful. Students are also strongly encouraged to print out copies of the instructor’s PowerPoint presentations. These are accessible in .pdf format (3 up with lines for taking notes). The student can access them from home or school via the internet on Blackboard. 
https://bblearn.csuohio.edu/MACAuth/login.jsp

Copies of the syllabus and other assignments will also be accessible there. Some items will not display on Blackboard unless your pop-up blocker is set to allow pop-ups from the site. We will also use blackboard as a communication medium between class sessions.

Grading Policy: Grades are based on the results of written assignments, tests, and class participation. There will be three tests given (two midterms and the final). Three papers will be assigned at various points throughout the class. Two quantitative literacy assignments are also a part of this class. The grade will consist of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm One</td>
<td>10%</td>
<td>10 points</td>
</tr>
<tr>
<td>Midterm Two</td>
<td>15%</td>
<td>15 points</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
<td>20 points</td>
</tr>
<tr>
<td>Citation Assignment</td>
<td>5%</td>
<td>5 points</td>
</tr>
<tr>
<td>Application Exercise 1</td>
<td>10%</td>
<td>10 points</td>
</tr>
<tr>
<td>Application Exercise 2</td>
<td>15%</td>
<td>15 points</td>
</tr>
<tr>
<td>Quantitative Assignment 1</td>
<td>5%</td>
<td>5 points</td>
</tr>
<tr>
<td>Quantitative Assignment 2</td>
<td>10%</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>10%</td>
<td>10 points</td>
</tr>
</tbody>
</table>

100 points total
Exam attendance is required. Makeup exams will only be given with the prior approval of the instructor. Late assignments are subject to a 5% grade penalty per week they are late.

Grading scale: 94- 100 A  93-90 A-  89-87 B+  86-83 B  82-80 B-  79-75 C+  74-70 C  60- 69 D

How is your final grade determined? Each assignment is graded on a scale from 0 to 100. Each assignment does NOT count equally toward your final grade. (The weight of each assignment is listed on page 2). This means that if you receive a 100 on your first midterm and a 100 on your second midterm, that they will count differently toward your final grade. Your first midterm would give you 10 points and your second is worth 15 points towards the final grade. When I grade your assignments and tests, I include a fraction which will tell you how many out of the possible points your grade is worth. Your three application assignments and the quantitative assignments are worth a total of 45 points towards your final grade. Without these points, you cannot pass this class. Please be sure to turn in these assignments as well as taking your tests. If you have questions as the semester progresses, please ask.

Change in schedule/requirements: This syllabus is a guide to the semester schedule and its requirements. The instructor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally, by written addendum or by announcements through Blackboard.

Text: Foresman, Timothy, Strahler, Alan. 2012. Visualizing Physical Geography Second Edition. Hoboken, NJ, John Wiley and Sons. (Please note the CSU bookstore will price match any price that you can find on this textbook. I also have placed a copy of the text on course reserve in the CSU Library. It can be used in the Library for 2 hours at a time. See the staff at the circulation desk to access the reserved copy.)

Class Schedule and Readings

Week 1: January 16 to January 20: Course Introduction. Discovering the Earth’s Dimensions
January 20 Last day to join course waitlist
January 20 Last day to drop with full refund
Read Prologue, Chapter 1 and 2

Week 2: January 23 to January 27: The Earth’s Global Energy Balance
January 22: Last day to add (CampusNet Registration)
Read Chapter 3
January 27 Last day to drop - (Course withdrawal period begins on the 28th)
Week 3: January 30 to February 3: The Earth’s Global Energy Balance, Air Temperature

January 31: Citation Assignment is due
Read Chapter 4

Week 4: February 6 to February 10: Air Temperature, Atmospheric Moisture and Precipitation
Read Chapter 5
February 7: Quantitative assignment 1 is due

Week 5: February 13 to February 17: Global Atmospheric Moisture and Oceanic Circulation
Read Chapter 6

Week 6: February 20 to February 24: Weather Systems, Midterm 1 review
February 20th President’s Day NO CLASSES
February 21: Application Exercise 1 is due

Week 7: February 27 to March 3: Weather Systems Midterm #1
Read Chapter 8
February 28: Midterm #1 (Covers Chapters 1 to 4)

Week 8: March 6 to March 10: Weather Systems, the Structure of the Earth
March 7: Quantitative 2 is due

March 12 through March 19 Spring Break – No class

Week 9: March 20 to March 24: The Structure of the Earth, Plate Tectonics, Earthquakes and Volcanos, Review for midterm 2
Read: Chapter 9

Week 10: March 27 to March 31: Plate Tectonics, Earthquakes and Volcanos, Midterm 2
Read Chapter 10
March 29: Last day to withdraw
March 28 Midterm #2 (Covers Chapters 5 7)

Week 11: April 3 to April 7: Weathering and Mass Wasting
Read Chapter 11
April 4: Application Exercise 2 due

Week 12: April 10 to April 14: Fresh Water of the Continents

Week 13: April 17 to April 21: Fresh Water of the Continents
Read Chapter 16
**Week 14:** April 24 to April 28: Biogeographic Processes

**Week 15:** May 1 to May 5 Biogeographic Processes  
*Thursday May 4  Final Review*

**Tuesday May 9  10:15 am to 12:15 pm  Final Exam**

**Additional Course Information:**

**COURTESY COUNTS!** The use of cell phones for texting or laptops for web surfing and game playing during class lectures is disturbing to those around you and is not conducive to learning the material. The following requirements will be in effect for this class to minimize those distractions to other students.

1. **Cell phones and pagers are to be turned off or set to vibrate during the class session. They are not to be on the desk during class time.** Texting should be reserved for non-class times. If you have a need to speak with someone or to text them, please leave the classroom.

2. **Laptops are acceptable for note taking ONLY!** Anyone using a laptop must sit in the last row of the lecture hall. If you use a laptop in class, you are required to email the instructor a copy of your lecture notes at the end of class. Failure to do so will result in the loss of Laptop privileges.

If the above requirements are not followed, cell phones, pagers and laptops will not be allowed in the lecture hall.

**Instructor Availability:** Students are strongly encouraged to email the Instructor with questions or problems they may be having. I am on campus every day of the week and check my email on a daily basis. I am also willing to meet with students that may be having difficulty with the material. Please contact me to set up a specific time and place.

**A special note on plagiarism:** *All submitted work is to be to academic standards with appropriate citations.* Material that is copied word for word and submitted without appropriate citations will be graded as an F for any assignment. If you are unsure about how to paraphrase material or how to cite correctly, please contact the instructor before you submit your work. Copy and paste answers, while easy, are not a good way to learn to write. I would much rather have you restate the material than to copy and paste the answer. If you do use copy and paste, you must enclose the material in quotes and cite your source appropriately. Please consult the individual assignments as I have put a limit to the number of quotes that you may use. **Wikipedia is NOT to be used as a source for your papers. There will be a 8 point penalty assessed on any assignment where Wikipedia is used.**

The Writing Center at Cleveland State is available to assist the student with writing issues. Information on the writing center is found at [http://www.csuohio.edu/academic/writingcenter/](http://www.csuohio.edu/academic/writingcenter/)
If you take your papers to the Writing Center before submitting them, please note this for me along with the day, time and person’s name that you met with. I take this into account when grading your assignments.

Other writing resources are also available at: (I recommend the Purdue writing center link) [http://library.csuohio.edu/research/vrd/writing.html](http://library.csuohio.edu/research/vrd/writing.html)

Citation guide information can be found at [http://library.csuohio.edu/research/vrd/citations.html](http://library.csuohio.edu/research/vrd/citations.html)

**Instructor PowerPoint:** The instructor will make copies of PowerPoint slides available to students in memo form as .pdf files (Adobe Acrobat). These can be accessed by going to the course page at Blackboard. The Content page for the site will have this material.

**Questions regarding the university calendar** (holidays and finals week schedule) can be resolved by using the following link to the registrar’s office.

[http://www.csuohio.edu/enrollmentservices/registrar/calendar/index.html](http://www.csuohio.edu/enrollmentservices/registrar/calendar/index.html)

**University Policies**
Students should refer to the Undergraduate Bulletin for procedures regarding add/drop and withdrawals and any other policies that may apply as well as the expected code of conduct for students. The [Code of Student Conduct Handbook](http://www.csuohio.edu/compliance/student-code-conduct) can be found at:

[www.csuohio.edu/compliance/student-code-conduct](http://www.csuohio.edu/compliance/student-code-conduct)

_Cheating, plagiarism and tampering are all considered forms of Academic Misconduct._

For full information on what comprises Academic Misconduct and the penalties that can be applied please see the document at:

[https://www.csuohio.edu/compliance/academic-regulations-and-procedures](https://www.csuohio.edu/compliance/academic-regulations-and-procedures)

**Physically challenged/Special Needs**
_Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively._

**Test taking/academic challenges:** The University counseling center provides academic counseling for students. Workshops are run throughout the semester to assist you in maximizing your note taking skills, test taking skill, assisting with test anxiety reduction, and managing time. The links below will take you to the Spring schedule which will be posted during the first week of classes. A number of handouts are posted on Blackboard Learn about taking notes, and tests. These are under the Information section.
The Counseling and Academic Success Clinic also offer programs to assist students in overcoming academic and personal challenges that might arise. Further information is at

http://www.csuohio.edu/cehs/casal/counseling-academic-success-clinic

Workshops on improving academic success are also offered through the Tutoring Center as well as tutoring for some specific course content. They also, if you request, can provide assistance with learning computer programs. If you are having difficulty in your course work, you might also take advantage of the “success coaches” that TASC provides. I have had students who have had great improvement in test taking when working with a success coach.

Information on the Tutoring Center can be found at

http://www.csuohio.edu/academic/advising/tutoring/