

# GEOG103

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

### Description

**Course Description:** Physical Geography includes the study of processes of the atmosphere, hydrosphere, lithosphere and biosphere. Specific topics include maps and map reading, temperature cycles, storms formation, plate tectonic theory, structures of volcanoes, flooding, coastline formation, glaciations, ice ages, and the distribution of plants and animals on the planet. This course is an excellent choice for anyone with interest in environmental studies, natural hazards and the science behind earth processes. NOTE: This course requires the student to purchase additional materials that are not covered by the book grant. Please refer to the Course Materials section for additional details.

### Course Scope:

This course is eight weeks long and is appropriate for all levels of undergraduate work. Physical Geography is an excellent complement to General Education degrees, particularly those related to the Earth's environments, for example Environmental Studies, Emergency and Disaster Management, and other degree programs that address earth processes. No prior knowledge of earth sciences or geography is necessary, although an understanding and interest of environmental science, ecology, atmospheric science, hydrology and/or natural hazards may augment classroom success.

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### Objectives

After successfully completing this course, you will be able to:

**CO-1** Describe the consequences of the Earth's rotation on its axis, to include time, seasons and environment, as well as map projections and map reading skills.

**CO-2** Explain the structure and patterns of air temperature and precipitation, and principles behind global circulation.

**CO-3** Discuss the difference between "weather" and "climate", storm formation processes and characteristics of various climates.

**CO-4** Identify components of the lithosphere to include landforms, volcanic and tectonic activity and the theory of plate tectonics.

**CO-5** Compare principles of mass wasting and weathering, formation of landforms in Arctic and Alpine environments and the characteristics of soils.

**CO-6** Define the components of the hydrologic cycle, groundwater, surface water, streams and lakes, as well as fluvial landscapes.

**CO-7** Illustrate the formation of landscapes by wind, waves and ice, to include coastline formation, glaciers

and ice age investigations.

**CO-8** Assess concepts of ecology, biodiversity, energy flow, ecosystems, and biomes.

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## Outline

### Week 1: Introduction to Earth's Rotation and Energy

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Learning Objectives

**LO-1** Describe the consequences of the Earth's rotation on its axis, to include time, seasons, energy balance and environment. Explain map projections and demonstrate map reading skills.

Readings

**Text Readings:**

Forward, Preface, Chapter 1: Discovering the Earth

Chapter 2: The Earth's Global Energy Balance

**Supplemental:**

Lesson, Week #1

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Week 1 Forum

### Week 2: Basic Concepts in Atmospheric Science

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Learning Objectives

**LO-2** Explain the structure and patterns of air temperature, and precipitation, and explain principles behind global circulation.

Readings

**Text Readings:**

Chapter 3: Air Temperature

Chapter 4: Atmospheric Moisture and Precipitation

Chapter 5: Global Atmospheric and Oceanic Circulation

**Supplemental:**

Lesson, Week #2

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Exercise #1

Quiz 1

(Weeks 1 & 2)

Week 2 Forum

### **Week 3: Weather and Climate**

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Learning Objectives

**LO-3** Describe the difference between “weather” and “climate”, discuss storm formation processes and discuss characteristics of various climates.

Readings

**Text Readings:**

Chapter 6: Weather Systems

Chapter 7: Global Climates and Climate Change

**Supplemental:**

Lesson, Week #3

**Websites:**

See “Where Geographers Click” in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Exercise #2

Week 3 Forum

### **Week 4: Earth Materials**

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Learning Objectives

**LO-4** Discuss components of the lithosphere, the theory of plate tectonics, and volcanic and tectonic activity and landforms.

Readings

**Text Readings:**

Chapter 8: The Earth from the Inside Out

Chapter 9: Plate Tectonics, Earthquakes and Volcanoes

**Supplemental:**

Lesson, Week #4

**Websites:**

See “Where Geographers Click” in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Mid-term  
(Weeks 1-4)

Week 4 Forum

## Week 5: Erosion and Soils

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Learning Objectives

**LO-5** Explain principles of mass wasting and weathering, and the characteristics of soils.

Readings

**Text Readings:**

Chapter 10: Weathering and Mass Wasting

Chapter 15: Global Soils

**Supplemental:**

Lesson, Week #5

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Exercise #3

Week 5 Forum

## Week 6: Water

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Learning Objectives

**LO-6** Describe the components of the hydrologic cycle, groundwater, surface water, streams and lakes, as well as fluvial landscapes

Readings

**Text Readings:**

Chapter 11: Fresh Water of the Continents

Chapter 12: Landforms Made by Running Water

**Supplemental:**

Lesson, Week #6

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Exercise #4

Quiz 2 (Weeks 5-6)

Week 6 Forum

## Week 7: Landforms of Wind, Waves and Ice

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Learning Objectives

**LO-7** Discuss the formation of landscapes by wind, waves and ice, to include coastline formation, glaciers and ice age investigations.

Readings

**Text Readings:**

Chapter 13: Landforms Made by Wind and Waves

Chapter 14: Glacial and Periglacial Landforms

**Supplemental:**

Lesson, Week #7

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Exercise #5

Week 7 Forum

**Week 8: Biogeography**

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Learning Objectives

**LO-8** Explain concepts of ecology, biodiversity, energy flow, ecosystems, and biomes.

Readings

**Text Readings:**

Chapter 16: Biogeographic Processes

Chapter 17: Global Biogeography

**Supplemental:**

Lesson, Week #8

**Websites:**

See "Where Geographers Click" in the readings, and any sites provided in Assignments, Lessons and Announcements

Assignment

Final Exam  
(Weeks 5-8)

Week 8 Forum

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## **Evaluation**

**Forums Assignments:**

**Forum Week #1 is MANDATORY for all students and late assignments cannot be accepted. This is a requirement for all courses at APUS and no exceptions can be made.**

We can learn as much from each other and academic investigation as we will from the material. It is the

purpose of the Forums to develop our understanding of the weekly readings and discussion topics. **This participation is required.** Each week all students should respond to the discussion topics indicated in the Forums area to express their understanding of the issue and ability to research academic information to add to the discussion.

Students are expected to provide a substantial comment of several well-written paragraphs in each session and a similar comment or reflection in reply to at least two other students' contribution. Statements such as "I agree" or "good post" will not count as a reply.

Please be familiar with the University's policy on plagiarism and academic honesty as well. All citations for research must be in acceptable academic formats.

The grading rubric is provided in the classroom. After the first week, initial posts are due on Wednesday of the assigned week and all responses must be complete by Sunday of the assigned week.

### **Exercises:**

Each lab-style exercise is designed to have every student apply principles learned during that week. They are meant to be challenging but fun.

### **Exams/Quizzes:**

The quizzes and exams are on-line, open-book, and timed. They may include multiple choice questions, fill-in-the blanks, short essays, exercises or other such formats to test student progress. Exams will be opened at the start of each week (Mondays).

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

### **Grading:**

<b>Name</b>	<b>Grade %</b>
Forums	30.00 %
Week 1 Forum	3.75 %
Week 2 Forum	3.75 %
Week 3 Forum	3.75 %
Week 4 Forum	3.75 %
Week 5 Forum	3.75 %
Week 6 Forum	3.75 %
Week 7 Forum	3.75 %
Week 8 Forum	3.75 %
Quizzes	20.00 %
Quiz #1	10.00 %
Quiz #2	10.00 %
Exercises	25.00 %
Exercise #1	5.00 %
Exercise #2	5.00 %
Exercise #3	5.00 %
Exercise #4	5.00 %
Exercise #5	5.00 %
Exams	25.00 %
Mid-term	12.50 %
Final Exam	12.50 %

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## Materials

**Book Title:** Visualizing Physical Geography (looseleaf), 2nd ed - The VitalSource e-book is provided via the APUS Bookstore

**Author:** Strahler

**Publication Info:** Wiley

**ISBN:** 9781118126585

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**Book Title:** LabQuest 2 - This item is not covered by the APUS Book Grant.

**Author:**

**Publication Info:** Vernier Software & Technology, LLC

**ISBN:** LABQ2

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**Book Title:** LoggerPro 3 Software - This item is not covered by the APUS Book Grant. If you purchase the electronic download, a link will be sent to you on the next business day.

**Author:**

**Publication Info:** Vernier Software & Technology, LLC

**ISBN:** LP

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**Book Title:** Lab equipment used in BIOL133/134 will be used in GEOG103 as well, but only 1 purchase is required. These materials are not covered by the APUS Book Grant. The materials are available to purchase from the APUS Bookstore.

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

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**Book Title:** Stainless Steel Temperature Probe - This item is not covered by the APUS Book Grant.

**Author:**

**Publication Info:** Vernier Software & Technology, LLC

**ISBN:** TMP-BTA

### Required Technology

- See the Technology Requirements section of the undergraduate catalog for the minimum hardware and software requirements.
- Microsoft Office 365 is available to APUS students for free. To sign up, visit <http://products.office.com/en-us/student>. If you have questions about accessing the software, please contact Classroom support at [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu).

### Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
Textbook Student	<a href="http://bcs.wiley.com/he-bcs/Books?action=index&amp;itemId=0470626151&amp;bcsId=7016">http://bcs.wiley.com/he-bcs/Books?action=index&amp;itemId=0470626151&amp;bcsId=7016</a>
Companion Site	
APUS Online Library	<a href="http://apus.adobeconnect.com/LibraryWelcome2010/">http://apus.adobeconnect.com/LibraryWelcome2010/</a>
Tutorial:	
Turnitin (to prevent plagiarism)	<a href="http://Turnitin.com">http://Turnitin.com</a>
Proper use of Capitalizations	<a href="http://grammar.ccc.commnet.edu/GRAMMAR/capitals.htm">http://grammar.ccc.commnet.edu/GRAMMAR/capitals.htm</a>
GEOG103 Course Guide	<a href="http://apus.campusguides.com/geog103">http://apus.campusguides.com/geog103</a>

## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](http://Tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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