

**“HUMAN IMPACTS ON THE PHYSICAL ENVIRONMENT”**

**Lecture 1:** TR 9-9:50; Sci D102 [Heywood]

**Laboratory 1:** on-line [Heywood]

Office: Science D333

Office Hours: on-line; or by appt

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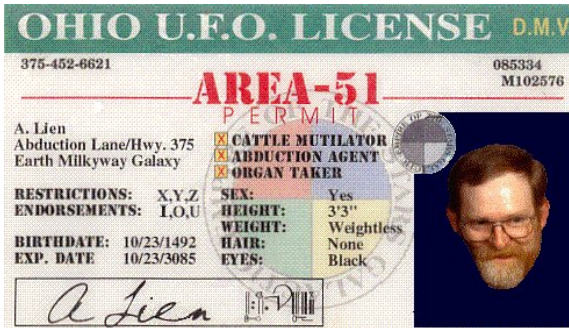
**READ AND RETAIN THIS SYLLABUS!**

*“To know a thing is without value, unless one is given also the ability to apply it.”*  
— *Cyrus the Great* [of Persia], 546 B.C.

*“The essence of knowledge is its application.”*  
— *Confucius* [Chou Dynasty, China], ca. 525 B.C.

*“History is a consort to Geography, but Physics underlies all Science.”*  
— *Immanuel Kant*, 1791 AD

*“...[know?] where to go...”* — *Lennon and McCartney*, 1969 AD



**TEXT:** Friedland, A., Relyea, R. & Courard-Hauri, D., 2012. **Environmental Science, Foundations & Applications**. New York: W. H. Freeman and Company. ISBN= **978-0-471-23643-6**. UWSP Textbook rental.

**LAB MATERIALS:** [D2L](#)-Content

**ATTENDANCE/GRADES:** Except while enrolling waiting-list applicants during the first week, I usually do not record your presence at lecture. Lecture notes can verify your attendance. Check the current grade sheets on [D2L](#)-Administrative to ensure the accuracy of your quiz/exam scores in my bookkeeping. Page 3 of this syllabus enables you to check your grade.

<b>GRADE COMPOSITION:</b> Exam I – due S03MAR .....	25%
Exam II – due S07APR .....	25%
Exam III – due <b>Wednesday</b> 16MAY .....	25%
Labs: five 5% quizzes ( <b>see calendar</b> next page) .....	25%

There has been considerable confusion regarding my availability. Another class immediately follows ours, so **AFTER LECTURE IN D102 IS NEVER PERSONAL CONSULTATION TIME. Use my office hours.** Also, success in life does not come by “extra credit”; there will be **NO** personal extra credit in 100.

**I expect you to do your assigned readings;** you can read them well within this University's expectation for "two hours of study time for each hour of class time". My role is not to recite your text to you, and so during each class *I will usually expand beyond the material that exists in your readings*; some lecture topics may not be present in your textbook at all. These still count! I do draw some exam questions from the text and lab materials, but **I focus exams on the topics that I cover in lecture. Quizzes cover lab topics. Exams and quizzes are NOT cumulative.** If you must miss class or lab due to athletic events, performances, or other classes' field trips, please notify me **TWO WEEKS** in advance so that I can arrange to make the material available to you. You may **NOT** take the final test before its scheduled release date.

**ADDITIONAL:** Please review [Rights and Responsibilities](#) within the UWSP campus community. I adhere to it; so should you. Finally, the audio-recorded lectures and lab introductions are available for re-listening on [D2L](#), in the Content module “Audio Recordings”.

- LEARNING OUTCOMES:** Upon completion of this course, GEOG 100 students should understand:
- the workings of the atmosphere, biosphere, hydrosphere, and lithosphere.
  - principles of the scientific method as it pertains to the natural, physical world.
  - the relevance of environmental science to their lives and society, and competing claims.
  - scientific concepts, quantitative techniques and methods, and geospatial technologies for solving environmental problems and making decisions that affect the natural world.

**GEOG 100-1 [Heywood] Spring 2018 CALENDAR**

M=Monday T=Tuesday W=Wednesday R=Thursday F=Friday S=Saturday

DATE	LECTURES	TEXT READINGS	DATES	LAB	TOPIC
T23JAN	<a href="#">Introduction</a> Sustainability Human Population Population Impact Science Principles BioChemical Cycles Air Circulation Climates Climate Change1	pp. 8-13; Pernin pp. 179-193 pp. 179-193 pp. 28-46 pp. 65-73 pp. 87-99 Kaufman pp. 56-60 pp. 517-540	R25JAN <b>S27JAN</b>	- 1	<b>Ecological Footprints</b> <a href="#">Return D2L surveys</a>
			R01FEB <b>S03FEB</b> R08FEB	2 <b>QUIZ 1</b> 3	Human Populations <b>Submit via D2L by 5 PM</b> Carbon Cycles
			R15FEB <b>S17FEB</b>	4 <b>QUIZ 2</b>	Climate Change <b>Submit via D2L by 5 PM</b>
T27FEB	Climate Change2 Air Quality Air-Sea Pollution Biotic Distributions Biotic Systems Tolerance and Succession Biotic Diversity Biotic Relocations	pp. 517-540 pp. 52-55 pp. 410-427 pp. 99-107 pp. 58-77 Kaufman pp. 157-160 pp. 120-145; 291-292 pp. 496-506	R01MAR <b>S03MAR</b> R08MAR	5 <b>EXAM I</b> 6	Climate Models <b>Submit via D2L by 5 PM</b> Air Degradations
			R15MAR <b>S17MAR</b> R22MAR	7 <b>QUIZ 3</b> 8	Biomes <b>Submit via D2L by 5 PM</b> Biogeography
<b>24-31MAR</b>	<b>NO LECTURES</b>	<b>SPRING BREAK</b>	<b>24-31MAR</b>	<b>NO LAB</b>	<b>SPRING BREAK</b>
	Endangerment WI Eco Landscapes	Downs <a href="#">none</a>	R05APR <b>S07APR</b>	8a <b>EXAM II</b>	Hawaiian Rainforest Management <b>Submit via D2L by 5 PM</b>
T10APR	Hydrologic Cycles Soils (on-line) Soil Degradations Lithosphere Processes Lithosphere Resources  Running Water Glacier Implications Energy Implications Societal Relevance	Heberlein pp. 219-226 Kaufman pp. 315-327 pp. 206-219 Chapter 12  pp. 236-253 pp. 382-398 Hardin none	R12APR  R19APR  R26APR <b>S28APR</b> R03MAY	9  10  11 <b>QUIZ4</b> 12	Soil Survey  Sustainable Agriculture  Mineral Resources <b>Submit via D2L by 5 PM</b> Water
			R10MAY <b>S12MAY</b>	13 <b>QUIZ5</b>	Ecologic Economics <b>Submit via D2L by 5 PM</b>
<b>W16MAY 12:30 in Sci D102 EXAM III</b>			<b>I MUST attend! EXAM III Submit via D2L by 5 PM</b>		

You may find some additional web links useful, beyond this course. I frequently receive requests for these later.

[News](#)  
[Scholarships](#)

[Conversions](#)  
[Wisconsin Job Center](#)

[free Adobe Reader](#)  
[Federal Employment](#)

**CLASS ID#:** Subtract the last letter of your first name to your UWSP ID#. \_\_\_\_\_ **KNOW THIS!**  
 e.g. 12345678 (UWSP ID#)  
 - \_\_\_\_\_ 12(Neil)  
**12345666 THIS WOULD BE MY CLASS ID#**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26



**TESTS:** All tests are on-line, open-book, and collaborative (each of you must submit your own answers, however). **Effectively utilizing reference resources and working with other people are life skills, much more valued by society than merely reciting some memorized list.** Some common test-taking mistakes to avoid (a mistake is an error that shouldn't have happened):

- 1) READ EVERY ANSWER OPTION before selecting one. Sometimes a choice later in the list is better than the one you've tentatively selected. Your task is to select the best answer.
- 2) PAY ATTENTION TO EMPHASIZED TERMS (*italic*, CAPITALIZED, and/or **boldface**). I emphasize to draw your attention to key details. If a key term throws you, check related questions for clues.
- 3) CORRECTLY SELECT YOUR CHOICE. Do not assume that the correct answer on D2L corresponds with the preview option letter; the D2L answer sequence often varies. DO NOT ASSUME THAT THERE IS A PATTERN to the sequence of answers-there isn't one! Whether or not the same letter already was correct for several consecutive past questions has absolutely no bearing on the answer to the next question.
- 4) Be sure to click D2L's "SUBMIT" (not just the "SAVE") button after selecting answers for all questions. "SAVE" preserves answers for you, but only "SUBMIT" sends those answers to me.
- 5) AVOID CHANGING ANSWERS. Your first guess is usually your best. Trust your "hunches", because your subconscious often holds answers that you can't recall directly. The guiding rule is change no answer unless you can clearly justify it to yourself.
- 6) TREAT EVERY MULTIPLE CHOICE QUESTION FIRST AS THOUGH IT IS A FILL-IN-THE-BLANK. Only after you have thought of an answer should you compare it with the choices offered.
- 7) IF THERE IS A "MULTIPLE-OPTION" ANSWER CHOICE (e.g., "A and B"), EVALUATE EACH ANSWER CHOICE AS THOUGH IT IS TRUE/FALSE.

**CURVES:** I curve each exam and lab quiz by my "70% Rule"; if over 70% of you miss a particular question, I return all but one point to those who missed it. Also, I weight your course score relative to that of the highest performer for this class. Check your scores periodically, and use the form below to determine "what I need to get..." **Enter % scores to calculate.**

QUIZ 1 =	>=89.5 & <92.5 = A- >=79.5 & <82.5 = B-	>=92.5% = A >=82.5 & <87.5 = B	There is no A+ at UWSP >=87.5 & <89.5 = B+
QUIZ 2 =	>=69.5 & <72.5 = C- <57.5 = F	>=72.5 & <77.5 = C >=57.5 & <67.5 = D	>=77.5 & <79.5 = C+ >=67.5 & <69.5 = D+
QUIZ 3 =	EXAM I =	There is no D- at UWSP	There is no F+ at UWSP
QUIZ 4 =	EXAM II =	[A] QUIZ SUBTOTAL*.05 =	[D] HIGHEST SCORE IN CLASS =
QUIZ 5 =	FINAL =	[B] EXAM SUBTOTAL*.25 =	[E] YOUR % SCORE (([D]/[E])*100 =
QUIZ SUBTOTAL =	EXAM SUBTOTAL =	[C] YOUR TOTAL [A]+[B] =	[F] (E - ((E - target score)/remaining ratio))

**NEEDED SCORE = (E - ((E - target score)/remaining ratio))**

Example: you desire 82.5% (minimum for a B) = (79.8 - ((79.8 - 82.5)/.50)) [note: retain signs]

- a. remaining ratio is the decimal ratio proportion of the course grade still to be earned.
- b. Use a higher grade's lower threshold as target to figure what you need to go up. (Target>E)
- c. Use a lower grade's upper threshold as target to figure what keeps you above it. (Target<E)
- d. Highest total score in class (to date) I shall provide to you with each e-mailed test report.

Refer to the base maps below; a similar North America and/or Wisconsin map (without the labels) will appear on all **exams**. You will need to know the location of all fifty states and Canada's provinces. Furthermore, you should note, and take the time to learn before tests, all world and Wisconsin places that I mention in lecture or lab.







## GEOGRAPHY: where it's at, why it's there, what's it mean



Please consider the environment - do you *really* need to print this? Can't we leave knowing our great-grandchildren might still see a forest?