



# GEOG 2110: Foundations of Geographic Research

→ Methods • Data • Analysis

Spring, 2026 • Monday/Wednesday 11:00 am – 12:20 pm • ENV 345

## What's this Course About?

GEOG 2110 introduces Geography majors to Geography. Throughout the semester, we explore fundamentals of geography and geographic research to help students refine their interests and skills in preparation for upper-division courses in the major.

During the first several weeks, students consider their interests within geography and the various options for degrees, concentrations, certificates, and courses that align with them.

The course gradually shifts by mid-semester toward understanding how geographic knowledge is produced. In addition to refining reading of geographic texts, study habits, time management, and key skills for success in the upper division, students also learn and review skills such as basic spreadsheet use, fundamental GIS concepts, and the interpretation of graphs and charts.

In the final part of the semester, the class's emphasis shifts to research design and execution, in which students complete one small-group research project and design another individual research project to answer a specific question.

### Instructors

Dr. Murray Rice - [murray.rice@unt.edu](mailto:murray.rice@unt.edu)

Office Hours: T/W 10:00 – 11:00 AM

ENV 310G

John South – [john.south@unt.edu](mailto:john.south@unt.edu)

Office Hours: M/W 2:00 - 3:00 PM

ENV 210F

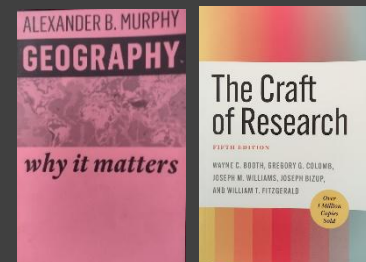
### Teaching Assistant

Joshua Kafui – [mawulikplimkafui@my.unt.edu](mailto:mawulikplimkafui@my.unt.edu)

GEOG 2110 is a required class for all undergraduate geography majors. This class provides a gateway to our major, equipping our students with key skills and knowledge of great use in many of our upper-level courses.

## What you need for this course:

- The required course texts (we'll discuss in class)



- Weekly time to access the course's Canvas website for the weekly resources posted there
- A willingness to work and learn



# CANVAS

See Canvas for week-by-week course resources and lesson outlines

# What Should You Have Gained by the End of This Course?

- Be able to explain **what geography is**, and why geography truly matters to people across all parts of society
- Comfort with **setting goals** and **planning ahead**
- Knowledge of the interests of the teaching faculty in our department and a broad familiarity with the **courses taught** in our undergraduate program
- Facility in understanding and critically assessing your **current reading habits** and how you can gain additional reading skills
- Ability to describe your specific **areas of peak interest** within the broad field of geography, and how this relates to jobs that geographers fill in the United States labor market
- Foundational understanding of prominent examples of **contributions that geographers are making** in key areas of human need
- Ability to **analyze a wide range of maps** and real-world situations from a geographic perspective
- **Synthesize a wide range of information** characterizing the situation and challenges present in any given scenario
- Experience in using a wide range of **library resources**
- Basic competence in using **key kinds of software** commonly used by professional geographers, including spreadsheet packages and geographic information systems software
- Understand and **plan the time available** and the time organization needed to get a given project completed
- Awareness of your personal habits relating to **your use of time**
- Understanding to differentiate between a **research argument** and other forms of argument
- Facility in **extracting key information** from research articles in an efficient manner
- Ability to define and explain key ideas that are central to **geographic investigation**, including such terms as: claim, evidence, reasons, warrant
- Experience in completing an **annotated bibliography**
- Ability to **complete an entire research project**, from setting your research question to presenting their results and their meaning

# How Can You Succeed in this Course?

In addition to the many grade-earning opportunities that await you this semester, your success in this class will be determined by **how well you manage your time** and **how engaged you are with the class** activities.

More specifically:



## Show up to class, and be on time

If you arrive by the class start time, you'll avoid missing the great subject matter we're exploring in class that day. We always look forward to seeing you in class! However, if something like a family emergency or a lost dog prevents you from attending, no problem. If possible, please send us an email before class time so we do not expect you that day.



## Know the class schedule

One of the significant problems people have in classes like this one is not realizing what's coming up. Please track what's happening in each class and in each week of classes in advance. Knowing what is due in class and what is expected that week will help you get the most out of your education investment. One more hint: looking ahead through the entire semester's schedule can help you identify coming weeks that are heavy. This allows you to get an early start on work for those demanding weeks.



## Do the weekly reading

Each class typically includes a reading beforehand that relates to the day's in-class activities. We will assume you have completed the reading and are ready to apply that knowledge in class.



## Contact us when problems arise

We want to hear from you when you have questions or issues with class. We especially want to talk with you if you feel like you're getting behind. You can succeed here! **We are here to help.**

## Grades by Calendar Block

34%	Block 1 (Weeks 1-5): Basic Ideas for the Geography Major
24%	Block 2 (Weeks 6-8): Basic Concepts for doing Geographic Research
17%	Block 3 (Weeks 9-11): Basic Competencies for Geography Practice
25%	Block 4 (Weeks 12-15): Doing & Communicating Research
100%	Total for Course

**The main point here: don't wait until we're a few weeks in to start working.**

Important grades are assigned from the beginning of the semester. Block 1 has 34% of your total course grade. Doing your best in every block is important.

# Grades by Major Activity Group

## Weekly Exercises (“WE”)

WE’s (“Weekly Exercises”) test your comprehension and retention of key concepts and examples from the assigned readings. These exercises provide an opportunity for the student to reflect on key topics featured each week.

**60% of the Final Course Grade**

## Block Projects (“BPs”)

Block projects are small exercises that focus on a single, practical task coming out of the content covered in several of our major learning blocks in the course. Block projects include the Excel and GIS skills exercises you will complete throughout block 3.

**20% of the Final Course Grade**

## Final Project

The final project takes the cumulative knowledge and skills you have developed in our semester together and apply them to planning a simple but useful research project.

**20% of the Final Course Grade**

**Grand Total for Course 100%**

## Major Required Course Reading Materials

1. Booth, W.C., Colomb, G.G., & Williams, J.M. (2024). *The Craft of Research* (5th Ed.). University of Chicago Press. ISBN: 9780226826677.
2. Murphy, A.B. (2018). *Geography: Why It Matters*. Polity Press. ISBN: 9781509523016.

## Accommodation for Students with Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain

a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

## Duties of the Instructor

In accordance with UNT Policy, state and federal law, your instructor is a mandated reporter and must therefore report to the Title IX or Deputy Title IX Coordinator instances of sexual misconduct (e.g., sexual assault, stalking, dating violence, domestic violence, and sexual harassment) by or against a student enrolled at the university, about which they become aware during this course through first-hand observation, writing, discussion, or personal disclosure. More information can be found at <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct> including confidential resources available on campus. The University of North Texas is committed to maintaining work and educational environments free from sexual misconduct and retaliation. The University will not tolerate conduct that is inconsistent with this commitment at any of its locations, programs or other activities. If students, faculty, or staff would like assistance or have questions, they can email [TitleIX@unt.edu](mailto:TitleIX@unt.edu) or visit the Dean of Students website at [deanofstudents.unt.edu](http://deanofstudents.unt.edu).

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Arial, Calibri, or Times New Roman and use a size 10 or 12 point font.
- Avoid using the caps lock feature AS ALL CAPITALS CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via email.

See these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.

## Courtesy:

You can expect to be treated with respect as a student in this course. We promise to do our best to make sure this happens for everyone in the class. We expect the same in return from you, for both us and the other students around you. A few specific ways you can extend courtesy to everyone else in the class include the following.

- Please arrive before the class begins. If you are unavoidably detained and are late, please disturb the other students as little as possible when you take your seat.
- Please avoid talking or engaging in other behavior that disturbs people sitting around you.
- If you cannot stay awake, please stay home and sleep.
- Please do not come to class to work on your homework for another course.
- Please do not come to class to read books, magazines, or anything else we did not ask you to read in class.
- Please do not come to class to write email or play games on your computer or other mobile device.
- We allow computer use during class time if you use your computer to take notes. Please do not use your computer for any of the activities prohibited above.
- Please leave during class only if it is necessary (i.e., a restroom break).
- Please silence your cell phone before class begins.

Student behavior that interferes with an instructors' abilities to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT.

## Quiz and Lab Due Dates

Quiz, assignment, and other due dates are set in advance for everyone's good and will not be changed except for emergencies. It is your responsibility to plan outside activities so they will not conflict with class dates. If you have a true emergency on a class exercise day, please get in touch with me as soon as possible after the exam to explain the circumstances and arrange alternative exercise arrangements.

## Late Policy

Anything submitted late (after the start of class on the due date) will incur a flat 20% penalty. Late work will not be accepted for credit after graded work has been returned to the class. Graded work is usually returned to the class within one week of the due date. We will grant exceptions to the above late policy if you can provide documentation showing an emergency.

One common time when students contact us about late work is at the end of the semester, when they discover a completed assignment they never submitted. Under no circumstances will such work be accepted for grading at that point.

## Attendance

We will take attendance only to comply with UNT policies, such as obtaining class numbers at the beginning of the semester. Attendance will not be a factor in determining your course grade. Although attendance does not count directly toward your grade, we want to see you in class, and we ask that you make regular class attendance a top priority. It is to your academic advantage for you to participate in all classes. **Missing class means missing the grade-earning opportunities available to students who are present.**

**Please do not plan to miss a class, thinking you can complete any class activities later. True, unavoidable emergencies will be the only reasons for which late exercise completion will be considered.**

## Guidelines When Missing Class

It is not uncommon for students to inform your instructional team of times when you are absent from class. Thank you. We appreciate your getting in touch and telling us when you are not able to attend. This helps us work with you more effectively so you can avoid falling behind.

In addition to letting us know about absences, many of these “I will miss class” or “I have missed class” messages have some variation on a couple of general request types. These include the following, accompanied by comments from your instructional team in response to each request type:

**1. A request for some kind of summary of what you missed.** It makes sense for people to ask for this: you want to know what we covered while you were away. But consider this from your professor’s perspective. At least one person misses almost every class meeting we have. That’s two meetings per week times 15 weeks in the semester. For each summary request granted, we commonly need to round up class materials that must be extracted from our course textbooks and lesson plan documents. The time needed to write each week’s summary is around 15-20 minutes, or 7.5-10 hours for the semester. The point: this is a lot of time, and like you, we already are running short. Our request: please ask your fellow classmates about what you missed first, then come to us if there seems to be some confusion. For everyone: please be ready and willing to help when a classmate misses class and needs help getting back on track.

**2. A request for some kind of make up opportunity for any graded work missed.** Again, we understand why you are asking for this. However, please consider that much of the work done and submitted in the class time is group work, and not easily duplicated in an on-your-own setting. Also, please know that even though we do not take attendance in this class, we care deeply that you attend whenever possible. So, if you miss class one time because of a true emergency of any kind, please let us know what happened and we can consider how we can best help you out. But if you miss class because you voluntarily travel out of town, or decide you just do not want to come to class on particular day, or something similar, please do not ask for a makeup for what you missed. Make up opportunities are for people who have genuine personal and family emergencies.

Thanks for working with us on this. We look forward to seeing you again when you return from your absences.

## Extra Credit

The Department of Geography does not allow extra credit assignments (work not specified on a course syllabus).

## Academic Dishonesty

Academic dishonesty in this course will be penalized according to University of North Texas rules and regulations, ranging from a mark of 0 on a test or assignment, a grade of “F” in the class, to possible suspension or expulsion from the university, depending on the precise nature and circumstances of the dishonesty. Learning what is dishonest and how to stay away from such conduct is good preparation for a successful career.

To help you avoid academically dishonest behavior, several years ago the UNT Center for Student Rights and Responsibilities developed a definition of academic dishonesty and a set of strategies to help you protect yourself from being accused of academically dishonest behavior.

The following is a summary of definitions and strategies from CSRR:

### Forms of Academic Dishonesty

- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** the deliberate adoption or reproduction of ideas, words or statements of another person as one's own without acknowledgement.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

### Proactive Strategies to Protect Yourself from Charges of Academic Dishonesty

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are.
4. Consult the Code of Student Conduct for a detailed definition of academic dishonesty.
5. Do not look in the direction of other students' papers during examinations.
6. Utilize a recognized handbook for instruction on citing source materials in papers.
7. Consult with individual faculty or academic departments when in doubt.
8. Utilize the services of the University Writing Center, located in Sage 150e, for assistance in preparing papers.
9. Discourage dishonesty among other students.
10. Refuse to assist students who cheat.

# UNT Policies

**Academic Integrity Policy:** Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

1. **ADA Policy:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (<https://disability.unt.edu/>).
2. **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):** The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic

information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

**Access to Information - Eagle Connect:** Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward email Eagle Connect (<https://it.unt.edu/eagleconnect>).

**Student Evaluation Administration Dates:** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention:** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

#### **Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation:** To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance:** To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

**Student Verification:** UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

**Use of Student Work:** A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

**Download the UNT System Permission, Waiver and Release Form:** Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Class Recordings & Student Likenesses:** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## Academic Support & Student Services

### Student Support Services

**Mental Health:** UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

**Chosen Names:** A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name
- UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

**Pronouns:** Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- o What are pronouns and why are they important?
- o How do I use pronouns?
- o How do I share my pronouns?
- o How do I ask for another person's pronouns?
- o How do I correct myself or others when the wrong pronoun is used?

#### Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

#### Academic Support Services

- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- UNT Writing Center (<http://writingcenter.unt.edu/>)

## Our TA This Semester

My name is Joshua Kafui, and I will be the TA for this class. As a TA, my responsibilities include grading exercises, managing the Canvas course, and providing general assistance with course material.

### Correspondence

If you need to contact me, please email me at [mawulikplimkafui@my.unt.edu](mailto:mawulikplimkafui@my.unt.edu). When you email me, please allow 24 hours for a response. I can usually answer emails within a few hours, but this cannot be guaranteed. Because of this time delay, it's best to start your assignments early or on time, so you can ask questions on time.

Because I have multiple courses to TA this semester, when emailing me, please use the following format in your email subject line:

Your Name—Course: Subject Matter (for example, “Paula Smith—GEOG 2110: Missed Class”)

The format above helps me to locate you and your class records.

During the week, I am flexible with my schedule, so you may send emails at any time. Keep in mind that weekends are my own, so I will be away from my inbox. This means that any emails sent after business hours on Fridays will not be seen until Monday.

### Missing Class or Assignments

In addition to seeing you all in class, I know each of you has a personal life that exists in a complex web outside of this course. Personal, professional, or academic circumstances can cause delays and interruptions. To that end, please get in touch with Dr. Rice or me immediately if you have something that prevents you from completing assignments on time or attending class.

If you contact me regarding personal matters that inhibit your progress in class, please give me a general idea of what is going on, so I can find resources and flexibility. The sooner you let me know, the more flexibility I can work out. In all aspects, communication is key. Neither I nor Dr. Rice can help if we don't know what is going on.

For all extension requests sent to me: I will discuss the situation with Dr. Rice. Any late or missing assignment without an approved extension will fall under Dr. Rice's late policy.

### Office Hours

As noted above in the Correspondence section, my time can be very flexible during the work week. Because of this, I will not have set office hours. Instead, I will hold office hours by appointment on Zoom.

This undefined time during the work week allows for office hours that work best for you: morning, afternoon/evening, or night. The only exceptions to this availability are Monday, Tuesday, and Thursday nights.

### **Summary of Expectations**

During this course, you can expect me to be available for your questions, comments, concerns, and general assistance with assignments. You can also expect me to be a safe place to reach out if you have personal matters that affect your academic progress. Finally, you can expect me to assess all situations for fairness for both you as an individual and you as a part of a learning community.

On the flip side, I expect you to communicate promptly if you need assistance. Late planning or delayed communication gives me less time and flexibility to help you.

# What Will We be Doing in this Course?

Here is the schedule of topics, class activities, and readings we will be discussing throughout the semester.

**Class Activities:** Note in this schedule the following activity categories that you will see spread through our semester schedule:



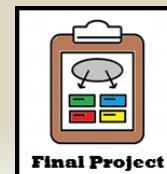
Weekly Exercise  
This Week



Block Project Work  
This Week

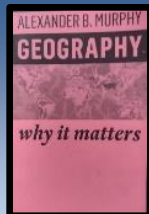


Speaker Planned  
for This Week



Final Project  
This Week

**Readings:** The readings outlined for each week are an essential part of the course. Please have your reading assignment completed before class each week. The following icons link to the weekly schedule to indicate the weeks during which our primary reading sources will be used.



Murphy  
2018



Booth et al.  
2024



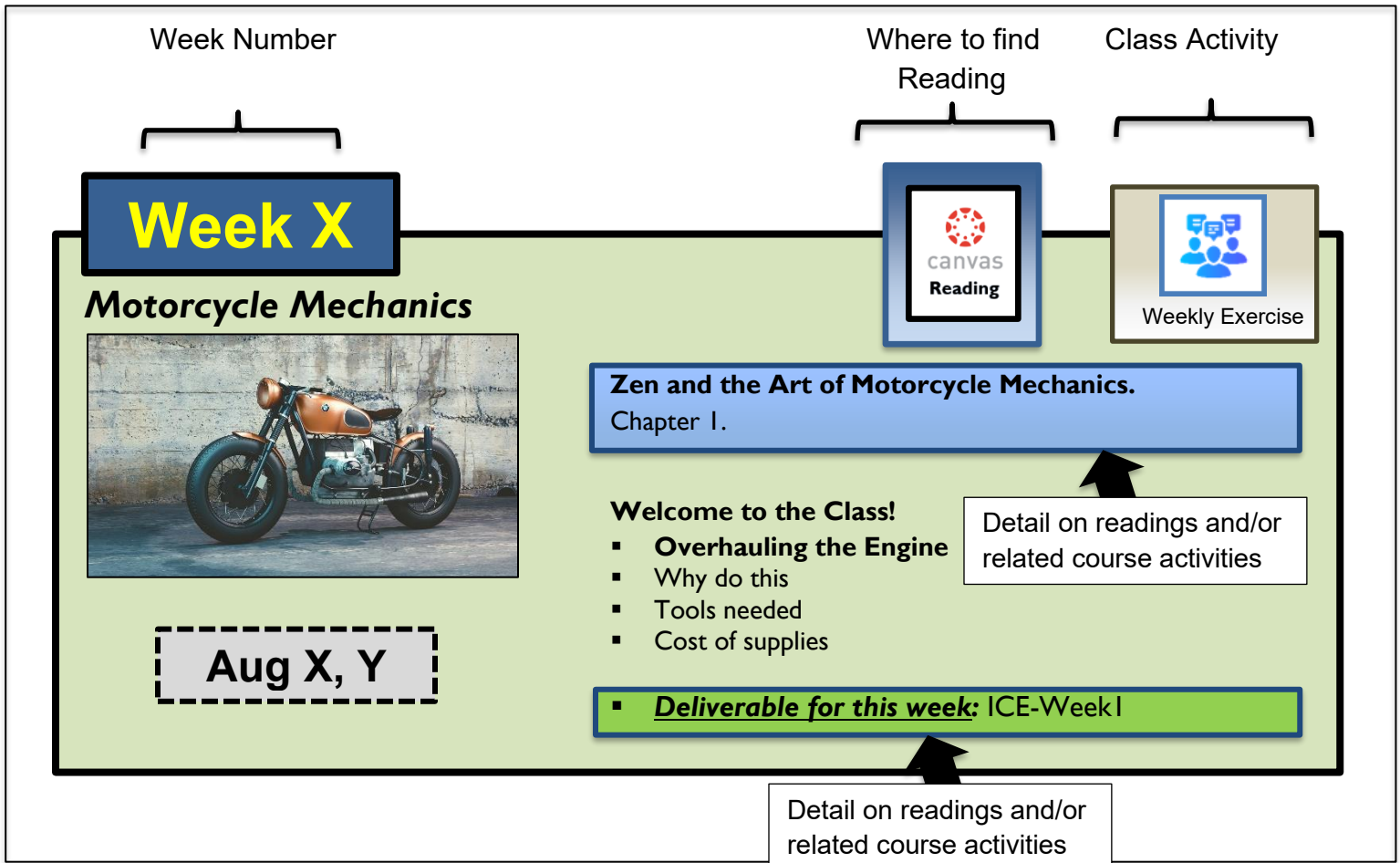
Other reading or viewing  
accessible through Canvas

Please review the weekly class schedule (next page and following) to familiarize yourself with major class deadlines and reading requirements.

# COURSE SCHEDULE

## Weekly Schedule Key

This sample weekly schedule entry summarizes the information we provide to you for each week of the semester.



# BLOCK I – KNOWING GEOGRAPHY

## Week 1



Weekly Exercise

### Engaging Geographic Problem Solving, Part 1



No pre-class reading this week – but come ready to contribute to our class conversation.

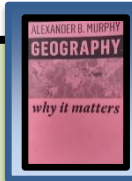
#### Welcome to the Class!

- **Goals of the class**
- Introduction of professors
- Tour of Block I on Canvas
- Overview of course grading structure
- Do the first **Weekly Exercise** (“**WE-Week1**”)

▪ ***Deliverable for this week:*** WE-Week 1

Jan 12, 14

## Week 2



Weekly Exercise

### Engaging Geographic Problem Solving, Part 2



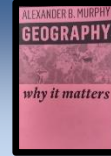
Jan 19, 21

Read Murphy Chapters 1 and 2 prior to class this week. Also complete **Weekly Exercise (WE-Week2)** during class

- Complete an active exercise involving exploration of our Environmental Science Building (in-class in meeting 1 of this week): **WE-Week2** will focus on this activity.

▪ ***Deliverable for this week:*** WE-Week2

## Week 3



Weekly Exercise

### Knowing UNT's Geography Programs



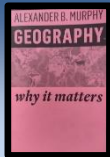
Read Murphy Chapter 3 and watch the **Geospatial Revolution** (link in Canvas) prior to class this week. Also complete **WE-Week3** during class

- In class we will meet the Geography advisors and learn about our program options
- In class we will do **WE-Week3** & introduce the **Block I Paper** on “Exploring Geography”

Jan 26, 28

- **Deliverables for this week:** WE-Week3

## Week 4



Weekly Exercise

### Time Awareness



Prior to class this week, please read Murphy Chapter 4 and Wolverton Chapter 2.

- In class we will do **WE-Week4**
- This week our class will focus on an assessment of reading, writing, and exam preparation habits

Feb 2, 4

- **Deliverables for this week:** WE-Week4

## Week 5



### Knowledge and Making Arguments



Feb 9, 11

Read Booth et al. pp. 107-109, Chapters 7 & 8 prior to our first meeting of this week. Read Booth et al. Chapters 9, 10, & 11 prior to meeting #2 of this week.

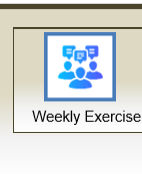
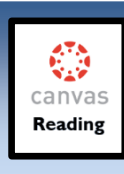
- In class this week we will break down a short research paper as practice and as part of learning about research

- ***Deliverables for this week:*** WE-Week5a & WE-Week5b, along with the Block 1 Project Paper on “Exploring Geography”

Notice that at the end of week 5 we are making a turn from *knowing geography and our programs* (block 1) to understanding more about *the foundations of knowledge*, which for us includes an introduction to how we engage in *problem solving as geographers* (block 2).

## BLOCK 2 – GEOGRAPHIC PROBLEM SOLVING AND RESEARCH

## Week 6



### UNT Resources for Research, Learning and Careers



Feb 16, 18

Read Booth et al. Ch. 6, and the **Cornell Guide to Creating an Annotated Bibliography**.

- For our first meeting of this week we will have a library workshop (details to be finalized)
- This week we will also introduce and start on our **Block 2 “Annotated Bibliography” Project**

- ***Deliverables for this week:*** WE-Week6

## Week 7

### Careers



Feb 23, 25



Read "Career Myths" and "What Can I Do With a Liberal Arts Degree?" from our Canvas pages prior to our first meeting this week.

- Guest Speakers planned for this week come from the UNT Writing Center, UNT Career Center, and UNT Geography
- This week our class will focus on writing, careers, and learning software that helps us organize the source references for our writing.

▪ ***Deliverables for this week:*** WE-Week7

## Week 8

### Interests, Topics, and Questions



Mar 2, 4



▪ Read Booth et al. Chapters 3 and 4 prior to our first meeting this week

- This week our class will focus on understanding the difference between topics, interests, and research questions
- Discussion and work on our block 2 "annotated bibliography" project

▪ ***Deliverables for this week:*** WE-Week8, and the Block 2 Project

## **Spring Break Week – No Classes**

We hope you enjoy the break and the opportunities it provides for refreshment and relaxation.

**Week of Mar 9, 15**

## **BLOCK 3 – KEY SKILLS FOR THE GEOGRAPHY MAJOR**

**Block 3 differs from the other blocks in this course. In some ways, this is the most “nonacademic” part of our time together. Here, we are not focused on learning powerful ideas or defining new concepts that offer any kind of life-changing insight into our world.**

Instead, we take the three weeks of block 3 to give you the opportunity to develop basic competencies and understanding in three application areas:

1. Completion of a foundational data and research question exercise that works to synthesize your research planning and execution skills (Week 9).
2. Manipulation of quantitative data in the powerful and ubiquitous Microsoft Excel spreadsheet software package (Week 10),
3. Analysis of geographic data in the lesser-known but also powerful Caliper Maptitude GIS package (Week 11).

## Week 9



### Focus on Practical Data and Question Considerations



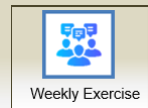
No pre-read for class this week

- Class this week will be hands-on
- In class we will do a data exercise and prepare for our final set of skill-based challenges for the course
- ***Deliverables for this week:*** WE-Week9

Mar 16, 18

**Reminder:** our GIS Skills Exercise Parts 1 and 2 (started in week 10) is due as a package in week 12 so you have sufficient time to complete.

## Week 10



### Focus on Excel

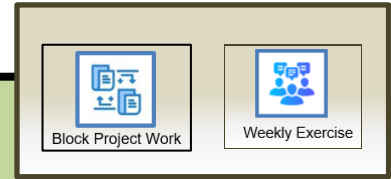
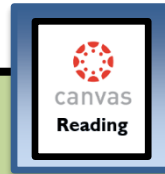


Mar 23, 25

No pre-read for class this week, but please complete **WE-Week10** prior to our first meeting this week

- This week will center on applied learning with Excel during class time, which will be a workshop led by **John South**
- Meeting in ENV 336 (CSAM Computer Lab) so that everyone has computer access for both class meetings this week.
- In class we will complete our **Excel Skills Exercise**, which will be due at the end of this week.
- ***Deliverables for week:*** WE-Week10, Excel Skills Exercise

## Week 11



### Focus on GIS



Mar 30 & Apr 1

Complete the brief GIS reading (link in Canvas) prior to our first meeting this week.

- In class we will complete **GIS Exercise Part 1** in our first meeting of the week, and **GIS Exercise Part 2** in our second meeting
- ***Deliverables for this week:*** WE-Week11

**Note:** our GIS Skills Exercise (Parts 1 and 2 together) is due as a package in week 12 so you have sufficient time to complete.

## BLOCK 4 – PROJECT PLANNING, IMPLEMENTATION, AND COMPLETION

As we work toward the conclusion of this course, we will make one last transition this coming week. Beginning in week 12, we engage with the task of putting the knowledge and skills we have learned this semester together in proposing a small but practical research case study. To make this proposal creation process realistic, we ask you to focus on one of two possible situations:

1. Follow up on the small research project with a related extension you are proposing for the Block 3 research project, **or**
2. Pursue your own individual interests in a proposal for a research topic of your own design on a topic you find of great interest.

In either case your goal will be to create a proposal for a research project that you could realistically complete that addresses the “next step” in the situation, either in the Block 3 research or in your own interests.

## Week 12



### *Transition Time*



Apr 6, 8

- No pre-read for class this week: our focus will be on starting work on our research proposals (proposal presentation and proposal document)

- We will complete **WE-Week12** in class this week

- *Deliverables for this week:*

- **WE-Week12** (Expanding on Last Week's Project Work)
- The **GIS Exercise** (from week 11) is due at our second meeting of this week

## Week 13



### *Finishing our Research Proposals*



Apr 13, 15

- No pre-read for class this week

- We will complete **WE-Week13** in class this week
- We will also invest time on writing the Final Project Proposal (Presentation and Document), which will be delivered next week

- *Deliverable for this week:*

- **WE-Week13** (focus on thinking through your proposal)

# Week 14



## The Proposal

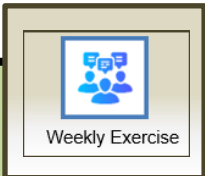
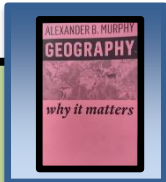


▪ **Reading: Murphy Chapter 5**

▪ Research proposal presentations this week

- **Deliverables for this week:**
  - Presentation of Final Proposal
  - Final Proposal Document is also due
  - WE-Week14

# Week 15



## Semester Wrap Up



**Apr 27, 29**

▪ **No new pre-reads for this week (but be ready to continue to discuss Murphy Chapter 5 in class)**

▪ Class wrap-up discussion and WE-Week15 (completed in class)

- **Deliverables for this week:**
  - WE-Week15

## End of Course