# A planet earth from space Description automatically generated

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Dept of Geography and Geoinformation Sciences  
GGS 102-002: Introduction to Physical Geography – Spring 2025

## Class time: Mondays and Wednesdays from 1:30 pm – 2:45 pm

Location 3012 Horizon Hall, in person/face-to-face

& Modality:

**Learning** This course will be hosted on Canvas for the Spring 2025 semester. Please ensure you

**Management** are familiar with accessing and navigating this platform. Resources and support are

**System:** available at: <https://lms.gmu.edu/getting-started-students/> to help you get started. If you have any questions, do not hesitate to reach out to me or contact the [ITS Support Center](https://its.gmu.edu/service/its-support-center/) for assistance.

Instructor: Lori Mandable (she/her)

2204 Exploratory Hall (office suite across from our classroom)  
[lmandabl@gmu.edu](mailto:lmandabl@gmu.edu) – Preferred Communication Method

[Zoom Personal Meeting Room](https://gmu.zoom.us/j/2749469680)

Office: 703-993-3923

Mobile: 703-966-5316

LearningLauren Dick-Peddie (she/her)

Assistant: Exploratory Hall, Room 2400 C/D (office suite with GGS office)

[ldickped@gmu.edu](mailto:ldickped@gmu.edu)

Discord:

**Graduate** Kai Barner (he/him)

**Teaching** [kbarner2@gmu.edu](mailto:kbarner2@gmu.edu)

**Assistant:**

**Office hours:** Lori: Monday – Thursday from 3:00pm – 4:00pm in 2204 Exploratory Hall and via [Zoom](https://gmu.zoom.us/j/2749469680) (I’m happy to schedule an appointment if these times don’t work for you – just ask!)

Lauren: by appointment, please email for day/time in 2400 C/D Exploratory Hall

Kai: Mondays from 12:00pm-1:00pm in Exploratory Hall, Shared GTA Space, 1102-P

# Course Description

Have you ever wondered about the remarkable planet on which we live? Have you seen a picture of a landscape and wanted to know more about where it is from and how it became so stunning? In this course, we discover Earth’s major landforms, how they materialized, and the processes that continually change the landscape of our planet. We will learn how these factors are interrelated processes, which direct the global distribution and character of climate, soils, vegetation, hydrology, and landforms. We will examine how these interrelated processes also impact our daily lives, and how humans influence the environment through the application of the scientific method. The course also includes basic elements of mapping and is designated as a Mason Core (non-laboratory) Natural Sciences course as well as a Just Societies and Green Leaf Sustainability-Related course.

# Course Goals

Welcome to GGS 102! The goals of this course are to help engage your curiosity about Earth, learn how the scientific method advances our knowledge of Earth, and apply that knowledge to constructively solve problems. It is designed to be an experience where you will learn not only about Earth and its processes, but also where you can develop the skills necessary to help you academically. By the end of this course, you will be able to:

* Explain the six steps of the scientific method through application to an area and topic of their choice
* Describe the difference in perspective, tone and data presented in media-based articles vs. peer-reviewed literature
* Demonstrate geographic analysis techniques through pattern recognition in Earth’s atmosphere, biosphere, lithosphere, hydrosphere, and human settlement
* Identify landform types and describe the processes that formed them.

## Mason Core: Natural Science Course

Mason Core Natural Science courses engage students in scientific exploration; foster their curiosity; enhance their enthusiasm for science; and enable them to apply scientific knowledge and reasoning to personal, professional, and public decision-making. This course meets learning outcomes 1 through 4 for Natural Science.

Learning Outcomes:

1. Understand how scientific inquiry is based on investigation of evidence from the natural world, and that scientific knowledge and understanding: a) evolves based on new evidence, and b) differs from personal and cultural beliefs.
2. Recognize the scope and limits of science.
3. Recognize and articulate the relationship between the natural sciences and society and the application of science to societal challenges (e.g., health, conservation, sustainability, energy, natural disasters, etc.).
4. Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).

## Mason Just Societies Course

Mason Just Societies courses enable students to directly address questions about diverse perspectives and inequity as they engage with one another, and to identify how they can participate in processes for making change.

Learning Outcomes:

Courses with a Just Societies flag must meet both outcomes, in addition to other required course outcomes related to the primary Mason Core Exploration category*.* Upon completing a Just Societies course, students will be able to:

1. Define key terms related to justice, equity, diversity, and inclusion as related to this course’s field/discipline and use them to engage meaningfully with peers about course issues.
2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

## Green Leaf Sustainability-Related Course

Green Leaf Sustainability-Related courses “help build knowledge about a component of sustainability (people, planet, and profit) or introduce students to sustainability concepts during part of the course. They may complement sustainability-focused courses by providing students with in-depth knowledge of a particular aspect or dimension of sustainability (such as the natural environment) or by providing a focus area (such as renewable energy) for a student’s sustainability studies, or they may broaden students’ understanding of sustainability from within different disciplines.”

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# Required Materials

* Physical Geography (either print version or e-text) 12th edition by Petersen, Sack and Gabler, ISBN: 978-0-357-14244-8. The text can be rented or purchased at the GMU Bookstore [(Bookstore Link)](https://gmu.bncollege.com/webapp/wcs/stores/servlet/TBListView?catalogId=10001&storeId=15552&langId=-1&courseXml=%3ctextbookorder%3e%3ccourses%3e%3ccourse%20dept=%22GGS%22%20num=%22102%22%20sect=%22001%22%20term=%22F24%22/%3e%3c/courses%3e%3c/textbookorder%3e), 3rd party sites (Amazon, etc.) or via the publisher.
* Access to a computer with an operating system of at least Windows 10, Mac OSX 10.13 or higher and a stable broadband internet connection. Students have access to such computers in the GGS Computer Lab, 2102 Exploratory Hall, which is open to students 24/7 via their student ID.
* A digital photo of a place that you have a connection to; it can contain people, but the emphasis is on the landscape.
* An open mind, your curiosity and desire to learn – my goal is to provide a safe and comfortable environment in which we can all share our unique experiences and perspectives.
* Willingness to make mistakes – making mistakes is part of learning and should not be shameful – it demonstrates a growth mindset!

# Grading

Grades for this course are based on individual performance in the following areas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment | Frequency or Date | Possible Points | Percent of Total | Where |
| 21 Post-Reading Quizzes | Due dates listed in Course Schedule section, lowest 3 quizzes dropped | 10 points each for total of 180 points | 18% | Online via Canvas |
| 5 Assignments, 1 Optional Bonus Assignment | 2/5/2025,  2/26/2025,  3/31/2025,  4/16/2025  5/5/2025  Bonus: 5/5/2025 | 50 points each for a total of 250 points | 25% | Online via Canvas |
| 15 Graded Class Participation Activities | Some listed on Course Schedule, lowest 3 grades dropped | 10 points each for a total of 120 points | 12% | In Class |
| Exam 1 | 2/24/2025 | 150 points | 15% | Online via Canvas |
| Exam 2 | 4/2/2025 | 150 points | 15% | Online via Canvas |
| Final Exam | 5/6/2025 – 5/12/2025 | 150 points | 15% | Online via Canvas |
| Total |  | **1000 points** | **100%** |  |

**Grading Schema**

|  |  |  |
| --- | --- | --- |
| Grade | Percentage | Points |
| A+ | 97-100% | 970-1000 |
| A | 94-96.99% | 940-969.9 |
| A- | 90-93.99% | 900-939.9 |
| B+ | 87-89.99% | 870-899.9 |
| B | 84-86.99% | 840-869.9 |
| B- | 80-83.99% | 800-839.9 |
| C+ | 77-79.99% | 770-799.9 |
| C | 74-76.99% | 740-769.9 |
| C- | 70-73.99% | 700-739.9 |
| D | 60-69.99% | 600-699 |
| F | <60% | <600 |

**Quizzes:** Quizzes on each chapter (Chapters 1-20) and a quiz on the Just Societies material will be given via Canvas. **These quizzes are open book, open note, but no collaboration from other people and no use of the internet is permitted to obtain answers.** They may be taken **twice** for credit and the highest grade will be used**. Once the due date/time has passed, quizzes will NOT be reopened, so please pay attention to the due dates/times. The lowest three quiz grades will be dropped.**

**Assignments:** There will be five graded assignments throughout the semester based on your personal experience with an area of your choice and thought-provoking questions based on material from the text. **Students are expected to answer each question in complete sentences – one-word answers will not be considered a complete sentence. The instructor, GTA, and LA can review your work prior to submission, so ASK QUESTIONS and/or ASK US TO REVIEW your work prior to the due date – we are here to help! 😊**

Questions asked in the assignments may require students to do some research. Research sources used should be peer-reviewed (unless specifically stated not to use a peer-reviewed source) and must be cited in APA format. This website provides information on APA basics: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html>

**Graded Class Participation Activities:** There will be designated time for hands-on activities in most during most class meetings. Fifteen of these hands-on activities will be graded class participation activities given to encourage involvement with course content. These assignments comprise 120 points of the total grade for this class and **cannot be made up**. **The lowest three class participation activity scores will be dropped. Please note that if you arrive late to class or leave early, you may not be able to complete the class participation activity, which can impact your final grade in the course.**

**Exams:** There will be three in-class exams, taken on the date(s) specified on the syllabus. All exams are administered via Canvas. The first exam will cover Chapters 1-6. The second exam will cover Chapters 7-10 and 13-15 of the text. The final exam will be comprehensive (Chapters 1-20) but will have more emphasis on Chapters 16-20 and 11-12.

**Extra Credit:** There will be an individual opportunity to earn bonus points this semester, through the completion of an optional Assignment 6 (worth up to fifty points). There might be other opportunities, which will be announced as they occur.

**Course Evaluations:** There is one additional group opportunity to earn bonus points, through completion of the course evaluation at the end of the semester. If the class has a submission rate of 80%, each student will be awarded an additional five bonus points. If the class has a submission rate of 90%, each student will be awarded an additional ten bonus points. If there is 100% participation in the course evaluation, then each student will receive fifteen bonus points.

# Course Policies

## Technology Information

* **How do I access course material?** You can access Canvas through <https://canvas.gmu.edu>. After logging in with your Mason ID and password, look on the far left and select the Courses tab. Our course will be listed, so click on the course to access material.

## Attendance

* **What is the attendance policy?** We highly encourage students to attend all live and recorded sessions of class. Scientific studies conclusively correlate academic success with regular class attendance. While the instructor does not take attendance, there are fifteen graded class participation activities that are meant to aid in learning the material and function as an incentive to attend class regularly. Note: some of the activities are not listed in the Course Schedule!
* **What happens if I miss classwork because I have car issues, am sick, live with someone who falls ill or takes care of someone who falls ill?** If you must miss a class, please email the instructor **PRIOR** to class starting for that day. It is the **student’s responsibility** to meet with the instructor and/or Learning Assistant to follow up on any missed material. Again, class participation activities **CANNOT** be made up.
* **What if I am unable to make it to class for an extended period?** If students have an extended absence (i.e., beyond one week or one that includes the submission of a major assignment), they should consult the professor to develop a work plan.

## Late Work

* The best way to deal with late assignments is to avoid turning them in late! Time management, course planning and following the schedule are intended to help students submit assignments in a timely fashion. However, there will be circumstances in which assignments might be late.
* **When is my assignment late?** Late assignments are determined by Canvas. If Canvas says it was submitted after the due date and time, then it is late.
* **What if my assignment is submitted and it is within 48 hours of the due date/time?** This is the grace period. Your assignment is still eligible for full credit, but the assignment will not feature feedback (only a grade).
* **What if my assignment is turned in 48 hours after the due date/time?** Your assignment will receive zero points with no feedback.
* **What if a volcano erupts, lava covers the campus, and I cannot turn in my assignment?** There is not an active rift zone, subduction zone nor hot spot beneath the campus, so this is not an issue.☺
* **What happens if I try to submit my quiz late or miss an in-class participation activity?** Missed OR late quizzes and missed in class participation activities will receive a grade of zero points. The three lowest quiz AND three lowest class participation activity grades will be dropped, and students can complete the optional bonus assignment to make up these points.
* **What if I have ODS accommodations that state I can have extra time on work?** If you have ODS accommodations, please submit them to the professor as soon as possible. If your accommodations state that you have extra time, please inform the professor that you need the extra time **PRIOR** to the due date of the quiz, in class participation activity, assignment or exam.

## Communication

* **Communication in this course is highly encouraged and is a two-way street**. The instructor, Graduate Teaching Assistant, and Learning Assistant are here to help you learn and we all benefit from hearing from students when they have questions and/or concerns. Please feel free to contact any/all of us in class, during office hours, in the hallway, via email, Discord, Zoom or MS Teams.
* **Name and pronoun use:** If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her/hers for myself and you may address me as Lori in email and verbally. You can also use this guide (<https://registrar.gmu.edu/updating-chosen-name-pronouns/>) to change pronouns and your chosen name in Canvas.
* **Can I use interpretative dance to communicate with you?** While a dance would be entertaining, I ask (and the Commonwealth stipulates that you are required) for students to use their official GMU email account to communicate, to lessen issues with miscommunication. 😊
* **How do you feel about asking questions during class?** I welcome them! Feel free to interrupt to ask questions!
* **What about class discussions – what are the expectations?** Discussions will regularly occur in class. Please be kind and respectful to fellow students, the Learning Assistant(s), and the Professor. Remember your audience and use proper professional etiquette and language. We all bring our wonderful and unique experiences and perspectives to class. A foundation of respect and acknowledgement of diverse perspectives enables everyone to benefit from our collected insights.
* **What if I need to take a phone call in class?** Please mute cell phones prior to class commencing. If you do need to receive an incoming call during the class period, please step outside the classroom to take the call.
* **What if that amazing item I have been wanting for months goes on sale during class and I must use my computer to buy it?** We will frequently be using the internet to enhance our discussions. We will also be using computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade. Please do not engage in activities that are unrelated to the class on the class computers and any private electronic devices brought into the classroom – remember that others can also peer over your shoulder and can see what you are doing!
* **When do you answer email?** The instructor will return emails and text messages as quickly as possible, Monday through Friday from 10:00am-6:00pm. If you send an email on Saturday or Sunday, it could be a full 24-48 hours before the instructor is able to respond.

## Grading

* **When should I cite a source?** If you do not already have first-hand knowledge of the subject matter and/or data, you need to **fully cite your source in APA format** and not as a website nor hyperlink. Failure to do so will result in being reported as a violation of Academic Standards, which are outlined [here](#AcademStd).
* **How do you manage the use of Generative-AI in grading?** Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and **including citations** when using the work of others, whether individual people or Generative-AI tools.

Please remember that Generative AI (GenAI) tools have limitations: they can hallucinate (create incorrect statements and provide fake citations), create inaccurate code, and provide offensive images or examples. They have been trained on limited sources that may contain biases and create biased output. The use of these tools creates other ethical quandaries: the algorithms rely on work done by other humans and do not give credit to their sources, and the algorithm adjustments are often completed by workers who may not be fully compensated for their labor and emotional stress. Lastly, reliance on these tools may stifle your own creativity and impede the learning process. Your decision to use Generative-AI tools should always consider these limitations.

* **What if I have a question about my grade?** If you have a question about a graded assignment, please email the professor with **specific** concerns. I am happy to provide additional feedback so that you can improve your performance on the next assignment. Unless there is a calculation error or unmistakable evidence that aspects of criteria were overlooked, your grade will stay the same.
* **When should I expect to receive my graded assignment back?** The turnaround time is usually one week.

# University Policies

* **Catalog:** The University Catalog (http://catalog.gmu.edu) is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/.](http://universitypolicy.gmu.edu/) All members of the university community are responsible for knowing and following established policies.
* **Inclement Weather and Class Cancelation:** GMU posts closings on its website (www.gmu.edu.). You can receive notification from Mason Alerts via email or text to a cell phone; please let the instructor know if you need more information.

If the campus closes, or if a class meeting needs to be canceled or adjusted due to weather or other concern, students should check Canvas [or other instruction as appropriate] for updates on how to continue learning and for information about any changes to events or assignments.

* **Registration:** Instructors do not have the capacity to remove students from class enrollment, therefore students are responsible for any changes in enrollment.
* **George Mason Diversity Statement**:

*George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study, and personal growth.*

*An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.*

*The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group, and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.*

*Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization, and to make improvements as needed.*

* **Academic Standards:**

*Academic Standards exist to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.*

*As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:*

* + ***Honesty:*** *Providing accurate information in all academic endeavors, including communications, assignments, and examinations.*
  + ***Acknowledgement:*** *Giving proper credit for all contributions to one’s work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.*
  + ***Uniqueness of Work:*** *Ensuring that all submitted work is the result of one’s own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.*

*Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is* [*outlined in the university's procedures*](https://academicstandards.gmu.edu/)*. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.*

*The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.*

***Student responsibility:*** *Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.*

* **Accommodations for Students with Disabilities**

*Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit* [*https://ds.gmu.edu/*](https://ds.gmu.edu/) *for detailed information about the Disability Services registration process. Disability Services is in Student Union Building I (SUB I), Suite 2500. Email:* [*ods@gmu.edu*](mailto:ods@gmu.edu)*. Phone: (703) 993-2474.*

***Student responsibility****: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.*

* **FERPA and Use of GMU Email Addresses for Course Communication**

*The* [*Family Educational Rights and Privacy Act (FERPA)*](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) *governs the disclosure of* [*education records for eligible students*](https://registrar.gmu.edu/ferpa/) *and is an essential aspect of any course.* ***Students must use their GMU email account*** *to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.*

***Student responsibility****: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.*

* **Title IX Resources and Required Reporting**

*As a part of George Mason University’s commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate based on sex or gender in any of its education or employment programs and activities. Accordingly,* ***all   
non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct*** *(such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the “Complainant”) will receive a communication, in the form of an email, offering that person the option to meet with a representative of the Title IX office.*

*For more information about non-confidential employees, resources, and Prohibited Conduct, please see* [*University Policy 1202*](https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/)*: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to*[*TitleIX@gmu.edu*](mailto:TitleIX@gmu.edu)*, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.*

***Student opportunity****:  If you prefer to speak to someone* ***confidentially****, please contact one of Mason’s confidential employees in Student Support and Advocacy (*[*SSAC*](https://ssac.gmu.edu/)*), Counseling and Psychological Services (*[*CAPS*](https://caps.gmu.edu/)*), Student Health Services (*[*SHS*](https://shs.gmu.edu/)*), and/or the* [*Office of the University Ombudsperson*](https://ombuds.gmu.edu/)*.*

* **Additional Support Services:** Several departments exist to aid students in a wide variety of ways and are listed on the last pages of this syllabus.

**GGS 102 Calendar – Spring 2025**

## \*\*\*Syllabus is subject to change, so please check Canvas for the most up to date version!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Before Class: | During Class: | Due Dates \*\* |
| 1 | Wed 1/22 | Syllabus and Course Information | **Review:** Syllabus |  |
| 2 | Mon 1/27 | **Read & Watch Videos for: Chapter 1** Physical Geography:Physical, Spatial, and Environmental Science | **Activity:** Scientific Method & Open/Closed Systems |  |
| Wed 1/29 | Scientific Method, Scientific Literature vs. Media | **Activity:** Article Comparison |  |
| 3 | Mon 2/3 | **Read & Watch Videos for: Chapter 2** Representations of Earth | **Review:** Chapter 2  **Activity:** Lat/Long Exercise | **Chapter Quiz 1** **Due** |
| Wed 2/5 | **Read & Watch Videos for: Chapter 3** Solar Energy and Earth – Sun Relationships | **Review:** Chapter 3  **Activity:** Seasons Interactive | **Chapter 2 Quiz Due Assignment 1** **Due** |
| 4 | Mon 2/10 | **Read & Watch Videos for: Chapter 4** The Atmosphere and Earth’s Energy Budget | **Review:** Chapter 4  **Activity:** Heat Transfer | **Chapter 3** **Quiz Due** |
| Wed 2/12 | **Read & Watch Videos for: Chapter 5** Atmospheric Pressure, Winds and Circulation Patterns | **Review:** Chapters 4-5  **Activity:** Ventusky | **Chapter 4** **Quiz** **Due** |
| 5 | Mon 2/17 | **Read & Watch Videos for: Chapter 5** Atmospheric Pressure, Winds and Circulation Patterns  **Read & Watch Videos for: Chapter 6** Humidity, Condensation, and Precipitation | **Review:** Chapter 5  **Activity:** Weather Maps |  |
| Wed 2/19 | **Read & Watch Videos for: Chapter 6** Humidity, Condensation, and Precipitation | **Review:** Chapter 6  **Activity:** Exam Review | **Chapter 5** **Quiz** **Due Chapter 6** **Quiz** **Due** |
| 6 | Mon 2/24 | **Exam 1**: Chp 1-6 **ONLINE via Canvas – no in person class** | | |
| Wed 2/26 | **Read & Watch Videos for: Chapter 7** Air Masses and Weather Systems | **Review:** Chapter 7  **Activity:** Air Masses & Current Weather | **Assignment 2 Due** |
| 7 | Mon 3/3 | **Read & Watch Videos for: Chapter 8** Global Climates and Climate Change  **SKIM: Chapter 9** Low-Latitude and Arid Climate Regions  **SKIM: Chapter 10** Mid-Latitude, Polar and Highland Climate Regions | **Review:** Chapters 7-8  **Discuss:** Destructive Weather  **Activity:** Climographs | **Chapter 7** **Quiz** **Due** |
| Wed 3/5 | **Read & Watch Videos for: Chapter 8** Global Climate Change | **Review:** Chapter 8  **Activity:** Climographs | **Chapter 9 Quiz** **Due**  **Chapter 10** **Quiz** **Due** |
| 8 | Mon 3/10 | **SPRING BREAK – Enjoy the time off!** | | |
| Wed 3/12 |
| 9 | Mon 3/17 | **Read & Watch Videos for: Chapter 13** Earth Materials and Plate Tectonics | **Review:** Chapter 13  **Activity:** Rock demo | **Chapter 8** **Quiz** **Due** |
| Wed 3/19 | **Read & Watch Videos for: Chapter 13** Earth Materials and Plate Tectonics  **Read & Watch Videos for: Chapter 14** Tectonism and Volcanism | **Review:** Chapters 13-14  **Activity:** Plate Tectonics & Milky Ways |  |
| 10 | Mon 3/24 | **Read & Watch Videos for: Chapter 14** Tectonism and Volcanism | **Review:** Chapter 14  **Activity:** 3D Models & Earthquake demos | **Chapter 13** **Quiz** **Due** |
| Wed 3/26 | **Read & Watch Videos for: Chapter 14** Tectonism and Volcanism  **Read & Watch Videos for: Chapter 15** Weathering and Mass Wasting | **Review:** Chapters 14-15  **Discuss:** Mass Wasting Events | **Chapter 14** **Quiz** **Due** |
| 11 | Mon 3/31 | **Read & Watch Videos for: Chapter 15** Weathering and Mass Wasting | **Review:** Chapter 15  Exam Review | **Assignment 3 Due Chapter 15** **Quiz** **Due** |
| Wed 4/2 | **Exam 2:** Chp 7-10, 13-15 – **ONLINE via Canvas – no in person class** | | |
| 12 | Mon 4/7 | **Read & Watch Videos for: Chapter 16** Subsurface Water and Karst | **Review:** Chapter 16  **Activity:** Water Scarcity/Damming |  |
| Wed 4/9 | **Read & Watch Videos for: Chapter 16** Subsurface Water and Karst  **Read & Watch Videos for: Chapter 17** Fluvial Processes and Landforms | **Review:** Chapters 16-17  **Activity:** Water Scarcity/Damming |  |
| 13 | Mon 4/14 | **Read & Watch Videos for: Chapter 17** Fluvial Processes and Landforms | **Review:** Chapter 17  **Activity:** Google Earth Fly Over | **Chapter 16** **Quiz** **Due** |
| Wed 4/16 | **Read & Watch Videos for: Chapter 18** Arid Regions and Eolian Landforms | **Review:** Chapter 18  **Activity:** Deserts | **Chapter 17** **Quiz** **Due Assignment 4 Due** |
| 14 | Mon 4/21 | **Read & Watch Videos for: Chapter 19** Glacial Systems and Landforms | **Review:** Chapter 19  **Activity:** Glacial terms | **Chapter 18** **Quiz** **Due** |
| Wed 4/23 | **Read & Watch Videos for: Chapter 20** Coastal Processes and Landforms | **Review:** Chapter 20  **Activity:** Coasts | **Chapter 19** **Quiz** **Due** |
| 15 | Mon 4/28 | **Read & Watch Videos for: Chapter 12** Soils and Soil Development | **Review:** Chapter 12  **Activity:** Soils! | **Chapter 20** **Quiz** **Due** |
| Wed 4/30 | **Read & Watch Videos for: Chapter 11** Biogeography | **Review:** Chapter 11  **Activity:** Ecologies | **Chapter 12** **Quiz** **Due** |
|  | Mon 5/5 |  | Exam Review | **Chapter 11** **Quiz** **Due Assignment 5 Due**  **Bonus Assign 6 Due** |
| Final Exam | **5/6 – 5/12** | **ONLINE (Canvas)** | **Final Exam – Chp 1-20 with emphasis on Chp 16-20, 11-12** | **Final Exam due on May 12, 2025, at 11:59pm** |

**\*\* Items are due by 11:59pm Eastern Time on the dates indicated above for grading consideration.** **Student Support Services:**

|  |  |
| --- | --- |
| NAME OF RESOURCE | DESCRIPTION OF RESOURCE |
| [Academic Advising](https://advising.gmu.edu/) | [www.advising.gmu.edu](http://www.advising.gmu.edu) |
| [Assistive Technology Initiative](https://ati.gmu.edu/) | **Aquia Building Rm. 238 703-993-4329** [**www.ati.gmu.edu**](http://www.ati.gmu.edu)  Manages the production of accessible text for Mason students with disabilities. They also ensure access to information technology and communications to the entire university community using adaptive equipment and provision of technical assistance. |
| [Center for Culture, Equity, and Empowerment (formerly ODIME and LBGTQ+)](https://ccee.gmu.edu/) | **SUB I Room 2400 703-993-2700** [**www.ccee.gmu.edu**](http://www.ccee.gmu.edu)  Leverages programs and services focused on advocacy and direct student support to strengthen equity and inclusion at George Mason University. Our advising fosters opportunities for identity development, cross-cultural engagement, and inclusive learning communities, affirming the indivisible aspects of all our identities. Our three areas: [Student Access and Equity (SAE)](https://ccee.gmu.edu/sae/), [Student Engagement for Racial Justice (SERJ)](https://ccee.gmu.edu/serj/), and [LGBTQ+ Resources](https://ccee.gmu.edu/lgbtq-resources/), serve as resources to those in the Mason Community who seek to meaningfully engage and interact with people with different identities and intersections to co-create an equitable campus environment. |
| [Counseling and Psychological Services](https://caps.gmu.edu/) | **SUB I Room 3129 703-993-2380** [**www.caps.gmu.edu**](http://www.caps.gmu.edu)  Students can take advantage of psychological services, a variety of learning services, multicultural services, and educational programs that support students’ educational goals. |
| [Disability Services](https://ds.gmu.edu/) | **SUB I Room 2500 703-993-2474** [**www.ds.gmu.edu**](http://www.ds.gmu.edu)  Implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. |
| [International Programs and Services](https://oips.gmu.edu/) | **SUB I Room 4300 703-993-2970** [**www.oips.gmu.edu**](http://www.oips.gmu.edu)  Provides guidance to students and scholars studying and working at George Mason University on immigration, employment and taxation, and adjustment issues, while fostering cross-cultural understanding through programs highlighting global themes. |
| [Learning Services](https://learningservices.gmu.edu/) | **SUB I Room 3129 703-993-2380** [**www.learningservices.gmu.edu**](http://www.learningservices.gmu.edu) Provides a variety of experience based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study skills counseling, individualized programs of study, and provision of tutoring resources. Presentations on a variety of academic skill topics are available to the university community. The programs are open to all George Mason University students free of charge. Services are confidential and use of these services does not become part of the student’s academic record. |
| [Mason Student Services Center](https://masonec.gmu.edu/) | **SUB I Room 1003** [**www.mssc.gmu.edu**](http://www.mssc.gmu.edu)  Provides one-stop, integrated information and referrals regarding admissions, registrar, student accounts, and financial aid. |
| [Mathematics Tutoring Center](http://math.gmu.edu/tutor-center.php) | **Exploratory Hall 703-993-3622**  [**www.science.gmu.edu/academics/departments-units/mathematical-sciences/math-tutoring**](http://www.science.gmu.edu/academics/departments-units/mathematical-sciences/math-tutoring)  Offers tutoring on a walk-in basis for all George Mason University students who are enrolled in math courses up to MATH 290. |
| [Office of Academic Integrity](https://oai.gmu.edu/) | **SUB I Room 4100 703-993-6209** [**www.oai.gmu.edu**](http://www.oai.gmu.edu)  Provides information on the honor code and resources for students and faculty. |
| [Office of Coalition Building and Diversity Education (CBDE)](https://cbde.gmu.edu/) | **SUB I Room 2400 703-993-2700** [**www.cbde.gmu.edu**](http://www.cbde.gmu.edu)  Through collective and collaborative work with campus and community partners, supports, builds, and enhances the understanding of interpersonal identities to respond to systemic inequities, through engagement, advocacy, and education. CBDE aims to be a catalyst for change by creating, promoting, and sustaining an inclusive and equitable campus community. |
| [Office of Compliance, Diversity and Ethics](https://diversity.gmu.edu/) | **Aquia Building Room 373 703-993-8730** [**www.cde.gmu.edu**](http://www.cde.gmu.edu)  The Office of Compliance, Diversity and Ethics provides leadership and support on matters relating to equity, diversity, access, respect, and inclusiveness for all members of the George Mason University community. |
| [Office of Military Service](https://military.gmu.edu/support/services) | **SUB I 703-993-1316** [**www.military.gmu.edu**](http://www.military.gmu.edu)  Assists U.S. Military veterans, their dependents, and survivors with navigating the complex benefits process. Also provides career assistance and social opportunities for military and veteran students. |
| [Safe Zone](https://lgbtq.gmu.edu/safe-zone/) | **SUB I Room 2200 703-993-2702** [**www.lgbtq.gmu.edu/safe-zone/**](http://www.lgbtq.gmu.edu/safe-zone/) Creates a safer, more welcoming and inclusive campus environment to strengthen community and encourage networking among faculty, staff, and students toward the goal of supporting the well-being of LGBTQ people. |
| [Social Action and Integrative Learning (SAIL)](https://sail.gmu.edu/) | **Enterprise Hall Room 442 703-993-2900** [**www.sail.gmu.edu**](http://www.sail.gmu.edu)  Fosters experiential learning opportunities on campus, regionally, and globally for the Mason community with a particular emphasis on effecting positive social change. SAIL is Mason’s home for service-learning initiatives. |
| [Student Conduct](https://studentconduct.gmu.edu/) | **SUB I Room 4100 703-993-6209** [**www.studentconduct.gmu.edu**](http://www.studentconduct.gmu.edu) Provides information about university policies, the student conduct process, and resources for faculty related to addressing student behaviors of concerns and other disruptive behaviors. |
| [Student Health Services](https://shs.gmu.edu/) | **SUB I Room 2300 703-993-2831** [**www.shs.gmu.edu**](http://www.shs.gmu.edu)  Provides high quality health care, counseling, education, and prevention services in support of student learning and retention. |
| [Student Support and Advocacy Center](https://ssac.gmu.edu/) | **SUB I Room 3200 703-993-3686** [**www.ssac.gmu.edu**](http://www.ssac.gmu.edu)  Provides comprehensive services for students to foster the safety and well-being of the Mason community. SSAC services include assisting students who are encountering barriers to their academic success or personal growth, interpersonal violence prevention, alcohol and drug education, health promotion/healthy relationships, student crisis intervention, and connecting students with appropriate campus and off-campus resources. |
| [University Career Services](https://careers.gmu.edu/) | **SUB I Room 3400 703-993-2370** [**www.careers.gmu.edu**](http://www.careers.gmu.edu)  Provides information on career choices, internships and employment, and graduate and professional school. |
| [UNIV Courses and Programs](https://transitions.gmu.edu/) | [**www.transitions.gmu.edu**](http://www.transitions.gmu.edu)  Serves as a resource and development center for undergraduates, providing courses, programs, and services to facilitate students’ personal and academic success. |
| [University Life](https://ulife.gmu.edu/) | **Merten Hall Room 5200 703-993-8760** [**www.ulife.gmu.edu**](http://www.ulife.gmu.edu)  Enhances students’ in- and out-of-class experiences, in addition to facilitating interactions among faculty, staff, and other students. These resources help students achieve academically, stay healthy, get involved with campus life, find jobs, and identify resources to enrich their learning. |
| [University Writing Center](https://writingcenter.gmu.edu/) | **Johnson Ctr Room 227E 703-993-1200** [**www.writingcenter.gmu.edu**](http://www.writingcenter.gmu.edu)  Offers free individual writing consultations for students, who choose between meeting a tutor on Zoom or submitting a draft for the tutor’s written feedback. Also offers online writing guides on specific genres of writing, citation style, and other topics. Additionally, the Writing Center aids faculty who are interested in holding in-class writing workshops, developing effective writing assignments, or evaluating students’ writing. |