# GEOGRAPHY & GEOINFORMATION SCIENCE 415
# Seminar in Geographic Thought and Methodology
## Spring 2026

# Syllabus

## 1. INSTRUCTOR

**Instructor:** Dr. Matt Rice
**Term:** Spring 2026
**Class-Section (CRN):** GGS 415- 001 (12300)
**Course Modality:** In-person
**Location:** Exploratory Hall, Room 2312
**Class Day & Time:** Wednesdays, 1:30 – 4:10pm
**Faculty Office:** Exploratory Hall, Room 2202
**Faculty In-Person Office Hours:** Wednesdays, 4:15 – 5:00pm or by appointment
**Instructor Email:** mrice4@gmu.edu subject=[GGS 415]
**Phone:** (703) 957-9575

**Contact and Office Hours:** I can be reached via email or phone, with a response within 24 hours during weekdays. If you email after 5pm on Friday, you will usually receive a response by Monday at Noon. Students must activate and use their GMU campus email to facilitate contact. **I cannot communicate with you through a non-GMU email.** Please use a subject line prefix tag [GGS 415] to help me filter and increase email visibility. Office hours will be in-person, or by appointment.

## 2. COURSE DESCRIPTION

This course is designed as a **disciplinary seminar on geography**, focusing on the associated fundamental scientific principles, theories, and techniques of geography, including geographic information systems, quantitative analysis, research design, and research paper writing. **This course is part of the Mason Core curriculum and fulfills requirements for GMU writing intensive courses**. Students will learn about the discipline of geography, its history, and its contemporary practice. Students will learn how to design and carry out a research project, with a focus on the organization and written elements. Students will learn modes and methods of academic research, as well as the basic elements of the academic peer-review process. Student will learn how the Earth's features are modeled and stored in a computer information system. Students will learn how to use geographic information systems to answer geographic research questions and how to perform simple analytical procedures using geographic data. The writing intensive nature of the class means that students will devote time to successfully complete several written assignments totaling at least 3500 words, with feedback on drafts, revisions, editing, formatting, and citations. **Credit Hours for this course: 3**

## 3. COURSE PREREQUISITES

Course prerequisites include GGS 300 (Quantitative Methods for Geographic Analysis). Some students may find GGS 110 (Introduction to Geoinformation Technologies) and GGS 311 (Introduction to Geographic Information

Systems) useful. Any GIS-based content for this course will assume no previous experience, and approvals for co-registration in GGS 300 will be approved on a case-by-case basis in consultation with the GGS Undergraduate Advisor, Dr. Nathan Burtch.

## 4. COURSE EXPECTATIONS

1. Students are expected to participate in this class weekly, and to read the assigned reading material.
2. This class requires dedication and organization. Proper preparation is expected every week. You are expected to log in to Canvas each week and complete the assignments and activities on or before the due dates.
3. Students must check their GMU email messages on a daily basis for course announcements, which may include reminders, revisions, and updates.
4. It is expected that you will familiarize yourself with and adhere to GMU Academic Standards. Members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.
5. It is essential to communicate any questions or problems to me promptly so that we can quickly resolve any problems as soon as they arise.

## 5. LEARNING COMMUNITY

This course is taught in-person, with some course content distributed via Canvas. To access the course Canvas portal, log into https://canvas.gmu.edu/, select the Courses tab, and this course should be found in your course List.

This course may use Zoom for online office hours. **In order to participate, you must be at a computer with a microphone** and optionally, a video camera.

In any online interactions, we must be respectful of one another. Please be aware that innocent remarks can be easily misconstrued. Sarcasm and humor can be easily taken out of context. When communicating, please be positive and diplomatic. I encourage you to use netiquette during any online discussions.

## 6. LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Demonstrate a broad knowledge-base of the fundamental scientific theories, principals, techniques, and modes of thinking in the discipline of geography.
2. Demonstrate an understanding of the societal context of geographic practice, and articulate important historical events, contemporary developments, and future trends that shape the discipline of geography.
3. Apply and demonstrate key concepts of spatial analysis using commercial GIS software.
4. Given a specific geographic research problem, identify problem parameters, characterize data needs, assemble data, and perform analysis.
5. Effectively communicate results of analysis using written form, as well as with maps and graphics produced with GIS.
6. Develop the ability to edit and revise written documents through feedback, toward a goal of fluent written communication.
7. **Writing-to-Learn:** students will use informal or formal writing in ways that deepen their awareness of the field of study and its subject matter.

8. **Writing-to-Communicate:** students will compose one or more written genres specific to the field of study in order to communicate key ideas tailored to specific audiences and purposes; genres may be academic, public, or professional.
9. **Writing-as-a-process:** students will draft and revise written works based on feedback they receive from instructors and peers, using strategies appropriate to the genre, audience, and purpose.

## 10.TECHNOLOGY REQUIREMENTS & EXPECTATIONS

### General Hardware:

To complete this class and use Canvas effectively, you will need access to a Windows or Macintosh computer with at least 16 GB of RAM and a reliable broadband Internet connection. A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of hard disk space required to take a course such as this, consider and allow for: **1.** The storage amount needed to install any additional software and **2.** Space to store work that you will do for the course. If you are considering the purchase of a new computer, please go to https://patriotperks.gmu.edu/patriot-tech/ to see recommendations. Review general hardware requirements for ArcGIS Pro, provided by Esri, the vendor of the GIS software we use for this course. If you meet the minimum requirements, you will be fine to run ArcGIS Pro 3.4/3.5. If not, you can use ArcGIS Pro in any of the ITS and GGS campus computer labs, or the GMU Patriot Virtual Computing & Labs.

### Software:

This course uses Canvas as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Canvas version available on the http://canvas.gmu.edu. For help with Canvas, please see: https://its.gmu.edu/knowledge-base/canvas-student-help/ Online courses typically use Acrobat Reader, Java (Windows), and QuickTime. Your computer should be capable of running current versions of those applications. GMU Information Technology Services recommends that you protect your computer from viruses: https://its.gmu.edu/knowledge-base/does-mason-provide-antivirus-software/.

Students owning Macs or owning computer running Linux should be aware that some courses may use software that only runs on Windows, including the primary software tool for this class, ArcGIS Pro v.3.4/3.5. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. This following Apple webpage contains information about using Windows on a Mac: https://support.apple.com/guide/bootcamp-assistant/install-windows-newer-mac-boot-camp-bcmp173b3bf2/mac

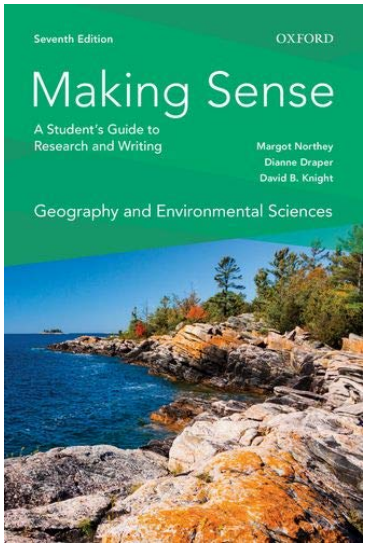
It is also possible to run Windows using a virtual machine on your Mac. Search “running windows on my Mac”. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows. Setting up Windows on your Mac can be a bit complicated, and will require some external technical support. The ArcGIS hardware and system requirements page has information about ArcGIS virtualization that may be useful, see: https://pro.arcgis.com/en/pro-app/3.4/get-started/run-pro-on-a-mac.htm

**Note:** If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

## Geographic Information Systems Software

We may use GIS for a few simple class exercises, which will be taught assuming you have no previous experience. You will have ArcGIS Pro 3.4-3.5 provided for you through a software download link, through campus computer labs, and through the GMU Patriot Virtual Computing Lab (PVCL), which can be accessed from off-campus using a VPN. ArcGIS installation requires administrator-level access and control of a Windows PC computer, and any virtual lab use of ArcGIS will require some familiarity with the GMU Patriot Virtual Computing Lab (PVCL).

## 11.REQUIRED & RECOMMENDED TEXTBOOKS




**REQUIRED**

**Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing, 7TH edition.** Margot Northey, Dianne Draper, and David B. Knight (editors) ISBN: 978-0199026807

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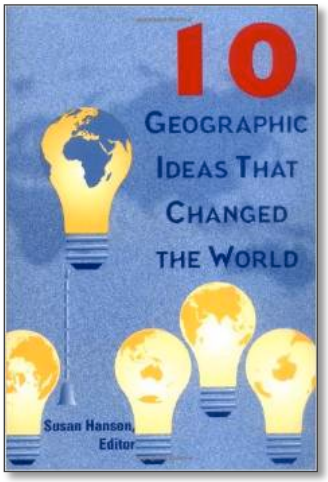


**REQUIRED**

**Ten Geographic Ideas that Changed the World**, by Susan Hanson (editor). Rutgers University Press, 1997. ISBN: 9780813523576

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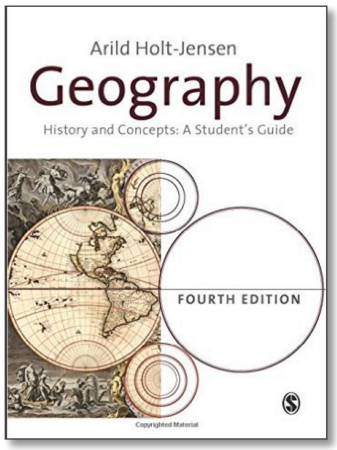

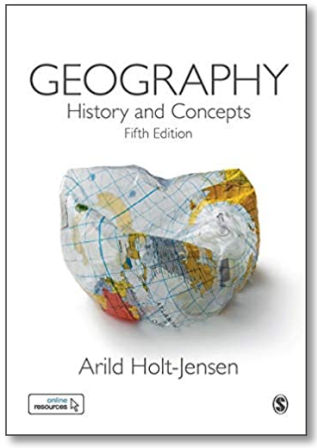


***RECOMMENDED***
***Provided online / free by GMU Fenwick Library***

**Geography: History and Concepts: A Student's Guide**, by Arild Holt-Jensen
4th edition: (October 8, 2009), ISBN: 9781412946506, **or**
5th edition: (April 28, 2018), ISBN: 9781526440150

**NOTE:** This book is available as an electronic resource through the Fenwick Library's Digital Collections: Follow the online resource link in the catalog record, **after** authenticating with your MASON NetID: https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1giah39/alma9935160283404105

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## 9. PERFORMANCE-BASED ASSESSMENTS

You will achieve the course learning outcomes (**Syllabus Section 6**) through attending and participating in course lectures, reading the textbooks, preparing and writing reading summaries when required, participating in class discussions, working through methodology exercises, completing written assignments, and completing a course research paper, with associated submissions.

**a. Reading Summaries & Presentations:** Each student will prepare a weekly textbook reading summary on the TEN GEOGRAPHIC IDEAS (Hanson) textbook using Canvas. Each reading summary will be graded on both content and form, and collectively they will be worth 25% of the final grade. See the Written Assignment and Reading Summary Grading Rubric below. At least one reading summary will be presented by each student to the class.

**b. Written Assignments**: Each student will prepare several written assignments of variable nature and length based on geographic ideas, project topics, and lecture material. The written assignments will be graded on both content and form, and collectively will be worth 25% of the final grade. See the Written Assignment and Reading Summary Grading Rubric below.

**c. Methodology Exercises**: There will be several methodology assignments, focused on geographic data collection, analysis, graphical presentation, and cartographic methods. These exercises will be worth 25% of the final grade.

**d. Final Research Paper:** Students will prepare a final research paper for the course, which will be due on the final day of class. This paper will have several deliverables throughout the term, each of which will be graded and will contribute to the student's final research paper grade. The process of writing the course research paper will include the development of a pre-proposal, article abstracts, a formal project proposal, data checks, map checks, and a full-length draft of at least 2000 words. Feedback on this full-length draft will contribute to a substantially revised final paper of at least 1800 words, which will be due at the end of the term. The research paper submissions will be worth 25% of the final grade.

## 10. GRADING SUMMARY

Late assignments will be accepted and graded with a 10% per day penalty. Exceptions to this policy must be requested in advance and will be granted at the discretion of the instructor. Students with expected absences are encouraged to work ahead to avoid penalties.

Students will be evaluated in the following areas, with the following grade weighting:

Reading Summaries (25%)
Written Assignments (25%)
Methodology Exercises (25%)
Final Research Paper (25%)

Grades are assigned using a standard scale:

| | |
|---|---|
| A+ | > 99+ |
| A | 93 – 98.9 |
| A- | 90 – 92.9 |
| B+ | 87 – 89.9 |
| B | 83 – 86.9 |
| B- | 80 – 82.9 |
| C+ | 77 – 79.9 |
| C | 73 – 76.9 |
| C- | 70 – 72.9 |
| D | 60 – 69.9 |
| F | 0 – 59.9 |

## 11. RUBRICS

**Written Assignments and Reading Summaries**

**(1) Instructions:**

Each student will prepare a series of written assignments based on course readings, web material, journal articles, class lectures, and other assigned material. The written assignments will be evaluated and assessed by the Instructor and Teaching Assistant using the standard rubric below. Written assignments should be concise, comprehensive syntheses of the assigned material, and can

include quotes, references, and relevant personal experiences or anecdotes. The length of a typical written assignment will be 200-500 words, unless otherwise indicated in the assignment.

**(2) Rubric** (Adapted from http://ctfe.gmu.edu/teaching/grading/sample-rubric-for-grading-a-research-paper/ )

| **Written Assignment Rubric** | | | | |
|---|---|---|---|---|
| **Criteria** | **Outstanding** | **Good** | **Fair** | **Poor** |
| **Organization** | Written Assignment includes a short introduction, a body, and a short synopsis, and is well organized | The Written Assignment is missing an introduction or synopsis and has minor organizational errors | The Written Assignment is missing an introduction and a synopsis and is poorly organized | The Written Assignment lacks coherent organization and structure and is missing an identifiable introduction, body, and synopsis |
| **Length** | 200-500 words, **or** as indicated in assignment | Minor length deviation (<20%) | Major length deviation (20%-40%) | Length does not adhere or approach length requirements (> 40% deviation) |
| **Syntax** | Correct grammar and syntax | Minor syntax, grammar, and spelling errors | Multiple syntax, grammar, and spelling errors throughout Written Assignment | Written Assignment is replete with syntax, grammar, and spelling errors |
| **Research and Content** | The Written Assignment contains relevant material from the lecture and assigned content material, and extends the material through a well-presented synthesis | The Written Assignment contains material from the lecture and assigned content, with minor deficiencies, omissions, or irrelevant content | The Written Assignment only partially relates to the assigned content and lecture material and contains much irrelevant content | The Written Assignment does not relate to the lecture or readings at all |
| **Points** | **90-100** | **75-90** | **50-75** | **50 or less** |

**Methodology Exercises**

Each methodology exercise will be worth 100 points, with 1 or 2 points for each substantive answer indicated in the assigned problem set, or other significant methodological step. With regard to numerical answers, a complete answer with the relevant units will be worth full credit for that problem. Students start with 100 points and receive a 1 or 2 point deduction for incorrect answers or incorrect execution of a method, and a ½ point deduction for minor errors such as a lack of units where required. Incorrect or incomplete answers not including an omission of units (ft., yards, acres, miles, meters, etc.) will receive a full point deduction. Methodology exercises will have a full written evaluation and specific indicators of reasons for point deductions. Methodology exercises should be submitted through Canvas in Microsoft Word format or other relevant format as specified in the assignment. Cartographic work must be submitted in PDF format in highest quality. Specific rubrics applicable to each assignment, if they different substantially from above, will be included in the assignment directions.

## Final Research Paper

**(1) Instructions:**

Each student will prepare a final research paper based on a pre-defined research proposal, literature review, analysis, synthesis, ancillary material, journal articles, class lectures, and other assigned material. The research paper will be evaluated and assessed by the Instructor and Teaching Assistant using the standard rubric below. The research paper should be a comprehensive synthesis of the proposed topic and can citations, quotes, illustrations, maps, graphics, images, references, and any other relevant material. The length of the research paper proposal will be 300-500 words, the draft paper submission will be at least 1200 words, and the final paper will be at least 2000 words, or approximately 6-8 pages, double spaced, exclusive of graphics, maps, images, charts, tables, and references.

**(2) Rubric** (Adapted from http://ctfe.gmu.edu/teaching/grading/sample-rubric-for-grading-a-research-paper/ )

| **Research paper Rubric** | | | | |
|---|---|---|---|---|
| **Criteria** | **Outstanding** | **Good** | **Fair** | **Poor** |
| **Organization** | Research paper includes a relevant title, abstract, introduction, conceptual framework, literature review, methodology, results and conclusions, future work, and reference sections. The content is well organized. | The research paper is missing a section and has minor organizational errors. | The research paper is missing several section and is poorly organized. | The research paper lacks coherent organization and structure and is missing an identifiable structure. |
| **Length** | Range as indicated for assignment | Minor length deviation (<15%) | Major length deviation (15%-30%) | Length does not adhere or approach length requirements (> 30% deviation) |
| **Syntax** | Correct grammar and syntax | Minor syntax, grammar, and spelling errors | Multiple syntax, grammar, and spelling errors throughout Research paper | Research paper is replete with syntax, grammar, and spelling errors |
| **Research and Content** | The research paper is based on an approved, well-written research proposal. The final paper contains relevant content addressing the proposed area of research. The final paper uses appropriate | The research paper contains relevant material, but deviates in some way from the proposal and lacks relevance in content. The research paper is missing some relevant analysis. | The research paper only partially relates to the proposed research, and many of the research methods are inappropriate, incorrectly applied, or missing. | The research paper does not relate to the proposal and lacks appropriate research analysis and content. |

| Research paper Rubric | | | | |
|---|---|---|---|---|
| **Criteria** | **Outstanding** | **Good** | **Fair** | **Poor** |
| | analytical methods and relevant maps & graphics. | | | |
| **Points** | **90-100** | **75-90** | **50-75** | **50 or less** |

## 11. COURSE SCHEDULE

You are responsible for keeping up with the textbook readings, lectures, Written Assignments, discussions, GIS tutorials/methodology exercises, and assessments. No makeup exams will be available. Readings assigned for the week & session should be completed before the scheduled date. **Any changes to this schedule will be announced via email and posted to the course Canvas page.**

| | **Dates** | **Holt-Jensen (Geography, 5th ed.)** | **Hanson (10 ideas)** | **Northey et al. (Making Sense, 7th ed.)** | **Assignments (due date)** |
|---|---|---|---|---|---|
| **Week 1** | Jan. 21 – 25 | *Syllabus Review, Course Requirements, Introduction* | | | |
| **Week 2** | Jan. 26 – Feb. 1 | I. What is Geography? | Intro<br>pp.1-13 | 1. Thinking and Writing<br>pp.1-20 | [Online introductions, not graded] |
| **Week 3** | Feb. 2 – Feb. 8 | I. What is Geography? | 1<br>pp.14-39 | 2. Searching and Researching<br>pp.23-57 | Methodology Assignment #1:<br>Choropleth Map of US (Feb. 16th) |
| **Week 4** | Feb. 9 – 15 | II. The Roots of Geography | 2<br>pp.40-59 | 3. Writing and Reading Lecture Notes<br>pp.61-71 | |
| **Week 5** | Feb. 16 – 22 | II. The Roots of Geography | 3<br>pp.60-88 | 4. Writing a Report on a Book or an Article<br>pp.72-78 | Written Assignment #1: Personal Travel Narrative (Mar. 2nd) |
| **Week 6** | Feb. 23 – Mar. 1 | III. From Cosmography to an Institutionalized Discipline | 4<br>pp.87-107 | 5. Writing an Essay<br>pp.79-98 | |
| **Week 7** | Mar. 2 – Mar. 8 | IV. The Regional Tradition | 5<br>pp.108-124 | 6. Writing a Proposal, Research Paper, and Thesis, pp.99-111 | Methodology Assignment #2:<br>Statistical Analysis Assignment (Mar. 23rd) |
| **Week 8** | Mar. 9 – 15 | Spring Recess (No Class) | | | |
| **Week 9** | Mar. 16 – 22 | V. The Growth of Spatial Science | 6<br>pp.125-144 | 7. Quotations and Documentation<br>pp.112-138 | Written Assignment #2a: Article Abstract (Mar. 30th) |
| **Week 10** | Mar. 23 – 29 | VI. Paradigms and Revolutions | 7<br>pp.145-162 | 8. Participation, Group Work, Presentations<br>pp.139-160 | Written Assignment #3: Pre-proposal (Apr. 6th) |
| **Week 11** | Mar. 30 – Apr. 5 | VII. Positivism and Its Critics | 8<br>pp.163-181 | 11. Doing Field Work and Writing about It<br>pp.183-196 | Written Assignment #2b: Article Abstract Peer-Review (April 13th) |
| **Week 12** | Apr. 6 – 12 | VIII. Alternatives to Spatial Science | 9<br>pp.182-204 | 12. Illustrating Your Work<br>pp.197-227 | Written Assignment #4: Project/Paper Proposal (Apr. 20th – May 4th) |
| **Week 13** | Apr. 13 – 19 | IX. Poststructuralism and Beyond | 10<br>pp.205-214 | 13. Words: Gender, Race, and Other Sensitivities, pp.228-236 | Written Assignment #2c: Article Abstract Resubmission (May 4th) |
| **Week 14** | Apr. 20 – 26 | X. Geographical Tasks | 10<br>pp.205-214 | 14: Writing with Style<br>pp.237-253 | Draft Final Course Paper (May 4th ) |
| **Week 15** | APR. 27 – May 3 | Course Wrap Up: Contemporary Geographic Ideas | | | Methodology Assignment #3: ArcGIS Field Maps |
| **Week 16** | May 6 – 13 | *(Final Exam Period)* | | | Final Course Paper (May 11th) |

## 12. STUDENT EXPECTATIONS, POLICIES, AND RESOURCES

The following student policies are common to all GMU Courses, as outlined by the Stearns Center and Catalog Policy AP.2.5

### 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. 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/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: 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) governs the disclosure of education records for eligible students 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 on the basis of 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, likely 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: 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, 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), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and/or the Office of the University Ombudsperson.

## 13. RELIGIOUS HOLIDAYS

I am generally aware of some religious holidays and observations, and will help minimize difficulties for students of different faiths in terms of scheduling course assignments. It is the student's responsibility to speak to me in advance should their religious observances impact their participation in class activities and assignments. [See: http://ulife.gmu.edu/calendar/religious-holiday-calendar/ ]

## 14. ADDITIONAL UNIVERSITY RESOURCES

### University Libraries

The George Mason University Libraries provides resources for distance education students. For access to these resources and services, see http://library.gmu.edu/for/online .

### Writing Center

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for writing assistance through the Office of Digital Learning's Online Writing Center.

### Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

## 15. INSTRUCTOR'S POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you may use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). **Your use of generative AI tools must be properly documented and cited for any work submitted in this course.** For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query), 'Text of your query' " or "Generated using OpenAI. https://chat.openai.com/". Material generated using other tools should follow a similar citation convention. **If an AI tool is used in an assignment, students *must* also include a brief (2-3 sentences) description of what specific tool was used, how they used the tool e.g., what prompt and settings were used to generate material, and how that material was incorporated into the assignment.**

****A lack of documentation and citation for AI-generated content will be considered a violation of GMU Academic Standards.****