GEO 1200 - Physical Geography

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: MW
Class Meeting Time: 03:00PM - 04:20PM
Class Meeting Location: CB2 O201
Modality: P
Credit Hours: 3.00

Instructor Information

Richard Tyre
Title: Instructor
Office Location: 304 B Howard Phillips Hall
Office Hours:
Mondays & Wednesdays: 10:00-1:00
Email: Richard.Tyre@ucf.edu

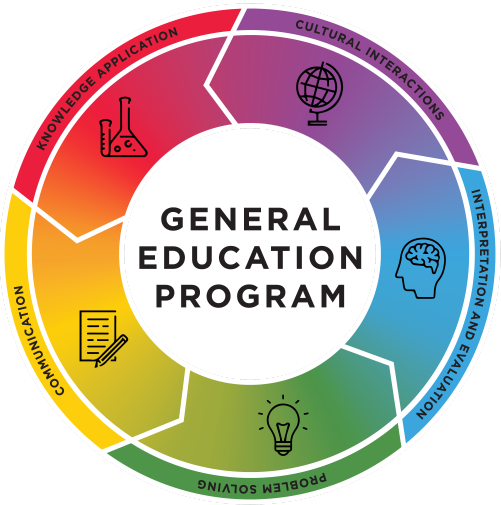
Course Description

GEO 1200 COS-POLS 3(3,0)Physical Geography: Basic physical elements of geography, including climate, landforms, soils, natural vegetation, minerals, and their integrated patterns of world distribution. Fall, Spring.

Physical geography is the study of the earth's dynamic systems: its air, water, weather climate, landforms, rocks, soils, plants, ecosystems and biomes and how humans interact with the earth's systems. Physical geography is the study of the world around you. It will help you to understand why afternoon rain showers and hurricanes frequent central Florida and what causes seasons. Everyone, every day, interacts with the earth's dynamic systems. I challenge you to join me on an exploration of the complex, and exciting world in which you live!

This is an introductory level college course in Physical Geography. It requires no prior experience with the subject.

General Education Program (GEP)



UCF's General Education Program (GEP) provides a cohesive learning experience across five key areas. Each course is designed to help students build essential skills and knowledge that connect across disciplines, preparing them for success in their academic, civic, and professional lives. This foundation equips students to make informed decisions and navigate a rapidly changing world.

Specifically, the GEP is intentionally designed to:

- Introduce students to a broad range of foundational knowledge.
- Provide students the opportunity to explore potential academic majors, minors, and careers.

- Equip students with the analytic and expressive skills required to engage in chosen pursuits.
- Develop critical thinking skills.
- Encourage lifelong learning.

This course fits into the University of Central Florida's General Education Program in the Science Foundations grouping. In this course, students will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society. This part of the General Education Program is designed to help students learn to develop, assess, and apply models of systematic inquiry and to discover the relevance of such approaches to their lives in and beyond college. This course will help students learn to critically read and evaluate information, compile data, and analyze findings through application and experimentation.

Additionally, throughout this course, students will also find elements from the University of Central Florida's General Education Program's Interpretation and Evaluation grouping, in which students will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. Use maps and graphs to analyze and interpret data and draw valid conclusions

2. Explain the causes of seasons and seasonal effects throughout the earth

3. Discuss the formation of major landforms, both domestic and international.

4. Discuss the composition, temperature profile, and function of the atmosphere.

5. Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.

6. Analyze patterns and consequences of human-environment interaction.

7. Analyze the geopolitical impact of the environment and environmental issues.

Course Materials and Resources

Introducing Physical Geography, 5th or 6th Edition by Strahler
Online Access: https://ucf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01FALSC_UCF:UCF&search_scope=DN_and_CI&tab=Everything&docid=cdi_jlu_ebooks_154

Course Assessment and Grading Procedure

Grading Criteria

Mid-Term Exam: 25%

Final Exam: 25%

Quizzes: 25%

Assignments: 25%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Attendance Quiz	Quiz	1
	Extra Credit Points	Assignment	6
	Final Letter Grade	Assignment	0
1/10/25	Google Earth Activity	Quiz	8
1/10/25	Week 1 Quiz	Quiz	7
1/17/25	Chapter 2 Quiz	Quiz	6
1/31/25	Module 4 Quiz	Quiz	5
2/14/25	Climographs Quiz	Assignment	4
2/28/25	Module 8 Quiz	Quiz	6
3/28/25	Air Mass Identification	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
3/28/25	Air Temperature Assignment	Assignment	10
3/28/25	Biogeography Materia	Assignment	10
3/28/25	Electromagnetic Terms	Assignment	10
3/28/25	Module 10 Quiz	Quiz	6
3/28/25	Module 10 Tectonic Landscapes	Assignment	10
3/28/25	Module 11 Quiz	Quiz	6
3/28/25	Module 5 Quiz	Quiz	5
3/28/25	Module 9 Quiz	Quiz	6
3/28/25	Online Mid-Term Exam	Quiz	50
3/28/25	Precipitation Types and Causes	Assignment	10
3/28/25	Revolution Dates in Materia	Assignment	10
3/28/25	Soil Texture Assignment	Assignment	10
3/28/25	Week 3 Quiz	Quiz	6
4/14/25	Final Exam	Quiz	52

Grading Scale

Letter Grade	Percentage
A	94-100%

Letter Grade	Percentage
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

Missed/Late Assignments

Attendance

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and

reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the

solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu

- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide

can also be found online here.

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
1	Introduction & Chapter 1
2	Chapters 2 & 3
3	Chapter 4
4	Chapter 5

Week	Topic
5	Chapters 6 & 7
6	Review Materials & Catch-Up
7	Mid-Term Exam Opens
8	Chapters 8 & 9
9	Chapters 10 & 11
10	Chapters 12 & 13
11	Spring Break
12	Chapter 14
13	Chapter 15 & 16
14	Chapter 17
15	Review Materials & Catch-Up
16	Final Exam