



Syllabus Supplement: Class Resources

Weekly Resources

To help you complete the course requirements successfully, you have access to several sets of weekly resources. You can access most of these resources via our class **Canvas pages**, and the ones you do not find there you can locate through our **course website**.

1. Canvas Pages Most of the resources you need on Canvas can be found in the weekly modules (found, surprisingly enough, in the “Modules” section of our Canvas course pages). The first couple of modules are called “Start Here” and “Introduction”.

- If you are not familiar with UNT and Canvas you should review the “Start Here” material.

▼ Start Here
The Basics for Students New to Canvas
Online Course Technology Requirements & Skills
UNT Policies
Academic Support & Student Services
University Library Services
Web Accessibility & Privacy
Copyright Notice

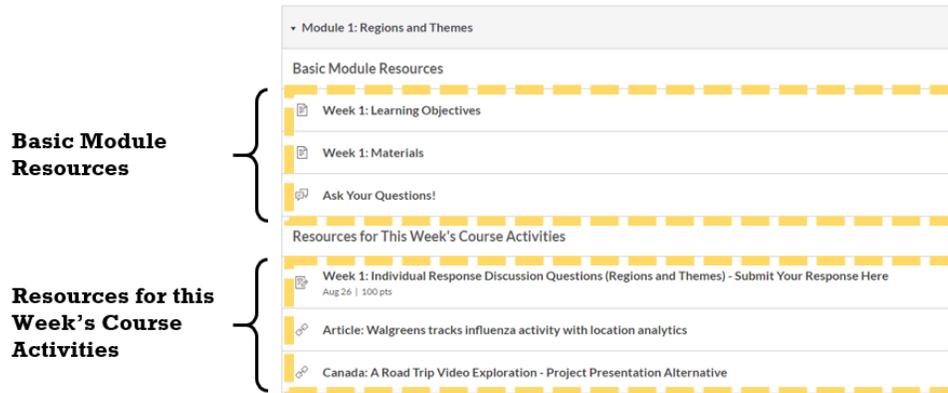
- Everyone should review the “Introduction” material for basic information that you need to know about this course and your instructor.

▼ Introduction to GEOG 3100
GEOG 3100 General Course Resources
Meet Your Instructor
GEOG 3100 Course Introduction
GEOG 3100 Syllabus - Fall 2020
GEOG 3100 Course Policies & Technology Requirements
GEOG 3100 Discussion Questions - Fall 2020
GEOG 3100 Important Course and Instructor Details Video
GEOG 3100 Course Grading
GEOG 3100 Semester Project Resources
GEOG 3100 Course Resource: Elements of an Academic Paper
GEOG 3100 Course Resource: Source and Referencing Guidelines

I will assume you have read and understood all this material by the end of the first week of classes.

Beyond these first two modules, the modules that follow are all numbered, one per week of the semester. For you to complete the course successfully you must keep up with the resources provided in each of these weekly modules.

I am including an image of module 1 (week 1) here as an example of what to expect each week.



Most weeks include both of the key sections represented above.

Basic Module Resources:

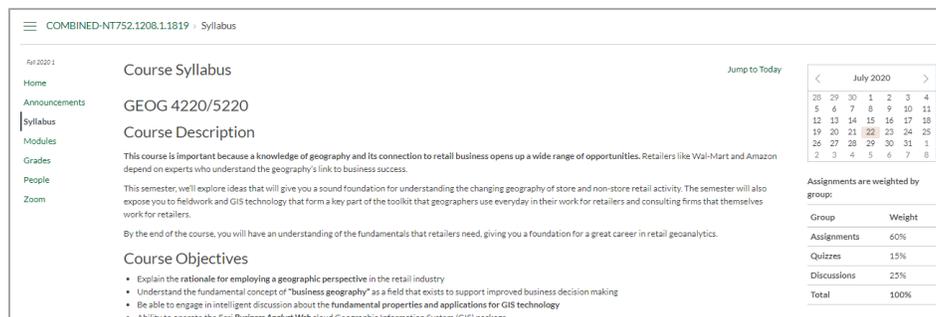
- **Learning Objectives:** a file that lists the key concepts, skills, and situations you should understand when the week is complete. The listing is intended to provide an overview of our week together.
- **Materials:** a file that introduces the week's topic, along with links to video resources and readings (and associated questions) for you to review in preparation for the week.
- **Ask Your Questions:** Are you confused about anything in the course or just have a question you'd like to ask? Put your questions and comments here and let's get a conversation going.

I will assume you have reviewed these two files before you come to class each week.

Resources for this Week's Course Activities:

- The content here will vary from week to week, but if there is a **discussion question** of some type due during the week it will be listed here.
- Also, I will populate this section with **class videos** related to the week's activities. Some videos will appear here before we get to the week, while others will be posted during or after the week's meetings. Some videos will recap material covered in class (good for review), while others you will find during the semester cover discussions that we have not had during our regular class times. Either way, you need to be familiar with whatever video resources are provided here.

Other Canvas Resources The announcements, syllabus and grading tabs in Canvas all have useful resources and you should keep up with what you can find there.



2. Class Website The webpages I have set up for this class include links to some materials I want you to be able to access without needing to log in to Canvas. These include links to download the two key course textbooks, copies of the GIS lab material, assessment materials, and other assorted course resources for your reference.

The class page below is accessible through the link:

<http://www.murrayrice.com/geog-3100.html>

The page links to several few resources that I want to make it convenient for everyone to access without logging in to Canvas.

The image shows a screenshot of the website for GEOG 3100, 'United States and Canada - Cities, Economies, and Sustainability'. On the left, five yellow callout boxes with black borders point to specific features on the website:

- Links to resources on other classes that I teach:** Points to the 'TEACHING' link in the top navigation bar.
- Course resource links:** Points to the 'RESOURCES' link in the top navigation bar.
- Course Youtube channel:** Points to a section titled 'The links below have key resources for the course.' which includes links for 'Key Course Reference Resources', 'Assessment Materials', and 'Software Resources'. Below this is a link to 'Feel free to check out my YouTube channel for a variety of videos related to this class.'
- Downloadable course syllabus:** Points to a section titled 'Click on the image above to download the GEOG 3100 Syllabus. More course resources can be found at the syllabus and handouts page on the course website.'
- Information on course textbook:** Points to a section titled 'Course Textbook:' which features the 'Wiley Student Choice' textbook.

The website itself features a header with 'Murray D. Rice' and navigation links. The main content area includes a large image of a city street, a video player for 'GEOG 3100 US and Canada', and a flyer for 'GEOGRAPHY AND EVERYDAY LIFE'.

GEOG 3100 Semester Project

Project Overview: You will be asked to complete a research project on a topic in North American regional geography. Formation of groups of up to 4 students for purposes of project completion is allowable but not required. Since the class goes by very quickly, it is important that you begin work immediately on defining your project. To help you get started on this and give you an opportunity to get some feedback from me on your proposed project topic, a one-page project proposal is due in week 5. Each project must include a discussion on an issue related to both geography and the regions of North America. These projects can be one of two types:

1. Focus on a particular region of North America. This kind of project will provide an overview (more in-depth than in class) of the history, development, economy, society, and challenges facing a given region of your group's choice. Discussion of the region's prospects for the future is a key component of this kind of project.

2. Focus on a specific issue related to the development of the regions of North America in general. This kind of project will outline some topic of importance to the continent in general. You have considerable freedom to explore a variety of issues here, but it is important that the geographic perspective is central to whatever topic you choose. You might want to start your thinking by considering the spectrum of thematic topics included in our course schedule, such as industry, trade, culture, and environmental issues. However, be creative and flexible in your thinking.

Regardless of the direction you go, please feel free to consult with me on possible topics throughout the first few classes of the course (I'd highly recommend you do this).

For details on the report format and guidelines regarding source referencing, please see the "GEOG 3100 Paper Expectations" and "GEOG 3100 Referencing Guidelines" documents I have posted in the modules section of Canvas.

Project Proposal: A 1-2 page project proposal is due in week 5, and should address two different aspects of your project and research.

1. Brief summary of the topic. In a maximum of two paragraphs, describe your proposed topic and indicate why anyone should care about your topic. For your topic description, include a specific statement of purpose: what do you hope to achieve through this project? For "why anyone should care", sell me on your topic: be persuasive and highlight what is interesting about what you want to write about.

2. Research sources. Outline at least five credible sources that you know you can use. Give full information on each source: if a book, give the name of the author, the title, and the publisher; if a website, give the web address and name of the authoring person or organization. Also give a brief summary of what the source provides for your topic.

Project Report: a written report that provides detail on your completed project findings and analysis. Key elements here also include evaluation in two dimensions:

- **1. Specific Report Content:** introduction, research question statement, explanation of research findings, discussion of analytical choices made, linkage of findings to client needs, and conclusion that provides overall evaluation and summary of the research completed.
- **2. Overall Report Quality:** source citations, writing, graphics, and overall organization of the report.

Project Abstract: a one-paragraph summary of your project report. Another name for an abstract is an “executive summary”: think of this as the version a busy executive would read – someone who just wants the basic facts

- **Evaluation dimensions:** 1. central research question • 2. concise account of central findings • 3. link between findings, research questions, and the US and Canada focus of the course • 4. strong conclusion

Project Presentation:

Option A: “2 Slides/2 Minutes” This is a fast-paced presentation to the class in week 14 summarizing your key findings and analysis. I call this a “lightning” presentation because, as the name indicates, each presentation is limited to two slides and two minutes. Evaluation of these presentations will focus on two dimensions:

- **1. Specific Presentation Content:** definition of an interesting central research question, a concise account of central findings, and a strong conclusion – all in 2 minutes.
- **2. Overall Presentation Quality:** organization, interest, and staying within “2 Slides/2 Minutes”.

Option B: Alternative Exercise As a presentation alternative available to students doing the semester project on their own, I am providing the option of providing a two-page personal reflection on the following video: <https://www.youtube.com/watch?v=TYqSUtQk12E&t=1s>

This video follows a film maker as he travels across Canada and encounters different people and communities, starting on the far eastern tip of North America and working his way through the video all the way to Canada’s Pacific coast. More details to come during the semester on this alternative. However, note you will need to make your choice on whether you will do this by week 5 of the semester (please provide your selection with your project proposal submission that is due that week). The option B reflection document is due in week 14 (same time as the option A presentation).

NOTE: Every group completing a project must complete option A. The option B alternative described here is only a possibility for individuals completing a project on their own,.

Student-Directed Discussion (Individual): Review the reading for week 11 (the agricultural core discussion from that week) and complete and submit via Canvas a one-page discussion paper (12-point font, single-spaced) of what you see as the key issues for the region (one discussion paper per person).

Please use the following chapter reading as your primary resource to begin your thinking: Birdsall et al., Chapter 11. You may also use other resources to write your issue paper, but be sure to account for the key issues that this chapter makes.

Also, you need to note the following rules for this one-page discussion paper:

- At least half the page should be a summary of the major themes from your reading, plus any other key ideas/facts you have access to (e.g. from your own life experience, or from resources you can find over the internet or the UNT library).
- Also include and explain briefly in your page a list of two to three questions you have about the region you think would be most interesting and important for us to consider in class, and be prepared to discuss those topics.
- Lastly, when you come to class, be prepared to cite and discuss relevant examples and ideas that would help your classmates to better understand the region. In-class discussion will focus on the issues, questions, and resources you identify, so give this your best effort.

Who is your professor?

■ Dr. Murray Rice

- Professor, UNT Geography and the Environment
- Bachelor of Science in Engineering Physics
- MA and PhD, Urban/Economic Geography
- Before coming to UNT: 10 years of consulting practice with Altavision Geographics, a geographic analysis consulting firm
- Following that consulting decade, I am now in my 16th year of teaching at UNT

- I grew up in Ottawa, Canada's capital city
 - So yes, I am a proud Canadian



- I also spent part of my growing-up years in the beautiful city of Boston



■ Other miscellaneous facts...

- I am a Christian, and always up for a good conversation about all matters related to faith and belief
- I have traveled to three continents so far (North America, Europe, and Asia)
- I am a fan of the Ottawa Senators (NHL), Saskatchewan Roughriders (CFL), Boston Red Sox (MLB), and Seattle Seahawks (NFL)

Four Ground Rules

- 1. Do your work
- 2. Come to learn
- 3. Participate
- 4. Consider others

Come Prepared

Right Attitude

Be Engaged

The "Golden Rule"

My goal here is to serve your needs well.

"I did not come to be served, but to serve"

No matter why you are here, what your major is, or anything else about who you are, welcome.

I am glad you are in this class.

